



# Instructional Leadership Academy

Ethnicity, Gender and Retention Data Summary for program years 2016-2019

Reach's Instructional Leadership Academy (ILA) consists of the Preliminary Administrative Services Credential (PASC) program, the Clear Administrative Services Program (CASC) and the Master's of Education in Instructional Leadership degree program. The PASC and CASC credential programs are accredited through the California Commission on Teacher Credentialing (CCTC), and the Master's degree program is accredited through the WASC Senior College and University Commission (WSCUC). The following data tables and summary span the academic years beginning in Fall 2016 through Spring 2019. We present and analyze ILA program data using the criteria of ethnicity, gender, retention, and completion within the context of state and national trend data.

## ***Ethnicity & Retention:***

In 2017–18, about 78 percent of public school principals were Caucasian, 11 percent were Black, and 9 percent were Hispanic. Those who were of Two or more races, Asian, and American Indian/Alaska Native each made up 1 percent of public school principals, and those who were Pacific Islander made up less than 1 percent of public school principals. The percentage of public school principals who were Caucasian was lower in 2017–18 than in 1999–2000 (78 and 82 percent respectively). In contrast, the percentage who were Hispanic was higher in 2017–18 than in 1999–2000 (9 vs. 5 percent), indicating a growing trend of Hispanic principals, and a simultaneous decrease in Caucasian principalships. The percentages of principals who were Black were not measurably different across these two school years.

The PASC and CASC prepare candidates who are seeking to become or are already sitting school administrators. As such, we look at the enrollment data for these programs as a gauge against what is happening at the national level. Our programs are diverse in that there is representation across various ethnic groups including African American, Asian/Asian American, Caucasian and Latin American populations. However, overall enrollment shows a significantly higher proportion of Caucasian student enrollment (PASC -51%; CASC - 50%) when compared to candidates of other ethnicities. Our data shows an increase of Asian/Asian American students over the time period spanning 2016 to 2019, and a simultaneous decrease in enrollment of African American and Latin American students. This latter data portrait diverges from the national trend of stable African American representation and increasing Latin American representation and may be attributed to the low n of enrolled candidates in our program.

To address the disparity between ethnic representation, Reach has in the past year sought out funding opportunities and partnerships to specifically address the lack of diverse representation in the field. We continue to seek traditional (scholarships and other tuition subsidized offerings, etc.) as well as novel (diverse leadership cohorts, workforce stabilization funding, etc.) approaches to addressing this challenge.

Master's programming enrollment is comparatively lower than the PASC and CASC, and as such, makes it unproductive to draw significant conclusions.

**Gender & Retention:** Nationally, forty-six percent of public school principals were male and fifty-four percent were female in 2017–18. The percentage of public school principals who were female was 10 percentage points higher in 2017–18 than in 1999–2000 (54 vs. 44 percent) (National Center for Education Statistics, May 2020).

A pattern, similar to the national pattern of higher percentages of female representation in public school principalships can be found in the Reach PASC and CASC enrollment numbers in the time period spanning fall 2016 through fall 2019. Importantly, these programs provide the onramp for candidates to secure their preliminary and clear administrative credentials respectively, and as such, provide an indication as to the number of male and female administrators (both sitting and prospective) working in or towards a school administrative position at Reach. In the one-year CCTC-accredited PASC program, twenty-two percent of our enrolled candidates were male, while seventy-eight percent were female. We see a similar disparity in male enrollment in the two year CCTC-accredited CASC program, with thirteen percent male enrollment and eighty-eight percent female enrollment. While the gap in male and female enrollment is greater at Reach than at the national level, it does follow a historical trend of greater numbers of females working in education.

At the Master's program level, we again see the disparity of enrollment of female candidates significantly outnumbering the enrollment of male candidates. With eighty-six and fourteen percent female to male enrollment respectively, we are unable to draw conclusive data on our male candidates with such low representative numbers. The representative sample across this program is relatively low and as such makes it unproductive to draw significant conclusions.

Given the higher representative numbers of females working in the field of education regionally, nationally and historically, it is unsurprising to see the consistent trend of greater female representation across all Reach ILA programs. As many of our Master's of Education in Instructional Leadership degree program candidates come from the ranks of our PASC and CASC programs, it is equally as unsurprising that female candidates are overly represented in that program as well.

**Understanding Completion and Retention: For ILA candidates.** Enrollment and completion for candidates in the PASC program is dependent upon candidates satisfying coursework in the yearlong program. Enrollment and completion for candidates in the CASC program is dependent both upon candidates satisfying coursework and upon having an administrative position (as required by the CCTC). Across gender and ethnicity, data indicate relatively high completion and retention rates for candidates in all ILA programs. The higher rates are indicative of candidates at a more stable point in their careers, many of whom are mid-career, who are actively choosing to move into greater levels of leadership in their

school or district. The acquisition of another credential or degree is purely self-motivated and not an outgrowth of a job requirement or mandate. Intrinsic self-motivation results in highly motivated individuals who have higher completion levels. When candidates do withdraw from the programs, it is usually due to a unique set of circumstances (financial, health, out of state/region relocation).

## Preliminary Administrative Services Credential (PASC)

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
Male	6	5	4	4	5	5	7	IP	15	14	22%	24%	93.33%
Female	24	21	15	9	14	14	15	IP	53	44	78%	76%	83.02%
Other	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
<b>Total</b>	<b>30</b>	<b>26</b>	<b>19</b>	<b>13</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>IP</b>	<b>68</b>	<b>58</b>	<b>100%</b>	<b>100%</b>	

*IP - In Progress*

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
African American or Black	5	4	4	1	3	3	3	IP	12	8	17.65%	13.79%	66.67%
Latin American, Puerto Rican, Mexican, or other Hispanic	5	4	1	0	4	4	2	IP	10	8	14.71%	13.79%	80.00%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	0	0	2	2	1	1	4	IP	3	3	4.41%	5.17%	100.00%
Caucasian (non-Hispanic)	17	15	10	8	8	8	9	IP	35	31	51.47%	53.45%	88.57%
Native Hawaiian, Pacific Islander, Filipino	0	0	1	1	0	0	0	IP	1	1	1.47%	1.72%	100.00%
Native American or Alaskan Native	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
South East Asian/South East Asian American (e.g. Cambodian)	0	0	1	1	0	0	0	IP	1	1	1.47%	1.72%	100.00%
Race/Ethnicity Unknown	1	1	0	0	0	0	1	IP	1	1	1.47%	1.72%	100.00%
Two or more races	2	2	0	0	1	1	3	IP	3	3	4.41%	5.17%	100.00%
Other	0	0	0	0	2	2	0	IP	2	2	2.94%	3.45%	100.00%
<b>Total</b>	<b>30</b>	<b>26</b>	<b>19</b>	<b>13</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>IP</b>	<b>68</b>	<b>58</b>	<b>100%</b>	<b>100%</b>	

IP - In Progress

## Master's of Education in Instructional Leadership

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
Male	0	0	1	1	3	2	4	IP	4	3	14%	12%	75.00%
Female	11	9	14	14	0	0	8	IP	25	23	86%	88%	92.00%
Other	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
<b>Total</b>	<b>11</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>3</b>	<b>2</b>	<b>12</b>	<b>IP</b>	<b>29</b>	<b>26</b>	<b>100%</b>	<b>100%</b>	

IP - In Progress

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
African American or Black	1	1	4	4	1	1	3	IP	6	6	20.69%	23.08%	100.00%
Latin American, Puerto Rican, Mexican, or other Hispanic	1	1	1	1	0	0	2	IP	2	2	6.90%	7.69%	100.00%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	3	2	0	0	0	0	0	IP	3	2	10.34%	7.69%	66.67%
Caucasian (non-Hispanic)	6	5	7	7	2	1	4	IP	15	13	51.72%	50.00%	86.67%
Native Hawaiian, Pacific Islander, Filipino	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
Native American or Alaskan Native	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
South East Asian/ South East Asian American (e.g. Cambodian)	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
Race/ Ethnicity Unknown	0	0	3	3	0	0	0	IP	3	3	10.34%	11.54%	100.00%
Two or more races	0	0	0	0	0	0	1	IP	0	0	0.00%	0.00%	N/A
Other	0	0	0	0	0	0	2	IP	0	0	0.00%	0.00%	N/A
<b>Total</b>	<b>11</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>3</b>	<b>2</b>	<b>12</b>	<b>IP</b>	<b>29</b>	<b>26</b>	<b>100.00%</b>	<b>100%</b>	

IP - In Progress

## Clear Administrative Services Credential (CASC)

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
Male	3	2	0	0	0	0	2	IP	3	2	13%	10%	66.67%
Female	3	2	9	9	9	7	9	IP	21	18	88%	90%	85.71%
Other	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
<b>Total</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>IP</b>	<b>24</b>	<b>20</b>	<b>100%</b>	<b>100%</b>	

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Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
African American or Black	0	0	1	1	2	1	3	IP	3	2	12.50%	10.00%	66.67%
Latin American, Puerto Rican, Mexican, or other Hispanic	0	0	1	1	2	1	2	IP	3	2	12.50%	10.00%	66.67%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	0	0	2	2	1	1	1	IP	3	3	12.50%	15.00%	100.00%
Caucasian (non-Hispanic)	4	4	5	5	3	3	4	IP	12	12	50.00%	60.00%	100.00%
Native Hawaiian, Pacific Islander, Filipino	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
Native American or Alaskan Native	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
South East Asian/South East Asian American (e.g. Cambodian)	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
Race/Ethnicity Unknown	0	0	0	0	1	1	1	IP	1	1	4.17%	5.00%	100.00%
Two or more races	2	0	0	0	0	0	0	IP	2	0	8.33%	0.00%	0.00%
Other	0	0	0	0	0	0	0	IP	0	0	0.00%	0.00%	N/A
<b>Total</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>IP</b>	<b>24</b>	<b>20</b>	<b>100%</b>	<b>100%</b>	

IP - In Progress