

# SCHOOL LEADERSHIP SUPPLY AND DEMAND REPORT

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*“Never before has the bar been set so high for America’s public education system to ensure that every child achieves at high levels... Never have public schools counted more heavily on the nation’s nearly 84,000 principals to lead the instructional improvements needed to meet tough new state and federal mandates. Never has the resulting need to assure an adequate supply of candidates for school leadership positions been clearer. Yet never have these increasingly challenging and often thankless jobs seemed less enticing, or more difficult to fill.”*

- The Wallace Foundation 2003

## **Introduction**

This report is written in response to House Bill 257, 1993 Session Laws that directs the Board of Governors to

Study the issue of supply and demand of school administrators to determine the number of school administrators to be trained in the programs in each year of each biennium. The Board of Governors shall report the results of this study to the Joint Legislative Education Oversight Committee no later than March 1, 1994, and annually thereafter.

The purpose of this report is to provide data to the Education Leadership Task Force and the Joint Legislative Education Oversight Committee Concerning School Administrator Programs at the Constituent University of North Carolina Institutions about the trends that influence supply and demand of school based administrators in North Carolina. For this study, school administrators are defined as superintendents, principals, and assistant principals

This report was prepared by the Principal’s Executive Program (PEP) with technical assistance provided by Rebecca Lowe, independent consultant. The data included in this study were collected by the North Carolina Department of Public Instruction (NC DPI) and provided to PEP by the NC DPI Department of Employment and Licensure. The data, which were collected between 1999-2007, represents the most recent data available in the NC DPI licensure, certification, and payroll files for each of the indicators presented.

This report is divided into four parts:

- 1) Demographics;
- 2) Demand Trends;
- 3) Supply Trends;
- 4) Discussion of Findings.

## I. Demographics of North Carolina's School Administrators

Demographic data collected by the Department of Public Instruction indicate that 87 % of school superintendents in North Carolina have 20 or more years of education experience, 74% hold a doctoral degrees, 86% are white, 78% are male, and 82 % are 50 years old or older. More than half of current superintendents (57%) are 55 or older. In three geographic regions of the state, more than two-thirds of superintendents are 55 years old or older (Central 67%, Northeast 67%, South Central 75%).

The data also show that 56% of North Carolina school principals are female, 76% hold a master's degree, 59% have more than 20 years of education experience, 63% are 45 years old or older, and 74% are white. Almost half of principals (46%) are age 50 or older. In two geographic regions of the state, at least half of the principals are 50 years or older (Northeast 52%, South Central 55%).

The data show that North Carolina assistant principals are 57% female and 67% white, that 60% have worked in education for fewer than 20 years, and that almost 40% are younger than 40 years of age. This last statistic represents a slowing in the recent trend toward younger assistant principals. Last year, the percentage of assistant principals under age 40 increased by 11 points over the previous year; this year, the percentage showed only a 2 point increase.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. To further clarify the school administrator supply-and-demand "picture," each table offers data disaggregated by geographic region. Tables 1, 2, and 3 provide the actual numbers on the age of current school administrators.

**Table 1: Superintendent Age (2006-2007)**

Age	<40	40-44	45-49	50-54	55+
<i>Statewide</i>	<i>4</i>	<i>6</i>	<i>11</i>	<i>29</i>	<i>65</i>
Central	-	*	*	*	10
North Central	-	*	*	*	7
Northeast	-	-	*	4	10
Northwest	*	*	*	6	8
South Central	-	-	-	*	9
Southeast	-	*	*	*	8
Southwest	-	*	-	*	5
West	*	-	*	4	8

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

**Table 2: Principal Age (2006-2007)**

<b>Age</b>	<b>&lt;40</b>	<b>40-44</b>	<b>45-49</b>	<b>50-54</b>	<b>55+</b>
<b>Statewide</b>	<b>546</b>	<b>322</b>	<b>399</b>	<b>533</b>	<b>542</b>
Central	105	50	73	95	96
North Central	94	57	66	91	82
Northeast	22	15	29	34	37
Northwest	84	47	48	52	47
South Central	49	38	45	93	72
Southeast	61	31	45	54	53
Southwest	96	48	55	76	103
West	35	36	38	38	52

**Table 3: Assistant Principal Age (2006-2007)**

<b>Age</b>	<b>&lt;40</b>	<b>40-44</b>	<b>45-49</b>	<b>50-54</b>	<b>55+</b>
<b>Statewide</b>	<b>976</b>	<b>334</b>	<b>360</b>	<b>380</b>	<b>453</b>
Central	157	34	68	68	79
North Central	211	77	65	70	92
Northeast	45	17	19	18	26
Northwest	93	36	43	36	37
South Central	92	34	36	53	54
Southeast	83	45	36	35	41
Southwest	247	68	63	83	101
West	48	23	30	17	23

Tables 4, 5, and 6 provide data about the years of education experience of current North Carolina school administrators.

Of current superintendents, 87% have 20 or more years of experience in education; 32% have at least 20 years experience in school administration, and 20% have 10 or more years experience in the superintendency. Superintendents' years of experience are relatively consistent across regions but both the Northwest and Southeast regions have superintendents who have fewer than 10 years education experience.

In every region of the state, more than 50% of principals have 20+ years of education experience. No region has more than 10% of principals with fewer than 10 years of education experience.

Statewide, 22% of assistant principals have fewer than 10 years of education experience. In the Southwest, approximately one quarter of all assistant principals have fewer than 10 years of experience.

**Table 4: Superintendents' Years of Education Experience (2006-2007)**

<b>Number of Years</b>	<b>&lt;10</b>	<b>10-14</b>	<b>15-19</b>	<b>20-24</b>	<b>25-29</b>	<b>30+</b>
<i>Statewide</i>	<i>*</i>	<i>5</i>	<i>8</i>	<i>12</i>	<i>31</i>	<i>57</i>
Central	-	-	*	-	5	9
North Central	-	*	*	*	5	6
Northeast	-	-	-	*	*	9
Northwest	*	*	*	*	6	6
South Central	-	-	*	*	4	6
Southeast	*	-	*	*	*	7
Southwest	-	-	*	-	*	5
West	-	*	*	*	4	9

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

**Table 5: Principals' Years of Education Experience (2006-2007)**

<b>Number of Years</b>	<b>&lt;10</b>	<b>10-14</b>	<b>15-19</b>	<b>20-24</b>	<b>25-29</b>	<b>30+</b>
<i>Statewide</i>	<i>115</i>	<i>445</i>	<i>406</i>	<i>381</i>	<i>471</i>	<i>524</i>
Central	30	69	69	72	82	97
North Central	16	87	65	60	86	76
Northeast	5	24	27	16	31	34
Northwest	13	61	64	41	51	48
South Central	14	52	31	57	69	74
Southeast	11	52	50	25	52	54
Southwest	21	78	58	70	64	87
West	5	22	42	40	36	54

**Table 6: Assistant Principals' Years of Education Experience (2006-2007)**

<b>Number of Years</b>	<b>&lt;10</b>	<b>10-14</b>	<b>15-19</b>	<b>20-24</b>	<b>25-29</b>	<b>30+</b>
<i>Statewide</i>	<i>558</i>	<i>598</i>	<i>357</i>	<i>352</i>	<i>281</i>	<i>356</i>
Central	85	100	41	58	61	61
North Central	121	119	76	75	54	70
Northeast	22	36	16	20	12	19
Northwest	56	51	42	38	24	34
South Central	57	68	32	44	31	36
Southeast	50	58	43	31	30	28
Southwest	142	130	84	63	54	89
West	25	36	23	23	15	19

Tables 7, 8, and 9 provide data on the level of educational attainment of current North Carolina school administrators.

Approximately three quarters of all superintendents hold doctoral degrees. In the Southwest 100% of superintendents hold doctorates, but in the west, only 59% do.

Approximately three quarters of current principals hold masters' degrees, and 8% hold doctorates. In the central region 12% of principals hold doctorates.

Almost 90% of current assistant principals hold masters' degrees but every region of the state contains assistant principals whose highest level of formal education is an undergraduate degree.

**Table 7: Superintendents' Highest Degree Earned (2005-2006)**

Degree Level	Master's	Specialist	Doctoral
<i>Statewide</i>	*	<b>26</b>	<b>84</b>
Central	-	*	12
North Central	-	*	11
Northeast	*	*	10
Northwest	-	4	15
South Central	*	*	8
Southeast	-	5	9
Southwest	-	-	9
West	*	6	10

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

**Table 8: Principal Highest Degree Earned (2006-2007)**

Degree Level	Master's	Specialist	Doctoral
<i>Statewide</i>	<b>1,773</b>	<b>367</b>	<b>197</b>
Central	308	59	52
North Central	310	45	35
Northeast	94	32	9
Northwest	202	55	21
South Central	259	20	17
Southeast	198	28	18
Southwest	277	67	33
West	125	61	12

**Table 9: Assistant Principal Highest Degree Earned (2006-2007)**

Degree Level	Bachelor's	Master's	Specialist	Doctoral
<i>Statewide</i>	<b>25</b>	<b>2,167</b>	<b>217</b>	<b>89</b>
Central	*	350	41	13
North Central	7	458	23	25
Northeast	*	105	16	3
Northwest	6	201	30	8
South Central	0	252	7	9
Southeast	*	214	17	7
Southwest	5	483	51	22
West	*	104	32	*

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.



Tables 10, 11, and 12 provide demographic data for North Carolina's current superintendents, principals and assistant principals.

More than three-quarters of superintendents are white males. More than half of all principals are female – three quarters are white and one is quarter black. More than half of all assistant principals are female – approximately two-thirds are white and one-third is black.

Only a few of North Carolina's school administrators are Latino, Asian, or Native American. Although minorities are represented in the ranks of school administrators in most regions of the state, the vast majority of principals and assistant principals in the Northwest and West regions are white.

**Table 10: Race and Gender of Superintendents (2006-2007)**

Race/Gender	Female - Asian	Female - Black	Female - Hispanic	Female - Am. Indian / Alaskan	Female - White	Male-Asian	Male - Black	Male - Hispanic	Male - Am. Indian / Alaskan	Male - White
<i>Statewide</i>	-	<b>4</b>	-	-	<b>21</b>	-	<b>9</b>	-	*	<b>78</b>
Central	-	*	-	-	*	-	*	-	-	10
North Central	-	*	-	-	-	-	4	-	-	7
Northeast	-	*	-	-	*	-	*	-	*	8
Northwest	-	-	-	-	4	-	-	-	-	15
South Central	-	-	-	-	*	-	*	-	*	7
Southeast	-	-	-	-	*	-	-	-	-	12
Southwest	-	-	-	-	*	-	-	-	-	8
West	-	-	-	-	5	-	*	-	-	11

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

**Table 11: Race and Gender of Principals (2006-2007)**

Race/Gender	Female - Asian	Female - Black	Female - Hispanic	Female - Am. Indian / Alaskan	Female - White	Male-Asian	Male - Black	Male - Hispanic	Male - Am. Indian / Alaskan	Male - White
<i>Statewide</i>	*	<b>349</b>	<b>5</b>	<b>21</b>	<b>907</b>	*	<b>192</b>	*	<b>13</b>	<b>800</b>
Central	-	76	*	-	172	-	35	-	-	118
North Central	*	83	-	*	129	*	51	-	*	115
Northeast	-	31	-	-	38	-	16	-	-	52
Northwest	-	9	-	*	127	-	6	*	*	126
South Central	-	53	*	16	103	-	32	-	11	79
Southeast	-	32	-	*	108	-	20	-	-	79
Southwest	-	62	*	-	145	*	29	-	-	126
West	-	*	-	-	85	-	*	-	-	105

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

**Table 12: Race and Gender of Assistant Principals (2006-2007)**

Race/Gender	Female - Asian	Female - Black	Female - Hispanic	Female - Am. Indian / Alaskan	Female - White	Male- Asian	Male - Black	Male - Hispanic	Male - Am. Indian / Alaskan	Male - White
<i>Statewide</i>	<i>4</i>	<i>481</i>	<i>11</i>	<i>14</i>	<i>912</i>	*	<i>251</i>	*	<i>9</i>	<i>760</i>
Central	-	84	-	*	144	*	56	-	-	113
North Central	-	122	*	-	179	*	77	-	*	126
Northeast	-	27	-	-	48	-	15	-	*	31
Northwest	-	10	*	-	110	-	8	-	*	112
South Central	*	55	*	11	85	-	28	*	5	72
Southeast	*	49	4	*	101	-	19	-	*	60
Southwest	*	132	*	*	189	-	46	*	-	167
West	-	*	-	-	56	-	*	-	-	79

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

## II. Demand Trends for North Carolina School Administrators

Table 13 outlines North Carolina's principal retention rate from the 1998-99 through the 2005-06 academic years. Consistently, few principals left the principalship after their first year on the job (less than 10%). Thereafter, the percentage increases every year. By their seventh year, more than 40% of principals have left the principalship.

**Table 13: Principal Retention Rates (1998-1999 through 2005-2006)**

Cohort Year and Size	% employed in public schools the following year	% employed in public schools 2 years later	% employed in public schools 3 years later	% employed in public schools 4 years later	% employed in public schools 5 years later	% employed in public schools 6 years later	% employed in public schools 7 years later
1998-1999 N = 2,017	1886 (94%)	1840 (88%)	1732 (81%)	1631 (75%)	1583 (72%)	1451 (66%)	1277 (58%)
1999-2000 N = 2,095	1977 (94%)	1816 (87%)	1673 (80%)	1625 (78%)	1468 (70%)	1320 (63%)	1161 (55%)
2000-2001 N = 2,138	1974 (92%)	1822 (85%)	1768 (83%)	1647 (77%)	1412 (66%)	1273 (60%)	N/A
2001-2002 N = 2,168	1998 (92%)	1955 (90%)	1832 (85%)	1596 (74%)	1429 (66%)	N/A	N/A
2002-2003 N = 2,184	2040 (93%)	1948 (89%)	1719 (79%)	1366 (63%)	N/A	N/A	N/A
2003-2004 N = 2,189	2095 (96%)	1883 (86%)	1736 (79%)	N/A	N/A	N/A	N/A
2004-2005 N = 2,216	2055 (93%)	1895 (86%)	N/A	N/A	N/A	N/A	N/A
2005-2006 N = 2,267	2121 (94%)	N/A	N/A	N/A	N/A	N/A	N/A

Table 14 presents data on the number of assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master's of School Administration (MSA) program and is participating in that program's required internship.

The number of provisional licenses issued in North Carolina rose more than 600% – from 40 to 232 – between the 1999-2000 and 2001-02 school years. From 2001-02 to 2004-05, the number continued to rise, but by a smaller percentage. The number fell in 2004-05 then rose again for the next two years. Notably, 28 more provisional licenses were issued last year than during the previous year.

**Table 14: Assistant Principals with Provisional Licenses (2000-2001 through 2006-2007)**

<b>Region</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<i>Statewide</i>	<i>N=120</i>	<i>N=232</i>	<i>N=244</i>	<i>N=262</i>	<i>N=243</i>	<i>N=261</i>	<i>N=289</i>
Central	38	64	51	51	47	61	74
Northeast	14	27	13	11	10	10	23
Northwest	7	21	24	27	21	45	14
South Central	16	33	48	46	43	43	32
Southeast	20	39	54	46	45	33	65
Southwest	14	33	37	55	53	43	30
West	11	15	17	26	24	26	51

**Table 15: Comparison of Percent of NC Schools by Region with Percent of Provisional Licenses**

<b>Region</b>	<b>Percent of NC Schools in Region</b>	<b>Percent of Provisional Licenses 2006-2007</b>
Central	17%	17% (50)
North Central	16%	9% (19)
Northeast	6%	3% (9)
Northwest	11%	15% (44)
South Central	12%	14% (40)
Southeast	10%	14% (41)
Southwest	15%	20% (59)
West	8%	9% (27)

**Table 16: Distribution of New Superintendents by Region (2005-2006 and 2006-2007)**

<b>Region</b>	<b>2005-2006</b>	<b>2006-2007</b>
<i>Statewide</i>	<i>N=14</i>	<i>N=13</i>
Central	-	-
North Central	*	4
Northeast	*	*
Northwest	4	*
South Central	*	*
Southeast	*	*
Southwest	*	*
West	*	*

Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.

**Table 17: Distribution of New Principals by Region (2000-2001 through 2006-2007)**

<b>Region</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
<i>Statewide</i>	<i>N=294</i>	<i>N=328</i>	<i>N=232</i>	<i>N=250</i>	<i>N=274</i>	<i>N=273</i>	<i>N=325</i>
Central	74	76	65	64	58	54	82
Northeast	35	40	21	15	44	48	52
Northwest	32	46	35	30	38	42	44
South Central	50	50	30	32	30	45	51
Southeast	32	40	23	35	38	34	26
Southwest	44	53	35	47	19	25	39
West	24	23	23	27	47	25	31

**Table 18: Distribution of New Assistant Principals by Region (2000-2001 through 2006-2007)**

<b>Region</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
<i>Statewide</i>	<i>N=467</i>	<i>N=579</i>	<i>N=329</i>	<i>N=453</i>	<i>N=453</i>	<i>N=396</i>	<i>N=521</i>
Central	117	139	99	127	118	92	149
Northeast	42	52	39	27	41	32	53
Northwest	61	87	39	50	63	52	59
South Central	75	75	33	59	59	56	57
Southeast	37	52	30	54	54	48	43
Southwest	112	139	66	104	82	84	116
West	23	35	23	32	36	32	44

### III. Supply Trends for North Carolina School Administrators

Table 19 provides data collected by the Department of Public Instruction related to the annual demand for principals and assistant principals. In 2006-2007, 77% of newly hired principals had served as assistant principals in NC the preceding year. Of newly hired assistant principals in 2006-07, 49% were classroom teachers in 2005-06 and approximately 33% were employed as assistant principal interns.

**Table 19: Sources of New Principals and Assistant Principals**

	99-00	00-01	01-02	02-03	03-04	05-06	06-07
% of new principals employed as assistant principals in NC the preceding year	77%	76%	75%	78%	81%	68%	77%
% of new principals not employed in NC schools the preceding year	9%	5%	9%	5%	3%	14%	6%
% of new assistant principals employed as teachers in NC the preceding year	55%	54%	42%	43%	40%	50%	49%
% of new assistant principals employed as interns the preceding year	17%	16%	29%	35%	39%	26%	33%

Table 20 provides the number of recent graduates of North Carolina's Master's of School Administration (MSA) programs. Since the 1999-2000 academic year, North Carolina has seen an overall increase of 90% in MSA graduates.

**Table 20: Degrees Conferred in UNC MSA Programs  
(1999-2000 through 2005-2006)**

Institution	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Appalachian State University	44	10	51	14	37	40	64
East Carolina University	71	64	103	112	49	106	54
Fayetteville State University	13	25	21	31	25	26	21
NC A&T State University	N/A	N/A	N/A	N/A	N/A	4	41
North Carolina Central University	N/A	N/A	N/A	N/A	15	18	13
North Carolina State University	N/A	55	92	82	67	53	62
UNC Chapel Hill	17	21	15	33	43	32	39
UNC Charlotte	39	38	33	45	41	25	54
UNC Greensboro	38	43	26	57	58	53	31
UNC Pembroke	N/A	N/A	N/A	6	25	42	26
UNC Wilmington	7	13	14	16	25	6	23
Western Carolina University	9	14	19	8	11	12	24
<b>UNC total</b>	<b>238</b>	<b>283</b>	<b>374</b>	<b>404</b>	<b>396</b>	<b>417</b>	<b>452</b>

#### The Reserve Pool

Approximately 14,000 educators hold current (not expired) school administrator licenses in North Carolina. Approximately 5,000 of these are currently employed as assistant principals, principals, central office staffers, or superintendents. Of the remaining number (8,970), approximately 2,600 are employed in the public schools in other than leadership positions. The remainders (6,335) constitute the "reserve pool" of North Carolina school administrators.

## **IV. Discussion of Findings**

In general, a near absence of educators from Asian, Hispanic, and Native American backgrounds exists at all levels of school leadership in North Carolina.

Superintendents:

- Many North Carolina superintendents are nearing retirement age.
- There is a significant lack of racial diversity among NC's superintendents, although one third of the state's assistant principals and one quarter of the state's principals are ethnic minorities.
- There is a significant lack of gender equality among North Carolina superintendents although more than half of all assistant principals and principals are women.

Principals:

- North Carolina principals are nearing retirement age with 995 (43%) having 25 or more years of education experience; full retirement is possible after 30 years of service. There are 1075 over the age of 50.
- Approximately one in four principals belongs to an ethnic minority.
- More than one-half of all principals are women.

Assistant Principals:

- There are 976 (40%) assistant principals younger than 40 years of age and 46% have fewer than fifteen years education experience.
- Since 2001, the number of ethnic minority assistant principals as increased from one-quarter to one-third of the state's total.
- Nearly three-fifths (57%) of the state's assistant principals are women.

In 2004 the Rand Corporation conducted an in-depth analysis of the NC-DPI's data on school administrators. The Corporation's report contained a number of significant findings regarding minority hiring.

- Women in the North Carolina public schools, "across the board . . . are less likely than males to advance to administrative positions";
- Men are "four times more likely than women to become principals directly (that is, without first serving as an assistant principal), and over three times more likely to become assistant principals"; and
- "The administrative pipeline may not be well primed to sustain increases in the proportion of minority principals."

### **Demand Trends**

- Over the past seven years, the demand for new principals (an average of 280 each year) has remained reasonably constant. During the last year of the study, however, demand rose to 325 (representing an increase of 16% over the previous year).
- Over the past seven years, the demand for new assistant principals (an average of 435 each year) has remained reasonably constant. During the last year of the study, however, demand rose to 521 (an increase of 20% over the previous year).
- Over the past two years demand for new superintendents has remained reasonably constant (14 in 2005-06 and 13 in 2006-07)

- Population data for the state indicate a gradual, constant increase in the number of students attending North Carolina's schools over the next several years. This increase will necessitate an increase in the number of schools that are built and, thus, the number of school administrators who are hired.
- Data regarding principal retention demonstrate that approximately one quarter of North Carolina's principals are no longer employed in the state's public schools after 4 years on the job, and that more than one-third are gone after 6 years.
- Age data indicate that administrator turnover rates over the next several years will increase.
- The number of new MSA graduates, plus the number of assistant principals who are under the age of 40 indicate that, over time, the average age of North Carolina's principals may decrease.

### **Supply Trends**

A total of 859 school administrators were hired in North Carolina in 2006-07 (13 superintendents, 325 principals, and 521 assistant principals). Of the new principals 77% were employed as assistant principals during 2005-06. In 2005-2006 the education schools of the UNC system produced 452 MSA graduates. If we assume, as data from the last five years indicate, that in any given year, 5% of the state's new administrator hires come from out of state, we might assume that the supply of new administrators equaled 81% of the state's demand for new administrators, leaving a shortfall of only 19%.

These numbers, however, do not tell the whole story. A closer reading of the data indicates that more than half (285) of the new assistant principal hires hold provisional licenses, which means – because MSA graduates and out-of-state hires hold permanent certificates – that only 54% of *all* new hires in school administration this year came from either the UNC system or out of state. This fact demonstrates that many MSA graduates are not entering the field of school administration. Add to this group the number of educators who hold licenses in school administration but do not serve as school administrators (in 2002, 2,500 who were under retirement age and were employed either outside of education or as teachers), and the complexity of the school-administrator supply-and-demand issue is revealed: although there seems to be a sufficient number of qualified people to fill administrator vacancies in North Carolina's schools, these qualified individuals are not applying for the available jobs and the situation seems to be worsening over time.



## V. Conclusions

In 2004, the Rand Corporation reported, “According to anecdotal reports, schools in the United States are having difficulty recruiting and hiring school administrators, and the reigning perception has been that the difficulty stems from a general shortage of people qualified to be school administrators. This perception was called into question recently by three studies based on empirical information on administrative careers. These studies, all of which were summarized in a Policy Brief by the Wallace Foundation (2003), suggest that the supply of nominally qualified (e.g., certified) individuals available to serve as school administrators is indeed adequate.”

The Wallace Foundation Policy Brief to which the Rand report referred stated, “Policies and practices aimed solely at adding more certified candidates to the pipeline miss the core challenges underlying the difficulty many districts are having in attracting and retaining high quality leaders. These challenges include inadequate incentives to draw high quality leaders to the neediest schools with the most difficult working conditions, counterproductive hiring practices, and regulatory hurdles. Taken together, the lack of initiatives to address these challenges is inhibiting efforts to attract enough qualified candidates to the very schools and districts that most desperately need them.”

These two statements reflect and support the findings of this study. As noted above, although the supply of candidates to fill school administrator positions in North Carolina seems to be adequate, in practice, school districts across the state continue to struggle to fill those positions.

The findings of this study are not new. Previous studies have noted a similar supply-and-demand discrepancy in North Carolina and their authors have speculated about possible causes – for example, an unintended consequence of a salary boost for teachers who gain National Board Certification. In North Carolina, any teacher who holds an MSA degree, regardless of whether he/she takes a job in school administration, receives an automatic 10% salary increase. If that same teacher becomes board certified, he/she immediately receives an additional 12% increase in salary. Teachers who are in this enviable position, therefore, often earn more money by remaining in the classroom than they would earn as assistant principals.

This well-intentioned disincentive is certainly one but by no means the only factor affecting North Carolina’s complicated school administrator supply-and-demand picture. Unfortunately, however, few investigators have attempted to discover data that might clarify it. Much investigative work, therefore, is required to determine precisely why MSA graduates and other qualified candidates are either not pursuing or not remaining in school administrator positions.

The results of this study suggest a few obvious paths of investigation. For example, the under-representation of women and minorities in the top tier of school administration in North Carolina warrants further exploration, as does the issue of why, in all regions of the state, the percentage of women teachers is much higher than the percentage of women in school administrator positions. While, 80% of the 94,129 full time teachers employed in North Carolina’s public schools in 2006 were female, only 22% of NC superintendents, 56% of principals, and 57% of assistant principals were female.

The supply-and-demand dilemma is likely the result of a complex array of factors – including a lack of incentives, a presence of disincentives, regulatory hurdles, difficult working conditions, etc. – that intertwine, overlap, and together discourage qualified candidates from entering or remaining in school administration.

## Appendix A: LEAs by Region

**For the purpose of this report, LEAs were grouped into the following eight geographic regions:**

Central	Northeast	North Central	Northwest	South Central	Southeast	Southwest	West
Alamance- Burlington Caswell County Chatham County Davidson County Lexington City Thomasville City Forsyth County Guilford County Orange County Chapel Hill- Carrboro Person County Randolph County Asheboro City Rockingham County Stokes County	Beaufort County Bertie County Camden County Edenton/Chowan Currituck County Dare County Gates County Hertford County Hyde County Martin County Pasquotank County Perquimans County Pitt County Tyrrell County Washington County	Durham Public Edgecombe County Franklin County Granville County Halifax County Roanoke Rapids City Weldon City Johnston County Nash-Rocky Mount Northampton County Vance County Wake County Warren County Wilson County	Alexander County Alleghany County Ashe County Avery County Burke County Caldwell County Catawba County Hickory City Newton Conover City Davie County Iredell-Statesville Mooresville City Rowan-Salisbury Surry County Schools Elkin City Mount Airy City Watauga County Wilkes County Yadkin County	Bladen County Columbus County Whiteville City Cumberland County Harnett County Hoke County Lee County Montgomery County Moore County Richmond County Robeson County Scotland County	Brunswick County Carteret County Craven County Duplin County Greene County Jones County Lenoir County New Hanover County Onslow County Pamlico County Pender County Sampson County Clinton City Wayne County Public	Anson County Cabarrus County Kannapolis City Cleveland County Kings Mt district Shelby City Gaston County Lincoln County Charlotte- Mecklenburg Stanly County Union County	Buncombe County Asheville City Cherokee County Clay County Graham County Haywood County Henderson County Jackson County Macon County Madison County McDowell County Mitchell County Polk County Rutherford County Swain County Transylvania County Yancey County