

Tabs 1 and 2: Retention by Preparation Route Visual and Table View

Attribute	Definition of Attribute
Description	This view shows teacher retention by preparation route, with overall state results.
Calculation	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 Teaching Year” 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.
Population	All teachers with an initial standard certification employed with cumulative full-time equivalencies of 0.5 or higher with a first teaching year from 2013-2014 to the 2024-2025 academic year
Exclusion rules	Teachers employed with less than full-time equivalencies of 0.5. Teachers without an initial standard certification.
Acceptable values	Positive percentages 0-100%
Methodological considerations	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.
Data Source	Educator Certification Online System (ECOS), PEIMS
Example calculation	For out of state teachers whose first teaching year was 2017-18, 56.44% had been retained after four years.
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Tabs 3 and 4: Retention by Pathway to Teaching Visual and Table View

Attribute	Definition of Attribute
Description	This visual shows teacher retention disaggregated by the path of entry into a teaching role
Calculation	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.
Population	All teachers employed with cumulative full-time equivalencies of 0.5 or higher with a first teaching year from 2013-2014 to the 2024-2025 academic year
Exclusion rules	Teachers employed with less than full-time equivalencies of 0.5.
Acceptable values	Positive percentages 0-100%. Positive whole numbers
Methodological considerations	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 / permit, or the lack thereof using the effective date in conjunction with the PEIMS employment collection timing (last Friday of October). When no certification / permit existed in ECOS by the last Friday in October, we assigned a value of No Texas certification to the individual. We assigned only one pathway to first year of teaching to each educator.
Data Source	Educator Certification Online System (ECOS), Public Education Information Management System (PEIMS)
Example calculation	For non-certified teachers whose first teaching year was 2020-21, 48.0% had been retained after three years.
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Tabs 5 and 6: Retention by Demographic Group/Retention by Gender

Attribute	Definition of Attribute
Description	This view shows retention by gender and race / ethnicity
Calculation	Retention is continued employment as a teacher of record in any school system in a Texas Public School. For this analysis, retention refers to continued employment in the Texas public school system on a half-time or more basis. The overall state results are 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 Teaching Year” in the dashboard). 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.
Population	All teachers employed with cumulative full-time equivalencies of 0.5 or higher with a first teaching year from 2013-2014 to the 2024-2025 academic year
Exclusion rules	Teachers employed with less than full-time equivalencies of 0.5.
Acceptable values	Positive percentages 0-100%, positive whole numbers.
Methodological considerations	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. We matched educators’ certification records to demographic information in the Educator Certification Online System (ECOS) database. Educators’ race / ethnicities and gender are self-reported and align with the guidance offered by the U.S. Department of Education in 2007. Standard certificates, as defined in 19 TAC Chapter 230, are certificates offered since September 1, 1999 that are renewed every five years.
Data Source	Educator Certification Online System (ECOS), PEIMS
Example calculation	91.6% of Hispanic/Latino teachers whose first year of teaching was 2023-2024 were retained by the 2024-2025 academic year.
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