

Newly Certified Teacher Demographics by Preparation Route 2015-16 through 2021-22

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. In several academic years, the sum of each race / ethnicity does not equal the total. This is because a few teachers did not report their race / ethnicity.

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 or Female. Hispanic ethnicity is collected separately from race information. We collapse these two items by counting all individuals identified with Hispanic ethnicity in the Hispanic / Latino category. All other categories include only those individuals who were not identified with Hispanic ethnicity. In some instances, gender or race / ethnicity is not reported by the individual.

Newly Certified Teacher Gender by Preparation Route

Preparation Route	Academic Year	Total	Female		Male	
			Number	Percent	Number	Percent
Alternative	2021-22	10,229	7,180	70.19%	3,049	29.81%
	2020-21	12,980	9,263	71.36%	3,717	28.64%
	2019-20	9,583	6,953	72.56%	2,630	27.44%
	2018-19	11,669	8,223	70.47%	3,446	29.53%
	2017-18	11,783	8,328	70.68%	3,455	29.32%
	2016-17	13,644	9,624	70.54%	4,020	29.46%
Undergraduate	2021-22	6,805	5,593	82.19%	1,212	17.81%
	2020-21	8,355	6,863	82.14%	1,492	17.86%
	2019-20	6,556	5,514	84.11%	1,042	15.89%
	2018-19	7,591	6,297	82.95%	1,294	17.05%
	2017-18	8,005	6,655	83.14%	1,350	16.86%
	2016-17	8,277	6,899	83.35%	1,378	16.65%
Post-baccalaureate	2021-22	588	463	78.74%	125	21.26%
	2020-21	702	555	79.06%	147	20.94%
	2019-20	680	545	80.15%	135	19.85%
	2018-19	742	577	77.76%	165	22.24%
	2017-18	763	568	74.44%	195	25.56%
	2016-17	1,023	767	74.98%	256	25.02%
Out of state	2021-22	4,494	3,600	80.11%	894	19.89%
	2020-21	4,065	3,291	80.96%	774	19.04%
	2019-20	3,471	2,896	83.43%	575	16.57%
	2018-19	3,910	3,204	81.94%	706	18.06%
	2017-18	3,492	2,876	82.36%	616	17.64%
	2016-17	3,891	3,172	81.52%	719	18.48%
All Routes	2021-22	22,116	16,836	76.13%	5,280	23.87%
	2020-21	26,102	19,972	76.52%	6,130	23.48%
	2019-20	20,290	15,908	78.40%	4,382	21.60%
	2018-19	23,912	18,301	76.53%	5,611	23.47%
	2017-18	24,043	18,427	76.64%	5,616	23.36%
	2016-17	26,835	20,462	76.25%	6,373	23.75%

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	
			Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Alternative	2021-22	10,229	33	0.32%	280	2.74%	1,626	15.90%	2,931	28.65%	12	0.12%	5,105	49.91%	242	2.37%
	2020-21	12,980	39	0.30%	314	2.42%	2,208	17.01%	3,471	26.74%	12	0.09%	6,639	51.15%	297	2.29%
	2019-20	9,583	40	0.42%	294	3.07%	1,486	15.51%	2,705	28.23%	6	0.06%	4,842	50.53%	208	2.17%
	2018-19	11,669	44	0.38%	312	2.67%	2,033	17.42%	3,255	27.89%	5	0.04%	5,773	49.47%	246	2.11%
	2017-18	11,783	22	0.19%	306	2.60%	1,963	16.66%	3,320	28.18%	9	0.08%	5,942	50.43%	217	1.84%
	2016-17	13,644	48	0.35%	296	2.17%	2,311	16.94%	3,797	27.83%	9	0.07%	6,926	50.76%	253	1.85%
Under-graduate	2021-22	6,805	21	0.31%	219	3.22%	343	5.04%	2,806	41.23%	5	0.07%	3,265	47.98%	146	2.15%
	2020-21	8,355	27	0.32%	234	2.80%	440	5.27%	3,478	41.63%	3	0.04%	4,026	48.19%	147	1.76%
	2019-20	6,556	16	0.24%	174	2.65%	357	5.45%	2,572	39.23%	3	0.05%	3,320	50.64%	114	1.74%
	2018-19	7,591	38	0.50%	219	2.88%	376	4.95%	2,883	37.98%	2	0.03%	3,935	51.84%	136	1.79%
	2017-18	8,005	20	0.25%	199	2.49%	379	4.73%	2,922	36.50%	2	0.02%	4,350	54.34%	133	1.66%
	2016-17	8,277	30	0.36%	204	2.46%	464	5.61%	2,992	36.15%	3	0.04%	4,471	54.02%	108	1.30%
Post-baccalaureate	2021-22	588	1	0.17%	22	3.74%	93	15.82%	151	25.68%	0	0.00%	299	50.85%	22	3.74%
	2020-21	702	0	0.00%	30	4.27%	110	15.67%	189	26.92%	0	0.00%	357	50.85%	16	2.28%
	2019-20	680	0	0.00%	39	5.74%	64	9.41%	167	24.56%	0	0.00%	389	57.21%	21	3.09%
	2018-19	742	0	0.00%	32	4.31%	67	9.03%	172	23.18%	0	0.00%	446	60.11%	25	3.37%
	2017-18	763	2	0.26%	39	5.11%	78	10.22%	161	21.10%	1	0.13%	455	59.63%	27	3.54%
	2016-17	1,023	1	0.10%	58	5.67%	113	11.05%	221	21.60%	1	0.10%	604	59.04%	25	2.44%
Out of state	2021-22	4,494	24	0.53%	165	3.67%	600	13.35%	527	11.73%	9	0.20%	3,059	68.07%	110	2.45%
	2020-21	4,065	19	0.47%	146	3.59%	537	13.21%	464	11.41%	2	0.05%	2,779	68.36%	118	2.90%
	2019-20	3,471	22	0.63%	115	3.31%	434	12.50%	363	10.46%	7	0.20%	2,461	70.90%	69	1.99%
	2018-19	3,910	27	0.69%	139	3.55%	541	13.84%	445	11.38%	5	0.13%	2,675	68.41%	77	1.97%
	2017-18	3,492	22	0.63%	129	3.69%	367	10.51%	398	11.40%	3	0.09%	2,504	71.71%	69	1.98%
	2016-17	3,891	20	0.51%	153	3.93%	392	10.07%	430	11.05%	5	0.13%	2,812	72.27%	77	1.98%

Preparation Route	Academic Year	Total	American Indian / Alaska Native		Asian		Black / African American		Hispanic / Latino		Pacific Islander		White		Two or More Races / Ethnicities	
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All Routes	2021-22	22,116	79	0.36%	686	3.10%	2,662	12.04%	6,415	29.01%	26	0.12%	11,728	53.03%	520	2.35%
	2020-21	26,102	85	0.33%	724	2.77%	3,295	12.62%	7,602	29.12%	17	0.07%	13,801	52.87%	578	2.21%
	2019-20	20,290	78	0.38%	622	3.07%	2,341	11.54%	5,807	28.62%	16	0.08%	11,012	54.27%	412	2.03%
	2018-19	23,912	109	0.46%	702	2.94%	3,017	12.62%	6,755	28.25%	12	0.05%	12,829	53.65%	484	2.02%
	2017-18	24,043	66	0.27%	673	2.80%	2,787	11.59%	6,801	28.29%	15	0.06%	13,251	55.11%	446	1.86%
	2016-17	26,835	99	0.37%	711	2.65%	3,280	12.22%	7,440	27.72%	18	0.07%	14,813	55.20%	463	1.73%

Methodology: All standard teaching certifications that were issued between September 1, 2015 and August 31, 2022 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. These teachers were then matched with the self-reported gender and race / ethnicity data in ECOS.