

## Out-of-Field Teaching for SY 2021-22 by Grade Level and Subject Area

This report presents information on the amount and proportion of teaching in assignments for which an individual teacher was not certified, that is *out-of-field*, for the 2021-22 school year. The table shows total teacher full-time-equivalents (FTEs), followed by in-field and out-of-field FTE values, aggregated to the assigned grade level and PEIMS subject area. The methodology behind this report has significantly changed from reporting prior to the 2020-21 school year to better represent the relevant statutes and rules. Each year the report is tailored to align with current rule; thus, the information is not directly comparable from year-to-year.

To determine in-field or out-of-field status, we compared certificates to assignments in accordance with Chapter 231 of the Texas Administrative Code (TAC). For this analysis, only certificates that were effective and unexpired on the PEIMS Snapshot Date, the last Friday in October, were used to determine whether an assigned educator was teaching in-field or out-of-field. There were several certificate types available to practicing teachers in Texas. We included standard, provisional (lifetime), probationary, intern, one-year, and Visiting International Teacher certificates (see [19 TAC Chapter 230 Subchapter D](#)) to determine in- vs out-of-field status. We also included renewal and probationary extension certificates. We excluded permits except in the case of JROTC permits, which are allowed by TAC rule (See [19 TAC §230.77\(g\)\(4\)](#)).

For this analysis, we reviewed any assignments taught in an Independent School Districts and Common School Districts. We did not review assignment in Open Enrollment Charters and Education Service Centers.

We apply several general rules for teaching certifications that authorize an individual to teach multiple assignments. They are:

- 1) In some cases, a teacher was required to have additional coursework, a specific degree, specific work approval, or a verification of competency to teach. In these cases, we looked for the certificate that aligns with the assignment to determine in-field status.
- 2) In other cases, a teacher was assigned a course that included a band of grades rather than a single grade. For example, “High School (Grades 9-12)”. In these cases, we looked for the assigned teacher’s certificate to include at least one of the grades for the assignment to determine in-field status.
- 3) In cases where a teacher was assigned to teach an Emergent Bilingual Student population, we looked for a content specific certificate and a Bilingual/ESL certificate to determine in-field status.

We report the results for special education assignments separately from other assignments because the policies are specialized. The rules in 19 TAC chapter 231(F) state:

If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate competency through the state’s 2010 and 2011 high objective uniform State standard of evaluation [HOUSSE] for elementary and secondary special education teachers.

Because PEIMS collections do not include data that allows us to determine if teachers’ demonstrations of competency through HOUSSE, we report two measures. They are: (1) whether the educator held a grade appropriate special education certificate; and (2) whether the educator held an appropriate special education and content certificate based on the subject and grade level of the assignment. To learn more assignments based on HOUSSE rules, contact a local education agency directly.

### In-Field and Out-of-Field Assignments for SY 2021-22 by Grade Level and Subject Area

Subject Area	Total FTE	In-Field			Out-of-Field		
		Teachers	FTE	FTE Pct.	Teachers	FTE	FTE Pct.
<i>Elementary School (Grades EC-5) <sup>1</sup></i>							
Bilingual / English as a Second Language	17,911.1	23,252	15,961.4	89.1%	4,267	1,949.6	10.9%
English Language Arts and Reading <sup>2</sup>	27,503.2	63,877	26,350.7	95.8%	3,407	1,152.5	4.2%
Fine Arts <sup>2</sup>	6,946.4	14,881	6,633.3	95.5%	1,364	313.1	4.5%
Health and Physical Education <sup>2</sup>	7,937.4	17,400	7,377.1	92.9%	2,210	560.3	7.1%
Languages Other Than English	857.8	2,801	694.5	81.0%	577	163.2	19.0%
Mathematics <sup>2</sup>	21,379.2	62,566	20,488.6	95.8%	3,069	890.6	4.2%
Other	1,769.2	7,216	1,720.3	97.2%	283	48.9	2.8%
Science <sup>2</sup>	13,042.0	60,298	12,486.6	95.7%	2,859	555.4	4.3%
Self-Contained	33,479.1	64,257	31,674.8	94.6%	3,827	1,804.3	5.4%
Social Studies <sup>2</sup>	11,170.1	60,671	10,531.7	94.3%	3,300	638.3	5.7%
Technology Applications	693.8	5,950	628.6	90.6%	469	65.2	9.4%
<i>Middle School (Grades 6-8) <sup>1</sup></i>							
Bilingual / English as a Second Language	1,855.9	2,517	1,194.0	64.3%	2,005	662.0	35.7%
Career and Technology Education	1,121.0	1,153	770.9	68.8%	766	350.1	31.2%
English Language Arts and Reading	13,457.1	16,577	12,088.7	89.8%	2,593	1,368.4	10.2%
Fine Arts	7,930.6	10,084	7,604.8	95.9%	855	325.8	4.1%
Health and Physical Education	6,379.1	8,613	5,280.5	82.8%	3,786	1,098.6	17.2%
Languages Other Than English	517.4	662	438.4	84.7%	161	79.0	15.3%
Mathematics	10,240.3	13,206	9,478.2	92.6%	1,556	762.2	7.4%
Other	2,689.1	10,862	2,488.9	92.6%	798	200.2	7.4%
Science	8,300.0	10,327	7,685.1	92.6%	1,342	614.9	7.4%
Self-Contained	813.8	2,637	551.8	67.8%	601	262.0	32.2%
Social Studies	8,188.7	10,637	7,558.4	92.3%	1,446	630.3	7.7%
Technology Applications	880.6	1,236	568.1	64.5%	771	312.5	35.5%
<i>High School (Grades 9-12)</i>							
Bilingual / English as a Second Language	1,541.2	1,934	846.4	54.9%	2,426	694.8	45.1%
Career and Technology Education	18,869.8	20,387	14,999.2	79.5%	7,589	3,870.6	20.5%
English Language Arts and Reading	13,600.4	15,287	11,533.5	84.8%	5,576	2,066.9	15.2%
Fine Arts	8,253.6	9,946	7,792.4	94.4%	1,789	461.2	5.6%
Health and Physical Education	12,123.3	22,136	11,190.0	92.3%	2,706	933.3	7.7%
Junior Reserve Officer Training Corps	615.1	708	537.4	87.4%	118	77.8	12.6%
Languages Other Than English	6,043.4	6,155	5,290.5	87.5%	1,730	752.9	12.5%
Mathematics	12,105.2	13,483	10,390.5	85.8%	4,427	1,714.7	14.2%
Other	7,507.7	26,727	5,972.7	79.6%	6,880	1,535.1	20.4%
Science	9,752.0	11,312	8,579.6	88.0%	3,163	1,172.4	12.0%
Social Studies	10,726.1	13,146	9,411.9	87.7%	4,018	1,314.2	12.3%
Technology Applications	202.0	542	177.5	87.9%	77	24.5	12.1%
<i>Overall</i>							
All Assignments	306,402.7		276,976.9	90.4%		29,425.7	9.6%

### Special Education Assignments for SY 2021-22

Grade Level	Total FTE	Special Education Certified			Special Education and Content Certified		
		Teachers	FTE	FTE Pct.	Teachers	FTE	FTE Pct.
Elementary School (Grades EC-5)	7,620.3	8,332	6,601.9	86.6%	7,112	5,279.1	69.3%
Middle School (Grades 6-8)	6,497.3	7,398	4,944.2	76.1%	6,014	3,495.1	53.8%
High School (Grades 9-12)	8,109.2	8,383	6,001.0	74.0%	5,398	2,761.7	34.1%
All Grade Levels	22,226.8		17,547.1	78.9%		11,535.9	51.9%

**Notes**

- <sup>1</sup> Includes Grades PK-6 and 1-6.
- <sup>2</sup> In cases where a teacher was assigned to teach English Language Arts and Reading, Health, Mathematics, Science, and Social Studies in Elementary School (EC-5) grade level, we looked for either a general elementary certificate or a certificate that matched the subject of the assignment to determine in-field status.