## Employed Teacher Demographics 2010-2014

The table below presents numbers and percentages of regular classroom teachers, full-time substitute teachers, and the total for both, broken down by gender and by race or ethnicity. All employed teachers in the PEIMS data are included, irrespective of credentials such as standard certificates, probationary certificates, and permits. The line graphs show results by race or ethnicity.

Definition. A regular classroom teacher is the teacher of record.

## Results

- Just over three-fourths of regular classroom teachers were female, and a little more than three-fifths were white.
- In comparison with regular classroom teachers, substitute teachers were somewhat less likely to be female, and less likely to be white.
- Substitute teachers were more likely to be black/African American.
- Percentages of white teachers have declined somewhat in recent years.
- The number of regular classroom teachers increased in each year shown, with the exception of a decline in academic year 2011-12.
- By academic year 2013-14, the number of regular classroom teachers, substitute teachers, and total teachers exceeded academic year 2009-10 levels among females, males, Black/African American teachers, and Hispanic/Latino teachers.

| Year | Total | Female |  | Male |  | Black/African American |  | White |  | Hispanic/Latino |  | American Indian/ <br> Asian <br> Alaska Native |  |  |  | Pacific Islander |  | Two or More Ethnicities |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. |
| Regular Classroom Teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2013-14 | 339,651 | 260,456 | 76.68 | 79,195 | 23.32 | 32,442 | 9.55 | 212,034 | 62.43 | 85,473 | 25.16 | 4,603 | 1.36 | 1,238 | 0.36 | 286 | 0.08 | 3,575 | 1.05 |
| 2012-13 | 332,587 | 255,318 | 76.77 | 77,269 | 23.23 | 31,050 | 9.34 | 209,201 | 62.90 | 82,506 | 24.81 | 4,504 | 1.35 | 1,274 | 0.38 | 258 | 0.08 | 3,794 | 1.14 |
| 2011-12 | 329,352 | 252,842 | 76.77 | 76,510 | 23.23 | 30,249 | 9.18 | 209,234 | 63.53 | 80,081 | 24.31 | 4,337 | 1.32 | 1,331 | 0.40 | 258 | 0.08 | 3,862 | 1.17 |
| 2010-11 | 340,281 | 261,239 | 76.77 | 79,042 | 23.23 | 31,492 | 9.25 | 217,991 | 64.06 | 80,261 | 23.59 | 4,490 | 1.32 | 1,406 | 0.41 | 362 | 0.11 | 4,279 | 1.26 |
| 2009-10 | 338,191 | 260,251 | 76.95 | 77,940 | 23.05 | 31,371 | 9.28 | 216,284 | 63.95 | 77,406 | 22.89 | 4,229 | 1.25 | 4,113 | 1.22 | 334 | 0.10 | 4,454 | 1.32 |
| Substitute Teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2013-14 | 962 | 715 | 74.32 | 247 | 25.68 | 214 | 22.25 | 418 | 43.45 | 300 | 31.19 | 19 | 1.98 | 2 | 0.21 | 1 | 0.10 | 8 | 0.83 |
| 2012-13 | 797 | 571 | 71.64 | 226 | 28.36 | 193 | 24.22 | 362 | 45.42 | 215 | 26.98 | 19 | 2.38 | 1 | 0.13 | 4 | 0.50 | 3 | 0.38 |
| 2011-12 | 477 | 322 | 67.51 | 155 | 32.49 | 64 | 13.42 | 259 | 54.30 | 142 | 29.77 | 10 | 2.10 | 0 | 0.00 | 0 | 0.00 | 2 | 0.42 |
| 2010-11 | 488 | 363 | 74.39 | 125 | 25.61 | 75 | 15.37 | 259 | 53.07 | 132 | 27.05 | 16 | 3.28 | 1 | 0.20 | 1 | 0.20 | 4 | 0.82 |
| 2009-10 | 431 | 325 | 75.41 | 106 | 24.59 | 95 | 22.04 | 196 | 45.48 | 114 | 26.45 | 23 | 5.34 | 1 | 0.23 | 0 | 0.00 | 2 | 0.46 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2013-14 | 340,351 | 260,989 | 76.68 | 79,362 | 23.32 | 32,591 | 9.58 | 212,319 | 62.38 | 85,712 | 25.18 | 4,620 | 1.36 | 1,240 | 0.36 | 287 | 0.08 | 3,582 | 1.05 |
| 2012-13 | 333,155 | 255,737 | 76.76 | 77,418 | 23.24 | 31,163 | 9.35 | 209,466 | 62.87 | 82,676 | 24.82 | 4,518 | 1.36 | 1,275 | 0.38 | 261 | 0.08 | 3,796 | 1.14 |
| 2011-12 | 329,762 | 253,130 | 76.76 | 76,632 | 23.24 | 30,311 | 9.19 | 209,437 | 63.51 | 80,214 | 24.32 | 4,347 | 1.32 | 1,331 | 0.40 | 258 | 0.08 | 3,864 | 1.17 |
| 2010-11 | 340,711 | 261,565 | 76.77 | 79,146 | 23.23 | 31,565 | 9.26 | 218,220 | 64.05 | 80,368 | 23.59 | 4,506 | 1.32 | 1,407 | 0.41 | 363 | 0.11 | 4,282 | 1.26 |
| 2009-10 | 338,604 | 260,563 | 76.95 | 78,041 | 23.05 | 31,461 | 9.29 | 216,473 | 63.93 | 77,514 | 22.89 | 4,252 | 1.26 | 4,114 | 1.21 | 334 | 0.10 | 4,456 | 1.32 |

## Races and Ethnicities by Year

|  | $2009-10$ | $2010-11$ | $2011-12$ | $2012-13$ | $2013-14$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Black/African American | 31,371 | 31,492 | 30,249 | 31,050 | 32,442 |
| White | 216,284 | 217,991 | 209,234 | 209,201 | 212,034 |
| Hispanic/Latino | 77,406 | 80,261 | 80,081 | 82,506 | 85,473 |
| Asian | 4,229 | 4,490 | 4,337 | 4,504 | 4,603 |
| American Native/Alaska Native | 4,113 | 1,406 | 1,331 | 1,274 | 1,238 |
| Pacific Islander | 334 | 362 | 258 | 258 | 286 |
| Two or More Ethnicities | 4,454 | 4,279 | 3,862 | 3,794 | 3,575 |

## Regular Classroom Teachers



Source: TEA PEIMS data
Michael C. Ramsay, Ph.D., Research Specialist
May 2015

## Employed Teacher Demographics 2010-2014

## Races and Ethnicities by Year (Cont'd)

|  | $2009-10$ | $\mathbf{2 0 1 0 - 1 1}$ | $\mathbf{2 0 1 1 - 1 2}$ | 2012-13 | 2013-14 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Black/African American | 95 | 75 | 64 | 193 | 214 |
| White | 196 | 259 | 259 | 362 | 418 |
| Hispanic/Latino | 114 | 132 | 142 | 215 | 300 |
| Asian | 23 | 16 | 10 | 19 | 19 |
| American Native/Alaska Native | 1 | 1 | 0 | 1 | 2 |
| Pacific Islander | 0 | 1 | 0 | 4 | 1 |
| Two or More Ethnicities | 2 | 4 | 2 | 3 | 8 |

## Substitute Teachers

- Results for the three largest groups - Black/African American, White, and Hispanic/Latino substitute teachers increased markedly over the academic years shown. The four remaining groups showed stable results.


Source: TEA PEIMS data
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May 2015

Summary of methodology. Five tables were extracted containing identification numbers, employment role codes, genders, and races or ethnicities of individuals employed as regular classroom teachers or full-time substitute teachers in academic years 2009-10 through 2013-14. From each table, totals of all regular classroom teachers and full-time substitute teachers was obtained. Sums by gender and race or ethnicity were then computed, and each sum was taken as a percentage of the corresponding total.

Five additional tables were then extracted containing identification numbers, genders, and races or ethnicities of all teachers. The process outlined above was repeated. All results were combined into one table. Lastly, the process was repeated again with tables containing only identification numbers and races or ethnicities, and the results were used to construct line graphs.

