

Employed Teacher Demographics 2016-17 through 2023-24

This report presents numbers and percentages of regular classroom teachers, substitute teachers assigned as the teacher of record, and the total for both aggregated by gender and race / ethnicity. This analysis uses data from all employed teachers found in the TEA Public Education Information Management System (PEIMS) database, regardless of certification type or full-time equivalency. In the 2021-2022 academic year, the sum of each race / ethnicity does not equal the total. This is because one teacher's race / ethnicity was not reported.

Definitions: As defined by [PEIMS](#), a regular classroom teacher is “A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students.” A substitute teacher is “A person who serves in a classroom in the absence of a teacher certified for that assignment where the teacher has quit, died, or been terminated; or, a person who is permanently hired to substitute on an as-needed basis.”

Role	Academic Year	Total Teachers	Total Female Teachers	Percent Female Teachers	Total Male Teachers	Percent Male Teachers
Regular Classroom Teachers	2023-24	381,152	287,677	75.48%	93,475	24.52%
	2022-23	377,658	285,352	75.56%	92,306	24.44%
	2021-22	375,959	285,342	75.90%	90,617	24.10%
	2020-21	375,068	285,576	76.14%	89,492	23.86%
	2019-20	368,177	280,521	76.19%	87,656	23.81%
	2018-19	363,981	277,376	76.21%	86,605	23.79%
	2017-18	362,189	276,066	76.22%	86,123	23.78%
	2016-17	358,513	273,541	76.30%	84,972	23.70%
Substitute Teachers	2023-24	3,490	2,759	79.05%	731	20.95%
	2022-23	2,758	2,143	77.70%	615	22.30%
	2021-22	1,923	1,477	76.81%	446	23.19%
	2020-21	938	710	75.69%	228	24.31%
	2019-20	1,520	1,170	76.97%	350	23.03%
	2018-19	1,281	985	76.89%	296	23.11%
	2017-18	944	719	76.17%	225	23.83%
	2016-17	814	628	77.15%	186	22.85%
All Teachers	2023-24	384,642	290,436	75.51%	94,206	24.49%
	2022-23	380,416	287,495	75.57%	92,921	24.43%
	2021-22	377,882	286,819	75.90%	91,063	24.10%
	2020-21	376,006	286,286	76.14%	89,720	23.86%
	2019-20	369,697	281,691	76.20%	88,006	23.80%
	2018-19	365,262	278,361	76.21%	86,901	23.79%
	2017-18	363,133	276,785	76.22%	86,348	23.78%
	2016-17	359,327	274,169	76.30%	85,158	23.70%

Role	Academic Year	Total Teachers	American Indian / Alaska Native Teachers	Pct. American Indian / Alaska Native Teachers	Asian Teachers	Pct. Asian Teachers	Black / African American Teachers	Pct. Black / African American Teachers	Hispanic / Latino Teachers	Pct. Hispanic / Latino Teachers	Pacific Islander Teachers	Pct. Pacific Islander Teachers	White Teachers	Pct. White Teachers	2+ races / ethnicities Teachers	Pct. 2+ races / ethnicities Teachers
Regular Classroom Teachers	2023-24	381,152	1,311	0.34%	7,965	2.09%	47,528	12.47%	114,422	30.02%	498	0.13%	204,621	53.68%	4,807	1.26%
	2022-23	377,658	1,304	0.35%	7,406	1.96%	44,507	11.79%	111,298	29.47%	518	0.14%	208,011	55.08%	4,614	1.22%
	2021-22	375,959	1,261	0.34%	7,047	1.87%	41,769	11.11%	108,283	28.80%	559	0.15%	212,664	56.57%	4,375	1.16%
	2020-21	375,068	1,282	0.34%	6,733	1.80%	41,725	11.12%	106,183	28.31%	627	0.17%	214,134	57.09%	4,384	1.17%
	2019-20	368,177	1,252	0.34%	6,457	1.75%	39,380	10.70%	103,135	28.01%	646	0.18%	213,090	57.88%	4,217	1.15%
	2018-19	363,981	1,254	0.34%	6,121	1.68%	38,257	10.51%	100,380	27.58%	685	0.19%	213,142	58.56%	4,142	1.14%
	2017-18	362,189	1,268	0.35%	5,770	1.59%	37,535	10.36%	98,252	27.13%	1,288	0.36%	213,973	59.08%	4,103	1.13%
2016-17	358,513	1,266	0.35%	5,461	1.52%	36,494	10.18%	94,956	26.49%	1,548	0.43%	214,834	59.92%	3,954	1.10%	
Substitute Teachers	2023-24	3,490	9	0.26%	97	2.78%	1,014	29.05%	1,334	38.22%	4	0.11%	1,000	28.65%	32	0.92%
	2022-23	2,758	7	0.25%	69	2.50%	800	29.01%	938	34.01%	7	0.25%	904	32.78%	33	1.20%
	2021-22	1,923	8	0.42%	46	2.39%	553	28.76%	559	29.07%	4	0.21%	723	37.60%	30	1.56%
	2020-21	938	4	0.43%	30	3.20%	233	24.84%	301	32.09%	2	0.21%	361	38.49%	7	0.75%
	2019-20	1,520	9	0.59%	40	2.63%	502	33.03%	500	32.89%	1	0.07%	451	29.67%	17	1.12%
	2018-19	1,281	4	0.31%	23	1.80%	358	27.95%	476	37.16%	4	0.31%	405	31.62%	11	0.86%
	2017-18	944	4	0.42%	27	2.86%	287	30.40%	322	34.11%	4	0.42%	292	30.93%	8	0.85%
2016-17	814	3	0.37%	16	1.97%	221	27.15%	263	32.31%	1	0.12%	301	36.98%	9	1.11%	
All Teachers	2023-24	384,642	1,320	0.34%	8,062	2.10%	48,542	12.62%	115,756	30.09%	502	0.13%	205,621	53.46%	4,839	1.26%
	2022-23	380,416	1,311	0.34%	7,475	1.96%	45,307	11.91%	112,236	29.50%	525	0.14%	208,915	54.92%	4,647	1.22%
	2021-22	377,882	1,269	0.34%	7,093	1.88%	42,322	11.20%	108,842	28.80%	563	0.15%	213,387	56.47%	4,405	1.17%
	2020-21	376,006	1,286	0.34%	6,763	1.80%	41,958	11.16%	106,484	28.32%	629	0.17%	214,495	57.05%	4,391	1.17%
	2019-20	369,697	1,261	0.34%	6,497	1.76%	39,882	10.79%	103,635	28.03%	647	0.18%	213,541	57.76%	4,234	1.15%
	2018-19	365,262	1,258	0.34%	6,144	1.68%	38,615	10.57%	100,856	27.61%	689	0.19%	213,547	58.46%	4,153	1.14%
	2017-18	363,133	1,272	0.35%	5,797	1.60%	37,822	10.42%	98,574	27.15%	1,292	0.36%	214,265	59.00%	4,111	1.13%
2016-17	359,327	1,269	0.35%	5,477	1.52%	36,715	10.22%	95,219	26.50%	1,549	0.43%	215,135	59.87%	3,963	1.10%	

Methodology: We extracted employment records from the Public Education Information Management System ([PEIMS](#)) database for all classroom teachers (PEIMS role code '087' and '047') regardless of their full-time equivalencies for the academic years reported. We report race / ethnicity categories based on guidance from the U.S. Department of Education in 2007. In this approach, Hispanic ethnicity data are collected separately from race data. These two pieces of information are used to determine the following categories: Hispanic or Latino, American Indian / Alaska Native, Asian, Black or African American, Pacific Islander, White, or Two or More Races / Ethnicities.

Note: The counts may differ from those reported in previous years. This is due to ongoing efforts to validate the data for accuracy.

In the 2021-22 academic year, one individual did not specify their race / ethnicity.

TEA collects 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 do not result in identical aggregations across race / ethnicity categories. Users of this report should consider this collection difference when comparing this information to other reports that use ECOS race / ethnicity data.