

## Teacher Retention by Preparation Route 2011-12 through 2021-22

This table shows retention by preparation route, with overall state results, 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.

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	2021-22	11,854	10,362	87.4%								
	2020-21	9,325	8,380	89.9%	7,306	78.3%						
	2019-20	10,455	9,595	91.8%	8,656	82.8%	7,440	71.2%				
	2018-19	10,772	9,747	90.5%	8,966	83.2%	8,088	75.1%	7,045	65.4%		
	2017-18	12,342	11,086	89.8%	10,021	81.2%	9,244	74.9%	8,207	66.5%	7,083	57.4%
	2016-17	11,473	10,268	89.5%	9,250	80.6%	8,425	73.4%	7,713	67.2%	6,868	59.9%
	2015-16	11,079	9,918	89.5%	8,951	80.8%	8,088	73.0%	7,284	65.7%	6,685	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%
	2013-14	8,156	7,204	88.3%	6,459	79.2%	5,845	71.7%	5,295	64.9%	4,794	58.8%
	2012-13	6,412	5,640	88.0%	5,063	79.0%	4,531	70.7%	4,104	64.0%	3,735	58.3%
	2011-12	9,685	8,397	86.7%	7,472	77.2%	6,774	69.9%	6,083	62.8%	5,497	56.8%

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
Undergraduate	2021-22	8,062	7,432	92.2%								
	2020-21	6,248	5,859	93.8%	5,274	84.4%						
	2019-20	7,353	6,964	94.7%	6,498	88.4%	5,792	78.8%				
	2018-19	7,404	6,896	93.1%	6,501	87.8%	5,998	81.0%	5,338	72.1%		
	2017-18	7,802	7,303	93.6%	6,807	87.2%	6,442	82.6%	5,887	75.5%	5,181	66.4%
	2016-17	7,949	7,384	92.9%	6,890	86.7%	6,398	80.5%	5,988	75.3%	5,448	68.5%
	2015-16	8,464	7,897	93.3%	7,365	87.0%	6,875	81.2%	6,387	75.5%	5,941	70.2%
	2014-15	9,583	8,906	92.9%	8,308	86.7%	7,750	80.9%	7,175	74.9%	6,585	68.7%
	2013-14	10,641	9,919	93.2%	9,255	87.0%	8,598	80.8%	7,944	74.7%	7,277	68.4%
	2012-13	9,947	9,359	94.1%	8,827	88.7%	8,233	82.8%	7,653	76.9%	7,004	70.4%
	2011-12	6,169	5,802	94.1%	5,456	88.4%	5,096	82.6%	4,711	76.4%	4,294	69.6%
Post-baccalaureate	2021-22	668	520	77.8%								
	2020-21	669	575	85.9%	465	69.5%						
	2019-20	686	598	87.2%	516	75.2%	441	64.3%				
	2018-19	711	588	82.7%	537	75.5%	469	66.0%	382	53.7%		
	2017-18	958	817	85.3%	714	74.5%	648	67.6%	562	58.7%	473	49.4%
	2016-17	968	830	85.7%	734	75.8%	631	65.2%	580	59.9%	519	53.6%
	2015-16	1,092	945	86.5%	841	77.0%	759	69.5%	664	60.8%	605	55.4%
	2014-15	1,106	1,003	90.7%	911	82.4%	813	73.5%	721	65.2%	659	59.6%
	2013-14	1,108	991	89.4%	890	80.3%	814	73.5%	736	66.4%	657	59.3%
	2012-13	1,148	1,053	91.7%	970	84.5%	866	75.4%	788	68.6%	714	62.2%
	2011-12	976	879	90.1%	795	81.5%	726	74.4%	660	67.6%	601	61.6%

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
Out of state	2021-22	3,464	2,789	80.5%								
	2020-21	2,727	2,328	85.4%	1,909	70.0%						
	2019-20	3,179	2,780	87.4%	2,385	75.0%	1,958	61.6%				
	2018-19	2,964	2,561	86.4%	2,270	76.6%	1,944	65.6%	1,619	54.6%		
	2017-18	3,166	2,689	84.9%	2,310	73.0%	2,024	63.9%	1,785	56.4%	1,466	46.3%
	2016-17	3,214	2,779	86.5%	2,353	73.2%	2,011	62.6%	1,798	55.9%	1,535	47.8%
	2015-16	3,353	2,870	85.6%	2,475	73.8%	2,148	64.1%	1,881	56.1%	1,656	49.4%
	2014-15	3,028	2,574	85.0%	2,225	73.5%	1,940	64.1%	1,679	55.4%	1,481	48.9%
	2013-14	2,535	2,167	85.5%	1,845	72.8%	1,604	63.3%	1,404	55.4%	1,252	49.4%
	2012-13	1,822	1,546	84.9%	1,333	73.2%	1,140	62.6%	989	54.3%	878	48.2%
	2011-12	1,795	1,517	84.5%	1,311	73.0%	1,128	62.8%	971	54.1%	862	48.0%
All routes	2021-22	24,048	21,103	87.8%								
	2020-21	18,969	17,142	90.4%	14,954	78.8%						
	2019-20	21,673	19,937	92.0%	18,055	83.3%	15,631	72.1%				
	2018-19	21,851	19,792	90.6%	18,274	83.6%	16,499	75.5%	14,384	65.8%		
	2017-18	24,268	21,895	90.2%	19,852	81.8%	18,358	75.6%	16,441	67.7%	14,203	58.5%
	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	23,988	21,630	90.2%	19,632	81.8%	17,870	74.5%	16,216	67.6%	14,887	62.1%
	2014-15	23,735	21,326	89.9%	19,336	81.5%	17,662	74.4%	16,012	67.5%	14,523	61.2%
	2013-14	22,440	20,281	90.4%	18,449	82.2%	16,861	75.1%	15,379	68.5%	13,980	62.3%
	2012-13	19,329	17,598	91.0%	16,193	83.8%	14,770	76.4%	13,534	70.0%	12,331	63.8%
	2011-12	18,625	16,595	89.1%	15,034	80.7%	13,724	73.7%	12,425	66.7%	11,254	60.4%

**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. 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 certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years. Only one preparation route was assigned to each educator.

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