

Newly Certified Principal Demographics by Preparation Route 2017-18 through 2022-23

This report shows the number and percentage of candidates who received a standard principal certification through a Texas educator preparation program or who were issued a certification based on prior certification in a state other than Texas, aggregated by preparation route, gender, and race / ethnicity. In several academic years, the sum of each race / ethnicity does not equal the total. This is because a few educators did not report their race / ethnicity.

Definitions: An initial principal certificate is a standard principal certificate issued to an educator who was not previously issued a standard or lifetime principal certificate. Standard certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years. The academic year is determined by the date of issuance. An academic year is defined as September 1 through August 31 of the following calendar year. Educators self-identify their gender and race / ethnicity in the Educator Certification Online System (ECOS). Educators may identify their gender as male or female. The race / ethnicity categories included in the table are mutually exclusive and educators can update their race / ethnicity specification at any time. In some instances, gender or race / ethnicity is not reported by the individual or local education agency.

Newly Certified Principal Gender by Preparation Route

Preparation Route	Academic Year	Total	Female		Male	
			Number	Percent	Number	Percent
Alternative	2022-23	310	254	81.94%	56	18.06%
	2021-22	214	176	82.24%	38	17.76%
	2020-21	238	190	79.83%	48	20.17%
	2019-20	192	153	79.69%	39	20.31%
	2018-19	833	657	78.87%	176	21.13%
	2017-18	507	409	80.67%	98	19.33%
University	2022-23	1,342	1,048	78.09%	294	21.91%
	2021-22	1,432	1,153	80.52%	279	19.48%
	2020-21	1,435	1,163	81.05%	272	18.95%
	2019-20	1,520	1,182	77.76%	338	22.24%
	2018-19	4,283	3,203	74.78%	1,080	25.22%
	2017-18	3,462	2,528	73.02%	934	26.98%
Out of state	2022-23	287	196	68.29%	91	31.71%
	2021-22	191	120	62.83%	71	37.17%
	2020-21	164	116	70.73%	48	29.27%
	2019-20	123	75	60.98%	48	39.02%
	2018-19	332	224	67.47%	108	32.53%
	2017-18	203	149	73.40%	54	26.60%
All Routes	2022-23	1,939	1,498	77.26%	441	22.74%
	2021-22	1,837	1,449	78.88%	388	21.12%
	2020-21	1,837	1,469	79.97%	368	20.03%
	2019-20	1,835	1,410	76.84%	425	23.16%
	2018-19	5,448	4,084	74.96%	1,364	25.04%
	2017-18	4,172	3,086	73.97%	1,086	26.03%

Newly Certified Principal Race / Ethnicity by Preparation Route

Preparation Route	Academic Year	Total	American Indian / Alaska Native		Asian		Black / African American		Hispanic / Latino		Pacific Islander		White		Two or More Races / Ethnicities	
			Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Alternative	2022-23	310	2	0.65%	8	2.58%	55	17.74%	79	25.48%	0	0.00%	160	51.61%	6	1.94%
	2021-22	214	0	0.00%	2	0.93%	29	13.55%	55	25.70%	0	0.00%	128	59.81%	0	0.00%
	2020-21	238	1	0.42%	4	1.68%	43	18.07%	53	22.27%	0	0.00%	134	56.30%	3	1.26%
	2019-20	192	0	0.00%	4	2.08%	32	16.67%	60	31.25%	0	0.00%	92	47.92%	4	2.08%
	2018-19	833	3	0.36%	16	1.92%	146	17.53%	329	39.50%	0	0.00%	328	39.38%	11	1.32%
	2017-18	507	1	0.20%	10	1.97%	95	18.74%	166	32.74%	1	0.20%	227	44.77%	7	1.38%
University	2022-23	1,342	5	0.37%	15	1.12%	172	12.82%	339	25.26%	1	0.07%	784	58.42%	26	1.94%
	2021-22	1,432	6	0.42%	18	1.26%	184	12.85%	353	24.65%	1	0.07%	850	59.36%	20	1.40%
	2020-21	1,435	3	0.21%	18	1.25%	170	11.85%	306	21.32%	1	0.07%	917	63.90%	19	1.32%
	2019-20	1,520	2	0.13%	20	1.32%	255	16.78%	387	25.46%	0	0.00%	832	54.74%	24	1.58%
	2018-19	4,283	11	0.26%	52	1.21%	728	17.00%	1,142	26.66%	5	0.12%	2,275	53.12%	70	1.63%
	2017-18	3,462	20	0.58%	47	1.36%	533	15.40%	801	23.14%	4	0.12%	2,002	57.83%	54	1.56%
Out of state	2022-23	287	0	0.00%	4	1.39%	96	33.45%	37	12.89%	0	0.00%	140	48.78%	10	3.48%
	2021-22	191	2	1.05%	2	1.05%	68	35.60%	19	9.95%	0	0.00%	97	50.79%	3	1.57%
	2020-21	164	0	0.00%	1	0.61%	55	33.54%	18	10.98%	0	0.00%	85	51.83%	5	3.05%
	2019-20	123	3	2.44%	0	0.00%	39	31.71%	15	12.20%	0	0.00%	62	50.41%	4	3.25%
	2018-19	332	3	0.90%	3	0.90%	88	26.51%	44	13.25%	0	0.00%	189	56.93%	5	1.51%
	2017-18	203	3	1.48%	3	1.48%	50	24.63%	23	11.33%	0	0.00%	119	58.62%	5	2.46%
All Routes	2022-23	1,939	7	0.36%	27	1.39%	323	16.66%	455	23.47%	1	0.05%	1,084	55.91%	42	2.17%
	2021-22	1,837	8	0.44%	22	1.20%	281	15.30%	427	23.24%	1	0.05%	1,075	58.52%	23	1.25%
	2020-21	1,837	4	0.22%	23	1.25%	268	14.59%	377	20.52%	1	0.05%	1,136	61.84%	27	1.47%
	2019-20	1,835	5	0.27%	24	1.31%	326	17.77%	462	25.18%	0	0.00%	986	53.73%	32	1.74%
	2018-19	5,448	17	0.31%	71	1.30%	962	17.66%	1,515	27.81%	5	0.09%	2,792	51.25%	86	1.58%
	2017-18	4,172	24	0.58%	60	1.44%	678	16.25%	990	23.73%	5	0.12%	2,348	56.28%	66	1.58%

Methodology: All standard principal certifications that were issued since September 1, 2017 to educators who did not previously hold principal certification were identified in the Educator Certification Online System (ECOS). These initial certifications were categorized into the academic year in which they were issued. Educators were categorized into one of the three mutually exclusive routes through which they obtained their initial certification and according to their self-identified gender and race / ethnicity.

Notes: The counts may differ from those reported in previous years. This occurs for two reasons: (1) as errors are discovered, they are corrected, or (2) we update our programming to improve the accuracy in capturing the population of interest.

In some instances, the total number of certified teachers does not add up to the total number of individuals across all race / ethnicities. The difference between these two sums is the number of people who do not have a race / ethnicity specified.

The demographic data contained in ECOS may be different than that contained in the employment records in the Public Education Information Management System (PEIMS) database, which relies on data reported to TEA by individual local education agencies annually, and, therefore, may not be fully comparable to Agency reports that rely on the PEIMS demographic data.