

Teacher Retention by Demographics 2015-16 through 2020-21

This table shows retention by gender and race / ethnicity. The overall state results are for teachers who were issued their first standard certificate during a given academic year and 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 issued their first standard certificate during the 2015-16 academic year and employed in a Texas public school in the following year, 2016-17, will be included in the 1-Year retention number. If the same teacher is employed in the next academic year, 2017-18, they will be included in the 2-Year retention number. If the teacher’s employment is interrupted, they are not included in the retention number 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.

Methodology: We extracted employment records for all teachers (PEIMS role code ‘087’) with cumulative full-time equivalencies of 0.5 or higher from the Public Education Information Management System (PEIMS) database for the five academic years reported. We matched educators’ certification records to demographic information in the Educator Certification Online System (ECOS) database. Educators’ race / ethnicities and gender are self-reported. A standard certification is defined in 19 TAC Chapter 230. Only one race / ethnicity and gender is identified for each educator.

Teacher Retention by Gender

Gender	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
Female	2020-21	14,934	13,505	90.4%								
	2019-20	16,724	15,385	92.0%	13,895	83.1%						
	2018-19	16,827	15,262	90.7%	14,063	83.6%	12,672	75.3%				
	2017-18	18,472	16,719	90.5%	15,141	82.0%	13,988	75.7%	12,483	67.6%		
	2016-17	18,052	16,263	90.1%	14,737	81.6%	13,351	74.0%	12,261	67.9%	10,887	60.3%
	2015-16	18,320	16,517	90.2%	14,952	81.6%	13,612	74.3%	12,316	67.2%	11,251	61.4%
Male	2020-21	4,033	3,636	90.2%								
	2019-20	4,949	4,552	92.0%	4,160	84.1%						
	2018-19	5,024	4,530	90.2%	4,211	83.8%	3,827	76.2%				
	2017-18	5,793	5,173	89.3%	4,707	81.3%	4,366	75.4%	3,955	68.3%		
	2016-17	5,552	4,998	90.0%	4,490	80.9%	4,114	74.1%	3,818	68.8%	3,483	62.7%
	2015-16	5,667	5,112	90.2%	4,679	82.6%	4,257	75.1%	3,899	68.8%	3,635	64.1%
All groups	2020-21	18,967	17,141	90.4%								
	2019-20	21,673	19,937	92.0%	18,055	83.3%						
	2018-19	21,851	19,792	90.6%	18,274	83.6%	16,499	75.5%				
	2017-18	24,265	21,892	90.2%	19,848	81.8%	18,354	75.6%	16,438	67.7%		
	2016-17	23,604	21,261	90.1%	19,227	81.5%	17,465	74.0%	16,079	68.1%	14,370	60.9%
	2015-16	23,987	21,629	90.2%	19,631	81.8%	17,869	74.5%	16,215	67.6%	14,886	62.1%

Teacher Retention by Race / Ethnicity

Race / Ethnicity	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
Black / African American	2020-21	2,143	1,934	90.2%								
	2019-20	2,665	2,455	92.1%	2,207	82.8%						
	2018-19	2,600	2,375	91.3%	2,184	84.0%	1,978	76.1%				
	2017-18	3,022	2,757	91.2%	2,531	83.8%	2,321	76.8%	2,052	67.9%		
	2016-17	2,848	2,605	91.5%	2,384	83.7%	2,170	76.2%	2,008	70.5%	1,769	62.1%
	2015-16	2,851	2,582	90.6%	2,345	82.3%	2,116	74.2%	1,888	66.2%	1,710	60.0%
Hispanic / Latino	2020-21	5,491	5,083	92.6%								
	2019-20	6,237	5,834	93.5%	5,380	86.3%						
	2018-19	6,209	5,743	92.5%	5,387	86.8%	4,971	80.1%				
	2017-18	6,911	6,401	92.6%	5,917	85.6%	5,575	80.7%	5,052	73.1%		
	2016-17	6,562	6,101	93.0%	5,648	86.1%	5,239	79.8%	4,880	74.4%	4,452	67.8%
	2015-16	6,535	6,031	92.3%	5,620	86.0%	5,236	80.1%	4,869	74.5%	4,544	69.5%
Other	2020-21	974	839	86.1%								
	2019-20	1,144	1,009	88.2%	895	78.2%						
	2018-19	1,035	909	87.8%	835	80.7%	719	69.5%				
	2017-18	1,099	955	86.9%	841	76.5%	765	69.6%	652	59.3%		
	2016-17	1,076	919	85.4%	814	75.7%	725	67.4%	655	60.9%	568	52.8%
	2015-16	1,124	975	86.7%	856	76.2%	752	66.9%	661	58.8%	604	53.7%
White	2020-21	10,359	9,285	89.6%								
	2019-20	11,627	10,639	91.5%	9,573	82.3%						
	2018-19	12,007	10,765	89.7%	9,868	82.2%	8,831	73.5%				
	2017-18	13,233	11,779	89.0%	10,559	79.8%	9,693	73.2%	8,682	65.6%		
	2016-17	13,118	11,636	88.7%	10,381	79.1%	9,331	71.1%	8,536	65.1%	7,581	57.8%
	2015-16	13,477	12,041	89.3%	10,810	80.2%	9,765	72.5%	8,797	65.3%	8,028	59.6%
All groups	2020-21	18,967	17,141	90.4%								
	2019-20	21,673	19,937	92.0%	18,055	83.3%						
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