

Experience of Math and Science Teachers 2007-2011

The tables below present the number of employed Mathematics and Science teachers, 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 also 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.

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

Results for all teachers

- Experience results were very similar for the two subject areas.
- A majority of Mathematics and Science teachers had 0 to 9 years of experience.
- 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								
2010-11	99,016	10.46	57.28	25.61	12.15	4.56	0.38	0.007
2009-10	62,297	10.40	57.48	25.08	12.25	4.81	0.38	0.006
2008-09	59,276	10.48	57.07	24.72	12.88	4.99	0.33	0.007
2007-08	54,963	10.45	57.29	24.05	13.36	4.98	0.32	0.007
2006-07	52,400	10.63	56.15	24.31	14.33	4.92	0.28	0.004
Science								
2010-11	91,021	10.22	58.45	24.96	11.95	4.29	0.34	0.007
2009-10	54,595	10.06	58.87	24.43	12.03	4.35	0.32	0.007
2008-09	51,350	10.17	58.40	24.03	12.83	4.45	0.28	0.010
2007-08	47,463	10.14	58.86	23.09	13.31	4.47	0.26	0.006
2006-07	46,118	10.28	57.99	23.30	14.08	4.40	0.22	0.004

Notes. 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

- Results were very similar for the two subject areas.
- In academic year 2010-11, a little less than 7% of Mathematics and Science teachers were new to the Texas public school system.
- Percentages were highest at 0 years of experience in academic year 2006-07, but about 3 years of experience by academic year 2010-11.
- Percentages gradually declined at higher years of experience.

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Year	Percentage by Years of Experience										
	All 0-9	0	1	2	3	4	5	6	7	8	9
Mathematics											
2010-11	57.3	6.5	6.3	6.7	7.0	6.8	5.8	5.5	4.4	4.31	3.98
2009-10	57.5	6.9	7.5	7.6	7.1	5.9	5.8	4.6	4.5	4.06	3.60
2008-09	57.1	7.8	7.9	7.4	6.3	6.1	5.0	4.9	4.4	3.84	3.63
2007-08	57.3	8.7	8.0	6.9	6.8	5.2	5.2	4.7	4.2	3.90	3.59
2006-07	56.2	9.2	7.4	7.2	5.7	5.6	5.0	4.6	4.1	3.86	3.53
Science											
2010-11	58.5	6.8	6.5	7.0	7.2	6.8	5.9	5.4	4.5	4.29	4.05
2009-10	58.9	7.3	8.1	8.1	7.1	5.9	5.8	4.5	4.4	4.14	3.49
2008-09	58.4	8.4	8.5	7.5	6.3	6.0	5.0	4.8	4.5	3.77	3.70
2007-08	58.9	9.4	8.5	7.1	6.7	5.3	5.2	4.8	4.2	3.99	3.72
2006-07	58.0	9.6	7.7	7.4	6.0	5.7	5.3	4.7	4.3	3.96	3.38

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 2007-2011* 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 fiscal years 2006-07 through 2010-11. From each of these tables, 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 year could be combined with the percentages.

Summary of methodology: Percentages by Years of Experience (10-year ranges). 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 omitted. 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 horizontally rather than vertically. Finally, each count was taken as a percentage of the appropriate sum, and the percentages were combined with the numbers and averages.

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Summary of methodology: Percentages by Years of Experience (0-9 years). From the tables extracted for the Years of Experience data noted above, five additional tables were extracted containing data for teachers with 0 to 9 years of experience. From each additional table, a new table was extracted containing a total count of teachers for each number of years from 0 to 9. Each new table was reformatted so that the counts appeared horizontally rather than vertically, and the reformatted tables were combined with the reformatted tables noted above so that both sets of tables could be processed together. Finally, the counts were taken as percentages of the total for each subject area and academic year.