

Teacher Retention 2009-2013

This table shows retention by preparation route, with overall state results, for teachers who were initially certified during a given fiscal year and were employed as regular classroom teachers by the next academic year, called First Year of Employment in the table. Because data are not collected at the end of an academic year, results were examined at the beginning of the following academic year to identify teachers' employment status. Thus, teachers were employed somewhat longer than the table shows. A teacher whose First Year of Employment is academic year 2009-10, and who shows a Length of Retention of one year, was employed at the beginning of academic year 2009-10 and at the beginning of academic year 2010-11. So, the teacher was probably employed throughout 2009-10 and at the beginning of 2010-11, a period somewhat longer than one academic year. Teachers who left the profession but returned were counted as retained.

Definition. Retention is continued employment in the workforce. For this analysis, retention refers to continued employment in the Texas public school system.

Results

- One-year retention was similar for all preparation routes, but a little higher for the university undergraduate route and a little lower for the out-of-state route.
- By the fifth year, the university undergraduate route had considerably higher retention than the remaining routes, and the out-of-state route, substantially lower retention.
- Reading downward, retention tended to decline slightly for successive cohorts. For All Routes, two-year retention was 83.1% in academic year 2009-10, but 81.1% in academic year 2010-11.
- In academic years 2011-12 and 2012-13, retention tended to improve for successive cohorts.

Preparation Route	First Year of Employment	Total	Retention in Years									
			1 Year		2 Years		3 Years		4 Years		5 Years	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alternative	2008-09	12,107	11,052	91.3	10,274	84.9	9,485	78.3	8,904	73.5	8,326	68.8
	2009-10	11,565	10,498	90.8	9,458	81.8	8,841	76.4	8,294	71.7		
	2010-11	10,922	9,460	86.6	8,669	79.4	8,049	73.7				
	2011-12	9,647	8,379	86.9	7,698	79.8						
	2012-13	5,845	5,110	87.4								
University Post-Baccalaureate	2008-09	1,672	1,524	91.1	1,456	87.1	1,351	80.8	1,273	76.1	1,189	71.1
	2009-10	1,216	1,106	91.0	992	81.6	951	78.2	899	73.9		
	2010-11	999	877	87.8	793	79.4	756	75.7				
	2011-12	815	743	91.2	691	84.8						
	2012-13	740	683	92.3								
University Undergraduate	2008-09	7,353	6,963	94.7	6,675	90.8	6,256	85.1	6,014	81.8	5,678	77.2
	2009-10	6,246	5,918	94.7	5,543	88.7	5,311	85.0	5,053	80.9		
	2010-11	5,635	5,179	91.9	4,965	88.1	4,765	84.6				
	2011-12	4,524	4,298	95.0	4,108	90.8						
	2012-13	6,441	6,099	94.7								

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Out of State	2008-09	2,714	2,394	88.2	2,163	79.7	1,924	70.9	1,723	63.5	1,561	57.5
	2009-10	2,404	2,092	87.0	1,807	75.2	1,637	68.1	1,450	60.3		
	2010-11	1,979	1,657	83.7	1,417	71.6	1,239	62.6				
	2011-12	1,466	1,236	84.3	1,085	74.0						
	2012-13	1,245	1,045	83.9								
All Routes *	2008-09	23,749	21,850	92.0	20,494	86.3	18,947	79.8	17,847	75.1	16,694	70.3
	2009-10	21,396	19,581	91.5	17,772	83.1	16,712	78.1	15,669	73.2		
	2010-11	19,492	17,138	87.9	15,814	81.1	14,779	75.8				
	2011-12	16,416	14,624	89.1	13,552	82.6						
	2012-13	14,209	12,887	90.7								

* Results for individual routes do not sum to the results for All Routes, because the latter are counts rather than sums. A sum of routes would contain duplication as some teachers have been prepared through more than one route.

Summary of methodology. To obtain results by route, five certification tables were extracted containing identification numbers and route information for all educators who obtained an initial standard teaching certificate for fiscal years 2007-08 through 2011-12. Then, five employment tables were extracted representing all educators who were employed as teachers during academic years 2008-09 through 2012-13. A sixth employment table for academic year 2013-14 was also extracted. The certification tables were combined with the first five employment tables to create source tables representing only teachers who were employed the academic year after their certification year.

Each source table was then combined with all subsequent employment tables to identify teachers who were retained for the academic years following their initial employment year. The source table representing teachers who were certified in fiscal year 2007-08 and employed in academic year 2008-09, for example, was combined with employment tables for academic years 2009-10 through 2013-14. For each route and year shown, a sum of all certified, employed teachers was computed, followed by sums of retained teachers. Then, percentages of retained teachers were computed from these sums. Finally, the process outlined above was repeated for all routes, and all results were combined into one table. Career and Technical Education certificate results were not included in the data.