

Newly Certified Mathematics and Science Teacher Demographics 2009-10 through 2018-19

This study reports the demographic data of candidates who received initial, standard teaching certificates in the certification areas of Mathematics and Science in the ten academic years from 2009-10 through 2018-19. The first table reports the gender identity of the candidates while the second reports the race / ethnic identity of the candidates.

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.

Mathematics and Science Teacher Gender

Certificate Area	Academic Year	Total	Female		Male	
			Number	Percent	Number	Percent
Mathematics	2018-19	1,689	1,055	62.46%	634	37.54%
	2017-18	1,760	1,135	64.49%	625	35.51%
	2016-17	1,827	1,133	62.01%	694	37.99%
	2015-16	1,794	1,173	65.38%	621	34.62%
	2014-15	1,851	1,196	64.61%	655	35.39%
	2013-14	1,971	1,295	65.70%	676	34.30%
	2012-13	1,858	1,236	66.52%	622	33.48%
	2011-12	1,743	1,129	64.77%	614	35.23%
	2010-11	2,200	1,378	62.64%	822	37.36%
Science	2009-10	2,360	1,438	60.93%	922	39.07%
	2018-19	1,406	890	63.30%	516	36.70%
	2017-18	1,460	906	62.05%	554	37.95%
	2016-17	1,555	1,003	64.50%	552	35.50%
	2015-16	1,435	908	63.28%	527	36.72%
	2014-15	1,399	907	64.83%	492	35.17%
	2013-14	1,388	931	67.07%	457	32.93%
	2012-13	1,236	818	66.18%	418	33.82%
	2011-12	1,284	882	68.69%	402	31.31%
Both	2010-11	1,695	1,093	64.48%	602	35.52%
	2009-10	1,807	1,174	64.97%	633	35.03%
	2018-19	3,095	1,945	62.84%	1,150	37.16%
	2017-18	3,220	2,041	63.39%	1,179	36.61%
	2016-17	3,382	2,136	63.16%	1,246	36.84%
	2015-16	3,229	2,081	64.45%	1,148	35.55%
	2014-15	3,250	2,103	64.71%	1,147	35.29%
	2013-14	3,359	2,226	66.27%	1,133	33.73%
	2012-13	3,094	2,054	66.39%	1,040	33.61%
	2011-12	3,027	2,011	66.44%	1,016	33.56%
	2010-11	3,895	2,471	63.44%	1,424	36.56%
	2009-10	4,167	2,612	62.68%	1,555	37.32%

Newly Certified Mathematics and Science Teacher Demographics 2009-10 through 2018-19

Mathematics and Science Teacher Race / Ethnicity

Certificate Area	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.
Mathematics	2018-19	1,689	8	0.47%	131	7.76%	194	11.49%	416	24.63%	2	0.12%	899	53.23%	39	2.31%	0	0.00%
	2017-18	1,760	6	0.34%	115	6.53%	180	10.23%	463	26.31%	1	0.06%	943	53.58%	52	2.95%	0	0.00%
	2016-17	1,827	7	0.38%	101	5.53%	199	10.89%	437	23.92%	1	0.05%	1,053	57.64%	29	1.59%	0	0.00%
	2015-16	1,794	6	0.33%	137	7.64%	168	9.36%	441	24.58%	1	0.06%	997	55.57%	43	2.40%	1	0.06%
	2014-15	1,851	2	0.11%	121	6.54%	166	8.97%	450	24.31%	1	0.05%	1,073	57.97%	37	2.00%	1	0.05%
	2013-14	1,971	5	0.25%	125	6.34%	163	8.27%	449	22.78%	2	0.10%	1,198	60.78%	29	1.47%	0	0.00%
	2012-13	1,858	6	0.32%	92	4.95%	139	7.48%	387	20.83%	1	0.05%	1,204	64.80%	28	1.51%	1	0.05%
	2011-12	1,743	5	0.29%	74	4.25%	110	6.31%	377	21.63%	2	0.11%	1,139	65.35%	33	1.89%	3	0.17%
	2010-11	2,200	10	0.45%	141	6.41%	177	8.05%	422	19.18%	2	0.09%	1,414	64.27%	25	1.14%	9	0.41%
	2009-10	2,360	7	0.30%	162	6.86%	216	9.15%	445	18.86%	3	0.13%	1,491	63.18%	30	1.27%	6	0.25%
Science	2018-19	1,406	5	0.36%	94	6.69%	146	10.38%	326	23.19%	1	0.07%	790	56.19%	44	3.13%	0	0.00%
	2017-18	1,460	2	0.14%	107	7.33%	130	8.90%	372	25.48%	2	0.14%	814	55.75%	33	2.26%	0	0.00%
	2016-17	1,555	4	0.26%	107	6.88%	146	9.39%	357	22.96%	0	0.00%	910	58.52%	30	1.93%	1	0.06%
	2015-16	1,435	4	0.28%	98	6.83%	132	9.20%	369	25.71%	1	0.07%	807	56.24%	24	1.67%	0	0.00%
	2014-15	1,399	11	0.79%	102	7.29%	132	9.44%	305	21.80%	0	0.00%	818	58.47%	30	2.14%	1	0.07%
	2013-14	1,388	6	0.43%	74	5.33%	138	9.94%	322	23.20%	2	0.14%	820	59.08%	26	1.87%	0	0.00%
	2012-13	1,236	3	0.24%	73	5.91%	92	7.44%	250	20.23%	1	0.08%	798	64.56%	19	1.54%	0	0.00%
	2011-12	1,284	7	0.55%	76	5.92%	91	7.09%	246	19.16%	1	0.08%	845	65.81%	18	1.40%	0	0.00%
	2010-11	1,695	8	0.47%	112	6.61%	134	7.91%	317	18.70%	6	0.35%	1,094	64.54%	22	1.30%	2	0.12%
	2009-10	1,807	6	0.33%	111	6.14%	153	8.47%	346	19.15%	3	0.17%	1,151	63.70%	29	1.60%	8	0.44%
Both	2018-19	3,095	13	0.42%	225	7.27%	340	10.99%	742	23.97%	3	0.10%	1,689	54.57%	83	2.68%	0	0.00%
	2017-18	3,220	8	0.25%	222	6.89%	310	9.63%	835	25.93%	3	0.09%	1,757	54.57%	85	2.64%	0	0.00%
	2016-17	3,382	11	0.33%	208	6.15%	345	10.20%	794	23.48%	1	0.03%	1,963	58.04%	59	1.74%	1	0.03%
	2015-16	3,229	10	0.31%	235	7.28%	300	9.29%	810	25.09%	2	0.06%	1,804	55.87%	67	2.07%	1	0.03%
	2014-15	3,250	13	0.40%	223	6.86%	298	9.17%	755	23.23%	1	0.03%	1,891	58.18%	67	2.06%	2	0.06%
	2013-14	3,359	11	0.33%	199	5.92%	301	8.96%	771	22.95%	4	0.12%	2,018	60.08%	55	1.64%	0	0.00%
	2012-13	3,094	9	0.29%	165	5.33%	231	7.47%	637	20.59%	2	0.06%	2,002	64.71%	47	1.52%	1	0.03%
	2011-12	3,027	12	0.40%	150	4.96%	201	6.64%	623	20.58%	3	0.10%	1,984	65.54%	51	1.68%	3	0.10%
	2010-11	3,895	18	0.46%	253	6.50%	311	7.98%	739	18.97%	8	0.21%	2,508	64.39%	47	1.21%	11	0.28%
	2009-10	4,167	13	0.31%	273	6.55%	369	8.86%	791	18.98%	6	0.14%	2,642	63.40%	59	1.42%	14	0.34%

Newly Certified Mathematics and Science Teacher Demographics 2009-10 through 2018-19

Methodology: All standard teaching certifications in the certification areas of Mathematics and Science regardless of grade level that were issued between September 1, 2009 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). The initial certificates were categorized into academic years by the certificate issue date and aggregated according to the educator's self-identified gender and race / ethnic identities.

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 may be significantly different from those reported in previous years and should not be considered comparable with reports from prior years.

The demographic data contained in this report is drawn from the ECOS database, which is self-reported by educators. This data varies from the demographic data maintained in the Public Education Information Management System (PEIMS) database, which relies on data reported to TEA by individual local education authorities annually. This should be considered when comparing data in this table with data in other reports concerning demographics of educators.