# One-Year Attrition by District Size 2009-2012

This table shows one-year district attrition, broken down by district size, for beginning teachers and for all teachers. For this analysis, beginning teachers were individuals who obtained an initial standard teaching certificate for a particular fiscal year and were employed as teachers for the next academic year. *Leaving* and *Percent* represent the subgroup of teachers who were not employed as teachers, or were not assigned to the same district, for a second academic year. Substitute teachers were omitted from the analysis, and employment as a substitute teacher was not counted as second-year employment.

**Definitions.** Attrition is loss of employees. In this analysis, attrition reflects teachers leaving the Texas public school teaching force. Beginning teachers are educators obtaining an initial, standard teaching certificate in a particular fiscal year and employed as teachers the following academic year.

**Results**
- Attrition of beginning teachers and all teachers was markedly higher for the smallest districts than for the largest.
- For smaller districts, attrition of beginning teachers was markedly higher than attrition of all teachers.
- In academic year 2011-12, districts with 1,000 or more students showed increased attrition of beginning teachers.
- The increase was especially large for districts with 50,000 or more students.

| District Size * | Employed 2007-08 | Leaving 2008-09 | Percent 2008-09 | Employed 2008-09 | Leaving 2009-10 | Percent 2009-10 | Employed 2009-10 | Leaving 2010-11 | Percent 2010-11 | Employed 2010-11 | Leaving 2011-12 | Percent 2011-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginning Teachers | | | | | | | | | | | | |
| 1 50,000 and over | 5,735 | 825 | 14.4 | 5,886 | 627 | 10.7 | 4,987 | 594 | 11.9 | 3,111 | 530 | 17.0 |
| 2 25,000 to 49,999 | 4,945 | 745 | 15.1 | 4,733 | 502 | 10.6 | 4,341 | 517 | 11.9 | 2,217 | 292 | 13.2 |
| 3 10,000 to 24,999 | 2,999 | 499 | 16.6 | 3,287 | 376 | 11.4 | 2,897 | 326 | 11.3 | 1,727 | 251 | 14.5 |
| 4 5,000 to 9,999 | 2,282 | 448 | 19.6 | 2,333 | 352 | 15.1 | 2,095 | 363 | 17.3 | 1,240 | 258 | 20.8 |
| 5 3,000 to 4,999 | 1,478 | 296 | 20.0 | 1,504 | 258 | 17.2 | 1,268 | 202 | 15.9 | 803 | 178 | 22.2 |
| 6 1,600 to 2,999 | 1,168 | 306 | 26.2 | 1,110 | 224 | 20.2 | 1,213 | 261 | 21.5 | 619 | 168 | 27.1 |
| 7 1,000 to 1,599 | 704 | 177 | 25.1 | 768 | 179 | 23.3 | 653 | 160 | 24.5 | 467 | 129 | 27.6 |
| 8 500 to 999 | 746 | 210 | 28.2 | 787 | 209 | 26.6 | 771 | 209 | 27.1 | 527 | 141 | 26.8 |
| 9 Under 500 | 590 | 188 | 31.9 | 611 | 194 | 31.8 | 738 | 208 | 28.2 | 322 | 92 | 28.6 |
| All Teachers | | | | | | | | | | | | |
| 1 50,000 and over | 86,476 | 11,562 | 13.4 | 90,911 | 9,103 | 10.0 | 87,793 | 9,776 | 11.1 | 85,948 | 9,854 | 11.5 |
| 2 25,000 to 49,999 | 72,686 | 9,624 | 13.2 | 70,847 | 7,716 | 10.9 | 75,695 | 7,860 | 10.4 | 63,493 | 6,293 | 9.9 |
| 3 10,000 to 24,999 | 49,277 | 6,880 | 14.0 | 52,004 | 5,740 | 11.0 | 51,541 | 5,627 | 10.9 | 52,775 | 5,611 | 10.6 |
| 4 5,000 to 9,999 | 35,683 | 5,557 | 15.6 | 35,224 | 4,353 | 12.4 | 37,066 | 4,530 | 12.2 | 30,535 | 3,829 | 12.5 |
| 5 3,000 to 4,999 | 23,149 | 3,583 | 15.5 | 23,633 | 3,126 | 13.2 | 23,646 | 2,920 | 12.3 | 21,863 | 2,744 | 12.6 |
| 6 1,600 to 2,999 | 20,080 | 3,647 | 18.2 | 20,202 | 2,970 | 14.7 | 21,085 | 3,238 | 15.4 | 17,660 | 2,407 | 13.6 |
| 7 1,000 to 1,599 | 13,600 | 2,430 | 17.9 | 14,014 | 2,075 | 14.8 | 13,777 | 2,093 | 15.2 | 13,097 | 1,907 | 14.6 |
| 8 500 to 999 | 15,152 | 3,062 | 20.2 | 14,762 | 2,609 | 17.7 | 15,580 | 2,682 | 17.2 | 13,581 | 2,114 | 15.6 |
| 9 Under 500 | 10,773 | 2,574 | 23.9 | 11,321 | 2,378 | 21.0 | 11,962 | 2,689 | 22.5 | 9,221 | 1,668 | 18.1 |

* Number of students.

Sources: SBEC Online data, TEA PEIMS data
Michael C. Ramsay, Research Specialist
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*Summary of methodology.* For the beginning teacher results, four certification tables were extracted containing identification numbers and certificate effective years of all educators who obtained an initial standard teaching certificate through a Texas preparation program for fiscal years 2006-07 through 2009-10. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2007-08 through 2010-11, with a fifth table for academic year 2011-12. Teachers assigned to more than one district (0.02%, 0.02%, 0.02%, 0.01%, and 0.02%, respectively) were removed. The number of students in each district was computed, combined with the first four employment tables, and used to assign each district to a size category. Next, each certification table was combined with the employment tables for the following academic year and the next following academic year. For each size category and year of hire, a sum of beginning teachers hired was computed, followed by a sum and percentage of beginning teachers who had the left the district or the teaching profession by the next following academic year. All results were combined into one table for beginning teachers.

For the remaining results, four tables were extracted containing identification numbers and district codes of all teachers who were employed in academic years 2007-08 through 2010-11, with a fifth table for academic year 2011-12. Teachers assigned to more than one district (0.02%, 0.02%, 0.02%, 0.01%, 0.02%, respectively) were removed. The number of students in each district was computed, combined with the first four tables, and used to assign each district to a size category. Next, each of the first four tables was combined with the table for the following academic year. For each size category and employment year, a sum of all employed teachers was computed, followed by a sum and percentage of teachers who had the left the district or the teaching profession by the following academic year. All results were combined into one table for all teachers. Finally, the results for beginning teachers and all teachers were combined into one overall table.