Newly Certified Mathematics and Science Teacher Demographics 2012-13 through 2021-22

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 2012-13 through 2021-22. The first table presents the reported gender information for the candidates while the second presents the reported race / ethnic information for the candidates. In several academic year, 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.

Newly Certified Mathematics and Science Teacher Gender

Certificate Area	Academic Year	Total	Female		Male	
			Number	Percent	Number	Percent
Mathematics	2021-22	1,664	1,057	63.52%	607	36.48%
	2020-21	1,916	1,184	61.80%	732	38.20%
	2019-20	1,477	977	66.15%	500	33.85%
	2018-19	1,689	1,054	62.40%	635	37.60%
	2017-18	1,759	1,131	64.30%	628	35.70%
	2016-17	1,827	1,133	62.01%	694	37.99%
	2015-16	1,794	1,175	65.50%	619	34.50%
	2014-15	1,851	1,199	64.78%	652	35.22%
	2013-14	1,971	1,294	65.65%	677	34.35%
	2012-13	1,859	1,236	66.49%	623	33.51%
Science	2021-22	1,373	908	66.13%	465	33.87%
	2020-21	1,572	976	62.09%	596	37.91%
	2019-20	1,154	744	64.47%	410	35.53%
	2018-19	1,406	889	63.23%	517	36.77%
	2017-18	1,460	908	62.19%	552	37.81%
	2016-17	1,555	999	64.24%	556	35.76%
	2015-16	1,435	907	63.21%	528	36.79%
	2014-15	1,399	908	64.90%	491	35.10%
	2013-14	1,388	932	67.15%	456	32.85%
	2012-13	1,236	819	66.26%	417	33.74%
Both	2021-22	3,037	1,965	64.70%	1,072	35.30%
	2020-21	3,488	2,160	61.93%	1,328	38.07%
	2019-20	2,631	1,721	65.41%	910	34.59%
	2018-19	3,095	1,943	62.78%	1,152	37.22%
	2017-18	3,219	2,039	63.34%	1,180	36.66%
	2016-17	3,382	2,132	63.04%	1,250	36.96%
	2015-16	3,229	2,082	64.48%	1,147	35.52%
	2014-15	3,250	2,107	64.83%	1,143	35.17%
	2013-14	3,359	2,226	66.27%	1,133	33.73%
	2012-13	3,095	2,055	66.40%	1,040	33.60%

Newly Certified 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	
			Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Mathematics	2021-22	1,664	7	0.42%	129	7.75%	189	11.36%	421	25.30%	2	0.12%	880	52.88%	36	2.16%
	2020-21	1,916	6	0.31%	133	6.94%	206	10.75%	482	25.16%	3	0.16%	1,022	53.34%	64	3.34%
	2019-20	1,477	9	0.61%	131	8.87%	157	10.63%	361	24.44%	3	0.20%	781	52.88%	35	2.37%
	2018-19	1,689	8	0.47%	130	7.70%	194	11.49%	417	24.69%	2	0.12%	899	53.23%	39	2.31%
	2017-18	1,759	6	0.34%	115	6.54%	179	10.18%	463	26.32%	1	0.06%	943	53.61%	52	2.96%
	2016-17	1,827	7	0.38%	101	5.53%	199	10.89%	438	23.97%	1	0.05%	1,051	57.53%	30	1.64%
	2015-16	1,794	6	0.33%	138	7.69%	168	9.36%	443	24.69%	1	0.06%	994	55.41%	43	2.40%
	2014-15	1,851	2	0.11%	121	6.54%	165	8.91%	451	24.37%	1	0.05%	1,072	57.91%	38	2.05%
	2013-14	1,971	5	0.25%	125	6.34%	163	8.27%	451	22.88%	2	0.10%	1,195	60.63%	30	1.52%
	2012-13	1,859	6	0.32%	92	4.95%	140	7.53%	387	20.82%	1	0.05%	1,204	64.77%	28	1.51%
Science	2021-22	1,373	8	0.58%	96	6.99%	152	11.07%	364	26.51%	1	0.07%	722	52.59%	30	2.18%
	2020-21	1,572	3	0.19%	94	5.98%	158	10.05%	362	23.03%	0	0.00%	913	58.08%	42	2.67%
	2019-20	1,154	6	0.52%	100	8.67%	107	9.27%	281	24.35%	2	0.17%	632	54.77%	26	2.25%
	2018-19	1,406	5	0.36%	94	6.69%	146	10.38%	327	23.26%	1	0.07%	789	56.12%	44	3.13%
	2017-18	1,460	2	0.14%	107	7.33%	129	8.84%	372	25.48%	2	0.14%	815	55.82%	33	2.26%
	2016-17	1,555	4	0.26%	107	6.88%	146	9.39%	357	22.96%	0	0.00%	909	58.46%	31	1.99%
	2015-16	1,435	4	0.28%	98	6.83%	132	9.20%	371	25.85%	1	0.07%	806	56.17%	23	1.60%
	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%
	2013-14	1,388	6	0.43%	74	5.33%	139	10.01%	322	23.20%	2	0.14%	819	59.01%	26	1.87%
	2012-13	1,236	3	0.24%	73	5.91%	92	7.44%	250	20.23%	1	0.08%	799	64.64%	18	1.46%
Both	2021-22	3,037	15	0.49%	225	7.41%	341	11.23%	785	25.85%	3	0.10%	1,602	52.75%	66	2.17%
	2020-21	3,488	9	0.26%	227	6.51%	364	10.44%	844	24.20%	3	0.09%	1,935	55.48%	106	3.04%
	2019-20	2,631	15	0.57%	231	8.78%	264	10.03%	642	24.40%	5	0.19%	1,413	53.71%	61	2.32%
	2018-19	3,095	13	0.42%	224	7.24%	340	10.99%	744	24.04%	3	0.10%	1,688	54.54%	83	2.68%
	2017-18	3,219	8	0.25%	222	6.90%	308	9.57%	835	25.94%	3	0.09%	1,758	54.61%	85	2.64%
	2016-17	3,382	11	0.33%	208	6.15%	345	10.20%	795	23.51%	1	0.03%	1,960	57.95%	61	1.80%
	2015-16	3,229	10	0.31%	236	7.31%	300	9.29%	814	25.21%	2	0.06%	1,800	55.74%	66	2.04%
	2014-15	3,250	13	0.40%	223	6.86%	297	9.14%	756	23.26%	1	0.03%	1,890	58.15%	68	2.09%
	2013-14	3,359	11	0.33%	199	5.92%	302	8.99%	773	23.01%	4	0.12%	2,014	59.96%	56	1.67%
	2012-13	3,095	9	0.29%	165	5.33%	232	7.50%	637	20.58%	2	0.06%	2,003	64.72%	46	1.49%

Methodology: All standard teaching certifications in the areas of Mathematics and Science regardless of grade level that were issued between September 1, 2012 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). 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 information.

Note: TEA collects all employment and demographic data stored in PEIMS from local education agencies. TEA maintains this data separately from the self-reported demographic data located in the Educator Certification Online System (ECOS). The two demographic data collections are similar but not identical categories. Demographic data may differ between PEIMS and ECOS. Users of this report should consider this when comparing data in this table with data in other reports concerning demographic data of educators.