

Mathematics and Science Teacher Demographics 2009-2018

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 2017-18, in spite of changes over time:

- The percentage of Mathematics teachers who were male tended to increase in academic years 2013-14 through 2016-17.
- The percentage of Mathematics teachers who were white has tended to decline irregularly beginning in academic year 2012-13, with corresponding increases of black/African American and, since academic year 2013-14, Hispanic/Latino teachers.
- 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.
		2017-18	1,775	1,144	64.5	631	35.5	186	10.5	946	53.3	469	26.4	115	6.5	6	0.3	1	0.1	52	2.9
2016-17	1,821	1,127	61.9	694	38.1	199	10.9	1,057	58.0	426	23.4	101	5.5	6	0.3	1	0.1	31	1.7	0	0.0
2015-16	1,770	1,151	65.0	619	35.0	167	9.4	987	55.8	433	24.5	136	7.7	5	0.3	1	0.1	40	2.3	0	0.0
2014-15	1,841	1,197	65.0	644	35.0	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	1,288	65.4	680	34.6	162	8.2	1,203	61.1	449	22.8	121	6.1	5	0.3	2	0.1	26	1.3	0	0.0
2012-13	1,879	1,248	66.4	631	33.6	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	1,121	64.8	608	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	1,387	62.8	822	37.2	176	8.0	1,418	64.2	428	19.4	140	6.3	10	0.5	2	0.1	27	1.2	7	0.3
2009-10	2,320	1,418	61.1	902	38.9	207	8.9	1,479	63.8	427	18.4	162	7.0	7	0.3	3	0.1	29	1.3	6	0.3
2008-09	1,950	1,230	63.1	720	36.9	163	8.4	1,242	63.7	392	20.1	123	6.3	5	0.3	2	0.1	11	0.6	11	0.6

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Results for Science

Like Mathematics teachers, Science teachers in Texas remained largely female and white in academic year 2017-18, 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, but has declined somewhat since then.
- In contrast, numbers and percentages for teachers who were Hispanic/Latino have been relatively high beginning in academic year 2012-13.
- Numbers and percentages of African American teachers declined through academic year 2011-12, but showed higher levels in subsequent years.
- The percentage of teachers who were Asian was relatively high beginning in academic year 2014-15.

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.
2017-18	1,483	924	62.3	559	37.7	142	9.6	822	55.4	379	25.6	105	7.1	3	0.2	2	0.1	30	2.0	0	0.0
2016-17	1,543	999	64.7	544	35.3	140	9.1	907	58.8	352	22.8	108	7.0	4	0.3	0	0.0	31	2.0	1	0.1
2015-16	1,422	898	63.2	524	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	1,388	900	64.8	488	35.2	130	9.4	807	58.1	310	22.3	101	7.3	10	0.7	0	0.0	29	2.1	0	0.0
2013-14	1,388	926	66.7	462	33.3	139	10.0	822	59.2	312	22.5	80	5.8	5	0.4	2	0.1	28	2.0	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	4	0.3	1	0.1	18	1.4	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	1,138	64.7	621	35.3	145	8.2	1,127	64.1	333	18.9	106	6.0	7	0.4	3	0.2	29	1.6	8	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

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 2008-09 through 2017-18. 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.