

Teacher Employment, Attrition, and Hiring

March 2024

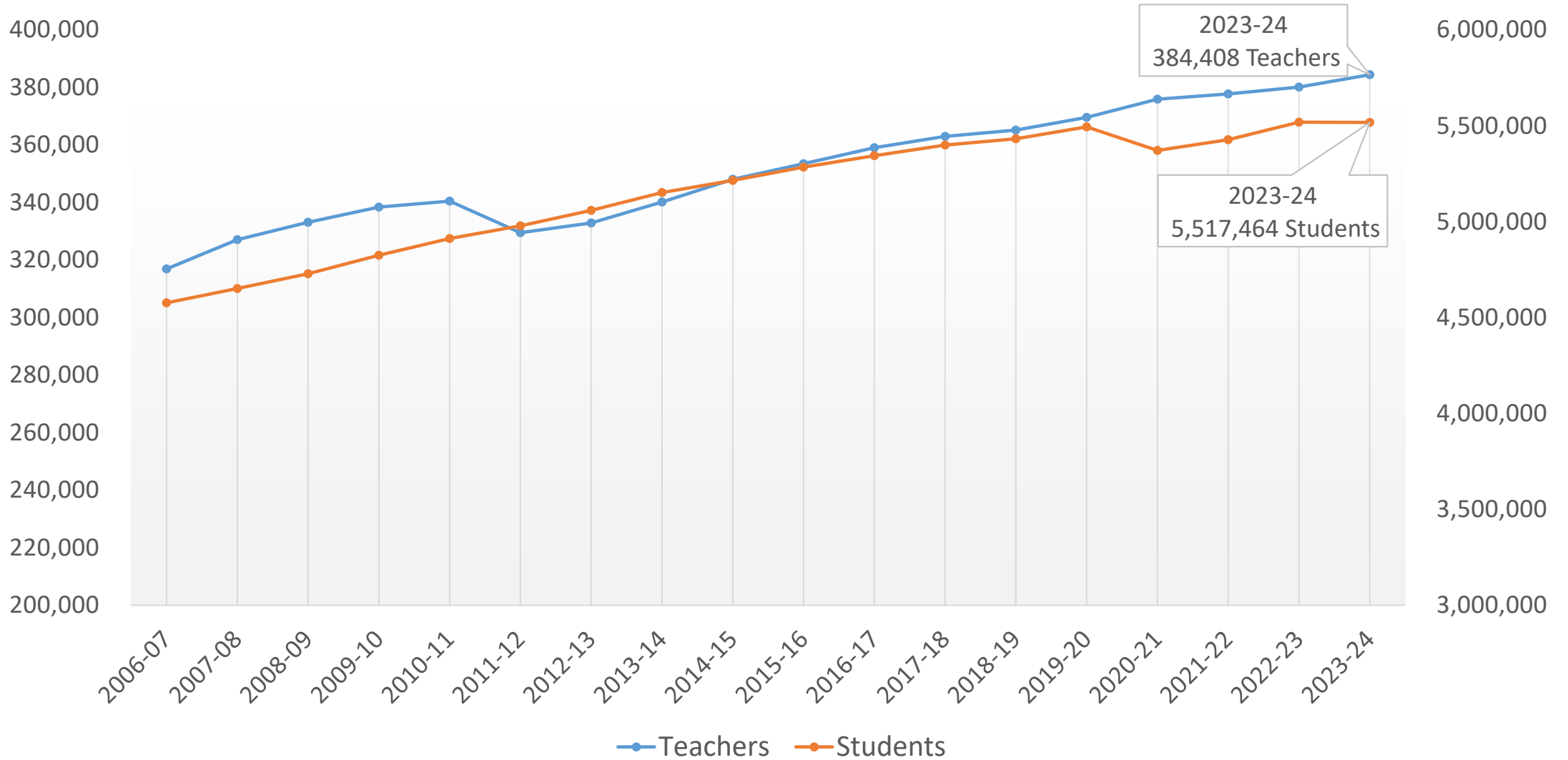
Teacher Employment, Attrition, and Hiring Data

Teacher Preparation and Teacher Hiring and Retention

Discussion with Superintendent Nivens, Lamar CISD



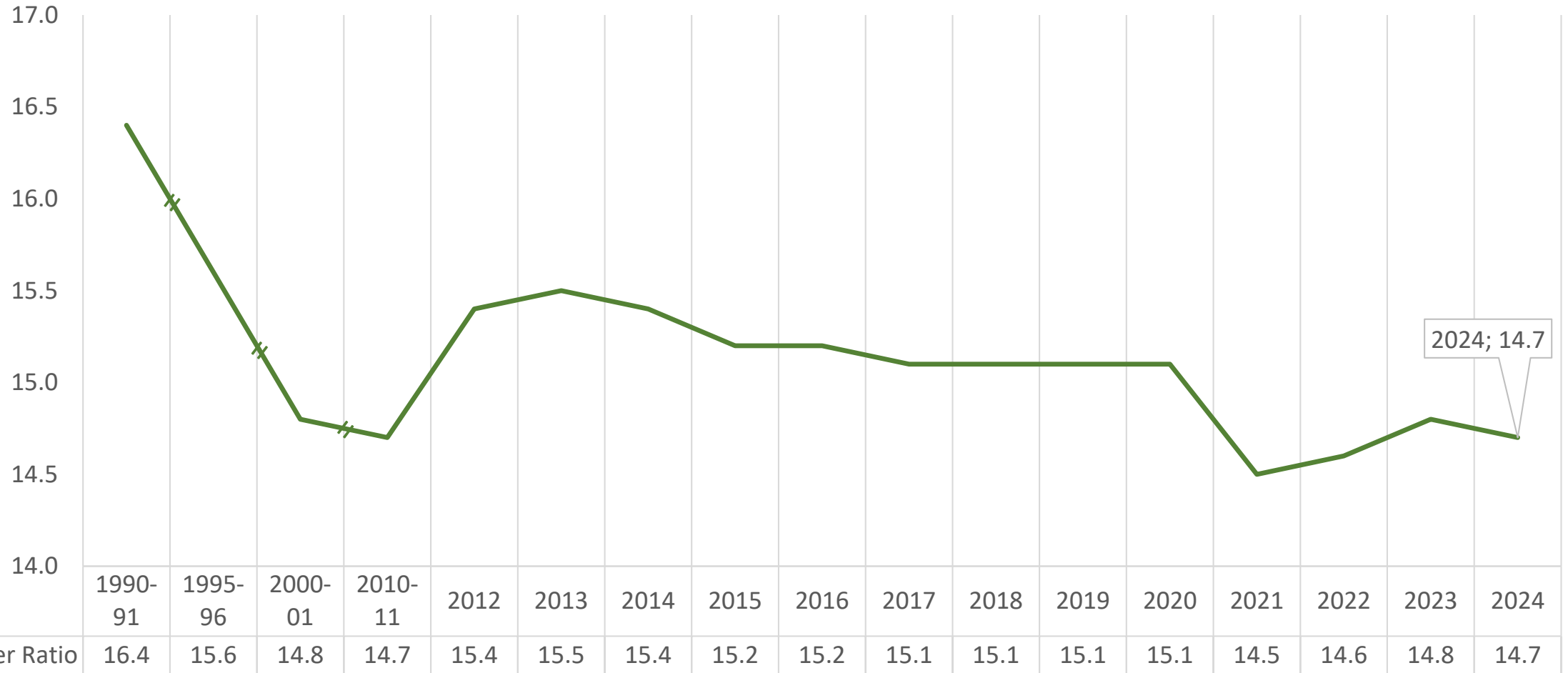
Student enrollment has recovered to pre-COVID levels, but is staying flat, while teacher hiring has continued to increase





Student to teacher ratio continues to be lower than pre-COVID levels

Student to Teacher Ratio



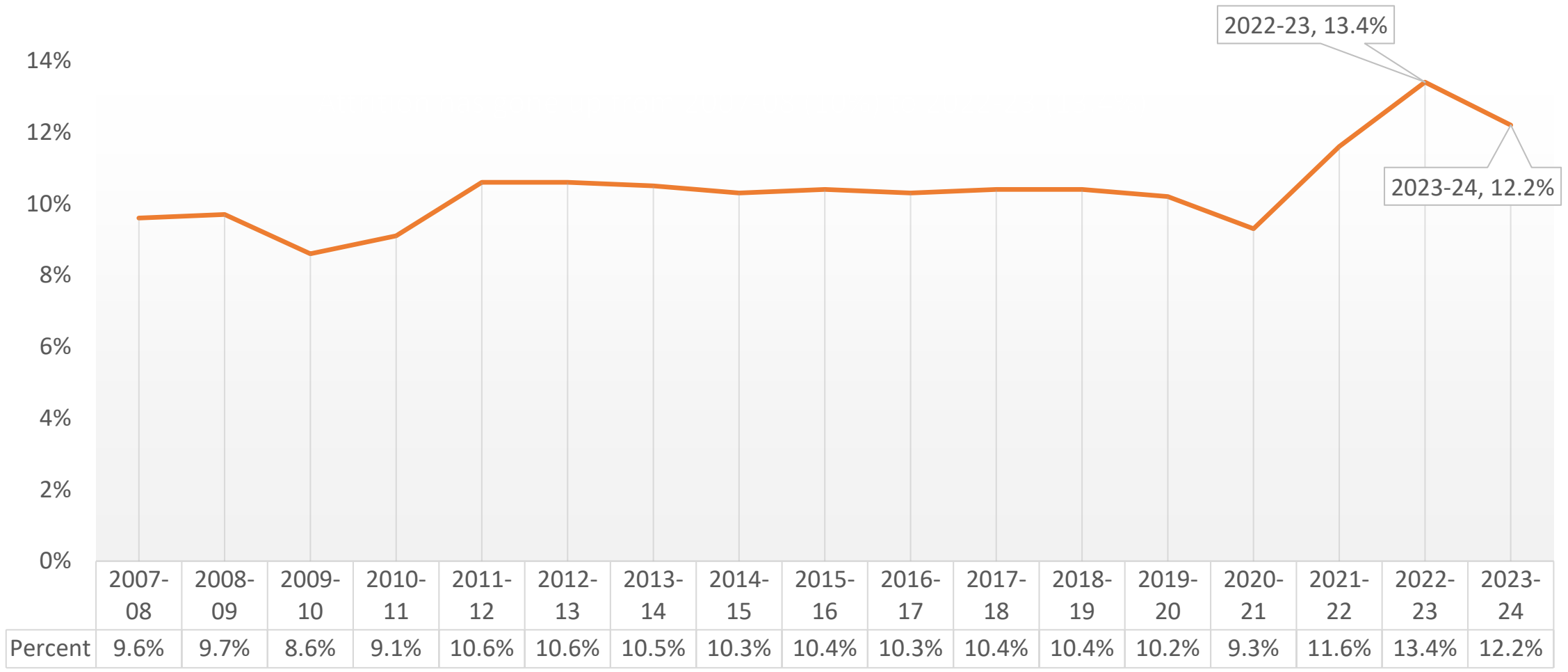
Student / Teacher Ratio

2024; 14.7



While it is still higher than the pre-Covid baseline, teacher attrition has started to decrease

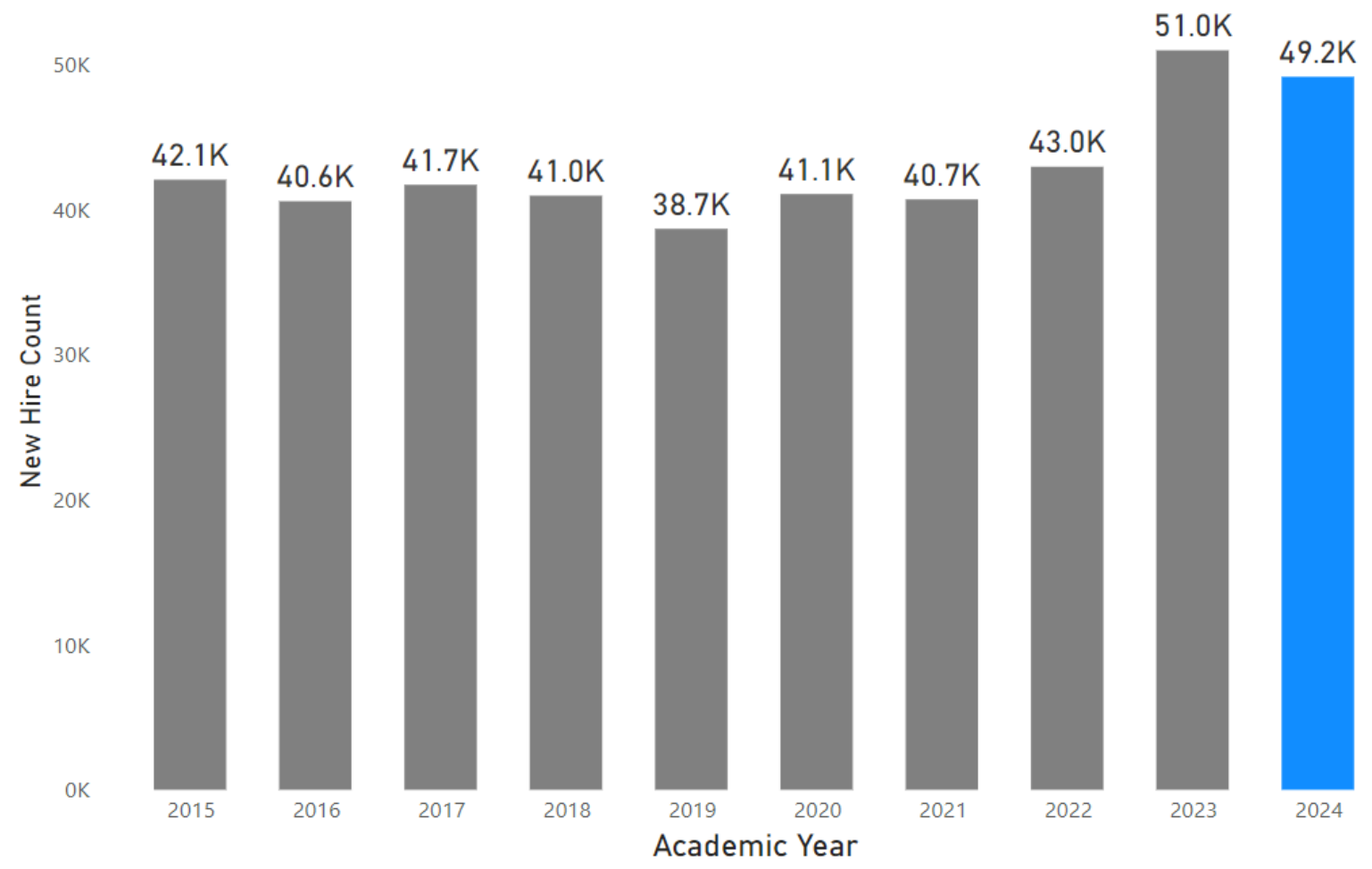
Teacher Attrition Percent





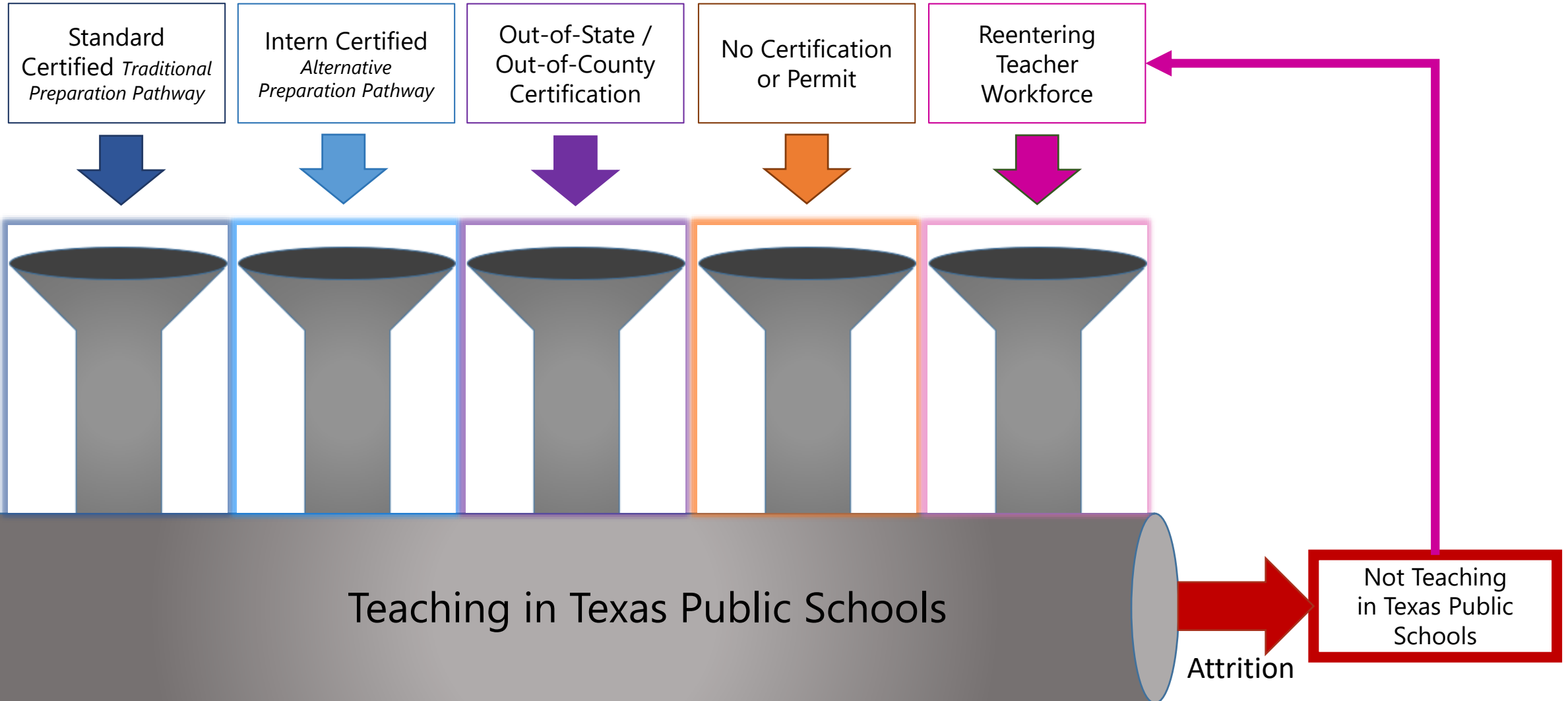
New Hires have slightly declined but are still higher than the pre-COVID baseline

Number of New Hires from Texas

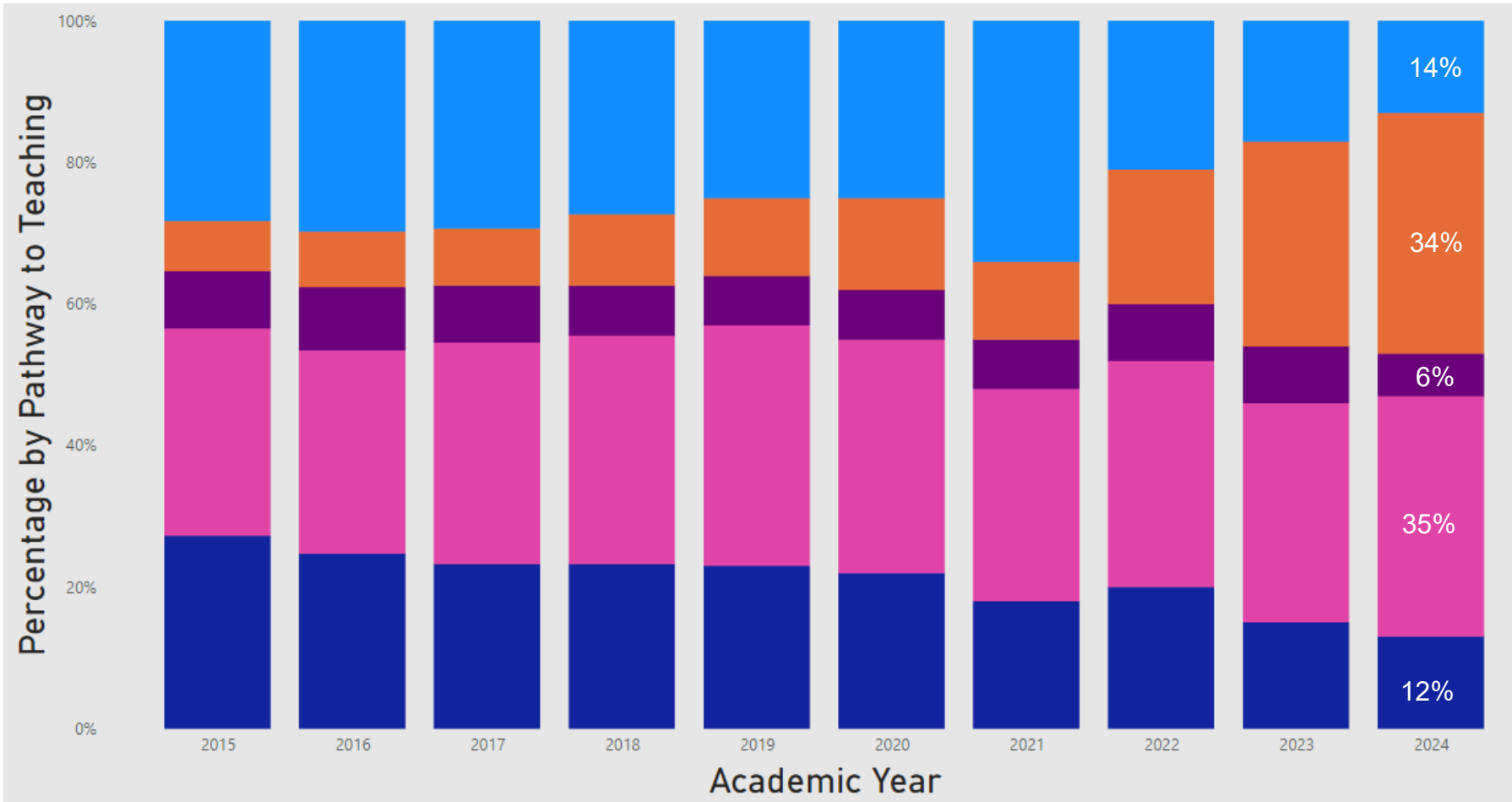


New Hire Definition
A new hire is an individual who is employed as teacher in the current academic year but was not in a teacher role in the previous academic year.

Newly hired teachers in Texas come from multiple sources



A Growing Percentage of New Hires are Non-Certified



Alternative certification, which includes teacher interns, has declined

Non-certified individuals grew to 34% of newly hired teachers in 2024 – an historic high

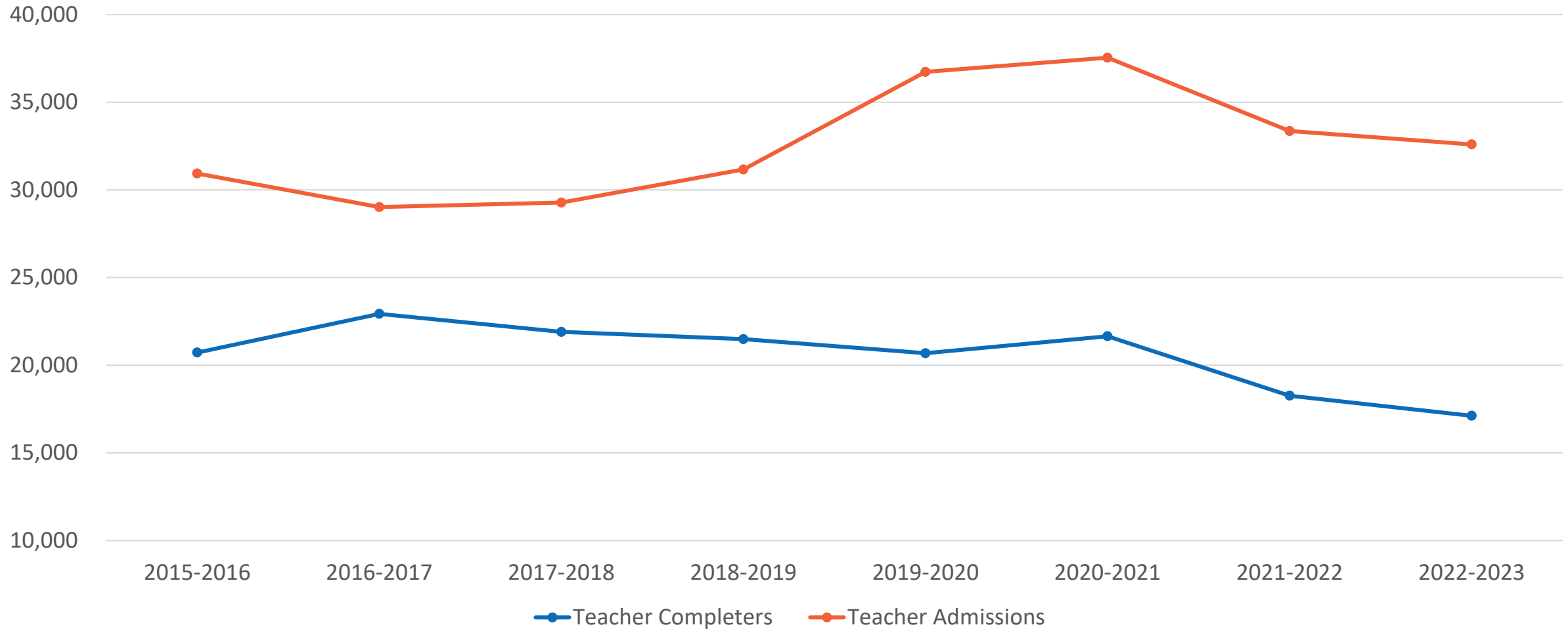
Out-of-State certification remains relatively steady

Re-entry includes individuals not teaching in the prior year and remains consistent

Traditional certification has continued to decline

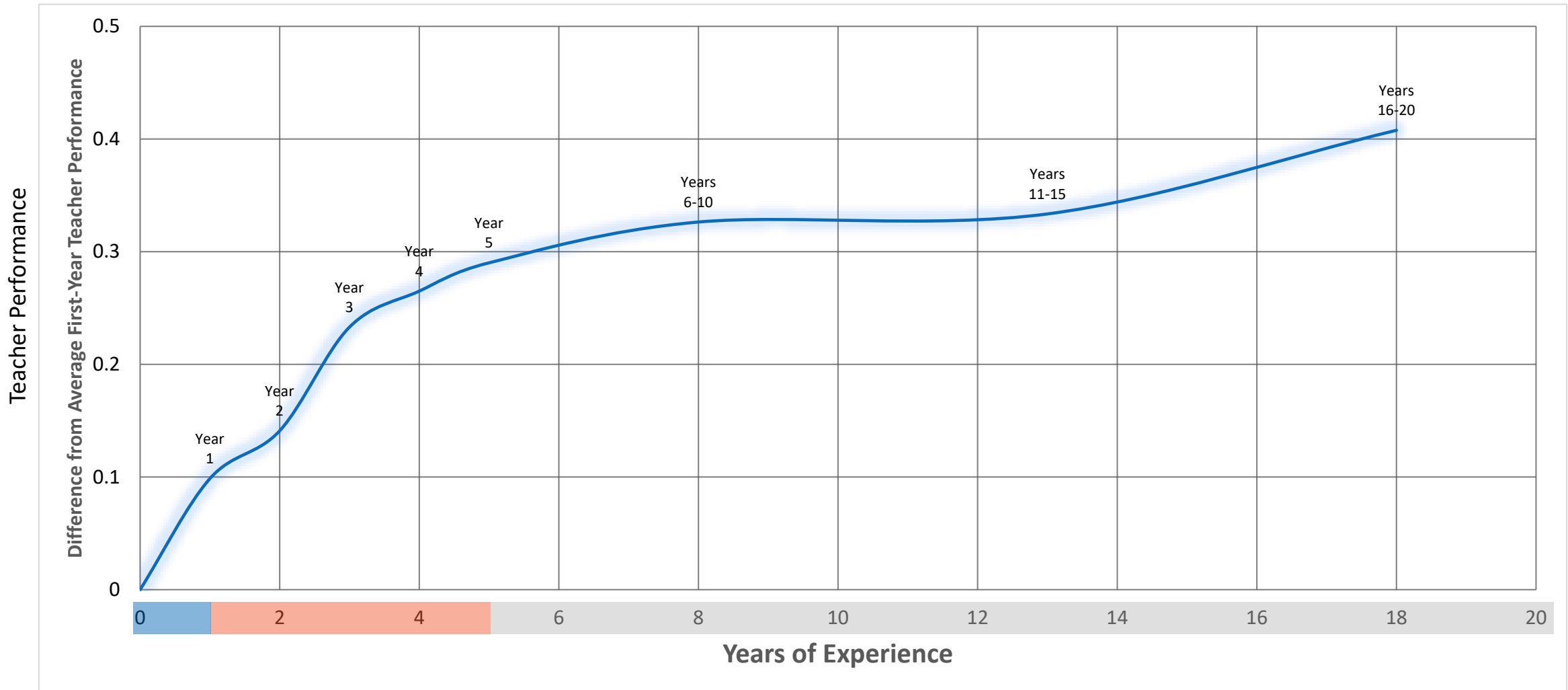
Leading Supply Indicator: Ed Prep Program Admissions and Completions are trending downward recently

Teacher Admissions and Completers by Academic Year

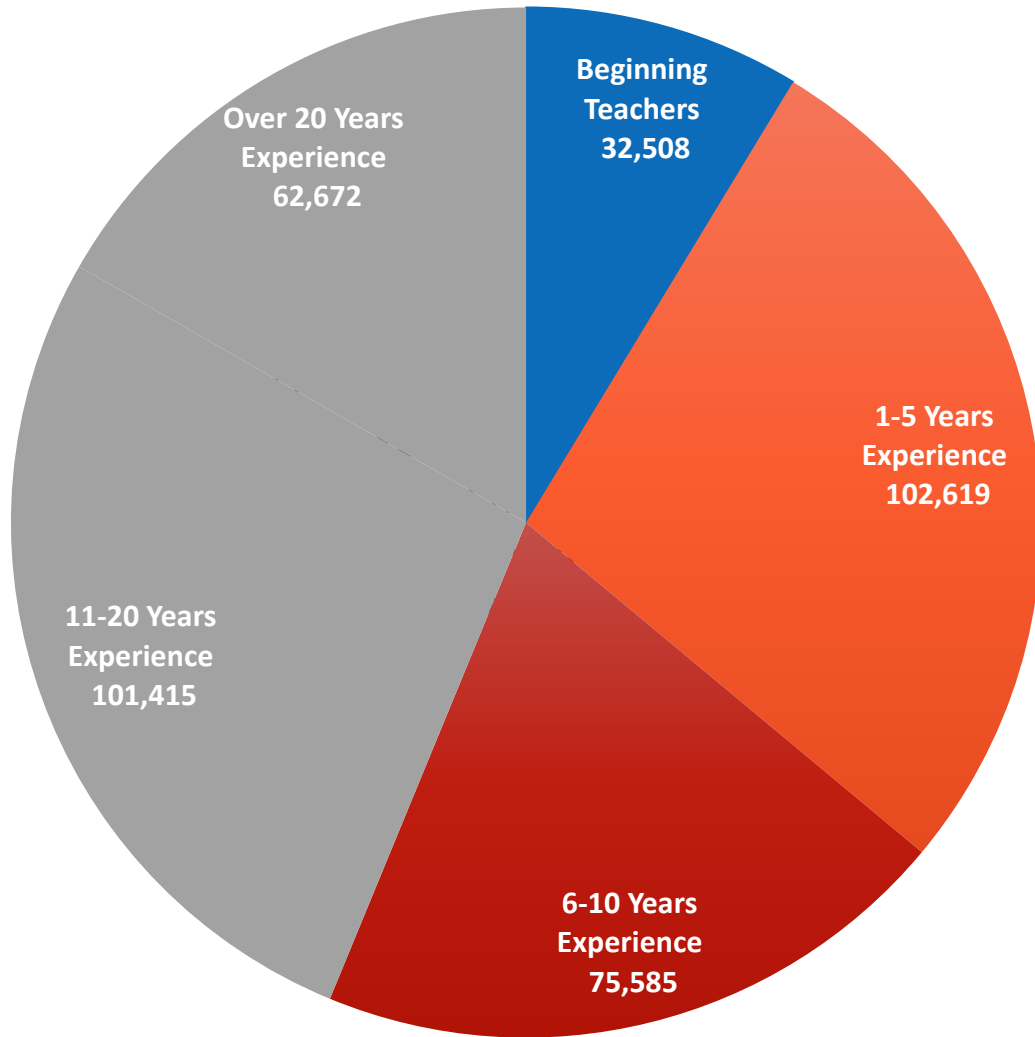


**What impact does
teacher preparation
have on teacher
retention and
effectiveness?**

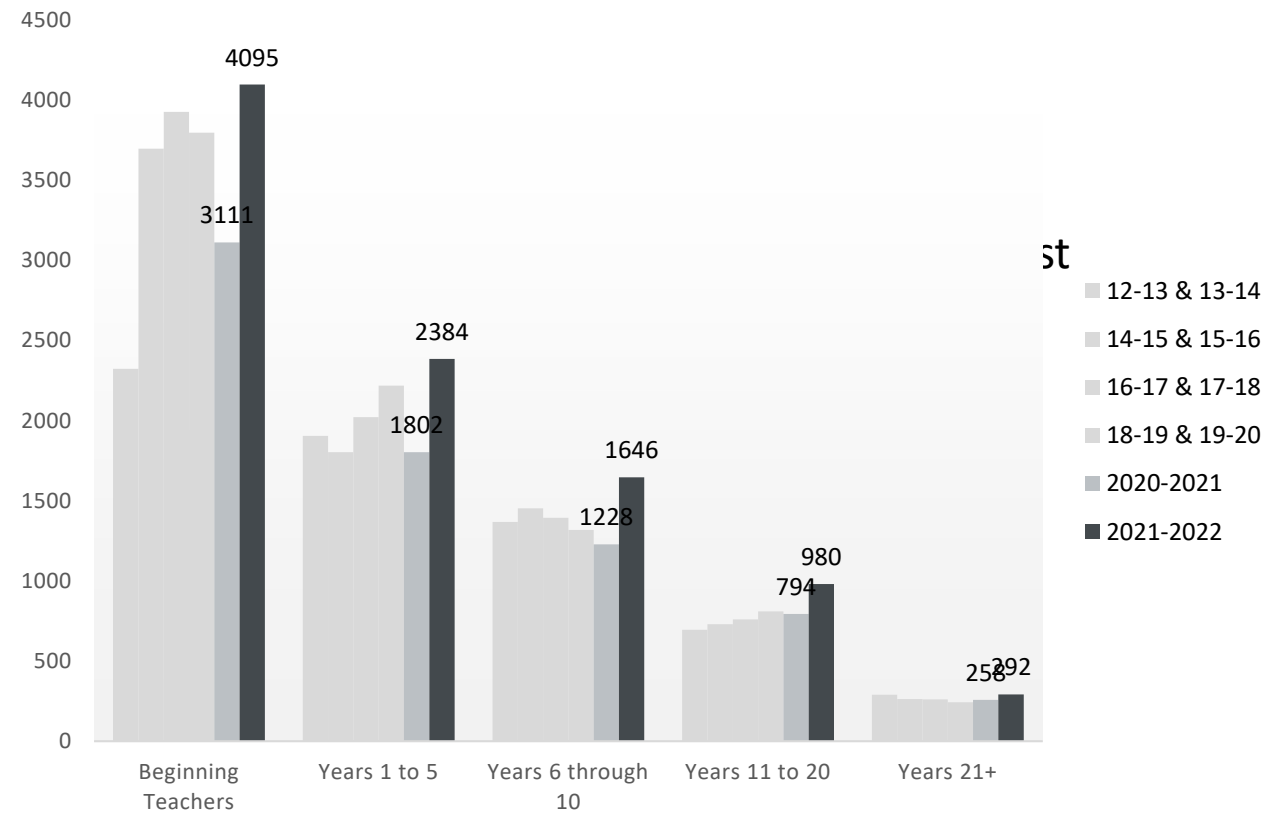
Novice teachers achieve less academic growth with students than more experienced teachers



Texas has large number of novice teachers. Novice teachers leave the profession at high rates.



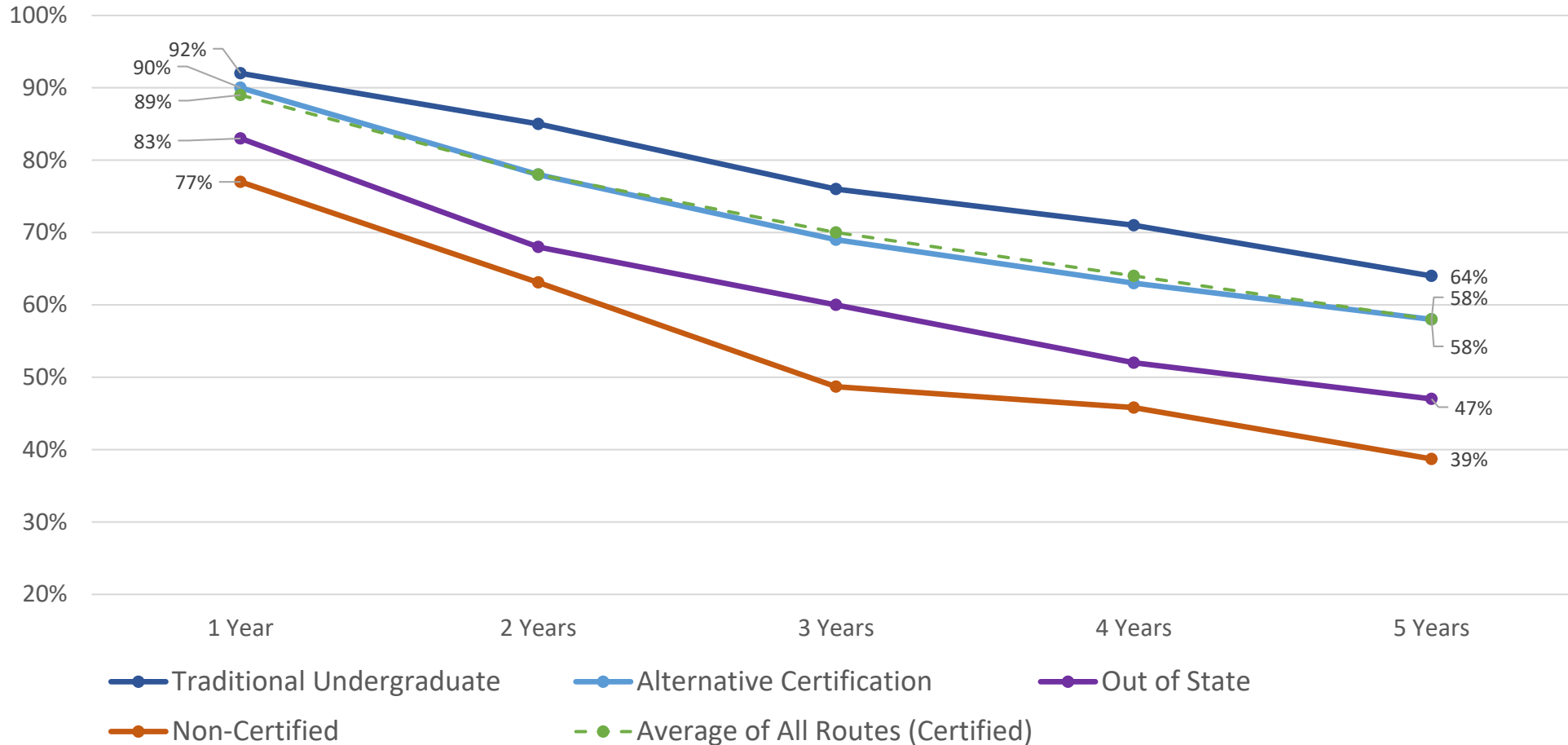
Average Count of Exiting Teachers by Experience Level





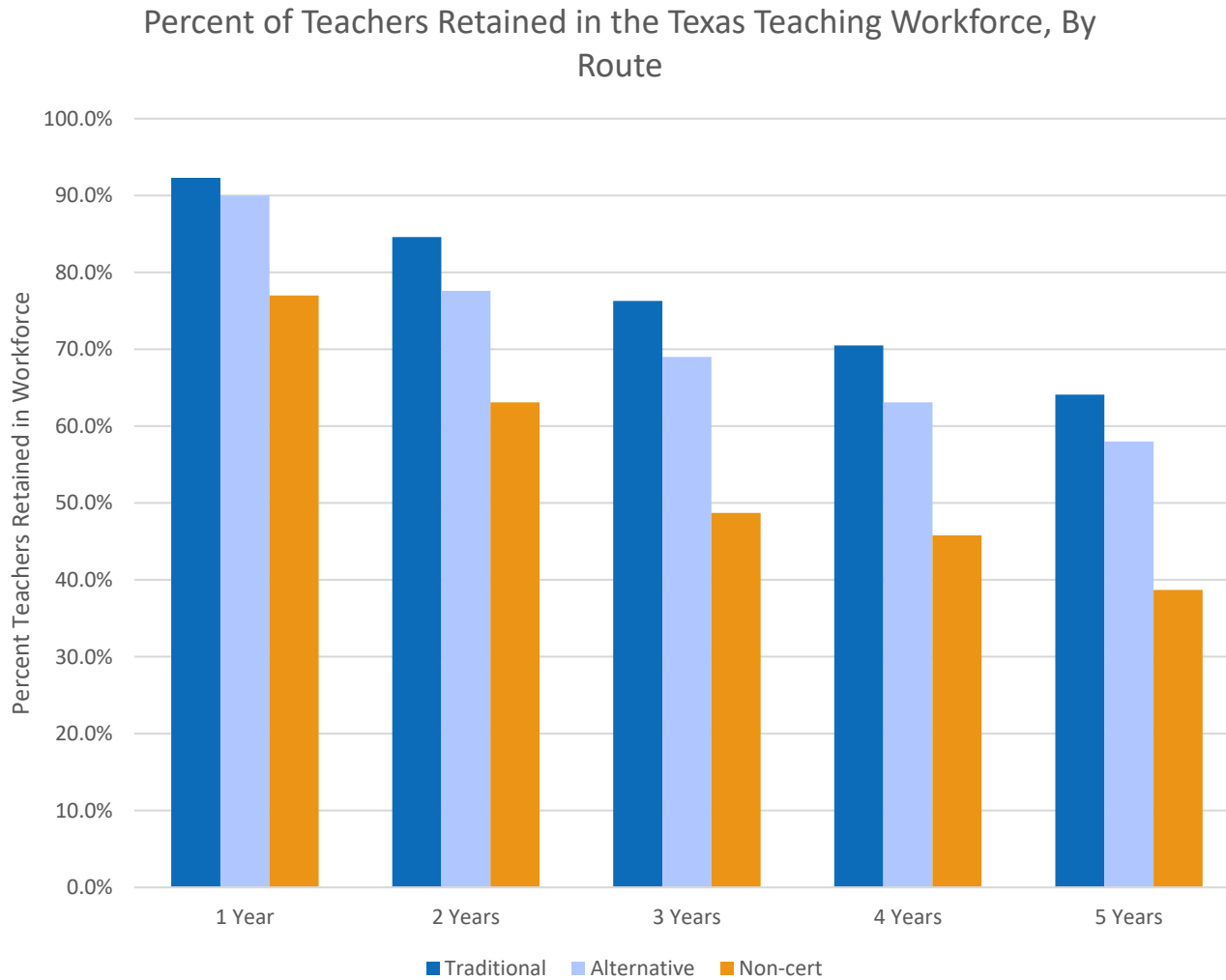
Retention for newly hired teachers is different for different preparation and certification statuses

Percent of Teachers Retained in the Public Education Workforce



While hiring non-certified individuals may address short-term needs, this contributes to increased retention challenges.

Differences in retention by preparation route impact the demand for new teachers.



If teachers prepared through alternative certification programs were retained in their first 5 years at the same rate as teachers prepared through traditional certification programs, LEAs would have needed to hire **3,163** fewer teachers.

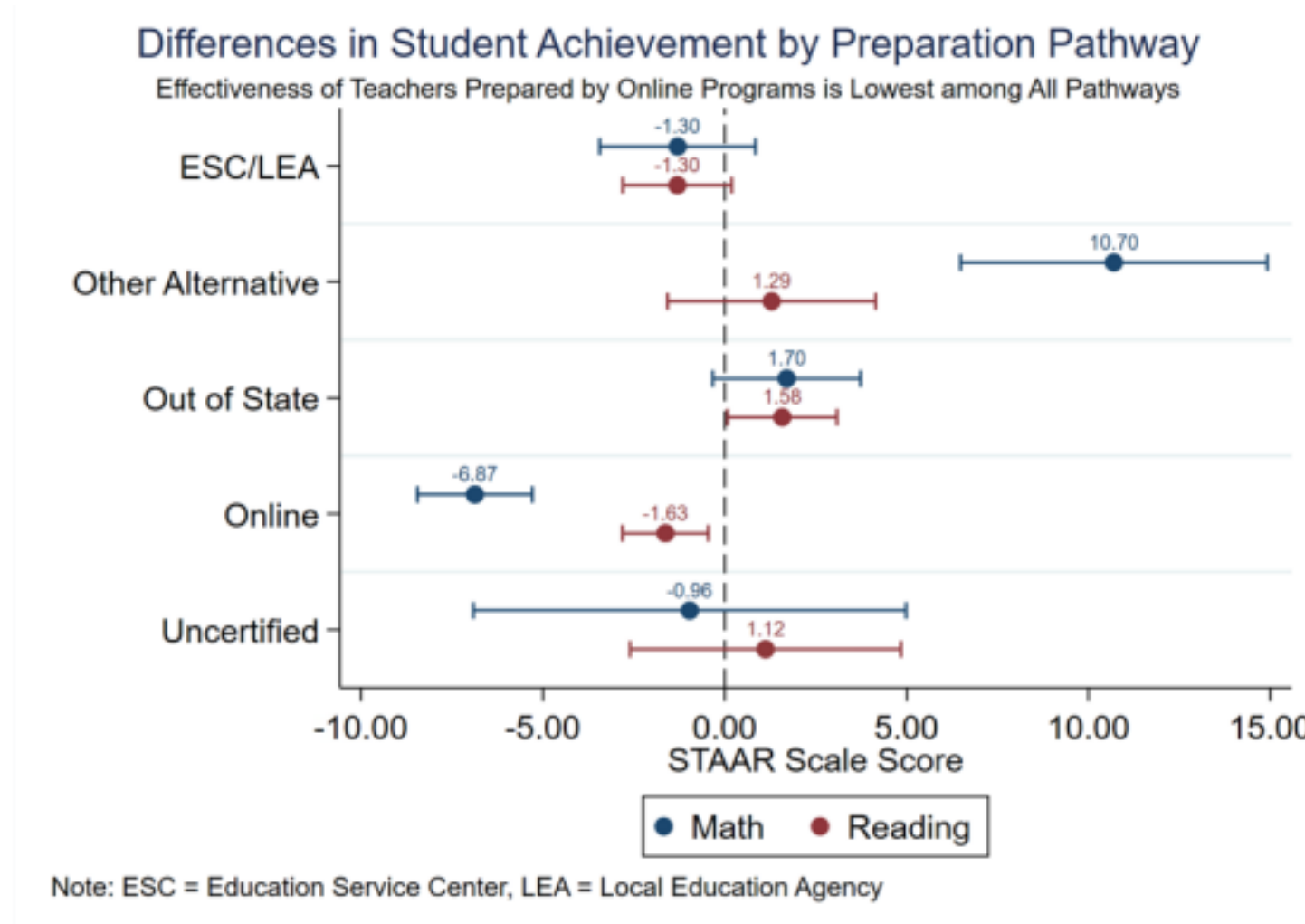


If teachers who entered as uncertified were retained in their first 5 years at the same rate as teachers prepared through traditional certification programs, LEAs would have needed to hire **7,735** fewer teachers.



If teachers from both routes were retained at the higher rate, LEAs would have needed **10,898** fewer teachers.

ACPs also vary in effectiveness on student outcomes. Teachers prepared by online ACP programs is by far the lowest compared to other pathways.



What can be done to improve EPP quality and consistency to ensure teachers are retained and effective?



SBEC voted in February to upgrade Educator Preparation requirements to support districts & teacher candidates

These upgrades WILL

- increase flexibility for candidates completing EPP requirements
- increase supports for candidates
- hold educator preparation programs accountable for candidate supports that districts need



These upgrades WILL NOT

- lengthen the path to certification
- increase testing requirements
- increase burden on districts
- make it harder to become a teacher

Examples of new teacher flexibilities include...

- allowing for more options for how candidates complete early field-based experiences, including during summer school and in roles such as teacher of record, substitute teacher, and educational aide,
- shifting student teaching requirements from a required number of weeks to hours to account for different school schedules, and
- allowing for some virtual/asynchronous observations of candidates.

SBEC upgrades increase supports to teacher candidates that preparation programs are required to provide

Examples of new teacher supports provided by EPPs include...

- increasing early field-based experiences to provide more early classroom exposure and practice,
- increasing coaching supports for late hire teachers by providing multiple touchpoints with an EPP coach within the first 8 weeks,
- increasing coaching supports by providing informal observations early in and throughout the candidate's internship or student teaching, and
- implementing a new optional teacher residency preparation route that defines the components of a high-quality teacher residency.

SBEC upgrades increase accountability of educator preparation programs to district needs

Examples of increased accountability include requiring EPPs to...

- conduct informal observations and coaching at least once every 6 weeks,
- make explicit connections between coursework and early field-based experiences,
- ensure candidates have opportunities to practice important skills in their coursework, and
- provide additional supports for late hire candidates.

SBEC's new requirements should improve new teacher retention

ACP EPP: Region 4 ESC

Region: Houston

1-year retention: 91%

ACP EPP: Region 19 ESC

Region: El Paso

1-year retention: 90%

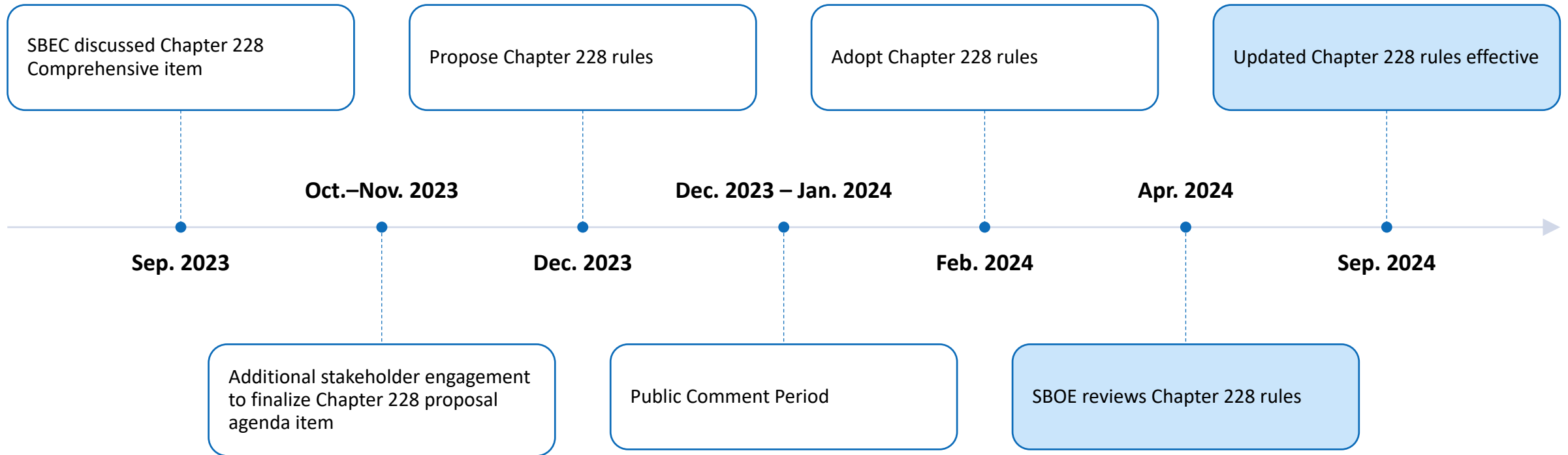
No EPP: Uncertified

Region: Statewide

1-year retention: 77%

Several ACPs are already successfully implementing many or all of the updated requirements currently adopted by the SBEC because they recognize the importance of providing additional support to new teachers.

Chapter 228 Rulemaking Timeline and Additional Information



For more information about the Chapter 228 updates, please attend the upcoming Chapter 228 Updates for LEAs webinar on Friday, Mar. 29th at 11:00 AM. Look for an upcoming TAA letter with additional information.

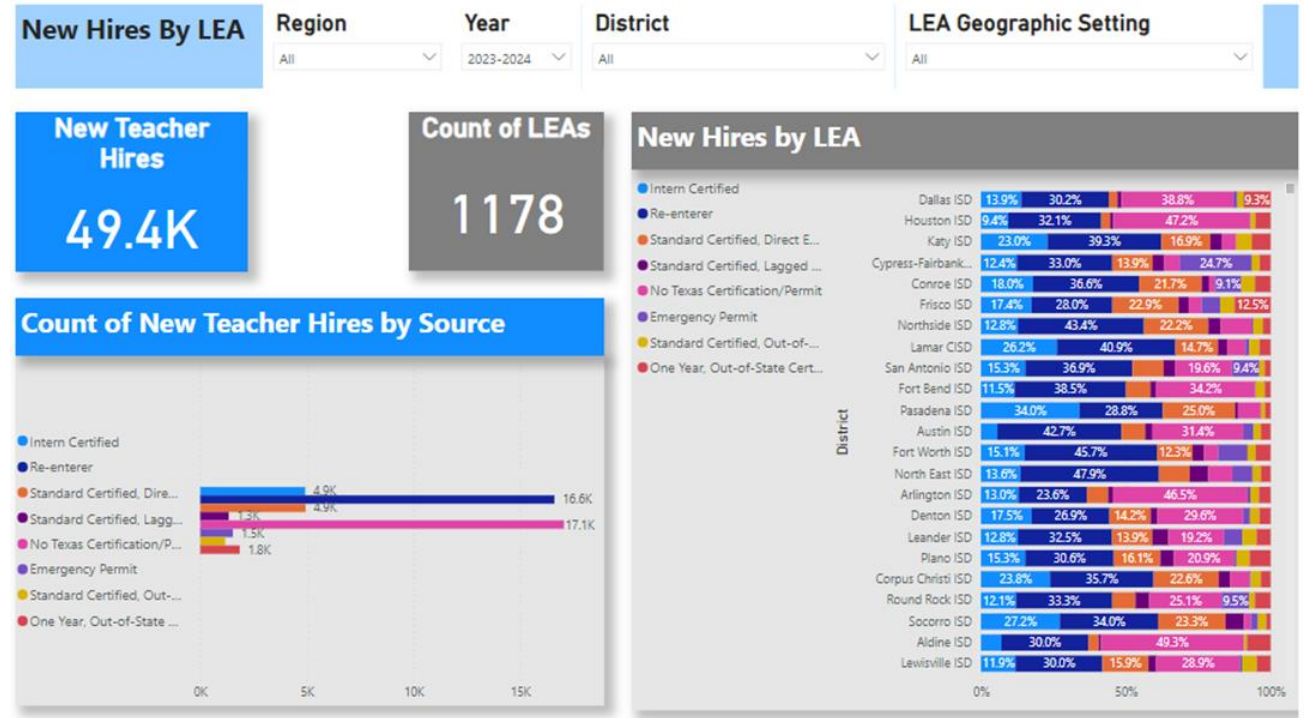


What resources are available now to support districts in recruitment and hiring efforts?

Learn More About the Data

Links to statewide, EPP-specific, and district specific reports and dashboards:

- Newly updated statewide reports and dashboards are available on our [Educator Reports and Data](#) page
- Educator Preparation Program Accountability System (ASEP) results are available on our [Educator Preparation Data Dashboard](#)
- [Newly Certified and Newly Hired Teacher Dashboards](#) are a source for regional and local hiring information





Teacher Hiring Resources Webpage:

Best Practice Recommendations for Districts This Spring

To support LEAs as they enter the Spring hiring season, TEA has collected a set of optional resources that can be utilized to support teacher retention, recruitment, and hiring

[Teacher Hiring Resources | Texas Education Agency](#)

Retain

- Hold Stay Conversations
- Recognize Great Teachers
- Determine Hiring Needs

Recruit

- Leverage the Critical Shortage Area Exam Reimbursement Opportunity
- Target Reentering teachers
- Incentivize hard-to-staff areas

Hire and Onboard

- Hire Early-especially for high needs campuses
- Onboard and connect new teachers to mentors

TVTF Best Practices

- Implement relevant TVTF best practice recommendations for school systems this Spring/Summer related to compensation, training and support, and working conditions

Practices to Improve Teacher Recruitment & Preparation Superintendent – Dr. Roosevelt Nivens

District Information:

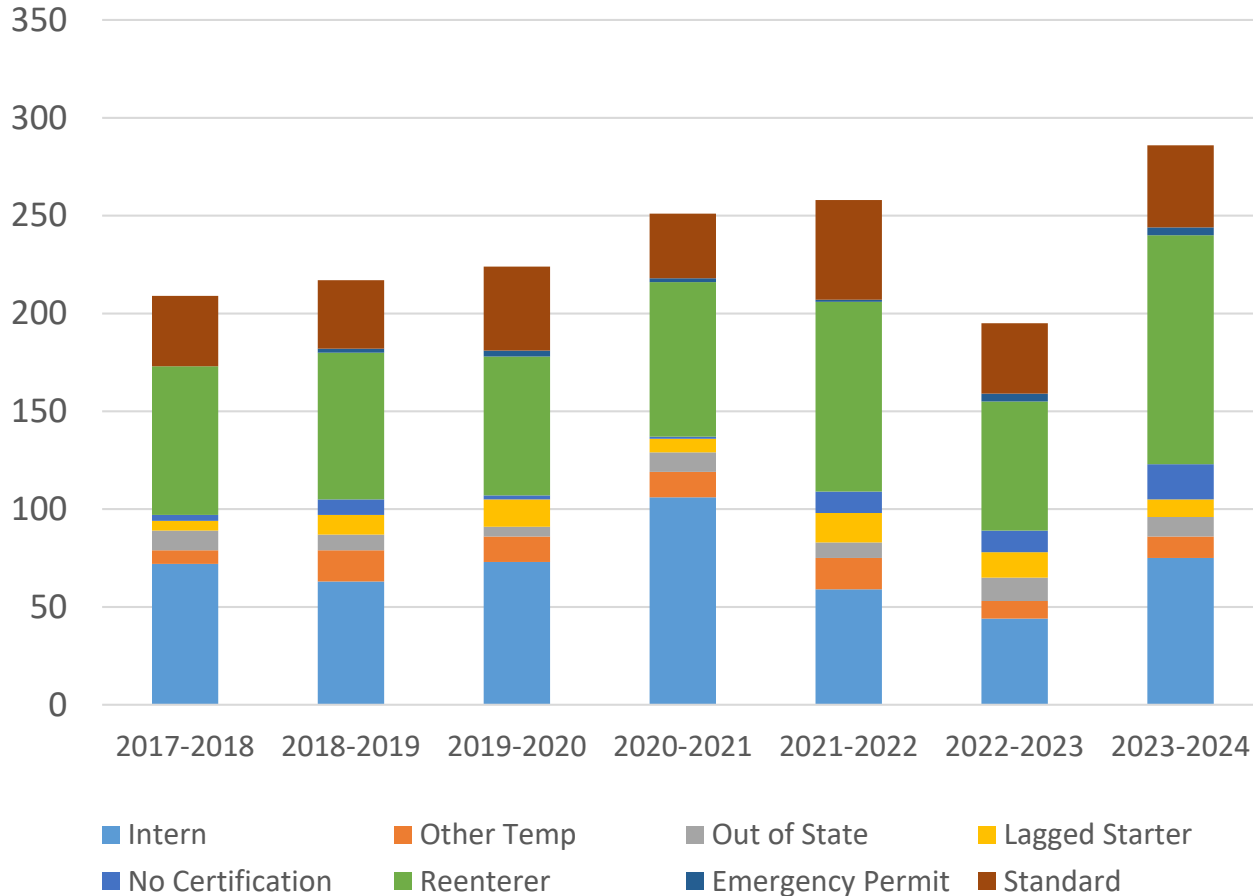
- Hyper-growth district
- 45K students
- 50% economically disadvantaged



Dr. Roosevelt Nivens
Superintendent, Lamar CISD

Lamar has hired a growing number of teachers

Lamar CISD Source of New Hires



The largest sources for newly hired teachers for Lamar CISD include:

- Reentering Teachers
- Interns (Alt Cert)
- Traditionally Certified Candidates