

Teacher Retention by Pathway to First Year of Teaching 2013-14 through 2022-23

This table shows teacher retention disaggregated by the path of entry into a teaching role. This report includes overall state results based on the pathway to teaching (intern certification, standard certification, out-of-state certification, or no certification) as observed in their First Year of Teaching. We only consider a teacher to be retained if they maintain continuous employment as a teacher in Texas public schools on a half-time or more basis. For example, a teacher who is first employed in the 2015-16 academic year and who is then retained in a Texas public school in the following year, 2016-17, will be included in the 1 Year retention number. If the same teacher is employed in the next academic year, 2017-18, they will be included in the 2 Year retention number. If the teacher’s employment is interrupted, they are not included in the retention number for that year or any of the following years, regardless of whether they return to service.

| Pathway to Teaching | First Year of Teaching | Total Teaching in First Year | Total Retained in Year 1 | Percent Retained in Year 1 | Total Retained in Year 2 | Percent Retained in Year 2 | Total Retained in Year 3 | Percent Retained in Year 3 | Total Retained in Year 4 | Percent Retained in Year 4 | Total Retained in Year 5 | Percent Retained in Year 5 |
|---------------------------------------|------------------------|------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| Intern Certification | 2022-23 | 7,039 | 6,227 | 88.5% | | | | | | | | |
| | 2021-22 | 8,213 | 7,260 | 88.4% | 6,462 | 78.7% | | | | | | |
| | 2020-21 | 13,683 | 11,263 | 82.3% | 9,586 | 70.1% | 8,495 | 62.1% | | | | |
| | 2019-20 | 9,820 | 8,840 | 90.0% | 7,886 | 80.3% | 6,866 | 69.9% | 6,109 | 62.2% | | |
| | 2018-19 | 9,449 | 8,356 | 88.4% | 7,652 | 81.0% | 6,865 | 72.7% | 5,877 | 62.2% | 5,175 | 54.8% |
| | 2017-18 | 10,858 | 9,497 | 87.5% | 8,424 | 77.6% | 7,705 | 71.0% | 6,933 | 63.8% | 5,997 | 55.2% |
| | 2016-17 | 12,094 | 10,627 | 87.9% | 9,374 | 77.5% | 8,386 | 69.3% | 7,734 | 63.9% | 6,832 | 56.5% |
| | 2015-16 | 11,990 | 10,523 | 87.8% | 9,294 | 77.5% | 8,230 | 68.6% | 7,480 | 62.4% | 6,864 | 57.2% |
| | 2014-15 | 11,917 | 10,510 | 88.2% | 9,293 | 78.0% | 8,296 | 69.6% | 7,457 | 62.6% | 6,721 | 56.4% |
| 2013-14 | 10,279 | 9,146 | 89.0% | 8,057 | 78.4% | 7,094 | 69.0% | 6,419 | 62.4% | 5,757 | 56.0% | |
| Standard Certification, Undergraduate | 2022-23 | 7,297 | 6,590 | 90.3% | | | | | | | | |
| | 2021-22 | 8,065 | 7,315 | 90.7% | 6,668 | 82.7% | | | | | | |
| | 2020-21 | 6,652 | 6,125 | 92.1% | 5,476 | 82.3% | 4,920 | 74.0% | | | | |
| | 2019-20 | 8,112 | 7,546 | 93.1% | 6,986 | 86.2% | 6,204 | 76.5% | 5,550 | 68.5% | | |
| | 2018-19 | 8,070 | 7,436 | 92.2% | 6,961 | 86.3% | 6,400 | 79.3% | 5,694 | 70.6% | 5,060 | 62.7% |
| | 2017-18 | 8,582 | 7,934 | 92.4% | 7,354 | 85.7% | 6,928 | 80.7% | 6,335 | 73.8% | 5,571 | 64.9% |
| | 2016-17 | 8,708 | 7,992 | 91.8% | 7,447 | 85.5% | 6,860 | 78.8% | 6,397 | 73.5% | 5,809 | 66.7% |
| | 2015-16 | 9,245 | 8,505 | 92.0% | 7,875 | 85.2% | 7,304 | 79.0% | 6,755 | 73.1% | 6,257 | 67.7% |
| | 2014-15 | 10,467 | 9,589 | 91.6% | 8,890 | 84.9% | 8,265 | 79.0% | 7,644 | 73.0% | 7,016 | 67.0% |
| 2013-14 | 11,910 | 10,965 | 92.1% | 10,147 | 85.2% | 9,371 | 78.7% | 8,654 | 72.7% | 7,929 | 66.6% | |

| Pathway to Teaching | First Year of Teaching | Total Teaching in First Year | Total Retained in Year 1 | Percent Retained in Year 1 | Total Retained in Year 2 | Percent Retained in Year 2 | Total Retained in Year 3 | Percent Retained in Year 3 | Total Retained in Year 4 | Percent Retained in Year 4 | Total Retained in Year 5 | Percent Retained in Year 5 |
|---|------------------------|------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| Standard Certification, Post Baccalaureate | 2022-23 | 157 | 145 | 92.4% | | | | | | | | |
| | 2021-22 | 173 | 152 | 87.9% | 133 | 76.9% | | | | | | |
| | 2020-21 | 208 | 189 | 90.9% | 159 | 76.4% | 137 | 65.9% | | | | |
| | 2019-20 | 285 | 266 | 93.3% | 238 | 83.5% | 212 | 74.4% | 191 | 67.0% | | |
| | 2018-19 | 277 | 252 | 91.0% | 230 | 83.0% | 209 | 75.5% | 172 | 62.1% | 154 | 55.6% |
| | 2017-18 | 346 | 307 | 88.7% | 276 | 79.8% | 248 | 71.7% | 221 | 63.7% | 182 | 52.6% |
| | 2016-17 | 418 | 374 | 89.5% | 338 | 80.9% | 298 | 71.3% | 275 | 65.8% | 247 | 59.1% |
| | 2015-16 | 472 | 429 | 90.9% | 390 | 82.6% | 360 | 76.3% | 316 | 66.9% | 288 | 61.0% |
| | 2014-15 | 477 | 438 | 91.8% | 395 | 82.8% | 348 | 73.0% | 309 | 64.6% | 278 | 58.3% |
| 2013-14 | 480 | 437 | 91.0% | 401 | 83.5% | 360 | 75.0% | 321 | 66.9% | 287 | 59.8% | |
| Standard Certification, Alternative Certification | 2022-23 | 308 | 287 | 93.2% | | | | | | | | |
| | 2021-22 | 366 | 330 | 90.2% | 298 | 81.4% | | | | | | |
| | 2020-21 | 265 | 236 | 89.1% | 198 | 74.7% | 169 | 63.8% | | | | |
| | 2019-20 | 419 | 386 | 92.1% | 340 | 81.1% | 297 | 70.9% | 265 | 63.2% | | |
| | 2018-19 | 407 | 372 | 91.4% | 345 | 84.8% | 310 | 76.2% | 262 | 64.4% | 227 | 55.8% |
| | 2017-18 | 487 | 428 | 87.9% | 386 | 79.3% | 354 | 72.7% | 316 | 64.9% | 269 | 55.2% |
| | 2016-17 | 448 | 381 | 85.0% | 341 | 76.1% | 317 | 70.8% | 280 | 62.5% | 250 | 55.8% |
| | 2015-16 | 476 | 418 | 87.8% | 375 | 78.8% | 337 | 70.8% | 296 | 62.2% | 273 | 57.4% |
| | 2014-15 | 493 | 443 | 89.9% | 390 | 79.1% | 353 | 71.6% | 312 | 63.3% | 286 | 58.0% |
| 2013-14 | 559 | 511 | 91.4% | 461 | 82.5% | 416 | 74.4% | 379 | 67.8% | 344 | 61.4% | |
| No Certification | 2022-23 | 14,748 | 11,399 | 77.3% | | | | | | | | |
| | 2021-22 | 8,226 | 6,251 | 76.0% | 5,175 | 62.9% | | | | | | |
| | 2020-21 | 4,614 | 3,407 | 73.8% | 2,691 | 58.3% | 2,246 | 48.7% | | | | |
| | 2019-20 | 5,348 | 4,202 | 78.6% | 3,432 | 64.2% | 2,842 | 53.1% | 2,450 | 45.8% | | |
| | 2018-19 | 4,504 | 3,215 | 71.4% | 2,762 | 61.3% | 2,358 | 52.4% | 2,011 | 44.6% | 1,743 | 38.7% |
| | 2017-18 | 4,241 | 2,976 | 70.2% | 2,428 | 57.2% | 2,126 | 50.1% | 1,846 | 43.5% | 1,559 | 36.8% |
| | 2016-17 | 3,538 | 2,347 | 66.3% | 1,874 | 53.0% | 1,578 | 44.6% | 1,405 | 39.7% | 1,217 | 34.4% |
| | 2015-16 | 3,164 | 2,132 | 67.4% | 1,658 | 52.4% | 1,414 | 44.7% | 1,229 | 38.9% | 1,115 | 35.3% |
| | 2014-15 | 2,988 | 2,018 | 67.5% | 1,622 | 54.3% | 1,366 | 45.7% | 1,208 | 40.4% | 1,065 | 35.6% |
| 2013-14 | 2,850 | 1,947 | 68.3% | 1,617 | 56.7% | 1,390 | 48.8% | 1,215 | 42.6% | 1,073 | 37.6% | |

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|----------------------------|------------------------|------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| Out of State Certification | 2022-23 | 3,826 | 3,104 | 81.2% | | | | | | | | |
| | 2021-22 | 3,261 | 2,634 | 80.8% | 2,184 | 67.0% | | | | | | |
| | 2020-21 | 2,674 | 2,240 | 83.8% | 1,808 | 67.6% | 1,529 | 57.2% | | | | |
| | 2019-20 | 3,038 | 2,580 | 84.9% | 2,182 | 71.8% | 1,751 | 57.6% | 1,486 | 48.9% | | |
| | 2018-19 | 2,903 | 2,396 | 82.5% | 2,098 | 72.3% | 1,794 | 61.8% | 1,469 | 50.6% | 1,234 | 42.5% |
| | 2017-18 | 3,057 | 2,462 | 80.6% | 2,091 | 68.4% | 1,811 | 59.3% | 1,548 | 50.7% | 1,247 | 40.8% |
| | 2016-17 | 3,466 | 2,836 | 81.8% | 2,384 | 68.8% | 2,004 | 57.8% | 1,761 | 50.8% | 1,497 | 43.2% |
| | 2015-16 | 3,493 | 2,839 | 81.3% | 2,444 | 70.0% | 2,027 | 58.0% | 1,766 | 50.6% | 1,567 | 44.9% |
| | 2014-15 | 3,353 | 2,738 | 81.7% | 2,331 | 69.5% | 1,934 | 57.7% | 1,642 | 49.0% | 1,429 | 42.6% |
| 2013-14 | 2,865 | 2,359 | 82.3% | 1,995 | 69.6% | 1,695 | 59.2% | 1,471 | 51.3% | 1,277 | 44.6% | |
| Emergency Permit | 2022-23 | 1,502 | 1,120 | 74.5% | | | | | | | | |
| | 2021-22 | 809 | 612 | 75.6% | 532 | 65.7% | | | | | | |
| | 2020-21 | 269 | 214 | 79.6% | 183 | 68.0% | 158 | 58.7% | | | | |
| | 2019-20 | 427 | 361 | 84.5% | 304 | 71.2% | 266 | 62.3% | 239 | 56.0% | | |
| | 2018-19 | 355 | 275 | 77.5% | 252 | 71.0% | 235 | 66.2% | 205 | 57.7% | 182 | 51.3% |
| | 2017-18 | 255 | 196 | 76.9% | 177 | 69.4% | 166 | 65.1% | 147 | 57.6% | 125 | 49.0% |
| | 2016-17 | 153 | 123 | 80.4% | 116 | 75.8% | 101 | 66.0% | 93 | 60.8% | 85 | 55.6% |
| | 2015-16 | 147 | 129 | 87.8% | 119 | 81.0% | 104 | 70.7% | 101 | 68.7% | 91 | 61.9% |
| | 2014-15 | 129 | 113 | 87.6% | 102 | 79.1% | 95 | 73.6% | 86 | 66.7% | 79 | 61.2% |
| 2013-14 | 155 | 132 | 85.2% | 121 | 78.1% | 114 | 73.5% | 104 | 67.1% | 96 | 61.9% | |
| Sum of All Pathways | 2022-23 | 34,877 | 28,872 | 82.8% | | | | | | | | |
| | 2021-22 | 29,113 | 24,554 | 84.3% | 21,452 | 73.7% | | | | | | |
| | 2020-21 | 28,365 | 23,674 | 83.5% | 20,101 | 70.9% | 17,654 | 62.2% | | | | |
| | 2019-20 | 27,449 | 24,181 | 88.1% | 21,368 | 77.8% | 18,438 | 67.2% | 16,290 | 59.4% | | |
| | 2018-19 | 25,965 | 22,302 | 85.9% | 20,300 | 78.2% | 18,171 | 70.0% | 15,690 | 60.4% | 13,775 | 53.1% |
| | 2017-18 | 27,826 | 23,800 | 85.5% | 21,136 | 75.9% | 19,338 | 69.5% | 17,346 | 62.3% | 14,950 | 53.7% |
| | 2016-17 | 28,825 | 24,680 | 85.6% | 21,874 | 75.9% | 19,544 | 67.8% | 17,945 | 62.3% | 15,937 | 55.3% |
| | 2015-16 | 28,987 | 24,975 | 86.2% | 22,155 | 76.4% | 19,776 | 68.2% | 17,943 | 61.9% | 16,455 | 56.8% |
| | 2014-15 | 29,824 | 25,849 | 86.7% | 23,023 | 77.2% | 20,657 | 69.3% | 18,658 | 62.6% | 16,874 | 56.6% |
| 2013-14 | 29,098 | 25,497 | 87.6% | 22,799 | 78.3% | 20,440 | 70.2% | 18,563 | 63.8% | 16,763 | 57.6% | |

Methodology: We extracted employment records for all teachers ([PEIMS](#) role code '087') with cumulative full-time equivalencies of 0.5 or higher from the Public Education Information Management System (PEIMS) database for the five academic years reported. Educators were matched to their certification records in the Educator Certification Online System (ECOS) database. We identified an educators' first teacher certification or permit using the issue date. When no certification or permit existed in ECOS, we identified the first employment year and categorized the individual as gaining labor market entry with no certification. We assigned only one source of labor market entry to each educator.

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