

## Teacher Retention 2012-2016

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 by the next academic year, called First Year of Employment in the table. Because data are not collected at the end of an academic year, results were examined at the beginning of the following academic year to identify teachers' employment status. Thus, teachers were employed somewhat longer than the table shows. A teacher whose First Year of Employment is academic year 2012-13, and who shows Retention in Years of one year, was employed at the beginning of academic year 2012-13 and at the beginning of academic year 2013-14. So, the teacher was probably employed throughout 2012-13 and at the beginning of 2013-14, a period somewhat longer than one year. Teachers who left the profession but returned were counted as retained.

**Definition.** Retention is continued employment in the workforce. For this analysis, retention refers to continued employment in the Texas public school system.

### Results

- One-year retention was similar for all preparation routes, but a little higher for the university undergraduate route and a little lower for the out-of-state route.
- By the fifth year, the university undergraduate route had considerably higher retention than the remaining routes, and the out-of-state route, substantially lower retention.
- Reading downward, retention for the alternative route has increased somewhat for successive cohorts. One-year retention was 86.9% in academic year 2011-12, increasing to 89.7% by academic year 2015-16.
- For the most part, changes over time were small. The largest change was in one-year retention for the university post-baccalaureate route, which declined in academic year 2015-16.

Preparation Route	First Year of Employment	Total	Retention in Years									
			1 Year		2 Years		3 Years		4 Years		5 Years	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alternative	2011-12	9,654	8,386	86.9	7,704	79.8	7,176	74.3	6,633	68.7	6,177	64.0
	2012-13	5,850	5,114	87.4	4,699	80.3	4,320	73.8	4,023	68.8		
	2013-14	7,520	6,651	88.4	6,093	81.0	5,677	75.5				
	2014-15	9,399	8,345	88.8	7,659	81.5						
	2015-16	10,686	9,583	89.7								
University Post-Baccalaureate	2011-12	816	743	91.1	692	84.8	638	78.2	598	73.3	553	67.8
	2012-13	740	683	92.3	642	86.8	582	78.6	540	73.0		
	2013-14	765	701	91.6	645	84.3	604	79.0				
	2014-15	849	783	92.2	733	86.3						
	2015-16	921	800	86.9								
University Undergraduate	2011-12	4,528	4,301	95.0	4,111	90.8	3,911	86.4	3,657	80.8	3,422	75.6
	2012-13	6,446	6,104	94.7	5,868	91.0	5,560	86.3	5,294	82.1		
	2013-14	7,633	7,169	93.9	6,850	89.7	6,500	85.2				
	2014-15	7,544	7,088	94.0	6,800	90.1						
	2015-16	6,882	6,504	94.5								

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Out of State	2011-12	1,464	1,235	84.4	1,084	74.0	937	64.0	825	56.4	757	51.7
	2012-13	1,246	1,046	83.9	912	73.2	798	64.0	714	57.3		
	2013-14	1,819	1,549	85.2	1,325	72.8	1,197	65.8				
	2014-15	2,275	1,938	85.2	1,702	74.8						
	2015-16	2,549	2,196	86.2								
All Routes *	2011-12	16,426	14,633	89.1	13,561	82.6	12,634	76.9	11,688	71.2	10,888	66.3
	2012-13	14,220	12,897	90.7	12,077	84.9	11,229	79.0	10,539	74.1		
	2013-14	17,660	16,004	90.6	14,852	84.1	13,924	78.8				
	2014-15	19,940	18,047	90.5	16,795	84.2						
	2015-16	20,988	19,037	90.7								

\* Results for individual routes do not sum to the results for All Routes, because the latter are counts rather than sums. A sum of routes would contain duplication as some teachers have been prepared through more than one route.

*Summary of methodology.* To obtain results by route, five certification tables were extracted containing identification numbers and route information for all educators who obtained an initial standard teacher certificate for academic years 2010-11 through 2014-15. Then, five employment tables were extracted representing all educators who were employed as teachers during academic years 2011-12 through 2015-16. A sixth employment table for academic year 2016-17 was also extracted. The certification tables were combined with the first five employment tables to create source tables representing only teachers who were employed the academic year after their certification year.

Each source table was then combined with all subsequent employment tables to identify teachers who were retained for the academic years following their initial employment year. The source table representing teachers who were certified in academic year 2010-11 and employed in academic year 2010-12, for example, was combined with employment tables for academic years 2012-13 through 2016-17. For each route and year shown, a sum of all certified, employed teachers was computed, followed by sums of retained teachers. Then, percentages of retained teachers were computed from these sums. Finally, the process outlined above was repeated for all routes, and all results were combined into one table. Career and Technical Education certificate results were not included in the data.