

## Teacher Retention by Pathway to First Year of Teaching 2014-15 through 2023-24

This table shows teacher retention disaggregated by the path of entry into a teaching role.

**Definition:** 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 <sup>i</sup>	2023-24	5,305	4,672	88.1%								
	2022-23	7,559	6,654	88.0%	5,894	78.0%						
	2021-22	8,790	7,751	88.2%	6,896	78.5%	6,102	69.4%				
	2020-21	14,115	11,626	82.3%	9,890	70.1%	8,768	62.1%	7,821	55.4%		
	2019-20	10,309	9,272	89.9%	8,260	80.1%	7,180	69.6%	6,392	62.0%	5,657	54.9%
	2018-19	9,798	8,665	88.4%	7,921	80.9%	7,092	72.4%	6,087	62.1%	5,368	54.8%
	2017-18	11,396	9,959	87.4%	8,827	77.4%	8,071	70.8%	7,261	63.7%	6,293	55.2%
	2016-17	12,577	11,044	87.8%	9,757	77.6%	8,726	69.4%	8,048	64.0%	7,117	56.6%
	2015-16	12,426	10,904	87.7%	9,644	77.6%	8,547	68.8%	7,770	62.5%	7,126	57.3%
2014-15	12,408	10,943	88.2%	9,681	78.0%	8,638	69.6%	7,768	62.6%	7,009	56.5%	
Standard Certification, Undergraduate <sup>ii</sup>	2023-24	5,384	4,966	92.2%								
	2022-23	6,446	5,910	91.7%	5,407	83.9%						
	2021-22	7,125	6,552	92.0%	6,002	84.2%	5,432	76.2%				
	2020-21	6,003	5,599	93.3%	5,045	84.0%	4,549	75.8%	4,104	68.4%		
	2019-20	7,344	6,930	94.4%	6,454	87.9%	5,744	78.3%	5,134	69.9%	4,588	62.5%
	2018-19	7,376	6,849	92.9%	6,447	87.4%	5,953	80.7%	5,291	71.7%	4,706	63.8%
	2017-18	7,818	7,287	93.2%	6,791	86.9%	6,420	82.1%	5,862	75.0%	5,162	66.0%
	2016-17	7,999	7,403	92.5%	6,893	86.2%	6,391	79.9%	5,978	74.7%	5,435	67.9%
	2015-16	8,497	7,882	92.8%	7,334	86.3%	6,839	80.5%	6,340	74.6%	5,888	69.3%
2014-15	9,685	8,944	92.4%	8,324	86.0%	7,752	80.1%	7,176	74.1%	6,583	68.0%	

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 <sup>iii</sup>	2023-24	175	149	85.1%								
	2022-23	257	228	88.7%	211	82.1%						
	2021-22	292	248	84.9%	217	74.3%	200	68.5%				
	2020-21	302	273	90.4%	227	75.2%	199	65.9%	177	58.6%		
	2019-20	396	352	88.9%	314	79.3%	277	69.9%	253	63.9%	221	55.8%
	2018-19	397	353	88.9%	323	81.4%	292	73.6%	242	61.0%	220	55.4%
	2017-18	499	445	89.2%	400	80.2%	364	72.9%	329	65.8%	281	56.3%
	2016-17	581	519	89.3%	475	81.8%	416	71.6%	382	65.7%	341	58.7%
	2015-16	669	595	88.9%	535	80.0%	494	73.8%	435	65.0%	398	59.5%
2014-15	754	680	90.2%	608	80.6%	542	71.9%	481	63.7%	435	57.7%	
Standard Certification, Alternative Certification <sup>iv</sup>	2023-24	283	255	90.1%								
	2022-23	438	389	88.8%	337	76.9%						
	2021-22	526	465	88.4%	421	80.0%	370	70.3%				
	2020-21	389	337	86.6%	288	74.0%	244	62.7%	216	55.5%		
	2019-20	575	514	89.4%	466	80.9%	405	70.4%	362	63.0%	320	55.7%
	2018-19	583	528	90.6%	480	82.3%	431	73.9%	368	63.1%	318	54.5%
	2017-18	650	572	88.0%	513	78.9%	468	72.0%	427	65.7%	362	55.7%
	2016-17	652	546	83.7%	489	75.0%	445	68.3%	397	60.9%	359	55.1%
	2015-16	720	628	87.2%	565	78.5%	510	70.8%	448	62.2%	415	57.6%
2014-15	807	719	89.1%	630	78.1%	572	70.9%	508	62.9%	470	58.2%	
No Certification <sup>v</sup>	2023-24	16,187	12,158	75.1%								
	2022-23	14,322	10,941	76.4%	8,952	62.5%						
	2021-22	7,915	5,962	75.3%	4,926	62.2%	4,195	53.0%				
	2020-21	4,428	3,244	73.2%	2,555	57.7%	2,125	48.0%	1,863	42.1%		
	2019-20	5,041	3,949	78.4%	3,228	64.0%	2,656	52.7%	2,285	45.3%	1,970	39.1%
	2018-19	4,165	2,987	71.7%	2,561	61.5%	2,178	52.3%	1,861	44.7%	1,606	38.6%
	2017-18	4,019	2,819	70.1%	2,290	57.0%	2,005	49.9%	1,731	43.1%	1,460	36.3%
	2016-17	3,129	2,019	64.5%	1,596	51.0%	1,332	42.6%	1,173	37.5%	1,006	32.2%
	2015-16	2,714	1,778	65.5%	1,331	49.0%	1,111	40.9%	960	35.4%	864	31.8%
2014-15	2,519	1,628	64.6%	1,270	50.4%	1,037	41.2%	901	35.8%	779	30.9%	

Sources: PEIMS and ECOS Educator Data, Research, and Strategy Division/Jeremy B. Landa, Ph.D. March 2025

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
Out of State Certification <sup>vi</sup>	2023-24	3,402	2,800	82.3%								
	2022-23	4,398	3,549	80.7%	3,003	68.3%						
	2021-22	3,776	3,044	80.6%	2,535	67.1%	2,127	56.3%				
	2020-21	3,123	2,602	83.3%	2,117	67.8%	1,792	57.4%	1,563	50.0%		
	2019-20	3,537	2,991	84.6%	2,532	71.5%	2,053	58.0%	1,752	49.5%	1,510	42.7%
	2018-19	3,263	2,699	82.7%	2,370	72.6%	2,039	62.5%	1,688	51.7%	1,429	43.8%
	2017-18	3,458	2,788	80.6%	2,381	68.9%	2,072	59.9%	1,786	51.7%	1,451	42.0%
	2016-17	3,931	3,207	81.6%	2,717	69.1%	2,286	58.2%	2,007	51.1%	1,718	43.7%
	2015-16	3,954	3,224	81.6%	2,775	70.2%	2,302	58.2%	2,008	50.8%	1,773	44.9%
2014-15	3,821	3,118	81.6%	2,669	69.9%	2,240	58.6%	1,931	50.5%	1,689	44.2%	
Emergency Permit <sup>ii</sup>	2023-24	1,596	1,149	72.0%								
	2022-23	1,533	1,140	74.3%	999	65.2%						
	2021-22	820	617	75.2%	536	65.3%	471	57.4%				
	2020-21	293	230	78.5%	197	67.2%	168	57.3%	151	51.5%		
	2019-20	448	379	84.6%	318	71.0%	275	61.4%	249	55.6%	213	47.4%
	2018-19	373	287	76.9%	264	70.8%	246	66.0%	214	57.4%	189	50.7%
	2017-18	277	213	76.9%	190	68.6%	178	64.3%	158	57.0%	137	49.3%
	2016-17	173	139	80.3%	128	74.0%	113	65.3%	104	60.1%	94	54.3%
	2015-16	171	147	86.0%	134	78.4%	117	68.4%	112	65.5%	102	59.6%
2014-15	156	135	86.5%	120	76.9%	111	71.2%	98	62.8%	89	57.1%	
Sum of All Pathways	2023-24	32,332	26,149	80.9%								
	2022-23	34,953	28,811	82.4%	24,803	71.0%						
	2021-22	29,244	24,639	84.3%	21,533	73.6%	18,897	64.6%				
	2020-21	28,653	23,911	83.4%	20,319	70.9%	17,845	62.3%	15,895	55.5%		
	2019-20	27,650	24,387	88.2%	21,572	78.0%	18,590	67.2%	16,427	59.4%	14,479	52.4%
	2018-19	25,955	22,368	86.2%	20,366	78.5%	18,231	70.2%	15,751	60.7%	13,836	53.3%
	2017-18	28,117	24,083	85.7%	21,392	76.1%	19,578	69.6%	17,554	62.4%	15,146	53.9%
	2016-17	29,042	24,877	85.7%	22,055	75.9%	19,709	67.9%	18,089	62.3%	16,070	55.3%
	2015-16	29,151	25,158	86.3%	22,318	76.6%	19,920	68.3%	18,073	62.0%	16,566	56.8%
2014-15	30,150	26,167	86.8%	23,302	77.3%	20,892	69.3%	18,863	62.6%	17,054	56.6%	

**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 / permit, or the lack thereof using the effective date in conjunction with the PEIMS employment collection timing (last Friday of October). When no certification / permit existed in

ECOS by the last Friday in October, we assigned a value of No Texas certification to the individual. We assigned only one pathway to first year of teaching to each educator.

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

The PEIMS Fall Collection leveraged updated technology as part of the TSDS upgrade for school system data reporting. Due to this, reporting abnormalities in the staff data may be slightly higher in 2024-2025 than in recent years.

---

<sup>i</sup> An individual who was first issued an intern or probationary certificate signaling progression through an alternative certification or post-baccalaureate program and was employed for the first time as a teacher

<sup>ii</sup> An individual who completed preparation coursework, a clinical teaching experience, and earned an undergraduate degree prior to becoming a teacher of record.

<sup>iii</sup> An individual who completed preparation coursework, clinical teaching experience, and earned a master's degree prior to becoming a teacher of record.

<sup>iv</sup> An individual who completed preparation coursework, clinical teaching experience, all for a teaching credential, prior to becoming a teacher of record.

<sup>v</sup> An individual who has no Texas certification or permit and is employed for the first time as a teacher.

<sup>vi</sup> An individual who was issued a standard certificate or one-year certificate after being prepared and certified in another state.

<sup>vii</sup> An individual who was issued an emergency permit and is employed for the first time as a teacher.