

Out-of-Field Data for All Grade Levels and Subject Areas SY 2018-19

This report presents the out-of-field teacher data for the 2018-19 school year. Historically, the methods in generating this report have evolved year to year to incorporate changes to statute and rule. While these changes allow for continuous improvement and adherence to the law, they result in reports that are difficult to directly compare across years. In the 2017-18 school year, the determination of out-of-field and in-field status changed for middle school and high school teachers working with special education populations. As noted in footnote 6, teaching assignments showing a special education population and a content area, such as Science or Music, are counted as in field only if teachers were certified for both the population and the content area. This was a change from earlier years. Although 19 TAC §231.611(a) permits a special education assignment for an individual who demonstrates competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers, this report treats those individuals as out of field on the basis of the available data. The increased rates of out-of-field teachers working in middle school and high school special education is in part a result of this new calculation.

This table shows total teacher FTEs, followed by in-field and out-of-field teacher results, broken down by assigned grade level and subject area. With the exception of Junior Reserve Officer Training Corps (JROTC), assignments designated as Other and Not Applicable were excluded from the analysis, because they do not require certification. Self-Contained assignments at the High School level also were excluded. Standard, provisional (lifetime), probationary, intern, one-year, and Visiting International Teacher certificates in a teaching certification area were included, while certificates in the Professional certification area were not. Permits also were excluded, excepting those in the JROTC field. Renewals and probationary extensions were included. Data were limited to certificates that were effective and unexpired on the PEIMS Snapshot date and renewals occurring between the PEIMS Snapshot date and the last day of the school year.

To determine in-field or out-of-field status, effective certificates were compared to assignments in accordance with Chapter 231 of the Texas Administrative Code. Certificates that are considered in field only with additional coursework or a specified degree were counted as out of field; certificates that are in field only with work approval or verification of competency were counted as in field. Self-Contained, Core Subjects, Bilingual, and English as a Second Language certificates that are in field for other subject areas, such as Mathematics and Social Studies, were counted as in field for those subject areas. Certificates were counted as in field for High School (Grades 7-12) or High School (Grades 9-12) only if they are in field for all applicable grades. For example, certificates for Grades 9-12 are out of field for grades 7 and 8, and therefore were considered out of field for Grade 7-12 assignments. Finally, traditional districts and charters were included for the Bilingual/ESL and Special Education areas; for all other subject areas, only traditional districts were included.

Subject Area ¹	Total FTEs	In Field			Out of Field		
		Teachers	FTEs	Pct	Teachers	FTEs	Pct
<i>Elementary School (Grades EC-5) ^{1, 2}</i>							
Bilingual/English as a Second Language ³	19,354.3	24,354	17,718.5	91.55	3,221	1,635.8	8.45
English Language Arts ⁴	18,104.2	62,952	17,845.7	98.57	1,121	258.6	1.43
Fine Arts	7,080.2	17,033	6,937.2	97.98	486	143.0	2.02
Languages Other Than English ⁵	620.1	260	92.1	14.85	2,384	528.0	85.15
Mathematics ⁴	21,827.2	64,385	21,491.9	98.46	1,164	335.3	1.54
Physical Education and Health ⁴	6,741.3	19,104	6,604.0	97.96	565	137.3	2.04
Reading	13,578.3	46,013	13,481.1	99.28	338	97.3	0.72
Science ⁴	13,686.8	61,896	13,490.8	98.57	1,076	196.0	1.43
Self-Contained	25,591.9	41,758	24,930.2	97.41	1,390	661.7	2.59
Social Studies ⁴	11,409.9	63,361	11,211.2	98.26	1,227	198.8	1.74
Special Education ⁶	13,420.2	14,264	11,957.8	89.10	3,949	1,462.4	10.90
Technology Applications	706.6	5,853	694.0	98.22	56	12.6	1.78

Out-of-Field Data for All Grade Levels and Subject Areas SY 2018-19

Subject Area ¹	Total FTEs	In Field			Out of Field		
		Teachers	FTEs	Pct	Teachers	FTEs	Pct
<i>Middle School (Grades 6-8) ^{1,7}</i>							
Bilingual/English as a Second Language ³	177.4	528	156.1	88.01	84	21.3	11.99
Career and Technical Education	997.7	1,310	816.2	81.82	533	181.4	18.18
English Language Arts and Reading	13,792.7	23,846	12,930.1	93.75	3,198	862.6	6.25
Fine Arts ⁸	7,044.7	9,864	6,775.9	96.18	871	268.8	3.82
Languages Other Than English ⁵	233.7	431	196.5	84.10	97	37.2	15.90
Mathematics	9,732.9	15,615	9,254.1	95.08	1,767	478.8	4.92
Physical Education and Health ⁸	5,589.8	13,012	4,952.6	88.60	2,804	637.3	11.40
Science ^{8,9}	8,223.0	12,638	7,906.1	96.15	1,362	316.8	3.85
Self-Contained ⁸	240.7	770	172.9	71.85	195	67.8	28.15
Social Studies ⁸	8,080.2	12,363	7,541.6	93.34	1,903	538.5	6.66
Special Education ⁶	7,227.7	7,753	4,708.3	65.14	7,513	2,519.5	34.86
Technology Applications/Computer Science ⁸	1,047.1	2,603	978.7	93.47	243	68.4	6.53
<i>High School (Grades 9-12) ^{1,7}</i>							
Bilingual/English as a Second Language ³	61.7	58	13.3	21.56	245	48.4	78.44
Career and Technical Education	13,230.3	17,179	11,123.2	84.07	5,873	2,107.1	15.93
English Language Arts and Reading	13,412.1	17,520	11,564.0	86.22	6,158	1,848.1	13.78
Fine Arts ⁸	7,846.0	9,748	7,507.2	95.68	1,519	338.8	4.32
Junior Reserve Officers' Training Corps	623.3	734	556.6	89.30	98	66.7	10.70
Languages Other Than English ⁵	6,250.6	6,797	5,763.5	92.21	1,401	487.2	7.79
Mathematics	12,127.1	13,516	10,643.9	87.77	4,217	1,483.1	12.23
Physical Education and Health ⁸	11,477.7	13,553	7,202.5	62.75	11,294	4,275.2	37.25
Science	9,725.3	16,112	8,879.0	91.30	4,090	846.2	8.70
Social Studies	10,338.2	18,273	9,331.9	90.27	5,397	1,006.3	9.73
Special Education ⁶	10,360.8	9,103	5,042.2	48.67	13,025	5,318.6	51.33
Technology Applications/Computer Science ⁸	453.8	1,209	369.9	81.51	371	83.9	18.49
<i>All Grade Levels ^{1,6}</i>							
Special Education ⁶	996.5	1,238	915.0	91.83	173	81.5	8.17
<i>Overall Results</i>							
<i>All Assignments Combined ¹⁰</i>	311,412.0	—	281,755.9	90.48	—	29,656.0	9.52

¹ The subject area or grade level of the teacher's assignment. ² Also includes Grades PK-6 and 1-6. Results for individual grades EE and PK were computed separately and combined into the grade level shown. ³ Courses showing Bilingual/English as a Second Language as the student population. If a subject area such as Science or Social Studies was also listed, certificates that were in field for the population and subject area were counted as in field. Supplemental certificates for which a grade level was not identified were counted as in field or out of field on the basis of their content. ⁴ At the Elementary School (EC-5) grade level, certificates in the Generalist area and in the subject area or subject of the assignment were counted as in field for English Language Arts, Health, Mathematics, Science, and Social Studies. ⁵ Assignments for which a language was not specified were excluded, because in-field certificates could not be identified. ⁶ Also includes courses showing Special Education as the student population. This variable identifies the population for which a course was designed, and not necessarily the students' program eligibility. Each course has only one population code, even when two or more populations are served. Teachers were counted as in field if certified for Adaptive PE, Auditorially Impaired, Special Education, Speech Assessment, Speech Therapy, or Visually Impaired, as applicable. Supplemental Certificates for which a grade level was not identified were counted as in field or out of field on the basis of

Out-of-Field Data for All Grade Levels and Subject Areas SY 2018-19

their content. Assignments showing the Special Education population and a content area, such as Science or Music, were counted as in field only if they were certified for both the population and the content area. Many Special Education assignments showed All Grade Levels as their assignment grade level, but campus data indicated a more limited grade level. These assignments were recoded to match the campus data. For a small number of FTEs, the resulting grade levels differed from existing assignment grade levels. They were treated as follows: Grades 6-9 were grouped with Middle School (Grades 6-8), and Grades 6-12 and 8-9 with High School (Grades 7-12/9-12). Grades EE-8, PK-8, KG-7, and KG-8 were allowed to remain in All Grade Levels, and Grades 6-10 and 6-11 were excluded from the final results. ⁷ Results for the following grade levels were computed separately and combined into the grade level shown: individual Grades 6, 7, and 8 for Middle School (Grades 6-8); High School (Grades 7-12) for High School (Grades 9-12). ⁸ Because of differing certification requirements, results for the following assignments were computed separately and combined into the subject area shown: Dance and Theatre Arts, both in Fine Arts; Physical Education and Health in subject area Physical Education and Health; Technology Applications, Computer Science, and application and game development courses in subject area Technology Applications and Computer Science; and Grade 6 results in Science, Self-Contained, and Social Studies at the Middle School (Grades 6-8) level. ⁹ For Science assignments, all Elementary certificates that were appropriate for Grade 6 were counted as in field for that grade level. The Mathematics certificate Mathematics/Science/ Engineering was counted as in field for all Middle School grade levels (Grades 6, 7, & 8). ¹⁰ Results for all grade levels and subject areas shown.