Experience of Math and Science Teachers 2014-2018

The tables below present the number of employed teachers assigned to teach Mathematics and Science, as reflected in the PEIMS data, with years of experience in the Texas public school system. The first table shows the number of teachers and average years of experience. It breaks experience into 9-year ranges and provides the percentage of teachers within each range. The second table breaks the 0-9 year range into individual numbers of years. Regular classroom teachers and permanently employed substitute teachers are included. Teachers are included irrespective of their certification status.

Definition. Experience is number of years in the Texas public school system. Experience in all roles is included.

Results for all teachers

- Experience results were very similar for the two subject areas, although numbers of teachers were larger for Mathematics.
- A majority of Mathematics and Science teachers had 0 to 9 years of experience for all years shown.
- The percentage of teachers with 10 to 19 years experience increased slightly in academic year 2014-15 and in each subsequent academic year; the percentage of teachers with 30 to 39 years of experience showed a small decline in each academic year shown.
- Percentages declined with greater experience.

Year	Number Employed	Average Experience	Percentage by Years of Experience					
			0-9	10-19	20-29	30-39	40-49	50-59
Mathematics								
2017-18	119,835	10.11	54.89	30.16	11.79	2.77	0.38	0.018
2016-17	119,586	10.10	55.43	29.57	11.64	2.94	0.40	0.013
2015-16	116,303	10.11	56.14	28.71	11.58	3.14	0.42	0.009
2014-15	114,860	10.15	56.43	28.11	11.75	3.29	0.42	0.010
2013-14	113,292	10.35	56.22	27.90	11.94	3.50	0.42	0.013
Science								
2017-18	111,512	9.97	55.36	30.24	11.39	2.68	0.32	0.020
2016-17	110,797	9.95	56.18	29.34	11.29	2.84	0.34	0.015
2015-16	107,706	9.94	56.94	28.49	11.12	3.09	0.35	0.012
2014-15	105,645	9.99	57.18	27.86	11.36	3.23	0.35	0.013
2013-14	104,062	10.16	57.06	27.62	11.62	3.34	0.35	0.011

Notes. In SY 2017-18, 1 (0.001%) Science teacher showed 70 years of experience. Results may include experience in other roles, such as Educational Aide. Columns for lowest and highest years of experience were not included, as teachers new to the public school system cause all lowest experience results to be 0, and a few highly experienced teachers can cause misleading changes in the results.

Results for teachers with nine years of experience or less

• As above, results were very similar for the two subject areas.

• Percentages were highest at 0 years of experience and declined with greater years of experience.

• The percentage at 0 years of experience increased somewhat in the 2017-18 academic year.

• A second, smaller peak occurred at greater experience levels.

• Over time, the second peak shifted to higher experience levels, but with lower percentages. It was much less pronounced by the 2017-18 academic year.

	Percentage by Years of Experience										
Year	All 0-9	0	1	2	3	4	5	6	7	8	9
Mathematics											
2017-18	54.9	8.4	6.6	6.7	6.4	6.1	5.3	3.6	3.9	3.9	4.0
2016-17	55.4	8.1	7.1	6.9	6.5	5.7	3.9	4.3	4.2	4.3	4.5
2015-16	56.1	8.3	7.5	6.9	5.9	4.2	4.6	4.5	4.6	4.9	4.6
2014-15	56.4	9.1	7.5	6.3	4.4	4.9	4.7	5.0	5.3	4.9	4.5
2013-14	56.2	8.7	6.8	4.6	5.2	5.1	5.4	5.8	5.4	4.8	4.5
Science											
2017-18	55.4	8.6	6.8	6.8	6.4	6.0	5.2	3.6	3.9	3.9	4.1
2016-17	56.2	8.3	7.2	7.0	6.5	5.7	3.8	4.3	4.2	4.4	4.7
2015-16	56.9	8.7	7.7	7.0	5.9	4.2	4.6	4.6	4.7	5.0	4.6
2014-15	57.2	9.4	7.6	6.3	4.4	4.9	4.8	5.1	5.4	4.9	4.4
2013-14	57.1	8.9	6.9	4.6	5.3	5.2	5.6	5.9	5.4	4.7	4.5

Notes. The 0-year experience group includes all teachers with less than one year of experience. A line graph like that shown in *Administrator Experience 2014-2018* was not presented because the two subject areas produced nearly identical lines.

Summary of methodology: Number Employed and Average Experience. Five tables were extracted containing identification numbers, subject areas, and years of experience for all Mathematics and Science teachers employed in academic years 2013-14 through 2017-18. To eliminate errors, teachers showing more than 80 years of experience were excluded. From each table, a new table was computed containing the total numbers and average years of experience of the two groups of teachers. The new tables were combined, and the resulting table was reformatted so that the results for each academic year could be combined with the percentages.

Summary of methodology: Percentages by Years of Experience (9-year ranges and other percentages). A table was extracted containing identification numbers, subject areas, and years of experience of all employed Mathematics and Science teachers for each academic year shown. To eliminate errors, teachers showing more than 80 years of experience were excluded. From each table, a second table was computed in which experience was grouped into 9-year ranges: 0 to 9 years, 10 to 19 years, and so on. From each of these second tables, a third table was computed containing a count of teachers for each range and subject area, and a sum of all counts for each subject area. The third table was reformatted so that the counts appeared in rows rather than columns. Then, each count was taken as a percentage of the applicable sum, and the percentages were combined with the numbers and averages. Finally, counts and percentages by years of experience were obtained for the 0 to 9 year group. The percentages were reformatted to appear in rows for the second table.