

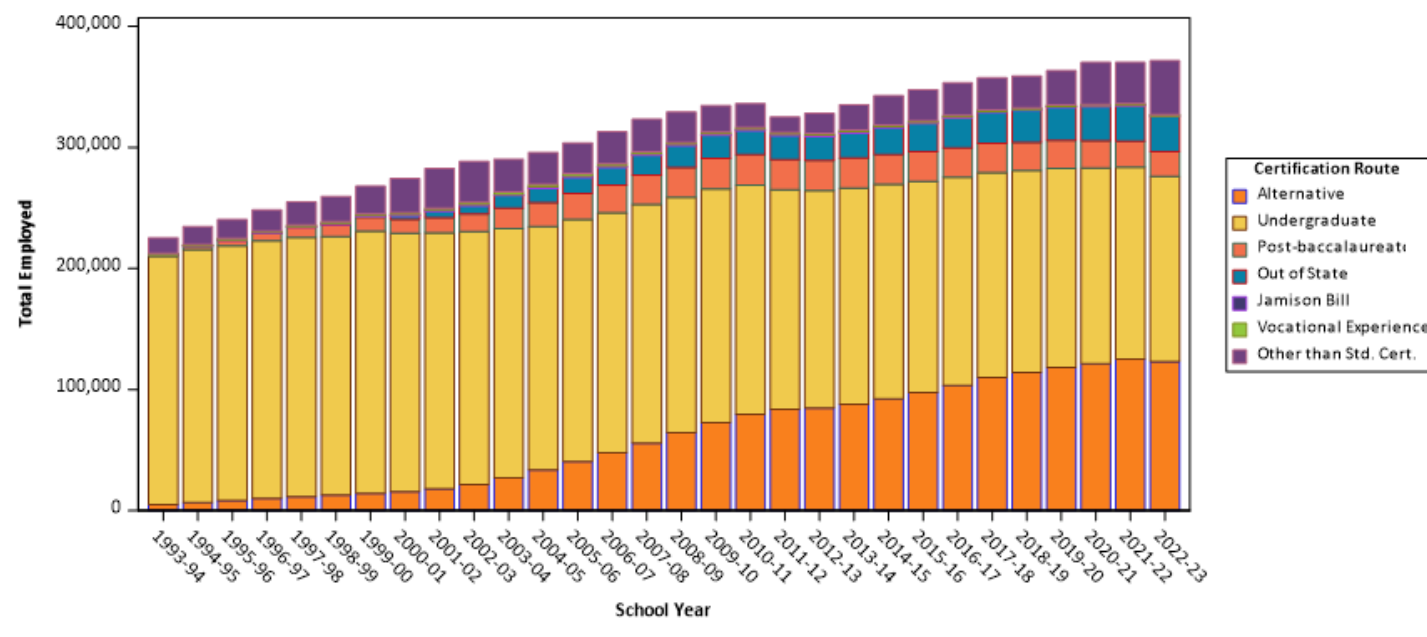
## Employed and Certified Teachers by Preparation Route 2013-14 through 2022-23

This table shows the number of teachers with standard and lifetime certificates who were employed in the Texas public school system on a half-time or more basis, aggregated by preparation route of initial certification, for the last five academic years.

**Definition:** Standard certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years. Lifetime certificates, also referred to as provisional certificates for classroom teachers, are certificates offered before September 1, 1999 that do not require renewal. The Jamison Bill was passed in 1969 by the Texas Legislature, allowing for people with specific credentials to be sponsored for certification by an Educator Preparation Program. The Jamison Bill certification is no longer available. Career and technical education certificates, defined in [19 TAC Chapter 233](#), require skill and vocational experience, and may be obtained as an initial certification upon review and recommendation of an approved educator preparation program. We also report the number of teachers who are teaching on a certificate other than a standard certificate, including one-year, visiting international teacher, intern, probationary, and emergency certificates.

| Academic Year | Total Employed | Standard Certified | Alternative |         | Undergraduate |         | Post-baccalaureate |         | Out of state |         | Jamison Bill |         | Career and Technical Experience |         | Other than Standard Certified |         |
|---------------|----------------|--------------------|-------------|---------|---------------|---------|--------------------|---------|--------------|---------|--------------|---------|---------------------------------|---------|-------------------------------|---------|
|               |                |                    | Number      | Percent | Number        | Percent | Number             | Percent | Number       | Percent | Number       | Percent | Number                          | Percent | Number                        | Percent |
| 2022-23       | 371,650        | 327,329            | 123,188     | 33.15%  | 152,739       | 41.10%  | 20,390             | 5.49%   | 30,417       | 8.18%   | 29           | 0.01%   | 566                             | 0.15%   | 44,321                        | 11.93%  |
| 2021-22       | 370,433        | 336,240            | 124,983     | 33.74%  | 158,606       | 42.82%  | 21,658             | 5.85%   | 30,333       | 8.19%   | 38           | 0.01%   | 622                             | 0.17%   | 34,193                        | 9.23%   |
| 2020-21       | 370,302        | 335,659            | 121,381     | 32.78%  | 161,729       | 43.67%  | 22,397             | 6.05%   | 29,404       | 7.94%   | 40           | 0.01%   | 708                             | 0.19%   | 34,643                        | 9.36%   |
| 2019-20       | 363,527        | 335,281            | 118,121     | 32.49%  | 164,681       | 45.30%  | 22,896             | 6.30%   | 28,767       | 7.91%   | 44           | 0.01%   | 772                             | 0.21%   | 28,246                        | 7.77%   |
| 2018-19       | 358,910        | 332,722            | 114,052     | 31.78%  | 166,706       | 46.45%  | 23,403             | 6.52%   | 27,684       | 7.71%   | 46           | 0.01%   | 831                             | 0.23%   | 26,188                        | 7.30%   |
| 2017-18       | 357,522        | 331,142            | 109,822     | 30.72%  | 169,482       | 47.40%  | 23,946             | 6.70%   | 26,965       | 7.54%   | 49           | 0.01%   | 878                             | 0.25%   | 26,380                        | 7.38%   |
| 2016-17       | 353,445        | 326,458            | 103,284     | 29.22%  | 172,022       | 48.67%  | 24,348             | 6.89%   | 25,797       | 7.30%   | 54           | 0.02%   | 953                             | 0.27%   | 26,987                        | 7.64%   |
| 2015-16       | 347,681        | 322,049            | 97,425      | 28.02%  | 174,544       | 50.20%  | 24,481             | 7.04%   | 24,505       | 7.05%   | 58           | 0.02%   | 1,036                           | 0.30%   | 25,632                        | 7.37%   |
| 2014-15       | 342,835        | 318,552            | 92,315      | 26.93%  | 177,276       | 51.71%  | 24,610             | 7.18%   | 23,185       | 6.76%   | 65           | 0.02%   | 1,101                           | 0.32%   | 24,283                        | 7.08%   |
| 2013-14       | 335,313        | 314,385            | 87,781      | 26.18%  | 178,685       | 53.29%  | 24,751             | 7.38%   | 21,889       | 6.53%   | 70           | 0.02%   | 1,209                           | 0.36%   | 20,928                        | 6.24%   |

## Employed and Certified Teachers by Preparation Route 1993-94 through 2022-23



**Methodology:** We extract employment records from the Public Education Information Management System (PEIMS) database for all classroom teachers (PEIMS role code 087) with cumulative full-time equivalencies of 0.5 or higher for the ten 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 or provisional certification, i.e., the standard or provisional certification with the earliest date.

**Notes:** The counts may differ from those reported in previous years. This occurs for two reasons: (1) as errors are discovered, they are corrected, or (2) we update our programming to improve the accurate capture of the population of interest.

We assigned only one preparation route to each educator. In 889 cases, our data was unable to distinguish whether an educator completed their initial certification in an undergraduate, post-baccalaureate, or alternative certification preparation program. In these cases, we randomly assigned educators to an undergraduate, post-baccalaureate, or alternative certification preparation route.