

Employed Teacher Attrition and New Hires 2007-08 through 2021-22

The table below presents statewide, annual figures for teacher attrition and new hires. We omitted substitute teachers from this analysis.

Definition: We measure the number of employed teachers by counting all regular classroom teachers employed at half-time or more regardless of whether they worked within a single local education agency (LEA; i.e., a school district or charter school organization). In this analysis, we count a teacher to attrite if an LEA reported a teacher as employed in the academic year immediately prior to the enumerated year and did not report the same teacher as employed by any LEA in the enumerated year. We count a teacher as new hires if an LEA reported a teacher as employed by an LEA in the enumerated school year but the teacher was not employed by any LEA in the prior school year.

Academic Year	Number of Teachers	Attrition from Previous Year		New Hires	
		Number	Percent	Number	Percent
2021-22	370,431	42,839	11.57%	42,973	11.60%
2020-21	370,297	33,949	9.34%	40,720	11.00%
2019-20	363,526	36,473	10.16%	41,086	11.30%
2018-19	358,913	37,300	10.43%	38,698	10.78%
2017-18	357,515	36,909	10.44%	40,975	11.46%
2016-17	353,449	35,962	10.34%	41,729	11.81%
2015-16	347,682	35,745	10.43%	40,595	11.68%
2014-15	342,832	34,560	10.31%	42,073	12.27%
2013-14	335,319	34,382	10.48%	41,554	12.39%
2012-13	328,147	34,300	10.55%	37,287	11.36%
2011-12	325,160	35,581	10.58%	24,546	7.55%
2010-11	336,195	30,304	9.06%	31,938	9.50%
2009-10	334,561	28,281	8.59%	33,564	10.03%
2008-09	329,278	31,363	9.70%	37,314	11.33%
2007-08	323,327	29,979	9.58%	40,341	12.48%

Methodology: For the reported academic years, we extracted all teacher employment records from the Public Education Information Management System (PEIMS) database. Teachers who were employed during the previous academic year but not the current academic year were identified, and an attrition sum was computed. Then, teachers who were employed during the current academic year but not the previous academic year were identified, and a sum of new hires was computed. Attrition was taken as a percentage of the previous academic year's employed teachers, and new hires, as a percentage of the current academic year's employees.

Sources: TEA PEIMS and SBEC ECOS
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The Certification Pathway of an Employed New Hire, 2007-08 through 2021-22

The table below presents annual counts and percentages of new hires by the certification pathway into teaching.

Definition: In this analysis, we connect a new hire to their certification pathway. We use this to measure the number and percent of new hires by certification pathway. We identify nine certification pathways contributing to new hires in Texas and define the pathways in footnotes below.

Academic Year	Total New Hires	Intern Certificate ¹		One Year, Out-of-State, Certificate ²		Standard, Out-of-State, Certificate ³		Standard Certification, Direct entry ⁴		Standard Certification, Lagged entry ⁵		No Texas Certification / Permit ⁶		Emergency Permit ⁷		Re-entry ⁸		Previously part-time ⁹	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent	Percent	Number	Percent	Number	Percent
2021-22	42,973	8,281	19.27%	2,101	4.89%	1,188	2.76%	6,597	15.35%	2,084	4.85%	8,435	19.63%	794	1.85%	12,228	28.46%	1,265	2.94%
2020-21	40,720	13,846	34.00%	1,598	3.92%	1,114	2.74%	5,698	13.99%	1,621	3.98%	4,652	11.42%	251	0.62%	10,710	26.30%	1,230	3.02%
2019-20	41,086	9,951	24.22%	1,965	4.78%	1,135	2.76%	6,908	16.81%	2,035	4.95%	5,332	12.98%	414	1.01%	11,985	29.17%	1,361	3.31%
2018-19	38,698	9,486	24.51%	1,994	5.15%	969	2.50%	6,887	17.80%	1,940	5.01%	4,401	11.37%	344	0.89%	11,440	29.56%	1,237	3.20%
2017-18	40,975	10,894	26.59%	2,161	5.27%	941	2.30%	7,442	18.16%	2,172	5.30%	4,208	10.27%	239	0.58%	11,398	27.82%	1,520	3.71%
2016-17	41,729	12,152	29.12%	2,490	5.97%	1,035	2.48%	7,304	17.50%	2,340	5.61%	3,472	8.32%	153	0.37%	11,363	27.23%	1,420	3.40%
2015-16	40,595	12,020	29.61%	2,367	5.83%	1,169	2.88%	7,652	18.85%	2,590	6.38%	3,088	7.61%	140	0.34%	10,345	25.48%	1,224	3.02%
2014-15	42,073	11,927	28.35%	2,341	5.56%	1,059	2.52%	8,302	19.73%	3,255	7.74%	2,967	7.05%	124	0.29%	10,740	25.53%	1,358	3.23%
2013-14	41,554	10,296	24.78%	1,924	4.63%	968	2.33%	8,575	20.64%	4,421	10.64%	2,813	6.77%	153	0.37%	11,017	26.51%	1,387	3.34%
2012-13	37,287	8,090	21.70%	1,376	3.69%	768	2.06%	7,651	20.52%	4,996	13.40%	2,133	5.72%	131	0.35%	10,828	29.04%	1,314	3.52%
2011-12	24,546	5,202	21.19%	616	2.51%	494	2.01%	5,354	21.81%	2,314	9.43%	1,586	6.46%	90	0.37%	7,582	30.89%	1,308	5.33%
2010-11	31,938	9,759	30.56%	1,316	4.12%	802	2.51%	6,453	20.20%	2,502	7.83%	1,932	6.05%	105	0.33%	7,734	24.22%	1,335	4.18%
2009-10	33,564	10,634	31.68%	1,512	4.50%	787	2.34%	6,739	20.08%	1,793	5.34%	2,097	6.25%	139	0.41%	8,224	24.50%	1,639	4.88%
2008-09	37,314	12,535	33.59%	1,882	5.04%	712	1.91%	7,924	21.24%	1,727	4.63%	2,732	7.32%	193	0.52%	8,119	21.76%	1,490	3.99%
2007-08	40,341	13,508	33.48%	2,292	5.68%	937	2.32%	8,412	20.85%	1,646	4.08%	2,953	7.32%	230	0.57%	8,756	21.70%	1,607	3.98%

¹ An individual whose first issued certificate was an intern or probationary certificate that corresponded with normal progression through an alternative certification or post-baccalaureate program

² An individual whose first issued certificate was a one-year certificate after being fully certified in another state

³ An individual whose first issued certificate was a standard certificate after being fully certified in another state

⁴ An individual whose first issued certificate was a standard certificate after clinical teaching in a traditional, post-baccalaureate, or alternative certification program and who was employed in the first possible year after being issued the standard certification

⁵ An individual whose first issued certificate was a standard certificate after student teaching in a traditional, post-baccalaureate, or alternative certification program and who was not employed in the first possible year after being issued the standard certification

⁶ An individual who has no Texas certification or permit and is employed for the first time as a teacher

⁷ An individual whose first issued certificate was an emergency permit and is employed for the first time as a teacher

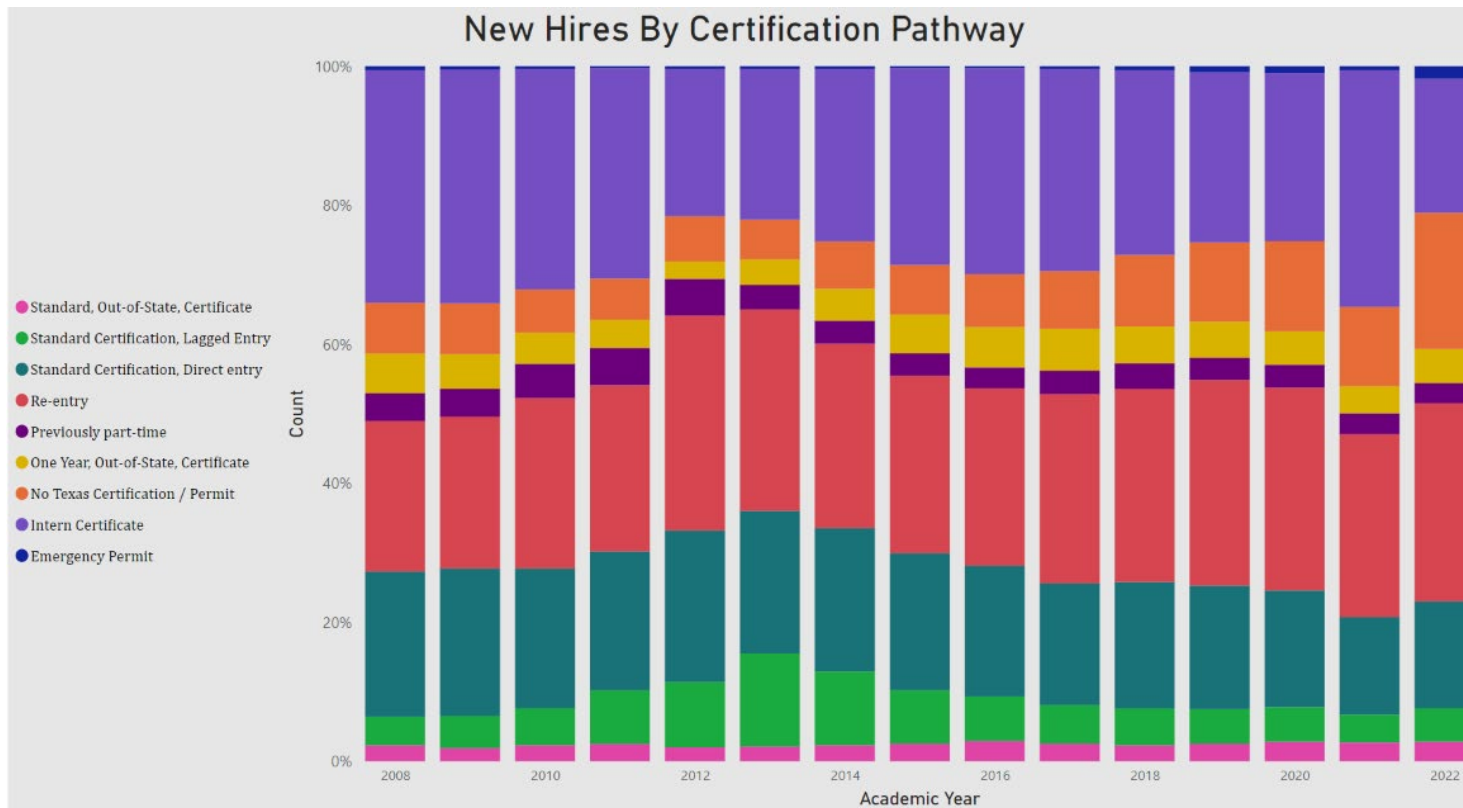
⁸ An individual whose was previously certified and employed as a teacher and is re-entering employment as a teacher after a break in service or reassignment from another role

⁹ An individual whose was previously certified less half-time employed as a teacher and is now transitioning to more than half-time employment as a teacher

Sources: TEA PEIMS and SBEC ECOS

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Methodology: To identify the first certification or permit pathway for new hires, we extracted the first certification or permit from the Educator Online Certification System (ECOS) database. We used the certification type and the certification issue date to identify the pathway to a new hire. For example, we considered an individual issued a standard certification and no temporary certification or permit before this a standard certified teacher whereas an issued individual who had an intern or probationary certification first was recognized in that pathway. We also used certification issue date to assign the year which the certification was available for use. When the month fell between January 1st and the last Friday in October, the first available employment record connected to the first certification or permit was the next academic year (i.e., January 2020 connects to the 2020-2021 academic year). When the month fell after the last Friday in October through December 31st, the first available employment record connected to the first certification/permit was two academic years later (November 2020 connects to the 2021-2022 academic year). Once we did this, we connected all employment and certification records. Finally, we retrospectively reviewed the data to identify individuals who had been employed as a teacher previously and had a break in teaching service. We differentiated individuals based on whether they had any certification or permit in ECOS (e.g., No Texas certification) or were re-entering teaching from a break, a reassignment, or moving from a part- to full-time position. Once all pathways were assigned, we counted the new hires by pathway and in total. We calculated the percent by group by dividing the new hires within a pathway by the total new hires.

Sources: TEA PEIMS and SBEC ECOS
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