

Teacher Retention by Preparation Route 2014-15 through 2023-24

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

Definition: Retention is defined as the continued employment as a teacher of record in any school system in the Texas Public Schools. 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.

Preparation Route	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
Alternative	2023-24	8,388	7,509	89.5%								
	2022-23	9,220	8,293	89.9%	7,414	80.4%						
	2021-22	11,853	10,360	87.4%	9,194	77.6%	8,180	69.0%				
	2020-21	9,328	8,380	89.8%	7,306	78.3%	6,436	69.0%	5,734	61.5%		
	2019-20	10,459	9,599	91.8%	8,660	82.8%	7,443	71.2%	6,599	63.1%	5,908	56.5%
	2018-19	10,776	9,750	90.5%	8,969	83.2%	8,091	75.1%	7,048	65.4%	6,251	58.0%
	2017-18	12,343	11,087	89.8%	10,022	81.2%	9,244	74.9%	8,207	66.5%	7,083	57.4%
	2016-17	11,477	10,272	89.5%	9,254	80.6%	8,428	73.4%	7,716	67.2%	6,871	59.9%
	2015-16	11,080	9,918	89.5%	8,951	80.8%	8,088	73.0%	7,284	65.7%	6,685	60.3%
	2014-15	10,021	8,845	88.3%	7,894	78.8%	7,161	71.5%	6,439	64.3%	5,800	57.9%
Undergraduate	2023-24	5,806	5,385	92.7%								
	2022-23	6,750	6,228	92.3%	5,709	84.6%						
	2021-22	8,068	7,436	92.2%	6,829	84.6%	6,188	76.7%				
	2020-21	6,252	5,862	93.8%	5,276	84.4%	4,767	76.2%	4,302	68.8%		
	2019-20	7,356	6,965	94.7%	6,499	88.3%	5,792	78.7%	5,184	70.5%	4,642	63.1%
	2018-19	7,403	6,895	93.1%	6,500	87.8%	5,998	81.0%	5,338	72.1%	4,747	64.1%
	2017-18	7,809	7,310	93.6%	6,813	87.2%	6,448	82.6%	5,892	75.5%	5,185	66.4%
	2016-17	7,951	7,385	92.9%	6,889	86.6%	6,397	80.5%	5,987	75.3%	5,445	68.5%
	2015-16	8,471	7,904	93.3%	7,372	87.0%	6,882	81.2%	6,394	75.5%	5,947	70.2%
	2014-15	9,594	8,916	92.9%	8,317	86.7%	7,760	80.9%	7,185	74.9%	6,595	68.7%
Post-baccalaureate	2023-24	443	364	82.2%								
	2022-23	568	481	84.7%	423	74.5%						
	2021-22	668	521	78.0%	452	67.7%	388	58.1%				
	2020-21	670	576	86.0%	465	69.4%	406	60.6%	348	51.9%		
	2019-20	684	598	87.4%	516	75.4%	441	64.5%	386	56.4%	330	48.2%
	2018-19	716	593	82.8%	542	75.7%	474	66.2%	386	53.9%	343	47.9%
	2017-18	954	813	85.2%	710	74.4%	644	67.5%	558	58.5%	469	49.2%
	2016-17	969	832	85.9%	737	76.1%	634	65.4%	583	60.2%	524	54.1%
	2015-16	1,090	943	86.5%	839	77.0%	757	69.4%	662	60.7%	604	55.4%
	2014-15	1,102	1,000	90.7%	909	82.5%	811	73.6%	719	65.2%	657	59.6%

Sources: PEIMS and ECOS
Educator Data, Research, and Strategy Division/Jeremy B. Landa, Ph.D.
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Preparation Route	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
Out of state	2023-24	3,339	2,789	83.5%								
	2022-23	3,591	2,974	82.8%	2,515	70.0%						
	2021-22	3,466	2,791	80.5%	2,351	67.8%	1,998	57.6%				
	2020-21	2,729	2,330	85.4%	1,911	70.0%	1,644	60.2%	1,441	52.8%		
	2019-20	3,182	2,782	87.4%	2,387	75.0%	1,960	61.6%	1,669	52.5%	1,452	45.6%
	2018-19	2,966	2,562	86.4%	2,271	76.6%	1,945	65.6%	1,620	54.6%	1,399	47.2%
	2017-18	3,167	2,690	84.9%	2,311	73.0%	2,025	63.9%	1,786	56.4%	1,465	46.3%
	2016-17	3,215	2,780	86.5%	2,354	73.2%	2,012	62.6%	1,799	56.0%	1,536	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%	1,939	64.0%	1,678	55.4%	1,480	48.9%
All routes	2023-24	17,976	16,047	89.3%								
	2022-23	20,129	17,976	89.3%	16,061	79.8%						
	2021-22	24,055	21,108	87.7%	18,826	78.3%	16,754	69.6%				
	2020-21	18,979	17,148	90.4%	14,958	78.8%	13,253	69.8%	11,825	62.3%		
	2019-20	21,681	19,944	92.0%	18,062	83.3%	15,636	72.1%	13,838	63.8%	12,332	56.9%
	2018-19	21,861	19,800	90.6%	18,282	83.6%	16,508	75.5%	14,392	65.8%	12,740	58.3%
	2017-18	24,273	21,900	90.2%	19,856	81.8%	18,361	75.6%	16,443	67.7%	14,202	58.5%
	2016-17	23,612	21,269	90.1%	19,234	81.5%	17,471	74.0%	16,085	68.1%	14,376	60.9%
	2015-16	23,994	21,635	90.2%	19,637	81.8%	17,875	74.5%	16,221	67.6%	14,892	62.1%
	2014-15	23,745	21,335	89.9%	19,345	81.5%	17,671	74.4%	16,021	67.5%	14,532	61.2%

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.

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

The PEIMS Fall Collection leveraged updated technology as part of the TSDS upgrade for school system data reporting. Due to this, reporting abnormalities in the staff data may be slightly higher in 2024-2025 than in recent years.

Sources: PEIMS and ECOS
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