

Mathematics and Science Teacher Demographics 2008-2017

The tables below present the number and percentage of candidates who received initial Mathematics and Science certificates over ten academic years, broken down by gender and by race or ethnicity. Only candidates obtaining standard and lifetime certificates are included.

Definitions. An initial teaching certificate is a standard or lifetime teaching certificate issued in a particular academic year to a teacher who was not issued a standard or lifetime teaching certificate in any previous academic year. A standard certificate is a certificate offered since 1998-99 that is renewed every five years. A lifetime certificate is a certificate offered before 1998-99 that did not require renewal.

Results for Mathematics

Mathematics teachers in Texas remained predominantly female and white in academic year 2016-17, despite small changes over time:

- The percentage of Mathematics teachers who were male declined in academic years 2010-11 through 2012-13, but tended to increase thereafter.
- The percentage of Mathematics teachers who were white was relatively high around academic years 2011-12 and 2012-13.
- The number and percentage of Hispanic/Latino teachers were slightly higher in academic years 2014-15 through 2016-17 than in previous years.
- In academic years 2012-13 through 2015-16, the percentage of teachers who were Asian increased to 7.7%, before declining in academic year 2016-17.

Year	Total	Female		Male		Black/African American		White		Hispanic/Latino		Asian		Am. Indian/ Alaska Nat.		Native Hawaiian		Two or More Ethnicities		Other	
		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
		2016-17	1,821	1,125	61.8	696	38.2	199	10.9	1,057	58.0	426	23.4	101	5.5	6	0.3	1	0.1	31	1.7
2015-16	1,768	1,148	64.9	620	35.1	167	9.4	986	55.8	433	24.5	136	7.7	5	0.3	1	0.1	39	2.2	0	0.0
2014-15	1,841	1,195	64.9	646	35.1	161	8.7	1,064	57.8	451	24.5	122	6.6	2	0.1	1	0.1	39	2.1	0	0.0
2013-14	1,968	1,289	65.5	679	34.5	162	8.2	1,202	61.1	448	22.8	121	6.1	5	0.3	2	0.1	27	1.4	0	0.0
2012-13	1,879	1,251	66.6	628	33.4	148	7.9	1,212	64.5	385	20.5	96	5.1	6	0.3	1	0.1	30	1.6	0	0.0
2011-12	1,729	1,120	64.8	609	35.2	111	6.4	1,118	64.7	383	22.2	75	4.3	5	0.3	2	0.1	32	1.9	0	0.0
2010-11	2,209	1,386	62.7	823	37.3	176	8.0	1,419	64.2	427	19.3	140	6.3	10	0.5	2	0.1	27	1.2	7	0.3
2009-10	2,320	1,421	61.3	899	38.8	207	8.9	1,479	63.8	426	18.4	162	7.0	7	0.3	3	0.1	28	1.2	8	0.3
2008-09	1,950	1,229	63.0	721	37.0	163	8.4	1,243	63.7	392	20.1	123	6.3	5	0.3	2	0.1	10	0.5	11	0.6
2007-08	1,955	1,257	64.3	698	35.7	158	8.1	1,251	64.0	413	21.1	105	5.4	4	0.2	3	0.2	16	0.8	5	0.3

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Results for Science

Like Mathematics teachers, Science teachers in Texas remained largely female and white in academic year 2016-17, in spite of changes over time:

- The percentage of Science teachers who were white was relatively high in academic years 2009-10 through 2012-13.
- In contrast, numbers and percentages for teachers who were Hispanic/Latino have been highest since academic year 2012-13.
- Numbers and percentages of teachers who were black/African American declined between academic years 2008-09 and 2011-12, but showed higher levels in subsequent years.
- Similarly, the percentage of teachers who were Asian was relatively high in academic years 2014-15 through 2016-17.

Year	Total	Gender				Black/African American		White		Hispanic/Latino		Asian		Am. Indian/ Alaska Nat.		Native Hawaiian		Two or More Ethnicities		Other	
		Female		Male		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
2016-17	1,541	998	64.8	543	35.2	139	9.0	905	58.7	353	22.9	108	7.0	4	0.3	0	0.0	31	2.0	0	0.0
2015-16	1,422	899	63.2	523	36.8	133	9.4	803	56.5	361	25.4	95	6.7	4	0.3	1	0.1	25	1.8	0	0.0
2014-15	1,387	897	64.7	490	35.3	130	9.4	804	58.0	309	22.3	101	7.3	11	0.8	0	0.0	29	2.1	0	0.0
2013-14	1,388	926	66.7	462	33.3	139	10.0	823	59.3	312	22.5	80	5.8	5	0.4	2	0.1	27	1.9	0	0.0
2012-13	1,268	848	66.9	420	33.1	95	7.5	814	64.2	263	20.7	73	5.8	3	0.2	1	0.1	19	1.5	0	0.0
2011-12	1,253	854	68.2	399	31.8	87	6.9	828	66.1	238	19.0	74	5.9	6	0.5	1	0.1	19	1.5	0	0.0
2010-11	1,702	1,102	64.7	600	35.3	136	8.0	1,094	64.3	324	19.0	112	6.6	8	0.5	6	0.4	21	1.2	1	0.1
2009-10	1,759	1,137	64.6	622	35.4	145	8.2	1,127	64.1	332	18.9	106	6.0	7	0.4	3	0.2	29	1.6	9	0.5
2008-09	1,741	1,187	68.2	554	31.8	169	9.7	1,091	62.7	342	19.6	89	5.1	15	0.9	0	0.0	26	1.5	9	0.5
2007-08	1,860	1,257	67.6	603	32.4	200	10.8	1,164	62.6	366	19.7	87	4.7	8	0.4	3	0.2	23	1.2	7	0.4

Summary of methodology. Ten tables were extracted containing identification numbers, genders, and races or ethnicities of all individuals obtaining an initial standard or lifetime Mathematics teaching certificate for academic years 2007-08 through 2016-17. For each academic year, the total number of teachers was obtained, together with a sum for each gender and race or ethnicity. Each sum was taken as a percentage of the total, and all sums and percentages were combined into one table. This process was repeated to obtain Science results.