

Newly Certified Teacher Demographics by Preparation Route 2014-15 through 2018-19

This report contains the number and percentage of candidates who received initial, standard teaching certificates through each preparation route in the last five academic years aggregated by gender and race / ethnicity. Renewals are not included, nor are temporary certifications such as probationary certificates and permits.

Definitions: An initial teaching certificate is a standard teaching certificate issued to a teacher who was not previously issued a standard or lifetime teaching certificate. Standard certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years. The academic year is determined by the date of issuance. An academic year is defined as September 1 through August 31 of the following calendar year. Educators self-identify their gender and race / ethnicity in the Educator Certification Online System (ECOS). Educators may identify their gender as Male, Female, or Not Specified. The race / ethnicity categories included in the table are mutually exclusive and educators can update their race / ethnicity specification at any time.

Newly Certified Teacher Gender by Preparation Route

Preparation Route	Academic Year	Total	Female		Male	
			Number	Percent	Number	Percent
Alternative	2018-19	11,652	8,219	70.54%	3,433	29.46%
	2017-18	11,787	8,327	70.65%	3,460	29.35%
	2016-17	13,623	9,621	70.62%	4,002	29.38%
	2015-16	12,539	8,763	69.89%	3,776	30.11%
	2014-15	12,089	8,439	69.81%	3,650	30.19%
Undergraduate	2018-19	7,579	6,288	82.97%	1,291	17.03%
	2017-18	7,998	6,655	83.21%	1,343	16.79%
	2016-17	8,265	6,891	83.38%	1,374	16.62%
	2015-16	8,577	7,114	82.94%	1,463	17.06%
	2014-15	9,009	7,345	81.53%	1,664	18.47%
Post-baccalaureate	2018-19	738	572	77.51%	166	22.49%
	2017-18	761	565	74.24%	196	25.76%
	2016-17	1,007	757	75.17%	250	24.83%
	2015-16	1,075	816	75.91%	259	24.09%
	2014-15	1,166	875	75.04%	291	24.96%
Out of state	2018-19	3,615	2,964	81.99%	651	18.01%
	2017-18	3,183	2,608	81.94%	575	18.06%
	2016-17	3,534	2,892	81.83%	642	18.17%
	2015-16	3,566	2,891	81.07%	675	18.93%
	2014-15	3,546	2,871	80.96%	675	19.04%
All Routes	2018-19	23,584	18,043	76.51%	5,541	23.49%
	2017-18	23,729	18,155	76.51%	5,574	23.49%
	2016-17	26,429	20,161	76.28%	6,268	23.72%
	2015-16	25,757	19,584	76.03%	6,173	23.97%
	2014-15	25,810	19,530	75.67%	6,280	24.33%

Newly Certified Teacher Demographics by Preparation Route 2014-15 through 2018-19

Newly Certified Teacher Race / Ethnicity by Preparation Route

Preparation Route	Academic Year	Total	American Indian / Alaska Native		Asian		Black / African American		Hispanic / Latino		Pacific Islander		White		Two or More Races / Ethnicities		Other / Not specified	
			Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Alternative	2018-19	11,652	43	0.37%	312	2.68%	2,025	17.38%	3,253	27.92%	5	0.04%	5,768	49.50%	245	2.10%	1	0.01%
	2017-18	11,787	23	0.20%	306	2.60%	1,964	16.66%	3,314	28.12%	9	0.08%	5,952	50.50%	215	1.82%	4	0.03%
	2016-17	13,623	49	0.36%	294	2.16%	2,314	16.99%	3,783	27.77%	9	0.07%	6,927	50.85%	243	1.78%	4	0.03%
	2015-16	12,539	40	0.32%	294	2.34%	2,036	16.24%	3,436	27.40%	5	0.04%	6,526	52.05%	194	1.55%	8	0.06%
	2014-15	12,089	50	0.41%	284	2.35%	2,040	16.87%	3,274	27.08%	4	0.03%	6,184	51.15%	234	1.94%	19	0.16%
Under-graduate	2018-19	7,579	39	0.51%	219	2.89%	376	4.96%	2,878	37.97%	2	0.03%	3,927	51.81%	136	1.79%	2	0.03%
	2017-18	7,998	20	0.25%	198	2.48%	380	4.75%	2,926	36.58%	2	0.03%	4,340	54.26%	132	1.65%	0	0.00%
	2016-17	8,265	31	0.38%	204	2.47%	461	5.58%	2,987	36.14%	3	0.04%	4,469	54.07%	104	1.26%	6	0.07%
	2015-16	8,577	14	0.16%	222	2.59%	504	5.88%	3,038	35.42%	10	0.12%	4,659	54.32%	119	1.39%	11	0.13%
	2014-15	9,009	27	0.30%	192	2.13%	489	5.43%	3,100	34.41%	7	0.08%	5,048	56.03%	134	1.49%	12	0.13%
Post-baccalaureate	2018-19	738	0	0.00%	32	4.34%	67	9.08%	171	23.17%	0	0.00%	444	60.16%	24	3.25%	0	0.00%
	2017-18	761	2	0.26%	39	5.12%	78	10.25%	159	20.89%	1	0.13%	455	59.79%	27	3.55%	0	0.00%
	2016-17	1,007	1	0.10%	58	5.76%	112	11.12%	215	21.35%	1	0.10%	596	59.19%	24	2.38%	0	0.00%
	2015-16	1,075	4	0.37%	62	5.77%	108	10.05%	263	24.47%	1	0.09%	612	56.93%	22	2.05%	3	0.28%
	2014-15	1,166	3	0.26%	63	5.40%	118	10.12%	264	22.64%	0	0.00%	698	59.86%	18	1.54%	2	0.17%
Out of state	2018-19	3,615	28	0.77%	130	3.60%	510	14.11%	407	11.26%	4	0.11%	2,466	68.22%	70	1.94%	0	0.00%
	2017-18	3,183	20	0.63%	122	3.83%	339	10.65%	354	11.12%	3	0.09%	2,282	71.69%	63	1.98%	0	0.00%
	2016-17	3,534	19	0.54%	139	3.93%	361	10.22%	376	10.64%	5	0.14%	2,559	72.41%	72	2.04%	3	0.08%
	2015-16	3,566	20	0.56%	121	3.39%	388	10.88%	393	11.02%	6	0.17%	2,558	71.73%	71	1.99%	9	0.25%
	2014-15	3,546	18	0.51%	122	3.44%	387	10.91%	348	9.81%	7	0.20%	2,598	73.27%	62	1.75%	4	0.11%
All Routes	2018-19	23,584	110	0.47%	693	2.94%	2,978	12.63%	6,709	28.45%	11	0.05%	12,605	53.45%	475	2.01%	3	0.01%
	2017-18	23,729	65	0.27%	665	2.80%	2,761	11.64%	6,753	28.46%	15	0.06%	13,029	54.91%	437	1.84%	4	0.02%
	2016-17	26,429	100	0.38%	695	2.63%	3,248	12.29%	7,361	27.85%	18	0.07%	14,551	55.06%	443	1.68%	13	0.05%
	2015-16	25,757	78	0.30%	699	2.71%	3,036	11.79%	7,130	27.68%	22	0.09%	14,355	55.73%	406	1.58%	31	0.12%
	2014-15	25,810	98	0.38%	661	2.56%	3,034	11.76%	6,986	27.07%	18	0.07%	14,528	56.29%	448	1.74%	37	0.14%

Newly Certified Teacher Demographics by Preparation Route 2014-15 through 2018-19

Methodology: All standard teaching certifications that were issued between September 1, 2014 and August 31, 2019 to educators who did not previously hold a standard or lifetime teaching certification were identified in the Educator Certification Online System (ECOS). These initial certifications were categorized into the academic year in which they were issued. Teachers were categorized into one of the four mutually exclusive routes through which they obtained their initial certification.

Note: In our effort toward continuous improvement in data accuracy, we have updated our methodology and programming for identifying the program of the initial certification to better align with the practices of Educator Certification department. Due to these improvements, numbers reported herein, particularly the numbers for out of state certifications, may be significantly different from those reported in previous years and should not be considered comparable with reports from prior years.