

## Teacher Retention by Preparation Route 2015-16 through 2020-21

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

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	2020-21	9,323	8,378	89.9%								
	2019-20	10,454	9,594	91.8%	8,655	82.8%						
	2018-19	10,771	9,745	90.5%	8,964	83.2%	8,086	75.1%				
	2017-18	12,340	11,084	89.8%	10,019	81.2%	9,242	74.9%	8,206	66.5%		
	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	11,077	9,916	89.5%	8,949	80.8%	8,086	73.0%	7,282	65.7%	6,683	60.3%
Undergraduate	2020-21	6,248	5,858	93.8%								
	2019-20	7,354	6,963	94.7%	6,498	88.4%						
	2018-19	7,399	6,891	93.1%	6,496	87.8%	5,994	81.0%				
	2017-18	7,798	7,299	93.6%	6,804	87.3%	6,439	82.6%	5,885	75.5%		
	2016-17	7,955	7,389	92.9%	6,896	86.7%	6,404	80.5%	5,993	75.3%	5,450	68.5%
	2015-16	8,463	7,895	93.3%	7,363	87.0%	6,874	81.2%	6,387	75.5%	5,939	70.2%

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	2020-21	669	575	85.9%								
	2019-20	682	596	87.4%	514	75.4%						
	2018-19	715	592	82.8%	541	75.7%	473	66.2%				
	2017-18	960	819	85.3%	715	74.5%	649	67.6%	563	58.6%		
	2016-17	962	825	85.8%	728	75.7%	625	65.0%	575	59.8%	517	53.7%
	2015-16	1,093	946	86.6%	842	77.0%	759	69.4%	664	60.8%	607	55.5%
Out of state	2020-21	2,727	2,329	85.4%								
	2019-20	3,180	2,780	87.4%	2,384	75.0%						
	2018-19	2,964	2,561	86.4%	2,270	76.6%	1,944	65.6%				
	2017-18	3,166	2,689	84.9%	2,310	73.0%	2,024	63.9%	1,785	56.4%		
	2016-17	3,213	2,778	86.5%	2,352	73.2%	2,010	62.6%	1,797	55.9%	1,534	47.7%
	2015-16	3,351	2,868	85.6%	2,473	73.8%	2,146	64.0%	1,879	56.1%	1,654	49.4%
All routes	2020-21	18,967	17,140	90.4%								
	2019-20	21,670	19,933	92.0%	18,051	83.3%						
	2018-19	21,849	19,789	90.6%	18,271	83.6%	16,497	75.5%				
	2017-18	24,264	21,891	90.2%	19,848	81.8%	18,354	75.6%	16,439	67.8%		
	2016-17	23,603	21,260	90.1%	19,226	81.5%	17,464	74.0%	16,078	68.1%	14,369	60.9%
	2015-16	23,984	21,625	90.2%	19,627	81.8%	17,865	74.5%	16,212	67.6%	14,883	62.1%

**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 certification is defined in 19 TAC Chapter 230. Only one preparation route is 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.