

Employed and Certified Teachers by Preparation Route 2014-15 through 2020-21

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. This year we are also reporting the number of teachers who are teaching on a certificate other than a standard certificate, including one-year, visiting international teacher, intern, probationary, and emergency certificates.

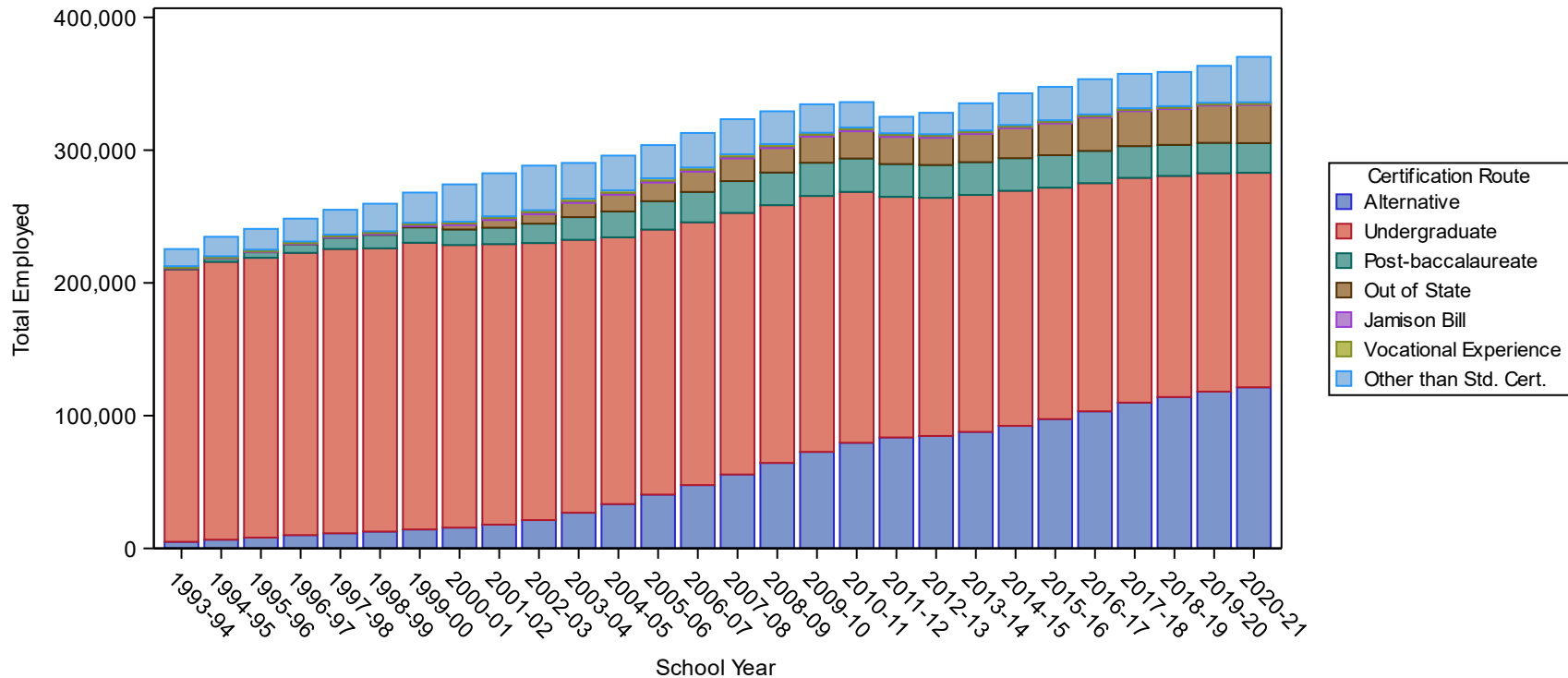
Academic Year	Total Employed	Standard Certified	Alternative		Undergraduate		Post-baccalaureate		Out of state		Jamison Bill		Vocational Experience		Other than Standard Certified	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2020-21	370,299	336,073	121,364	32.77%	161,590	43.64%	22,352	6.04%	30,014	8.11%	40	0.01%	713	0.19%	34,226	9.24%
2019-20	363,522	335,722	118,112	32.49%	164,524	45.26%	22,853	6.29%	29,412	8.09%	44	0.01%	777	0.21%	27,800	7.65%
2018-19	358,914	333,174	114,046	31.78%	166,550	46.40%	23,359	6.51%	28,338	7.90%	46	0.01%	835	0.23%	25,740	7.17%
2017-18	357,521	331,595	109,821	30.72%	169,311	47.36%	23,906	6.69%	27,626	7.73%	49	0.01%	882	0.25%	25,926	7.25%
2016-17	353,449	326,911	103,288	29.22%	171,851	48.62%	24,302	6.88%	26,457	7.49%	54	0.02%	959	0.27%	26,538	7.51%
2015-16	347,682	322,504	97,427	28.02%	174,350	50.15%	24,436	7.03%	25,190	7.25%	58	0.02%	1,043	0.30%	25,178	7.24%
2014-15	342,832	318,982	92,318	26.93%	177,087	51.65%	24,557	7.16%	23,846	6.96%	65	0.02%	1,109	0.32%	23,850	6.96%
2013-14	335,319	314,808	87,786	26.18%	178,488	53.23%	24,696	7.36%	22,548	6.72%	70	0.02%	1,220	0.36%	20,511	6.12%
2012-13	328,147	312,002	84,699	25.81%	179,441	54.68%	24,685	7.52%	21,809	6.65%	81	0.02%	1,287	0.39%	16,145	4.92%
2011-12	325,160	312,733	83,602	25.71%	181,241	55.74%	24,707	7.60%	21,726	6.68%	89	0.03%	1,368	0.42%	12,427	3.82%

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 ten 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

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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.

Employed and Certified Teachers by Preparation Route 1993-94 through 2020-21



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 and our reporting of teachers without standard certificates, numbers reported herein may be significantly different from those reported in previous years and should not be considered comparable with reports from prior years.