

### Teacher Retention by Preparation Route 2014-15 through 2018-19

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 in the next academic year, referred to as First Year of Teaching in the table. A teacher is considered retained only 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 certified during the 2014-15 academic year and employed in a Texas public school in the following year, 2015-16, will be included in the 1 Year retention number. If the same teacher is employed in the next academic year, 2016-17, will be included in the 2 Year retention number. If the teacher's employment is interrupted, they are not included in the retention numbers for that year or any of the following years, regardless of whether they return to service.

**Definition:** Retention is continued employment in the workforce. For this analysis, retention refers to continued employment in the Texas public school system on a half-time or more basis.

Preparation Route	First Year of Teaching	Total	1 Year		2 Year		3 Year		4 Year		5 Year	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alternative	2018-19	10,398	9,405	90.5%								
	2017-18	12,003	10,807	90.0%	9,787	81.5%						
	2016-17	11,036	9,929	90.0%	8,926	80.9%	8,130	73.7%				
	2015-16	10,632	9,515	89.5%	8,580	80.7%	7,745	72.8%	6,952	65.4%		
	2014-15	9,332	8,275	88.7%	7,423	79.5%	6,730	72.1%	6,065	65.0%	5,472	58.6%
Undergraduate	2018-19	6,167	5,782	93.8%								
	2017-18	6,477	6,102	94.2%	5,716	88.3%						
	2016-17	6,559	6,139	93.6%	5,754	87.7%	5,360	81.7%				
	2015-16	6,900	6,510	94.3%	6,117	88.7%	5,712	82.8%	5,317	77.1%		
	2014-15	7,470	7,022	94.0%	6,594	88.3%	6,166	82.5%	5,708	76.4%	5,234	70.1%
Post-baccalaureate	2018-19	601	493	82.0%								
	2017-18	813	691	85.0%	599	73.7%						
	2016-17	828	707	85.4%	616	74.4%	535	64.6%				
	2015-16	917	795	86.7%	710	77.4%	639	69.7%	557	60.7%		
	2014-15	854	786	92.0%	721	84.4%	642	75.2%	569	66.6%	518	60.7%

### Teacher Retention by Preparation Route 2014-15 through 2018-19

Preparation Route	First Year of Teaching	Total	1 Year		2 Year		3 Year		4 Year		5 Year	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Out of state	2018-19	2,577	2,242	87.0%								
	2017-18	2,890	2,455	84.9%	2,095	72.5%						
	2016-17	2,942	2,552	86.7%	2,156	73.3%	1,855	63.1%				
	2015-16	2,983	2,566	86.0%	2,211	74.1%	1,932	64.8%	1,685	56.5%		
	2014-15	2,631	2,244	85.3%	1,915	72.8%	1,668	63.4%	1,424	54.1%	1,250	47.5%
All routes	2018-19	19,743	17,922	90.8%								
	2017-18	22,183	20,055	90.4%	18,197	82.0%						
	2016-17	21,365	19,327	90.5%	17,452	81.7%	15,880	74.3%				
	2015-16	21,432	19,386	90.5%	17,618	82.2%	16,028	74.8%	14,511	67.7%		
	2014-15	20,287	18,327	90.3%	16,653	82.1%	15,206	75.0%	13,766	67.9%	12,474	61.5%

**Methodology:** Employment records for all teachers (PEIMS role code '087') with cumulative full-time equivalencies of 0.5 or higher were extracted 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. Educators' preparation routes were identified by the certification program of their initial standard certification, i.e. the standard certification with the earliest issue date. Standard certification is defined in 19 TAC Chapter 230. Only one preparation route is assigned to each educator.

**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.