

Teacher Employment, Attrition, and Hiring

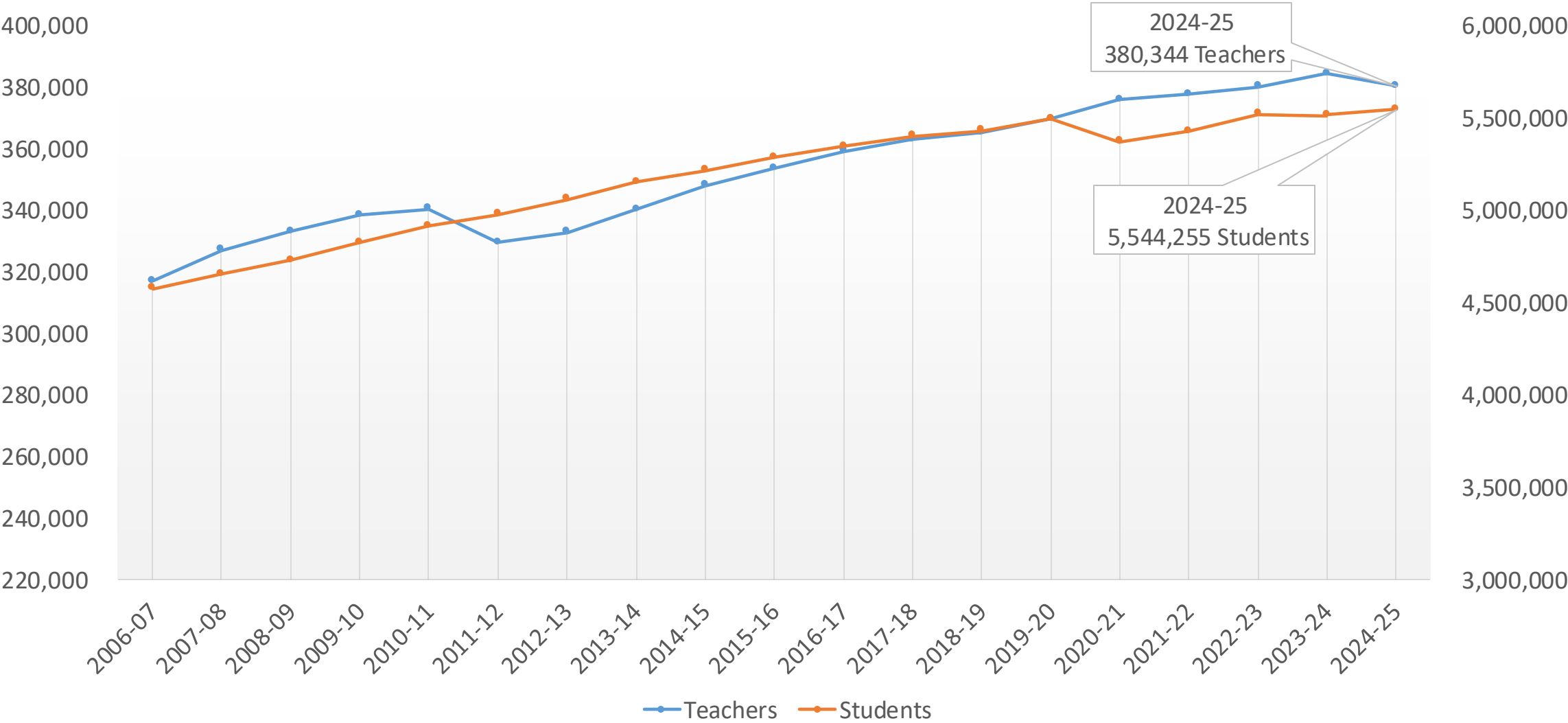
April 2025

Teacher Employment, Attrition, and Hiring Data

Teacher Preparation and Teacher Hiring and Retention

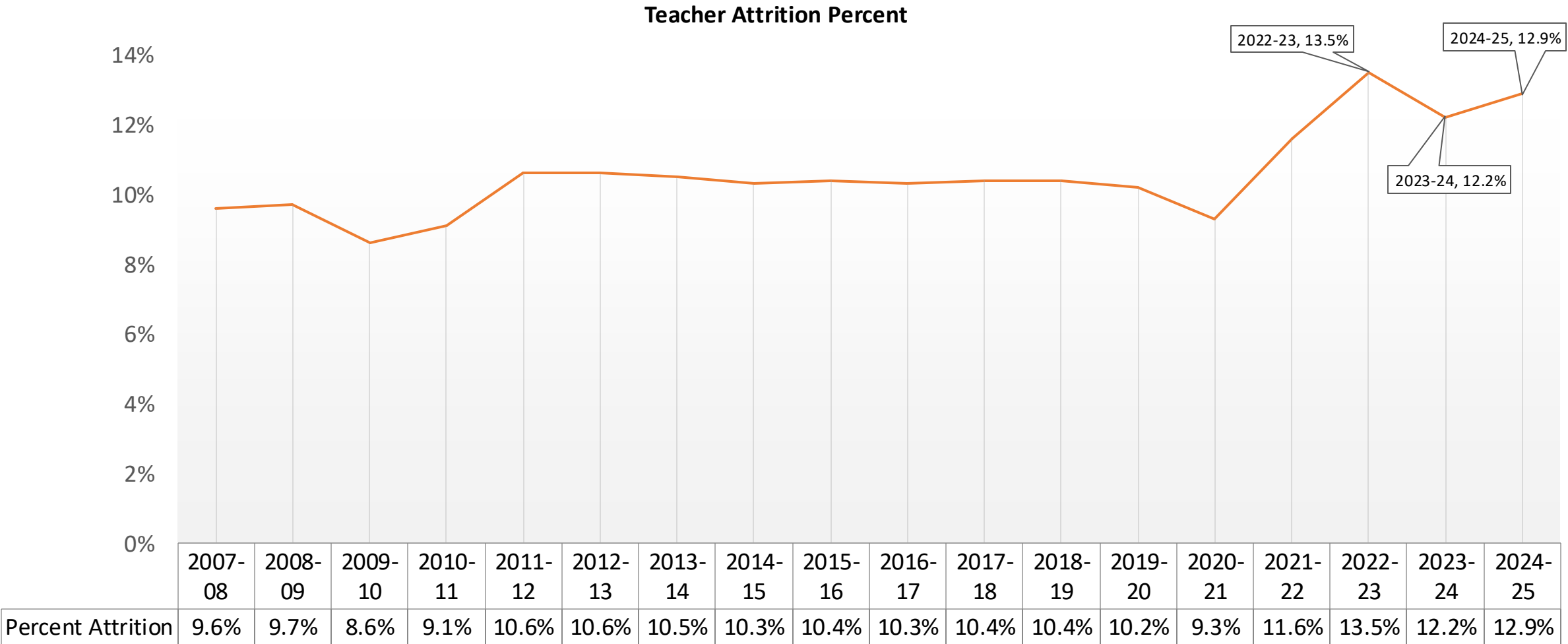
Discussion with Superintendent

Total number of employed teachers decreased for the first time since 2011, while student enrollment has remained flat



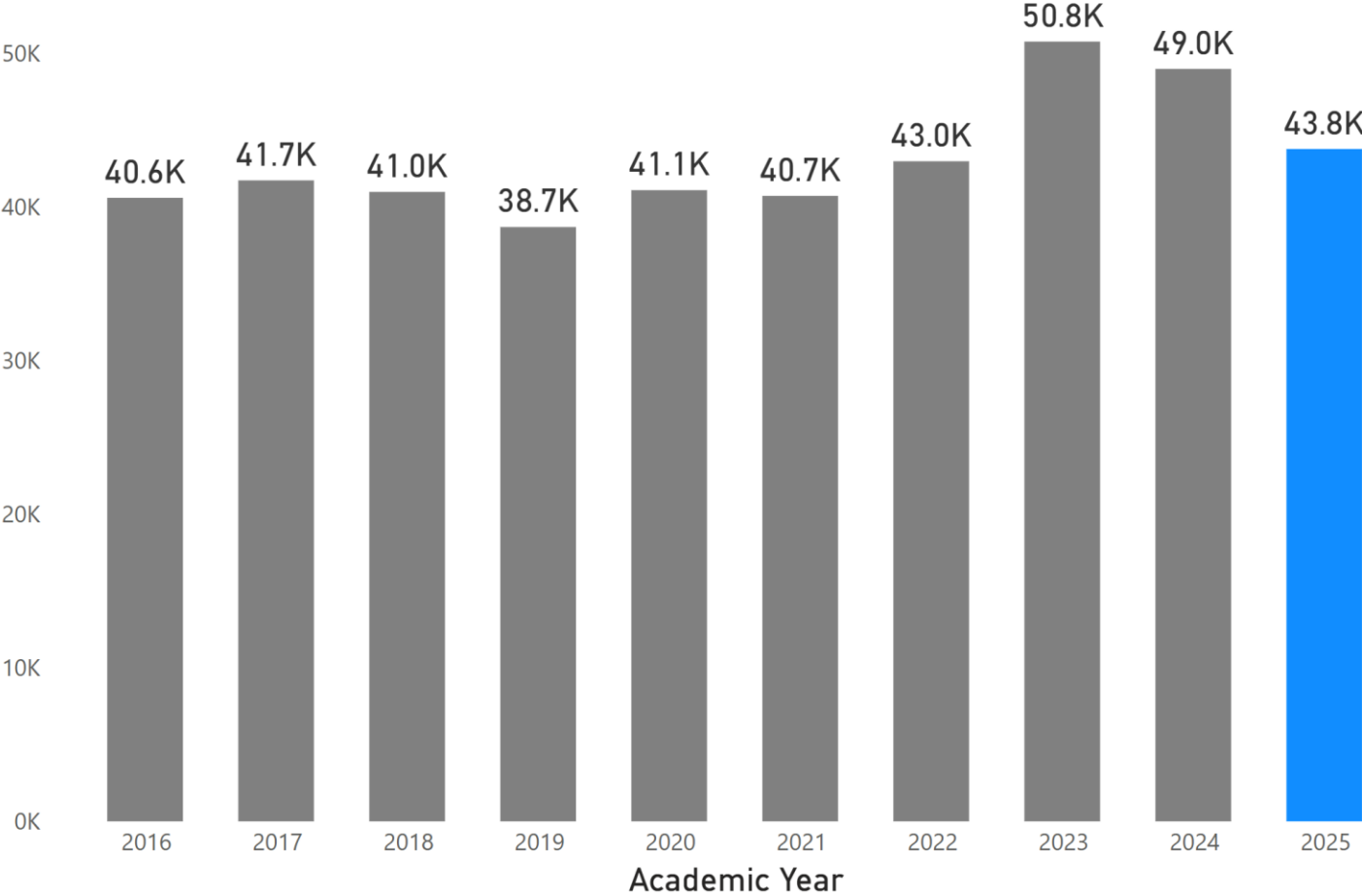


Teacher attrition increased this year, but is still lower than the post-Covid peak in ‘22-’23



New Hires have continued to decline, meaning that overall demand for new hires has decreased even with increased attrition

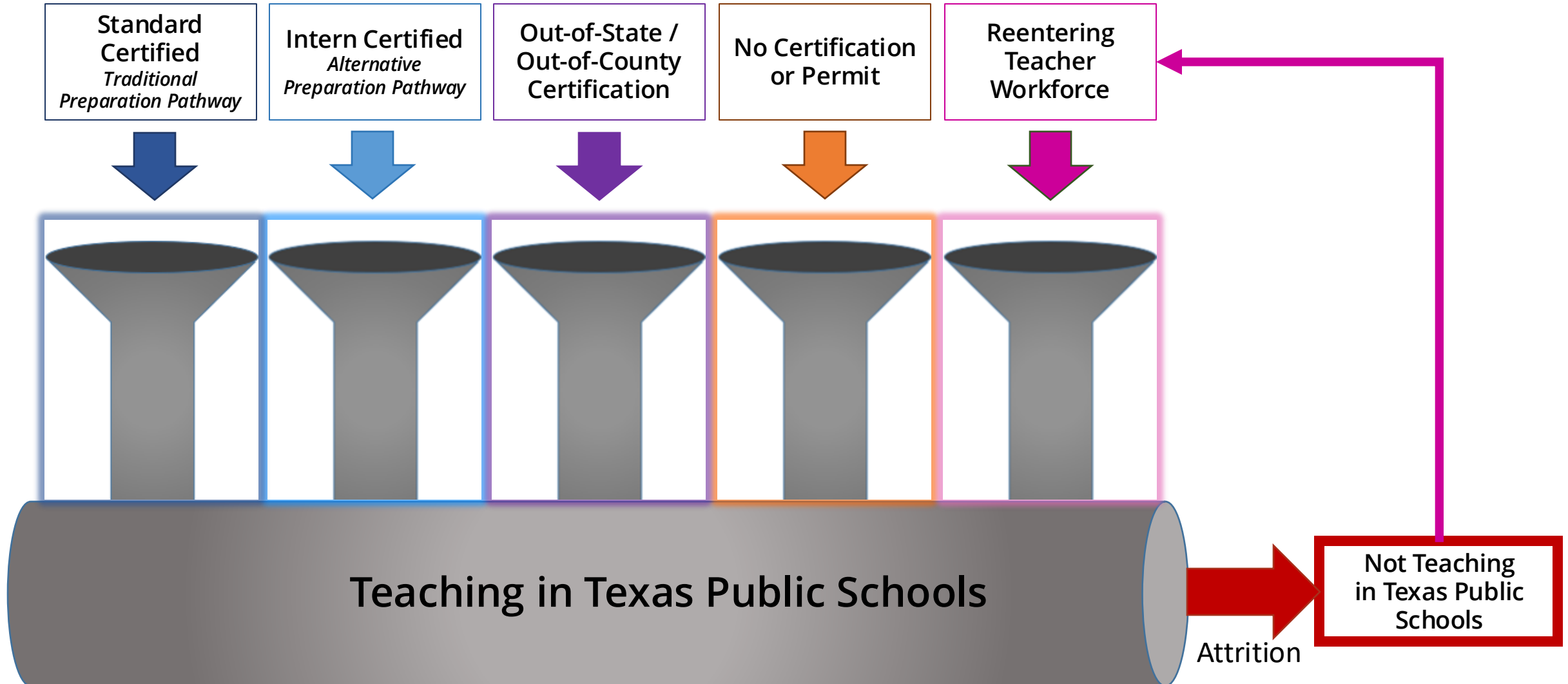
Number of New Hires Texas School Systems



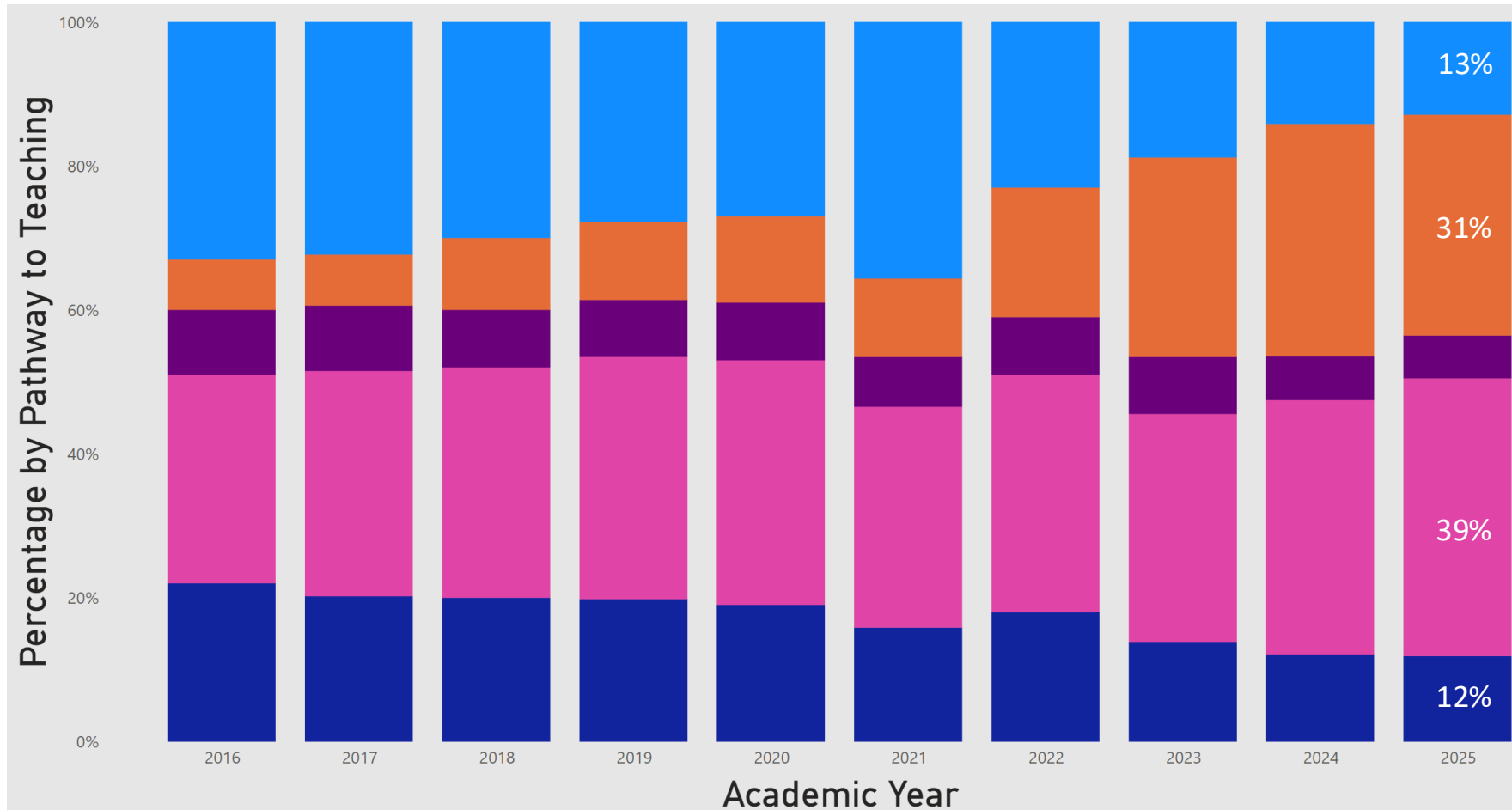
New Hires decreased by over 10% from 2024 to 2025

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



School Systems have continued to hire a large percentage of uncertified individuals for teaching roles



Alternative certification, which includes teacher interns, has declined

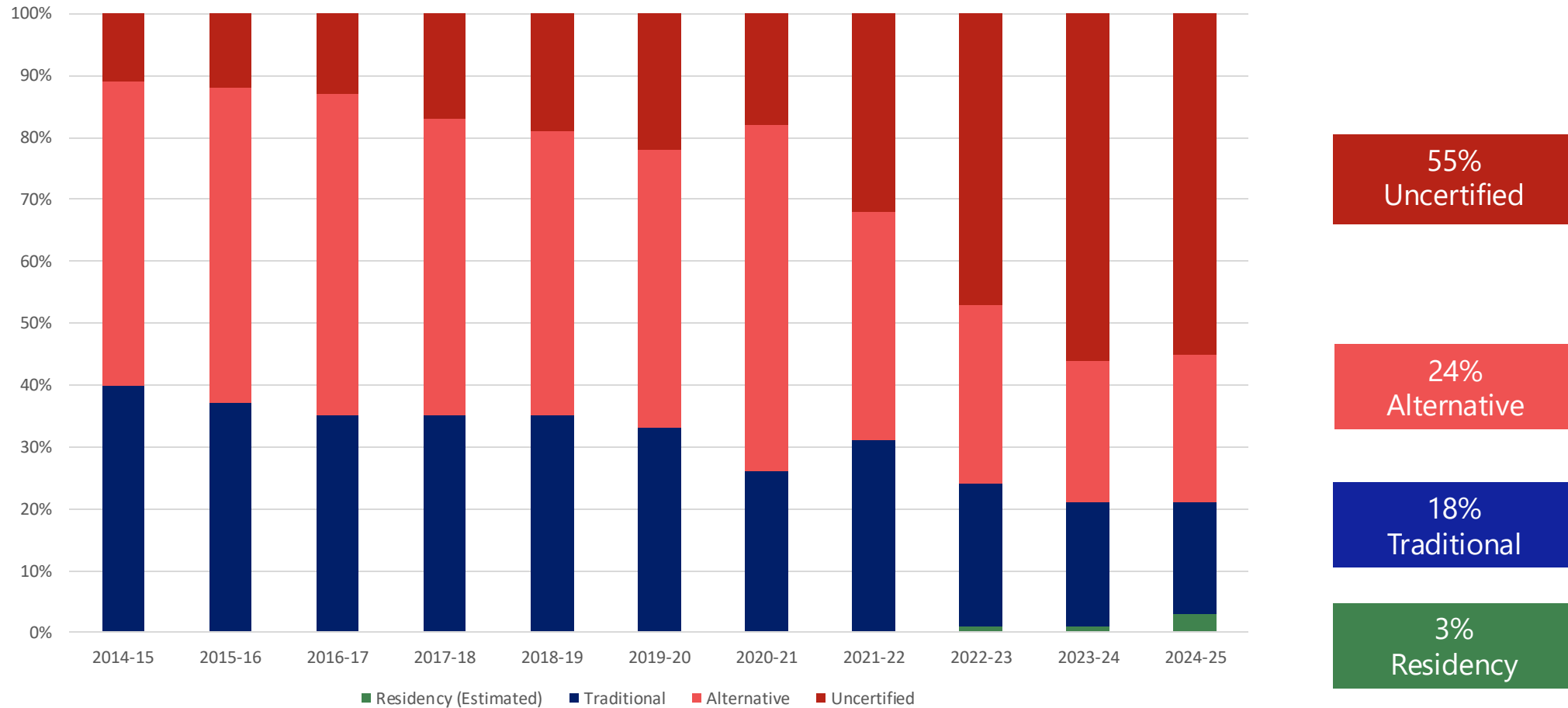
Uncertified individuals remained steady as a share of newly hired teachers in 2025

Out-of-State certification remains small but steady

Re-entry includes individuals not teaching in the prior year and has grown slightly

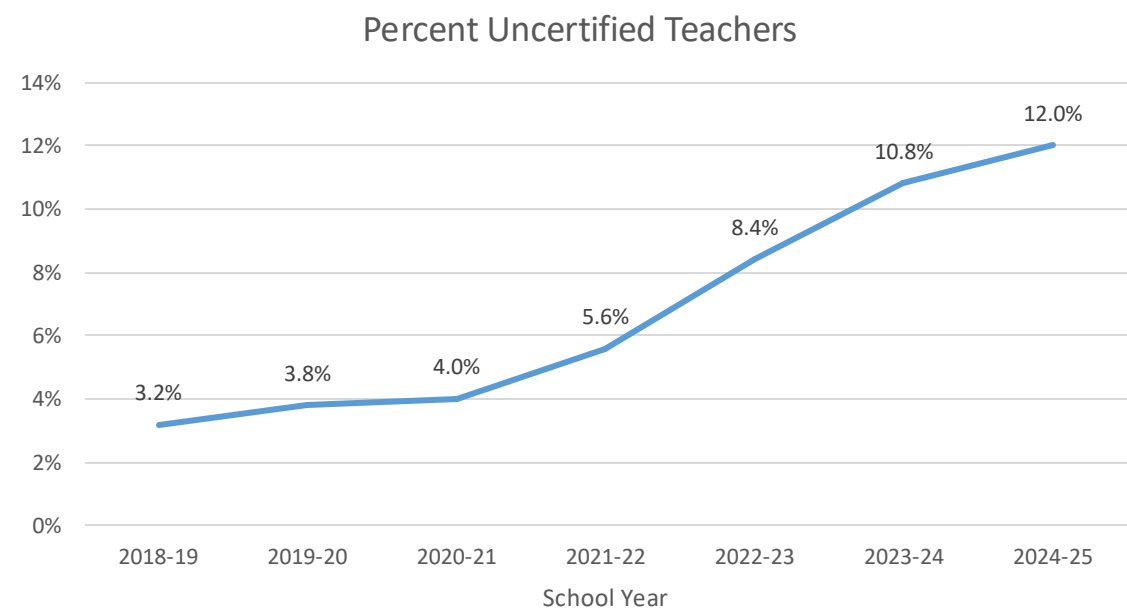
Traditional certification has continued to decline

Uncertified teachers remained the majority of newly hired teachers, staying steady from last year.



The overall percentage of uncertified teachers continues to grow throughout all grade levels and content areas.

The percentage of the entire workforce that is uncertified has also grown



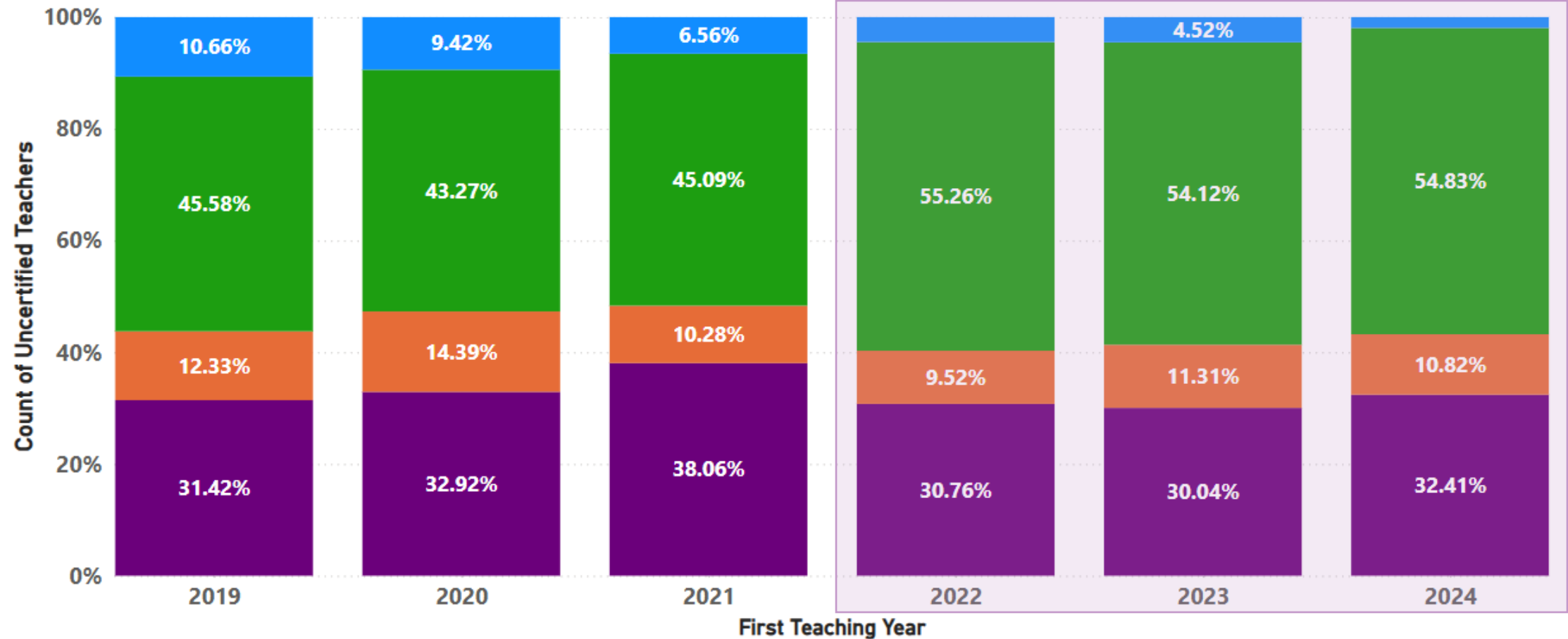
Uncertified teachers work across grade levels and subject areas

	ELAR	Math	Science	CTE
Elementary	10.9%	11.0%	11.4%	
Middle School	11.7%	11.1%	13.5%	18.0%
High School	9.1%	10.2%	11.6%	22.6%

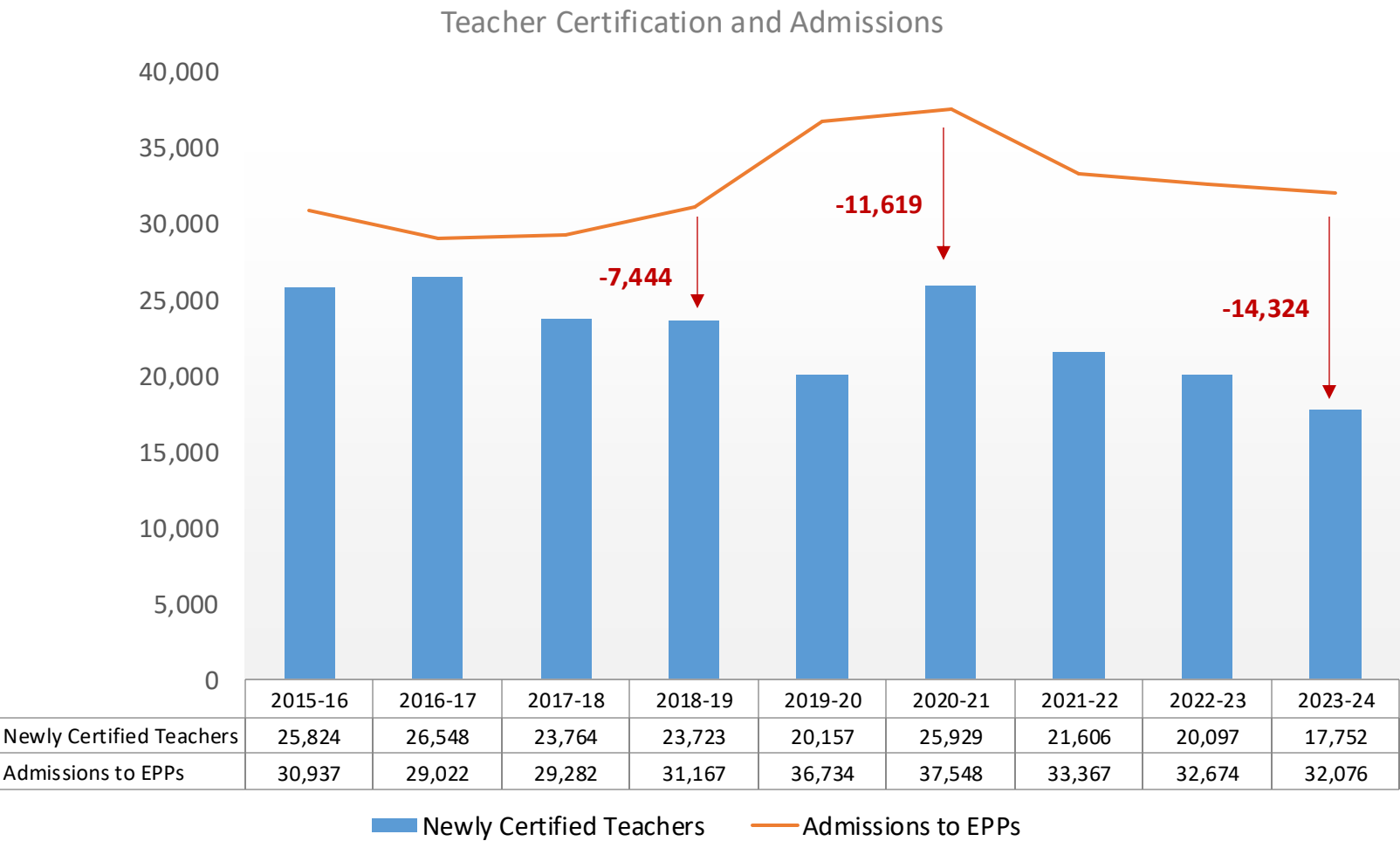
[Data from 2024-25](#)

Districts hire a mix of uncertified teachers who have never enrolled in a preparation program and those who have enrolled but not completed a preparation program

Enrollment Timing ● Never Enrolled ● Enrolled Same ● Enrolled Before ● Enrolled After



The gap between those admitted to an EPP and those obtaining certification is also widening.



There is a widening gap between admissions to an educator preparation program and certification

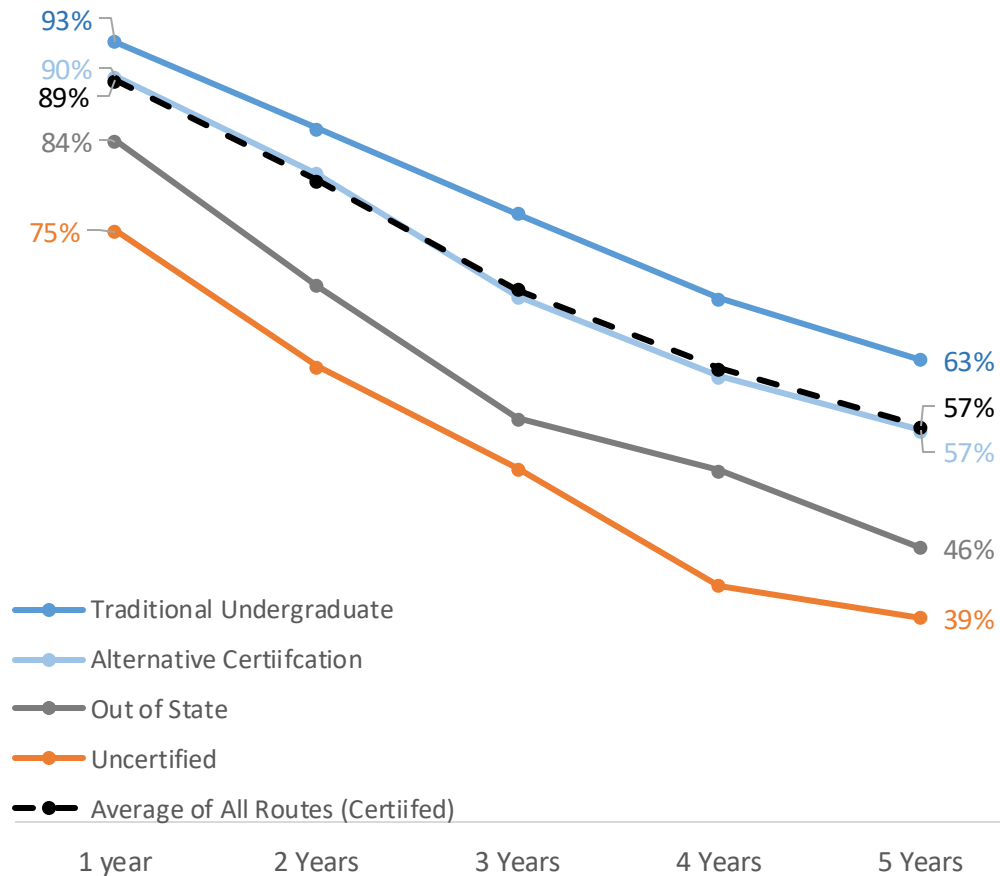
If all the individuals who entered an EPP completed their certification, it would greatly reduce the need for uncertified teachers

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

The quality of a teacher's preparation impacts teacher retention and student outcomes

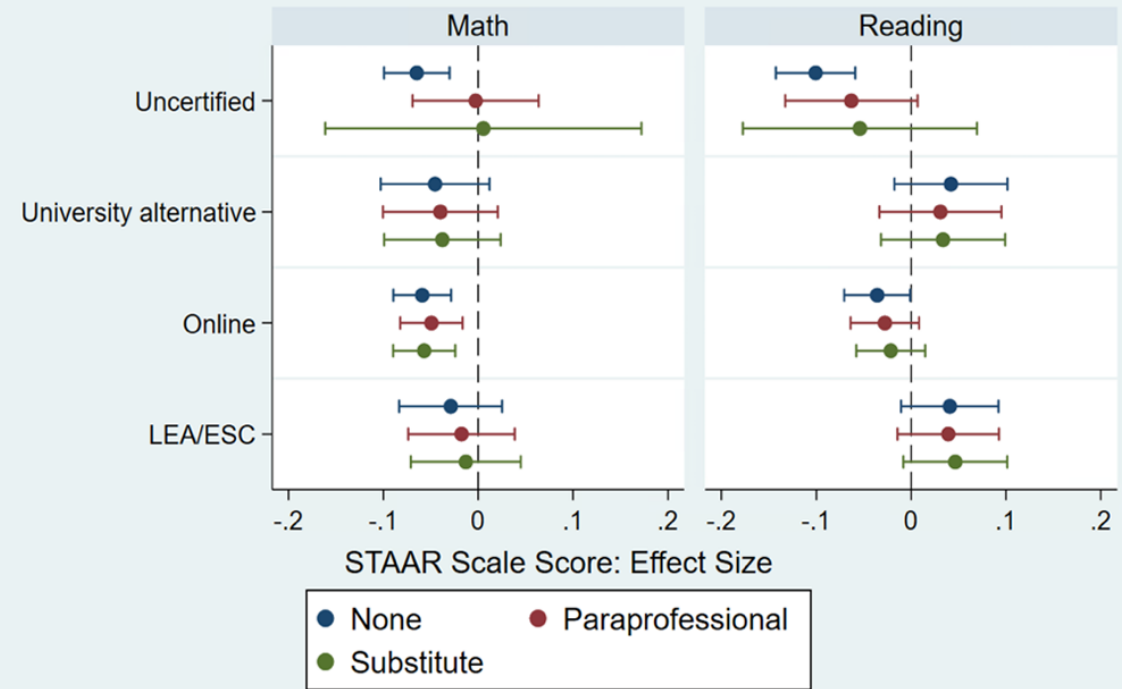
TEA shows teachers prepared via traditional and residency route had strong retention rates

Percent of Teachers Retained in the Public Education Workforce



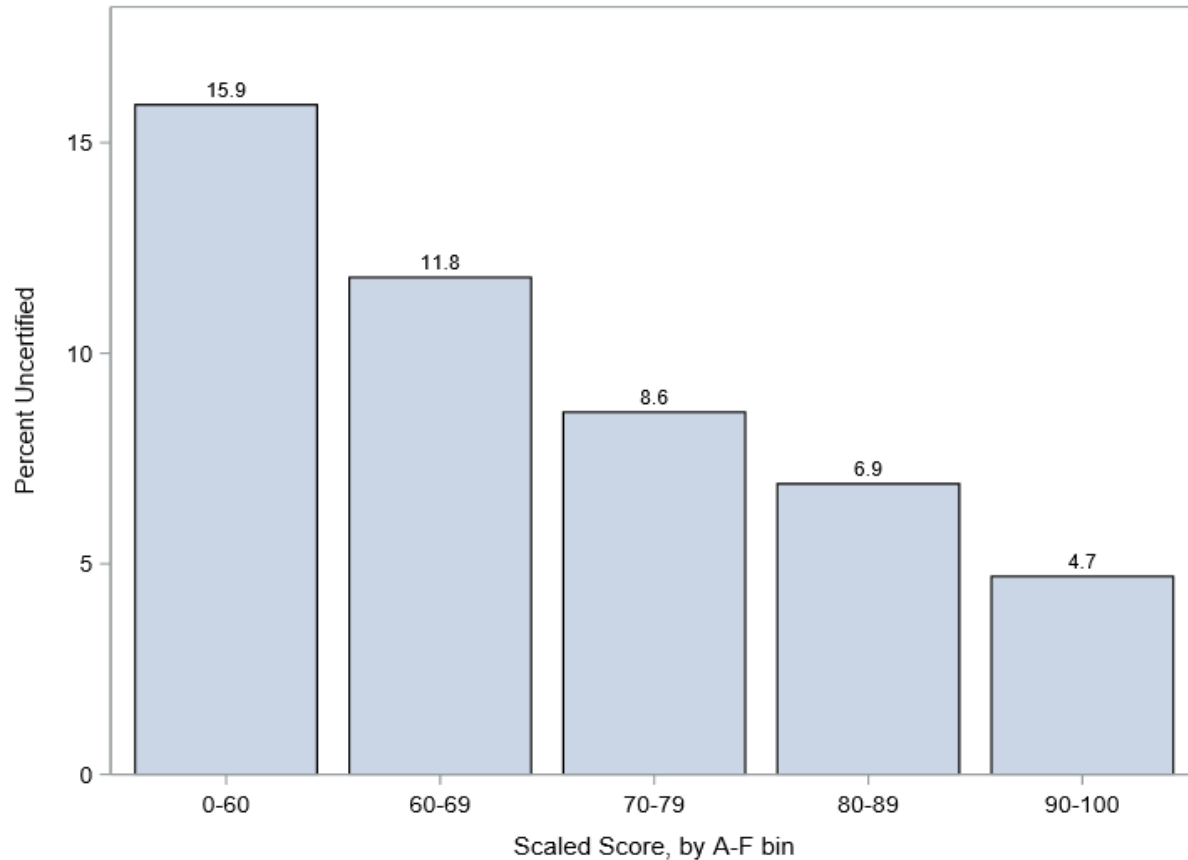
Research from Texas Tech shows that teachers who engaged in classrooms before becoming a teacher had strong results with students.

Uncertified Teachers with No Classroom Experience Impact Achievement: Effects by Certification Status and Prior Classroom Role



Reference group is traditional, university teachers. Models include school, year, and grade fixed effects.

Initial TEA data analysis shows a clear relationship between the rate of uncertified teachers and campus-level outcomes



Campuses with lower accountability scores are also those with higher rates of uncertified teachers.

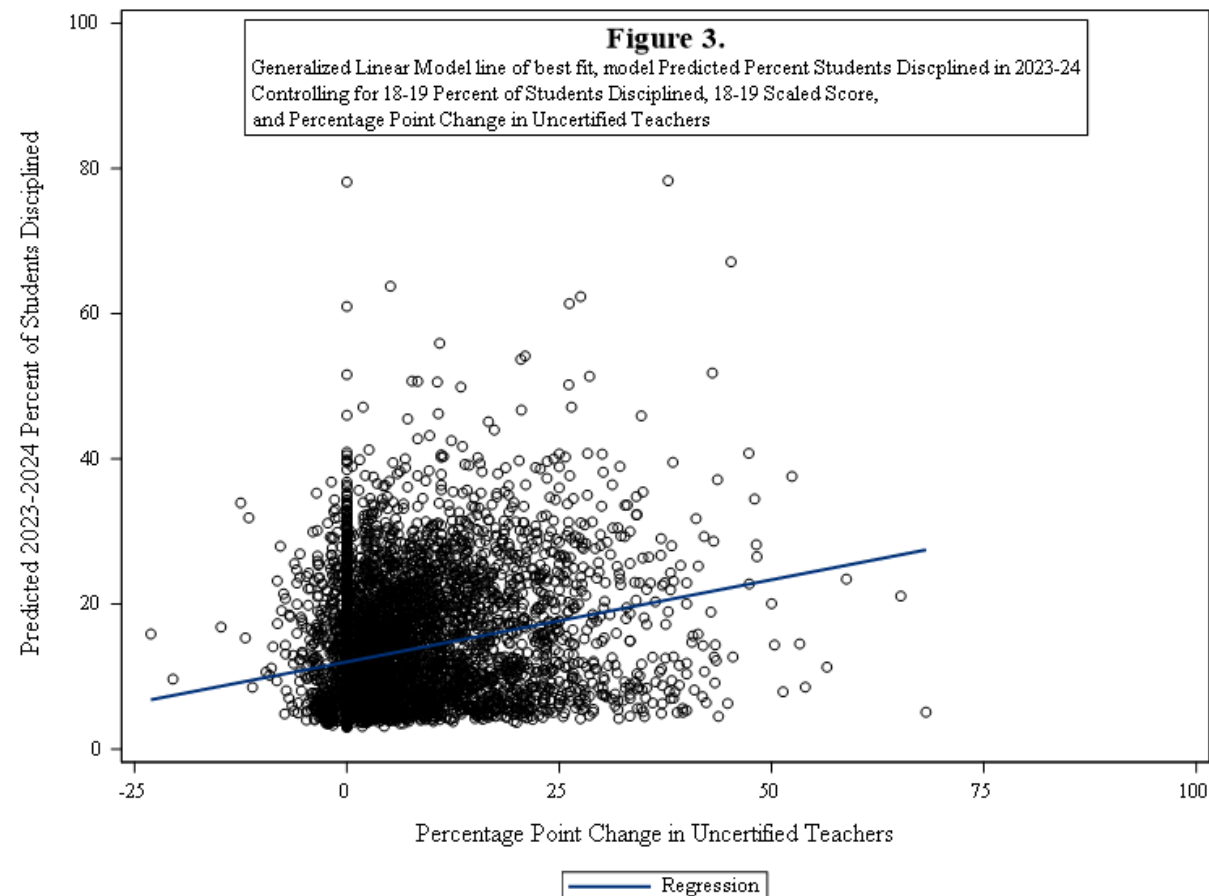
The uncertified teacher rate is well-correlated with all domain scores in the accountability system.

Campuses that have decreased in rating since 2019 have also increased in percent of uncertified teachers

TEA analysis also reveals relationships between the rate of uncertified teachers and student disciplinary infractions

Campuses with higher rates of student discipline infractions also were more likely to have higher rates of uncertified teachers.

This analysis necessarily excluded campuses with small numbers of students and/or small numbers of reported disciplinary infractions due to data masking.



Well-prepared early career teachers also ensure that students are getting the early supports that they need

	Certified New Teacher	Uncertified New Teacher
Dyslexia Identification 3 rd Grade	7.91%	3.56%
Student Absence rate 1 st Grade	5.52%	6.56%

Uncertified new teachers identify students for dyslexia services at a lower rate than their prepared counterparts.

Students in the classrooms of uncertified new teachers are absent at a higher rate than in certified teacher classrooms.

Kirksey, 2024. <https://hdl.handle.net/2346/98166>

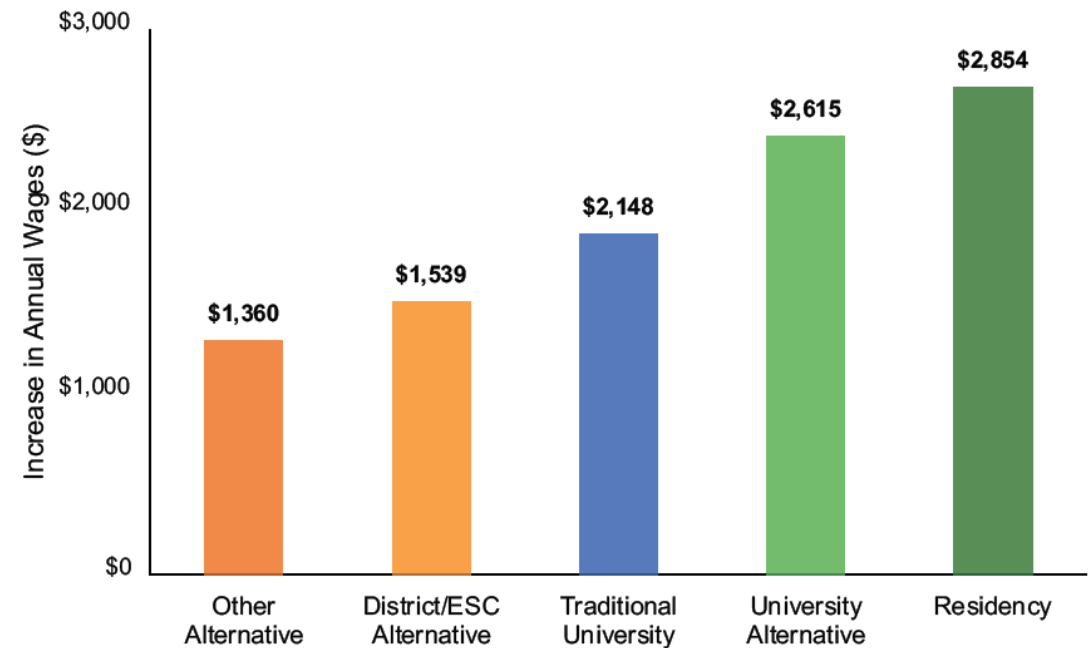
External Research has shown highly prepared teachers have positive long-term impacts on student earnings

Students with more exposure to highly-prepared teachers in their K-12 school career experience higher annual earnings.

This impact is even more pronounced in rural settings.

Student Earnings Increase from Replacing Unprepared Teachers

Wage Gains from Replacing 10% of Unprepared Teachers with Those from Other Pathways



Note: Bars show estimated differences in student wages 8 years after high school graduation, expressed in 2024 dollars. Unprepared teachers include those from fully online preparation programs and uncertified teachers.

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



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
- Implement and expand TIA systems

Recruit

- Develop strategic staffing models that allow for GYO and residency models
- Differentiate and advertise compensation
- Incentivize hard-to-staff areas and target reentering teachers

Hire and Onboard

- Incentivize/require certification through higher quality preparation programs
- Hire Early-especially for high needs campuses
- Onboard and connect new teachers to mentors

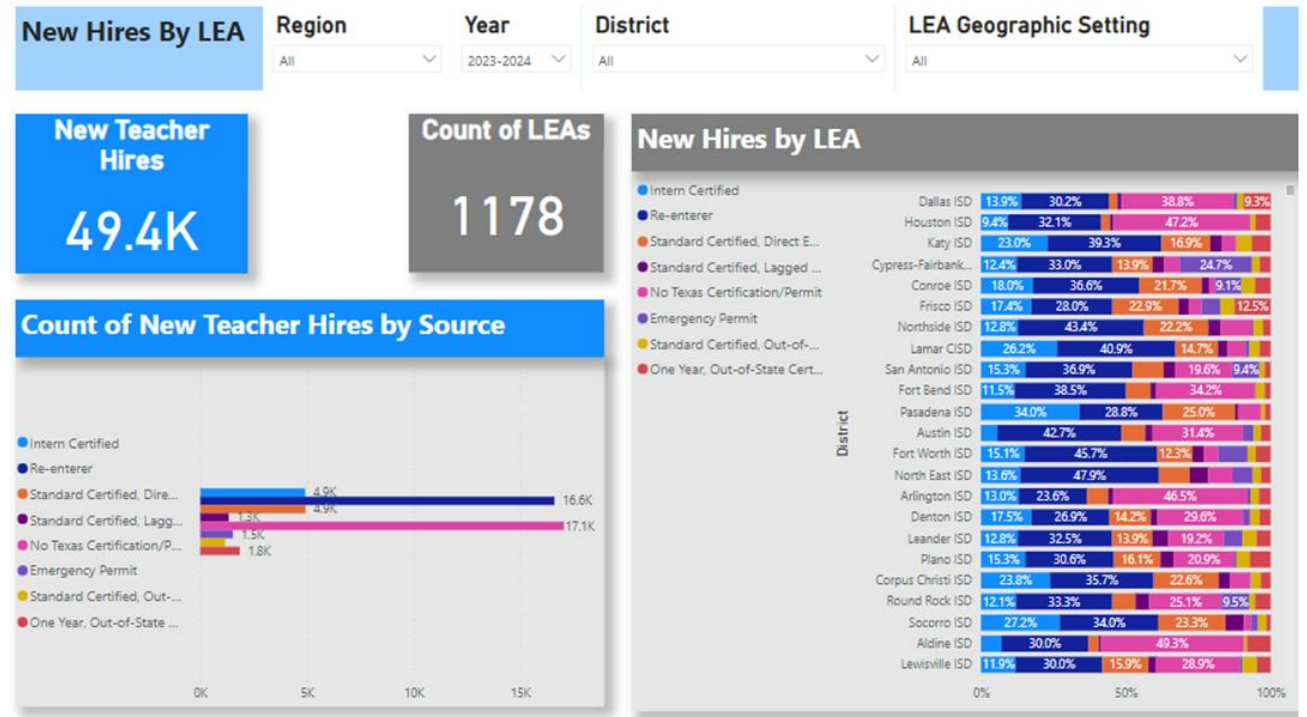
TVTF Best Practices

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

Learn more about the data for the state and for your district and your partner Educator Preparation Programs

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



Practices to Improve Teacher Recruitment & Preparation Superintendent – NAME

Klein ISD Information:

- Region 4
- 50 campuses
- 54,000 students
- 54.8% of students are identified as economically disadvantaged



Dr. McGown
Superintendent, Klein ISD

Klein ISD sharply decreased the percentage of uncertified new hires in the most recent year

