

## Teacher Retention 2010-2014

This table shows retention by preparation route, with overall state results, for teachers who were initially certified during a given academic 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 2012-13, and who shows a Length of Retention of one year, was employed at the beginning of academic year 2012-13 and at the beginning of academic year 2013-14. So, the teacher was probably employed throughout 2012-13 and at the beginning of 2013-14, a period somewhat longer than one 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, but later to increase. For All Routes, two-year retention was 83.1% in academic year 2009-10, and 81.1% in academic year 2010-11. By academic year 2012-13, two-year retention was 84.9%.

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	2009-10	11,569	10,502	90.8	9,462	81.8	8,845	76.5	8,298	71.7	7,714	66.7
	2010-11	10,923	9,461	86.6	8,670	79.4	8,050	73.7	7,466	68.4		
	2011-12	9,651	8,383	86.9	7,702	79.8	7,174	74.3				
	2012-13	5,848	5,112	87.4	4,697	80.3						
	2013-14	7,514	6,647	88.5								
University Post-Baccalaureate	2009-10	1,216	1,106	91.0	992	81.6	951	78.2	899	73.9	825	67.8
	2010-11	999	877	87.8	793	79.4	756	75.7	692	69.3		
	2011-12	815	743	91.2	691	84.8	638	78.3				
	2012-13	740	683	92.3	642	86.8						
	2013-14	765	701	91.6								
University Undergraduate	2009-10	6,246	5,918	94.7	5,543	88.7	5,311	85.0	5,053	80.9	4,770	76.4
	2010-11	5,636	5,180	91.9	4,965	88.1	4,765	84.5	4,530	80.4		
	2011-12	4,526	4,299	95.0	4,109	90.8	3,909	86.4				
	2012-13	6,443	6,101	94.7	5,865	91.0						
	2013-14	7,630	7,166	93.9								
Out of State	2009-10	2,405	2,093	87.0	1,808	75.2	1,638	68.1	1,450	60.3	1,321	54.9
	2010-11	1,979	1,657	83.7	1,417	71.6	1,239	62.6	1,134	57.3		
	2011-12	1,465	1,236	84.4	1,085	74.1	938	64.0				
	2012-13	1,247	1,047	84.0	913	73.2						
	2013-14	1,818	1,548	85.1								

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All Routes *	2009-10	21,401	19,586	91.5	17,777	83.1	16,717	78.1	15,673	73.2	14,606	68.2
	2010-11	19,494	17,140	87.9	15,815	81.1	14,780	75.8	13,796	70.8		
	2011-12	16,421	14,629	89.1	13,557	82.6	12,631	76.9				
	2012-13	14,216	12,893	90.7	12,073	84.9						
	2013-14	17,650	15,996	90.6								

\* 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 academic years 2008-09 through 2012-13. Then, five employment tables were extracted representing all educators who were employed as teachers during academic years 2009-10 through 2013-14. A sixth employment table for academic year 2014-15 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 academic year 2008-09 and employed in academic year 2009-10, for example, was combined with employment tables for academic years 2010-11 through 2014-15. 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.