

Teacher Retention by Preparation Route 2014-15 through 2020-21

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, they 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	2019-20	10,453	9,593	91.8%								
	2018-19	10,770	9,744	90.5%	8,963	83.2%						
	2017-18	12,340	11,084	89.8%	10,019	81.2%	9,242	74.9%				
	2016-17	11,473	10,268	89.5%	9,250	80.6%	8,425	73.4%	7,713	67.2%		
	2015-16	11,077	9,917	89.5%	8,950	80.8%	8,087	73.0%	7,283	65.7%	6,683	60.3%
	2014-15	10,018	8,843	88.3%	7,892	78.8%	7,159	71.5%	6,437	64.3%	5,798	57.9%
Undergraduate	2019-20	7,349	6,959	94.7%								
	2018-19	7,402	6,894	93.1%	6,499	87.8%						
	2017-18	7,800	7,302	93.6%	6,805	87.2%	6,440	82.6%				
	2016-17	7,950	7,384	92.9%	6,890	86.7%	6,398	80.5%	5,988	75.3%		
	2015-16	8,461	7,894	93.3%	7,362	87.0%	6,873	81.2%	6,385	75.5%	5,939	70.2%
	2014-15	9,584	8,907	92.9%	8,308	86.7%	7,751	80.9%	7,176	74.9%	6,586	68.7%

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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
Post-baccalaureate	2019-20	686	599	87.3%								
	2018-19	712	589	82.7%	538	75.6%						
	2017-18	957	816	85.3%	713	74.5%	647	67.6%				
	2016-17	967	830	85.8%	734	75.9%	631	65.3%	580	60.0%		
	2015-16	1,095	948	86.6%	844	77.1%	761	69.5%	666	60.8%	607	55.4%
	2014-15	1,103	1,000	90.7%	909	82.4%	811	73.5%	719	65.2%	657	59.6%
Out of state	2019-20	3,181	2,782	87.5%								
	2018-19	2,964	2,561	86.4%	2,270	76.6%						
	2017-18	3,165	2,688	84.9%	2,310	73.0%	2,024	63.9%				
	2016-17	3,213	2,778	86.5%	2,352	73.2%	2,010	62.6%	1,797	55.9%		
	2015-16	3,351	2,868	85.6%	2,473	73.8%	2,146	64.0%	1,879	56.1%	1,654	49.4%
	2014-15	3,029	2,575	85.0%	2,226	73.5%	1,940	64.0%	1,679	55.4%	1,481	48.9%
All routes	2019-20	21,669	19,933	92.0%								
	2018-19	21,848	19,788	90.6%	18,270	83.6%						
	2017-18	24,262	21,890	90.2%	19,847	81.8%	18,353	75.6%				
	2016-17	23,603	21,260	90.1%	19,226	81.5%	17,464	74.0%	16,078	68.1%		
	2015-16	23,984	21,627	90.2%	19,629	81.8%	17,867	74.5%	16,213	67.6%	14,883	62.1%
	2014-15	23,734	21,325	89.9%	19,335	81.5%	17,661	74.4%	16,011	67.5%	14,522	61.2%

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 may be significantly different from those reported in previous years and should not be considered comparable with reports from prior years.