

Teacher Retention by Pathway to First Year of Teaching 2013-14 through 2022-23

This table shows teacher retention disaggregated by the path of entry into a teaching role. This report includes overall state results based on the pathway to teaching (intern certification, standard certification, out-of-state certification, or no certification) as observed in their First Year of Teaching. 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 first employed in the 2015-16 academic year and who is then retained 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.

Pathway to Teaching	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
Intern Certification	2022-23	7,039	6,227	88.5%								
	2021-22	8,213	7,260	88.4%	6,462	78.7%						
	2020-21	13,683	11,263	82.3%	9,586	70.1%	8,495	62.1%				
	2019-20	9,820	8,840	90.0%	7,886	80.3%	6,866	69.9%	6,109	62.2%		
	2018-19	9,449	8,356	88.4%	7,652	81.0%	6,865	72.7%	5,877	62.2%	5,175	54.8%
	2017-18	10,858	9,497	87.5%	8,424	77.6%	7,705	71.0%	6,933	63.8%	5,997	55.2%
	2016-17	12,094	10,627	87.9%	9,374	77.5%	8,386	69.3%	7,734	63.9%	6,832	56.5%
	2015-16	11,990	10,523	87.8%	9,294	77.5%	8,230	68.6%	7,480	62.4%	6,864	57.2%
	2014-15	11,917	10,510	88.2%	9,293	78.0%	8,296	69.6%	7,457	62.6%	6,721	56.4%
	2013-14	10,279	9,146	89.0%	8,057	78.4%	7,094	69.0%	6,419	62.4%	5,757	56.0%
Standard Certification, Undergraduate	2022-23	7,297	6,590	90.3%								
	2021-22	8,065	7,315	90.7%	6,668	82.7%						
	2020-21	6,652	6,125	92.1%	5,476	82.3%	4,920	74.0%				
	2019-20	8,112	7,546	93.1%	6,986	86.2%	6,204	76.5%	5,550	68.5%		
	2018-19	8,070	7,436	92.2%	6,961	86.3%	6,400	79.3%	5,694	70.6%	5,060	62.7%
	2017-18	8,582	7,934	92.4%	7,354	85.7%	6,928	80.7%	6,335	73.8%	5,571	64.9%
	2016-17	8,708	7,992	91.8%	7,447	85.5%	6,860	78.8%	6,397	73.5%	5,809	66.7%
	2015-16	9,245	8,505	92.0%	7,875	85.2%	7,304	79.0%	6,755	73.1%	6,257	67.7%
	2014-15	10,467	9,589	91.6%	8,890	84.9%	8,265	79.0%	7,644	73.0%	7,016	67.0%
	2013-14	11,910	10,965	92.1%	10,147	85.2%	9,371	78.7%	8,654	72.7%	7,929	66.6%

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Standard Certification, Post Baccalaureate	2022-23	157	145	92.4%								
	2021-22	173	152	87.9%	133	76.9%						
	2020-21	208	189	90.9%	159	76.4%	137	65.9%				
	2019-20	285	266	93.3%	238	83.5%	212	74.4%	191	67.0%		
	2018-19	277	252	91.0%	230	83.0%	209	75.5%	172	62.1%	154	55.6%
	2017-18	346	307	88.7%	276	79.8%	248	71.7%	221	63.7%	182	52.6%
	2016-17	418	374	89.5%	338	80.9%	298	71.3%	275	65.8%	247	59.1%
	2015-16	472	429	90.9%	390	82.6%	360	76.3%	316	66.9%	288	61.0%
	2014-15	477	438	91.8%	395	82.8%	348	73.0%	309	64.6%	278	58.3%
	2013-14	480	437	91.0%	401	83.5%	360	75.0%	321	66.9%	287	59.8%
Standard Certification, Alternative Certification	2022-23	308	287	93.2%								
	2021-22	366	330	90.2%	298	81.4%						
	2020-21	265	236	89.1%	198	74.7%	169	63.8%				
	2019-20	419	386	92.1%	340	81.1%	297	70.9%	265	63.2%		
	2018-19	407	372	91.4%	345	84.8%	310	76.2%	262	64.4%	227	55.8%
	2017-18	487	428	87.9%	386	79.3%	354	72.7%	316	64.9%	269	55.2%
	2016-17	448	381	85.0%	341	76.1%	317	70.8%	280	62.5%	250	55.8%
	2015-16	476	418	87.8%	375	78.8%	337	70.8%	296	62.2%	273	57.4%
	2014-15	493	443	89.9%	390	79.1%	353	71.6%	312	63.3%	286	58.0%
	2013-14	559	511	91.4%	461	82.5%	416	74.4%	379	67.8%	344	61.4%
No Certification	2022-23	14,748	11,399	77.3%								
	2021-22	8,226	6,251	76.0%	5,175	62.9%						
	2020-21	4,614	3,407	73.8%	2,691	58.3%	2,246	48.7%				
	2019-20	5,348	4,202	78.6%	3,432	64.2%	2,842	53.1%	2,450	45.8%		
	2018-19	4,504	3,215	71.4%	2,762	61.3%	2,358	52.4%	2,011	44.6%	1,743	38.7%
	2017-18	4,241	2,976	70.2%	2,428	57.2%	2,126	50.1%	1,846	43.5%	1,559	36.8%
	2016-17	3,538	2,347	66.3%	1,874	53.0%	1,578	44.6%	1,405	39.7%	1,217	34.4%
	2015-16	3,164	2,132	67.4%	1,658	52.4%	1,414	44.7%	1,229	38.9%	1,115	35.3%
	2014-15	2,988	2,018	67.5%	1,622	54.3%	1,366	45.7%	1,208	40.4%	1,065	35.6%
	2013-14	2,850	1,947	68.3%	1,617	56.7%	1,390	48.8%	1,215	42.6%	1,073	37.6%

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Out of State Certification	2022-23	3,826	3,104	81.2%								
	2021-22	3,261	2,634	80.8%	2,184	67.0%						
	2020-21	2,674	2,240	83.8%	1,808	67.6%	1,529	57.2%				
	2019-20	3,038	2,580	84.9%	2,182	71.8%	1,751	57.6%	1,486	48.9%		
	2018-19	2,903	2,396	82.5%	2,098	72.3%	1,794	61.8%	1,469	50.6%	1,234	42.5%
	2017-18	3,057	2,462	80.6%	2,091	68.4%	1,811	59.3%	1,548	50.7%	1,247	40.8%
	2016-17	3,466	2,836	81.8%	2,384	68.8%	2,004	57.8%	1,761	50.8%	1,497	43.2%
	2015-16	3,493	2,839	81.3%	2,444	70.0%	2,027	58.0%	1,766	50.6%	1,567	44.9%
	2014-15	3,353	2,738	81.7%	2,331	69.5%	1,934	57.7%	1,642	49.0%	1,429	42.6%
	2013-14	2,865	2,359	82.3%	1,995	69.6%	1,695	59.2%	1,471	51.3%	1,277	44.6%
Emergency Permit	2022-23	1,502	1,120	74.5%								
	2021-22	809	612	75.6%	532	65.7%						
	2020-21	269	214	79.6%	183	68.0%	158	58.7%				
	2019-20	427	361	84.5%	304	71.2%	266	62.3%	239	56.0%		
	2018-19	355	275	77.5%	252	71.0%	235	66.2%	205	57.7%	182	51.3%
	2017-18	255	196	76.9%	177	69.4%	166	65.1%	147	57.6%	125	49.0%
	2016-17	153	123	80.4%	116	75.8%	101	66.0%	93	60.8%	85	55.6%
	2015-16	147	129	87.8%	119	81.0%	104	70.7%	101	68.7%	91	61.9%
	2014-15	129	113	87.6%	102	79.1%	95	73.6%	86	66.7%	79	61.2%
	2013-14	155	132	85.2%	121	78.1%	114	73.5%	104	67.1%	96	61.9%
Sum of All Pathways	2022-23	34,877	28,872	82.8%								
	2021-22	29,113	24,554	84.3%	21,452	73.7%						
	2020-21	28,365	23,674	83.5%	20,101	70.9%	17,654	62.2%				
	2019-20	27,449	24,181	88.1%	21,368	77.8%	18,438	67.2%	16,290	59.4%		
	2018-19	25,965	22,302	85.9%	20,300	78.2%	18,171	70.0%	15,690	60.4%	13,775	53.1%
	2017-18	27,826	23,800	85.5%	21,136	75.9%	19,338	69.5%	17,346	62.3%	14,950	53.7%
	2016-17	28,825	24,680	85.6%	21,874	75.9%	19,544	67.8%	17,945	62.3%	15,937	55.3%
	2015-16	28,987	24,975	86.2%	22,155	76.4%	19,776	68.2%	17,943	61.9%	16,455	56.8%
	2014-15	29,824	25,849	86.7%	23,023	77.2%	20,657	69.3%	18,658	62.6%	16,874	56.6%
	2013-14	29,098	25,497	87.6%	22,799	78.3%	20,440	70.2%	18,563	63.8%	16,763	57.6%

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. We identified an educators' first teacher certification or permit using the issue date. When no certification or permit existed in ECOS, we identified the first employment year and categorized the individual as gaining labor market entry with no certification. We assigned only one source of labor market entry 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.