

## Teacher Retention by Demographics 2013-14 through 2022-23

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). We only consider a teacher to be retained 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, and who is then retained as employed in 2017-18, will be included in the 1-Year retention number. If the same teacher is employed in the next academic year, 2018-19, 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.

Gender	First Year of Teaching	Total Teaching in First Year	Total Retained in Year 1	Percent Retained in Year 1	Total Retained in Year 2	Percent Retained in Year 2	Total Retained in Year 3	Percent Retained in Year 3	Total Retained in Year 4	Percent Retained in Year 4	Total Retained in Year 5	Percent Retained in Year 5
Female	2022-23	15,393	13,714	89.1%								
	2021-22	18,546	16,284	87.8%	14,478	78.1%						
	2020-21	14,971	13,537	90.4%	11,771	78.6%	10,389	69.4%				
	2019-20	16,755	15,409	92.0%	13,918	83.1%	12,007	71.7%	10,586	63.2%		
	2018-19	16,850	15,280	90.7%	14,080	83.6%	12,687	75.3%	10,974	65.1%	9,622	57.1%
	2017-18	18,513	16,756	90.5%	15,179	82.0%	14,021	75.7%	12,511	67.6%	10,713	57.9%
	2016-17	18,117	16,326	90.1%	14,790	81.6%	13,401	74.0%	12,307	67.9%	10,932	60.3%
	2015-16	18,374	16,566	90.2%	14,995	81.6%	13,650	74.3%	12,352	67.2%	11,286	61.4%
	2014-15	18,396	16,553	90.0%	14,982	81.4%	13,679	74.4%	12,373	67.3%	11,202	60.9%
2013-14	17,547	15,870	90.4%	14,438	82.3%	13,200	75.2%	12,016	68.5%	10,869	61.9%	
Male	2022-23	4,794	4,315	90.0%								
	2021-22	5,557	4,865	87.5%	4,384	78.9%						
	2020-21	4,038	3,640	90.1%	3,215	79.6%	2,894	71.7%				
	2019-20	4,968	4,570	92.0%	4,178	84.1%	3,660	73.7%	3,281	66.0%		
	2018-19	5,045	4,550	90.2%	4,229	83.8%	3,846	76.2%	3,440	68.2%	3,137	62.2%
	2017-18	5,816	5,195	89.3%	4,725	81.2%	4,384	75.4%	3,972	68.3%	3,525	60.6%
	2016-17	5,571	5,015	90.0%	4,507	80.9%	4,128	74.1%	3,832	68.8%	3,497	62.8%
	2015-16	5,682	5,124	90.2%	4,693	82.6%	4,271	75.2%	3,912	68.8%	3,649	64.2%
	2014-15	5,413	4,843	89.5%	4,421	81.7%	4,046	74.7%	3,699	68.3%	3,378	62.4%
2013-14	4,952	4,468	90.2%	4,059	82.0%	3,708	74.9%	3,407	68.8%	3,153	63.7%	
All groups	2022-23	20,187	18,029	89.3%								
	2021-22	24,103	21,149	87.7%	18,862	78.3%						
	2020-21	19,009	17,177	90.4%	14,986	78.8%	13,283	69.9%				
	2019-20	21,723	19,979	92.0%	18,096	83.3%	15,667	72.1%	13,867	63.8%		
	2018-19	21,895	19,830	90.6%	18,309	83.6%	16,533	75.5%	14,414	65.8%	12,759	58.3%
	2017-18	24,329	21,951	90.2%	19,904	81.8%	18,405	75.7%	16,483	67.8%	14,238	58.5%
	2016-17	23,688	21,341	90.1%	19,297	81.5%	17,529	74.0%	16,139	68.1%	14,429	60.9%
	2015-16	24,056	21,690	90.2%	19,688	81.8%	17,921	74.5%	16,264	67.6%	14,935	62.1%
	2014-15	23,809	21,396	89.9%	19,403	81.5%	17,725	74.4%	16,072	67.5%	14,580	61.2%
2013-14	22,499	20,338	90.4%	18,497	82.2%	16,908	75.2%	15,423	68.5%	14,022	62.3%	

Race / Ethnicity	First Year of Teaching	Total Teaching in First Year	Total Retained in Year 1	Percent Retained in Year 1	Total Retained in Year 2	Percent Retained in Year 2	Total Retained in Year 3	Percent Retained in Year 3	Total Retained in Year 4	Percent Retained in Year 4	Total Retained in Year 5	Percent Retained in Year 5
Black / African American	2022-23	2,308	2,081	90.2%								
	2021-22	3,045	2,635	86.5%	2,377	78.1%						
	2020-21	2,151	1,940	90.2%	1,677	78.0%	1,489	69.2%				
	2019-20	2,669	2,459	92.1%	2,212	82.9%	1,881	70.5%	1,669	62.5%		
	2018-19	2,604	2,379	91.4%	2,188	84.0%	1,983	76.2%	1,698	65.2%	1,512	58.1%
	2017-18	3,025	2,759	91.2%	2,533	83.7%	2,324	76.8%	2,054	67.9%	1,765	58.3%
	2016-17	2,854	2,612	91.5%	2,389	83.7%	2,174	76.2%	2,012	70.5%	1,773	62.1%
	2015-16	2,855	2,586	90.6%	2,349	82.3%	2,119	74.2%	1,891	66.2%	1,713	60.0%
	2014-15	2,590	2,362	91.2%	2,155	83.2%	1,960	75.7%	1,751	67.6%	1,553	60.0%
2013-14	2,133	1,955	91.7%	1,778	83.4%	1,637	76.7%	1,467	68.8%	1,311	61.5%	
Hispanic / Latino	2022-23	6,058	5,554	91.7%								
	2021-22	7,174	6,547	91.3%	6,024	84.0%						
	2020-21	5,506	5,097	92.6%	4,565	82.9%	4,148	75.3%				
	2019-20	6,258	5,853	93.5%	5,398	86.3%	4,863	77.7%	4,398	70.3%		
	2018-19	6,236	5,766	92.5%	5,407	86.7%	4,989	80.0%	4,489	72.0%	4,027	64.6%
	2017-18	6,939	6,426	92.6%	5,941	85.6%	5,598	80.7%	5,072	73.1%	4,510	65.0%
	2016-17	6,598	6,137	93.0%	5,681	86.1%	5,269	79.9%	4,907	74.4%	4,479	67.9%
	2015-16	6,565	6,059	92.3%	5,647	86.0%	5,263	80.2%	4,894	74.5%	4,570	69.6%
	2014-15	6,483	5,958	91.9%	5,518	85.1%	5,148	79.4%	4,801	74.1%	4,414	68.1%
2013-14	5,843	5,453	93.3%	5,102	87.3%	4,771	81.7%	4,410	75.5%	4,094	70.1%	
Other	2022-23	1,124	987	87.8%								
	2021-22	1,259	1,042	82.8%	895	71.1%						
	2020-21	977	842	86.2%	702	71.9%	598	61.2%				
	2019-20	1,152	1,016	88.2%	901	78.2%	762	66.1%	648	56.3%		
	2018-19	1,045	919	87.9%	844	80.8%	728	69.7%	625	59.8%	543	52.0%
	2017-18	1,109	966	87.1%	851	76.7%	775	69.9%	660	59.5%	552	49.8%
	2016-17	1,086	926	85.3%	819	75.4%	732	67.4%	662	61.0%	574	52.9%
	2015-16	1,130	979	86.6%	860	76.1%	756	66.9%	665	58.8%	608	53.8%
	2014-15	969	836	86.3%	737	76.1%	664	68.5%	594	61.3%	537	55.4%
2013-14	914	779	85.2%	685	74.9%	594	65.0%	538	58.9%	487	53.3%	

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White	2022-23	10,697	9,407	87.9%								
	2021-22	12,625	10,925	86.5%	9,566	75.8%						
	2020-21	10,375	9,298	89.6%	8,042	77.5%	7,048	67.9%				
	2019-20	11,644	10,651	91.5%	9,585	82.3%	8,161	70.1%	7,152	61.4%		
	2018-19	12,010	10,766	89.6%	9,870	82.2%	8,833	73.5%	7,602	63.3%	6,677	55.6%
	2017-18	13,256	11,800	89.0%	10,579	79.8%	9,708	73.2%	8,697	65.6%	7,411	55.9%
	2016-17	13,150	11,666	88.7%	10,408	79.1%	9,354	71.1%	8,558	65.1%	7,603	57.8%
	2015-16	13,506	12,066	89.3%	10,832	80.2%	9,783	72.4%	8,814	65.3%	8,044	59.6%
	2014-15	13,767	12,240	88.9%	10,993	79.9%	9,953	72.3%	8,926	64.8%	8,076	58.7%
2013-14	13,609	12,151	89.3%	10,932	80.3%	9,906	72.8%	9,008	66.2%	8,130	59.7%	
All groups	2022-23	20,187	18,029	89.3%								
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**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 and align with the guidance offered by the U.S. Department of Education in 2007. Standard certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years.

**Note:** The counts may differ from those reported in previous years. This is due to ongoing efforts to validate the data for accuracy.