

Employed and Certified Teachers by Preparation Route 2014-15 through 2018-19

This table shows the number of teachers with standard and lifetime certificates who were employed in the Texas public school system on a half-time or more basis, aggregated by preparation route of initial certification, for the last five academic years.

Definition: Standard certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years. Lifetime certificates, also referred to as provisional certificates for classroom teachers, are certificates offered before September 1, 1999 that did not require renewal. The Jamison Bill allowed students with bachelor’s degrees who had graduated at least three years earlier to enter a teacher preparation program and receive credit toward college hours from work experience in the teaching field. Jamison Bill certification is no longer offered. Career and Technical Education certificates, defined in [19 TAC Chapter 233](#), require skill and vocational experience, and may be obtained as an initial certification upon review and recommendation of an approved educator preparation program.

Academic Year	Total	Alternative		Undergraduate		Post-baccalaureate		Out of state		Jamison Bill		Vocational Exp.	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2018-19	345,373	124,681	36.10%	131,582	38.10%	23,625	6.84%	64,586	18.70%	44	0.01%	855	0.25%
2017-18	346,165	122,627	35.42%	129,810	37.50%	24,208	6.99%	68,570	19.81%	47	0.01%	903	0.26%
2016-17	343,651	117,830	34.29%	127,166	37.00%	24,787	7.21%	72,835	21.19%	52	0.02%	981	0.29%
2015-16	339,117	111,908	33.00%	123,993	36.56%	24,883	7.34%	77,206	22.77%	56	0.02%	1,071	0.32%
2014-15	335,170	106,352	31.73%	120,848	36.06%	25,019	7.46%	81,746	24.39%	63	0.02%	1,142	0.34%

Methodology: Employment records were extracted from the Public Education Information Management System (PEIMS) database for all classroom teachers (PEIMS role code ‘087’) with cumulative full-time equivalencies of 0.5 or higher for the five academic years reported. Educators were matched to their certification records in the Educator Certification Online System (ECOS) database. Educators’ preparation routes were identified by the certification program of their initial standard or provisional certification, i.e. the standard of provisional certification with the earliest date. Only one preparation route is assigned to each educator. In the case of 403 educators the program of the initial certification was ambiguous between undergraduate and post-baccalaureate due to reporting irregularities by the preparation program. In these cases, the educators were randomly associated with either the undergraduate or post-baccalaureate route.

Note: In our effort toward continuous improvement in data accuracy, we have updated our methodology and programming for identifying the program of the initial certification to better align with the practices of Educator Certification department. Due to these improvements, numbers reported herein, particularly the numbers for out of state certifications, may be significantly different from those reported in previous years and should not be considered comparable with reports from prior years.