

Tab 1: Attrition & New Hires: New Hires in Texas School Systems

Attribute	Definition of Attribute
Description	Statewide information showing the annual number of newly hired teachers entering Texas public school systems. Values reflect total hires each academic year.
Calculation	We count a teacher as a new hire if a school system reported a teacher as employed by a school system in the enumerated school year, but the teacher was not employed in a Texas school system in the prior school year.
Population	All teachers reported in the Public Education Information Management System (PEIMS) fall collection at half-time or more as newly hired by Texas public school systems for the academic years shown (2015-16 through 2025-26).
Exclusion rules	Substitute teachers, and teachers employed at less than half-time
Acceptable values	Positive whole numbers representing counts of newly hired teachers.
Methodological considerations	Results represent total statewide hires.
Data Source	Public Education Information Management System (PEIMS)
Example calculation	In 2024-25, statewide newly hired teacher count was 43.8K, meaning 43,800 teachers were reported in PEIMS as newly hired 2024-2025 that were not employed in a Texas school system in the previous year.
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Tab 2: Newly Hired Teachers by Source

Attribute	Definition of Attribute
Description	Statewide information on annual counts and percentages of new hires by their pathway into teaching. We measure nine different pathways contributing to a new hire in Texas: Intern Certified, One Year, Out-of-State Certified, Standard Certified, Direct entry, Standard Certified, Lagged entry, No Texas Certification/Permit, Issued Emergency Permits, Re-enterers, Previously part-timers. Includes both percentage view and absolute counts.
Calculation	For each academic year, we identify first year of teaching by using PEIMS employment data collected at fall snapshot in October of each academic year. We identify the pathway by identifying the presence of an active teacher certification or permit (indicated by the certification being effective and not expired or inactive) at fall snapshot date in each year. In the absence of a teacher certification or permit, we infer that an individual has no Texas teacher certification or permit. We calculate percent from each pathway by dividing the new hires within a pathway by the total new years in a year.
Population	All teachers reported in PEIMS as newly hired for the academic years shown (2015-16 through 2025-26).
Exclusion rules	Substitute teachers, and teachers employed at less than half-time

Acceptable values	Counts: positive whole numbers. Percentages: 0–100%.
Methodological considerations	First pathway for new hires is identified by extracting the first certification or permit from the Educator Online Certification System (ECOS). The certification type and certification effective date is used to identify the source of entry into Texas Public Schools of a new hire.
Data Source	Educator Certification Online System (ECOS); Public Education Information Management System (PEIMS).
Example calculation	In 2024-25, 9.11% of newly hired teachers were Intern Certified, 4.08% were One Year, Out-of-State Certified, 1.74% were Standard, Out-of-State Certified, 9.92% were Standard Certified, Direct Entry, 2.40% were Standard Certified, Lagged entry, 30.81% had no Texas Certification, 3.33% had Issued Emergency Permits, 34.09 were Re-enterers, and 4.53% were Previously part-timers.
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Tab 3: Attrition by Role

Attribute	Definition of Attribute
Description	Displays statewide annual attrition rates and total counts for teachers, principals, and superintendents.
Calculation	In this analysis, we count an individual to attrit if a school system reported an individual as employed in the academic year immediately prior to the enumerated year and the same individual was not reported as employed by any school systems in the enumerated year.
Population	All teachers, principals, and superintendents reported in the Public Education Information Management System (PEIMS) fall collection employed at half-time or more across Texas public school systems for the academic years displayed (2016-17 through 2025-26).
Exclusion rules	Substitute teachers
Acceptable values	Attrition Rate: 0–100%; Total Counts: positive whole numbers.
Methodological considerations	For the reported academic years, we extracted all teacher employment records from the Public Education Information Management System (PEIMS) database. Teachers who were employed during the previous academic year but not the current academic year were identified, and an attrition sum was computed. Then, teachers who were employed during the current academic year but not the previous academic year were identified, and a sum of new hires were computed. We calculated attrition as a percentage of the previous academic year's employed teachers (e.g., 2022-23 attrition number divided by 2021-22 number of teachers). We calculated new hires as a percentage of the current academic year's employees (e.g., 2022-23 new hire count divided by 2022-2023 number of teachers)
Data Source	Public Education Information Management System (PEIMS).
Example calculation	For 2024-25, the teacher attrition rate was 12.91%, with approximately 371K total teachers employed that year.
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Tab 4: Teacher Attrition by School System Geographic Type

Attribute	Definition of Attribute
Description	Displays teacher turnover, aggregated by school system geographic type, and teacher years of experience, for all standard certified teachers in Texas
Calculation	In this analysis, attrition represents teachers leaving a school system, either to transfer to another district or to leave the Texas Public schools, that employed them in the prior year. First-year teachers are educators obtaining an initial, standard teaching certificate in an academic year and employed as teachers for the following academic year. An academic year is defined as September 1 through August 31. School System Geographic Type refers to TEA classifications of districts into nine categories: major urban, major suburban, other central city, other central city suburban, independent town, non-metropolitan-fast growing, non-metropolitan-stable, and rural. Teachers without a certification or who were teaching with non-standard certificates were excluded from the analysis. We grouped the results into six categories: zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years.
Population	All teachers reported in PEIMS with a valid district assignment and geographic type classification for the academic years presented (2021-22 through 2025-26).
Exclusion rules	Teachers without a certification or who were teaching with non-standard certificates, substitute teachers
Acceptable values	Attrition Rate: 0–100%.
Methodological considerations	We extracted tables containing identification numbers for all employed teachers from the Public Education Information Management System (PEIMS) database. We identified teachers who were employed during the previous academic year but not the current academic year and summed all instances of this as an attrition event.
Data Source	Public Education Information Management System (PEIMS)
Example calculation	In 2025-26, Charter School Districts showed a teacher attrition rate of 27.5%, meaning that 27.5% of teachers employed by charter districts in 2024-25 were no longer employed in Texas public school teaching during 2025-26.
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Tab 5: Teacher Attrition by School System Size

Attribute	Definition of Attribute
Description	Displays teacher turnover, aggregated by a school system size (i.e., a school district or charter school organization) and teacher experience for all standard certified teachers in Texas.
Calculation	In this analysis, attrition represents teachers leaving a school system, either to transfer to another district or to leave the Texas Public schools, that employed them in the prior year. First-year teachers are educators obtaining an initial, standard teaching certificate in an academic year and employed as teachers for the following academic year. An academic year is defined as September 1 through August 31. A school system size is determined by the count of students in the school

	system. We grouped the results into six categories: zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years.
Population	All teachers reported in PEIMS with a valid district assignment and corresponding school system size classification for the academic years displayed (2021-22 through 2025-26).
Exclusion rules	Teachers without a certification or who were teaching with non-standard certificates.
Acceptable values	Positive whole numbers; Attrition Rate: 0–100%.
Methodological considerations	We extracted tables containing identification numbers for all employed teachers from the Public Education Information Management System (PEIMS) database. We identified teachers who were employed during the previous academic year but not the current academic year and summed up all instances of this as an attrition event.
Data Source	Public Education Information Management System (PEIMS); TEA District Enrollment Files.
Example calculation	In 2025-26, districts with fewer than 500 students had an attrition rate of 21.8%, meaning 21.8% of teachers employed in that size category in 2024-25 left Texas public school teaching by 2025-26.
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