Teacher Retention 2014-2018

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 2014-15, and who shows Retention in Years of one year, was employed at the beginning of academic year 2014-15 and at the beginning of academic year 2015-16. Teachers who left the profession after the first count but returned before the second count were considered retained. Out-of-State certificates were identified using the route option code.

Definition and note. Retention is continued employment in the workforce. For this analysis, retention refers to continued employment in the Texas public school system. With the 2017-18 report, procedures for identifying out-of-state teachers were updated to adjust for changes in the database. Values may differ slightly from those in previous reports.

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 88.4% for academic year 2013-14, increasing to 90.3% by academic year 2017-18.

• 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; two-year retention, by 7.1 percentage points; and three-year retention, by 6.0 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	2013-14	7,518	6,649	88.4	6,092	81.0	5,676	75.5	5,302	70.5	4,944	65.8
	2014-15	9,401	8,346	88.8	7,661	81.5	7,133	75.9	6,631	70.5		
	2015-16	10,688	9,583	89.7	8,859	82.9	8,260	77.3				
	2016-17	11,124	10,031	90.2	9,202	82.7						
	2017-18	12,029	10,861	90.3								
University Post-Baccalaureate	2013-14	763	699	91.6	643	84.3	602	78.9	551	72.2	516	67.6
	2014-15	849	783	92.2	733	86.3	671	79.0	613	72.2		
	2015-16	921	800	86.9	729	79.2	672	73.0				
	2016-17	836	714	85.4	640	76.6						
	2017-18	828	701	84.7								
University Undergraduate	2013-14	7,634	7,171	93.9	6,850	89.7	6,500	85.1	6,138	80.4	5,737	75.2
	2014-15	7,547	7,091	94.0	6,803	90.1	6,491	86.0	6,115	81.0		
	2015-16	6,907	6,526	94.5	6,226	90.1	5,954	86.2				
	2016-17	6,464	6,072	93.9	5,820	90.0						
	2017-18	6,485	6,112	94.2								

Teacher Retention 2014-2018

Out of State	2013-14	1,828	1,557	85.2	1,333	72.9	1,205	65.9	1,082	59.2	989	54.1
	2014-15	2,277	1,940	85.2	1,704	74.8	1,501	65.9	1,338	58.8		
	2015-16	2,611	2,247	86.1	1,985	76.0	1,767	67.7				
	2016-17	2,671	2,327	87.1	2,002	75.0						
	2017-18	2,591	2,211	85.3								
All Routes *	2013-14	17,667	16,011	90.6	14,858	84.1	13,930	78.8	13,023	73.7	12,138	68.7
	2014-15	19,947	18,053	90.5	16,802	84.2	15,706	78.7	14,615	73.3		
	2015-16	21,075	19,108	90.7	17,756	84.3	16,611	78.8				
	2016-17	21,052	19,108	90.8	17,632	83.8						
	2017-18	21,889	19,845	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 teaching certificate for academic years 2012-13 through 2016-17. Then, five employment tables were extracted containing identification numbers for all educators who were employed as teachers during academic years 2013-14 through 2017-18. A sixth employment table for academic year 2018-19 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 2012-13 and employed in academic year 2013-14, for example, was combined with employment tables for academic years 2014-15 through 2018-19. 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.