

## Teacher Retention 2013-2017

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, 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. Teachers who left the profession after the first count but returned before the second count were considered 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 consistently highest for the university undergraduate route and lowest 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 87.4% for academic year 2012-13, increasing to 90.2% by academic year 2016-17.
- For the most part, changes over time were small. The largest changes occurred for the university post-baccalaureate route in academic year 2015-16: one-year retention declined by 5.3 percentage points, and two-year retention, by 7.1 percentage points.

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	2012-13	5,851	5,115	87.4	4,700	80.3	4,321	73.9	4,024	68.8	4,024	64.2
	2013-14	7,522	6,653	88.4	6,095	81.0	5,679	75.5	5,305	70.5		
	2014-15	9,401	8,346	88.8	7,661	81.5	7,133	75.9				
	2015-16	10,688	9,583	89.7	8,860	82.9						
	2016-17	10,943	9,870	90.2								
University Post-Baccalaureate	2012-13	740	683	92.3	642	86.8	582	78.6	540	73.0	540	68.8
	2013-14	764	700	91.6	644	84.3	603	78.9	552	72.3		
	2014-15	849	783	92.2	733	86.3	671	79.0				
	2015-16	921	800	86.9	729	79.2						
	2016-17	779	666	85.5								
University Undergraduate	2012-13	6,446	6,104	94.7	5,868	91.0	5,560	86.3	5,294	82.1	5,294	76.6
	2013-14	7,635	7,171	93.9	6,852	89.7	6,501	85.1	6,139	80.4		
	2014-15	7,546	7,090	94.0	6,802	90.1	6,490	86.0				
	2015-16	6,883	6,505	94.5	6,206	90.2						
	2016-17	5,429	5,083	93.6								
Out of State	2012-13	1,246	1,046	83.9	912	73.2	798	64.0	714	57.3	714	52.2
	2013-14	1,820	1,550	85.2	1,326	72.9	1,198	65.8	1,075	59.1		
	2014-15	2,276	1,939	85.2	1,703	74.8	1,500	65.9				
	2015-16	2,549	2,196	86.2	1,941	76.1						
	2016-17	1,793	1,570	87.6								

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			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Routes *	2012-13	14,221	12,898	90.7	12,078	84.9	11,230	79.0	10,540	74.1	9,822	69.1
	2013-14	17,665	16,009	90.6	14,857	84.1	13,928	78.8	13,021	73.7		
	2014-15	19,945	18,051	90.5	16,800	84.2	15,704	78.7				
	2015-16	21,071	19,104	90.7	17,752	84.2						
	2016-17	21,051	19,107	90.8								

\* 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 teaching certificate for academic years 2011-12 through 2015-16. Then, five employment tables were extracted containing identification numbers for all educators who were employed as teachers during academic years 2012-13 through 2016-17. A sixth employment table for academic year 2017-18 was also extracted. The certification tables were combined with the first five employment tables to create source tables representing only teachers who were employed for 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 2011-12 and employed in academic year 2012-13, for example, was combined with employment tables for academic years 2013-14 through 2017-18. 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.