

Employed Teacher Attrition and New Hires 2011-12 through 2022-23

The table below presents statewide, annual figures for teacher attrition and new hires. We omitted substitute teachers from this analysis.

Definition: We measure the number of employed teachers by counting all regular classroom teachers employed at half-time or more regardless of whether they worked within a single local education agency (LEA; i.e., a school district or charter school organization) or multiple LEAs. In this analysis, we count a teacher to attrite if an LEA reported a teacher as employed in the academic year immediately prior to the enumerated year and the same teacher was not reported as employed by any LEA in the enumerated year. We count a teacher as a new hire if an LEA reported a teacher as employed by an LEA in the enumerated school year, but the teacher was not employed in a Texas LEA in the prior school year.

Academic Year	Number of Teachers	Attrition from Previous Year		New Hires	
		Number	Percent	Number	Percent
2022-23	371,650	49,782	13.44%	51,001	13.72%
2021-22	370,431	42,841	11.57%	42,972	11.60%
2020-21	370,300	33,946	9.34%	40,723	11.00%
2019-20	363,523	36,474	10.16%	41,082	11.30%
2018-19	358,915	37,298	10.43%	38,691	10.78%
2017-18	357,522	36,900	10.44%	40,977	11.46%
2016-17	353,445	35,964	10.34%	41,728	11.81%
2015-16	347,681	35,747	10.43%	40,593	11.68%
2014-15	342,835	34,557	10.31%	42,079	12.27%
2013-14	335,313	34,387	10.38%	42,079	12.55%

Methodology:

10. For the reported academic years, we extracted all teacher data from the Texas Education Information Management System (PEIMS) database. Teachers who were employed in the previous academic year but not the current academic year were identified as attrition. Teachers who were employed during the current academic year but not the previous academic year were identified as new hires. A sum of new hires was 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 total number of teachers). We calculated new hires as a percentage of the current academic year's employed teachers.

Methodology: To identify the first certification pathway for new hires, we extracted the first certification or permit from the Educator Online Certification System (ECOS) database. We used the certification type and the certification issue date to identify the source of entry into Texas Public Schools of a new hire. For example, we considered an individual issued a standard certification with no temporary certification or permit before this a standard certified teacher. This type of teacher has completed their preparation with a clinical teaching experience prior to entry into the labor market as a teacher. This contrasts with an individual issued an intern or probationary certification first. Once this procedure was completed, we connected all teacher employment and certification records. After connecting the data, we retrospectively identified individuals who had been employed as a teacher previously and had a break in teaching service (e.g., a re-entering teacher). Once all new hires had a source assigned to them, we counted the new hires by source and in total. We calculated percent from each certification pathway by dividing the new hires within a certification pathway by the total new hires in a year.

Note: For more information about the sources of new hires

Sources: PEIMS and ECOS
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