

Teacher Attrition by School System Size 2020-21 through 2024-25

This report shows teacher turnover, aggregated by a school system (i.e., a school district or charter school organization) size for all standard certified teachers in Texas.

Definitions: 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. Teachers without a certification or who were teaching with non-standard certificates were excluded from the analysis. We grouped the results into two categories: First-year teachers and Post First-year teachers. First-year teachers are in their first academic year of teaching after the academic year in which they received their initial standard certificate. Post first-year teachers are past their first year of teaching. First-year teachers and post first-year teachers are combined into “All Certified Teachers.”

Teacher	LEA Size	Total Teachers 2019-20	Number of Teachers who exited by 2020-21	Pct. of Teachers who exited by 2020-21	Total Teachers 2020-21	Number of Teachers who exited by 2021-22	Pct. of Teachers who exited by 2021-22	Total Teachers 2021-22	Number of Teachers who exited by 2022-23	Pct. of Teachers who exited by 2022-23	Total Teachers 2022-23	Number of Teachers who exited by 2023-24	Pct. of Teachers who exited by 2023-24	Total Teachers 2023-24	Number of Teachers who exited by 2024-25	Pct. of Teachers who exited by 2024-25
Post First-year Teachers	50,000 and over	91,466	11,686	12.78%	86,353	13,768	15.94%	77,618	15,576	20.07%	75,749	12,761	16.85%	73,327	12,930	17.63%
	25,000 to 49,999	69,283	8,596	12.41%	74,131	10,731	14.48%	78,125	14,614	18.71%	77,422	12,846	16.59%	77,728	12,228	15.73%
	10,000 to 24,999	55,230	7,121	12.89%	55,339	9,021	16.30%	58,865	11,646	19.78%	57,554	10,436	18.13%	59,181	10,155	17.16%
	5,000 to 9,999	29,187	4,456	15.27%	31,254	5,681	18.18%	30,323	6,842	22.56%	30,846	5,953	19.30%	31,282	5,775	18.46%
	3,000 to 4,999	20,662	3,174	15.36%	20,572	3,979	19.34%	19,630	4,330	22.06%	19,320	3,680	19.05%	18,376	3,661	19.92%
	1,600 to 2,999	17,251	2,841	16.47%	17,358	3,596	20.72%	17,027	3,865	22.70%	16,266	3,279	20.16%	15,856	3,220	20.31%
	1,000 to 1,599	12,085	2,008	16.62%	12,410	2,440	19.66%	11,948	2,708	22.66%	11,674	2,403	20.58%	11,776	2,516	21.37%
	500 to 999	11,412	1,839	16.11%	11,640	2,282	19.60%	11,311	2,567	22.69%	11,050	2,256	20.42%	10,817	2,316	21.41%
	Under 500	7,417	1,299	17.51%	7,950	1,687	21.22%	7,675	1,896	24.70%	7,544	1,746	23.14%	7,370	1,782	24.18%
	All Districts	313,993	43,020	13.70%	317,007	53,185	16.78%	312,522	64,044	20.49%	307,425	55,360	18.01%	305,713	54,583	17.85%
First-year Teachers	50,000 and over	6,541	930	14.22%	5,500	1,026	18.65%	6,335	1,582	24.97%	5,350	1,058	19.78%	4,676	932	19.93%
	25,000 to 49,999	4,649	721	15.51%	4,193	737	17.58%	5,811	1,329	22.87%	4,912	1,003	20.42%	4,484	801	17.86%
	10,000 to 24,999	3,838	586	15.27%	3,367	631	18.74%	4,632	1,163	25.11%	4,066	900	22.13%	3,700	695	18.78%
	5,000 to 9,999	2,221	448	20.17%	1,943	451	23.21%	2,472	695	28.11%	2,145	494	23.03%	1,943	437	22.49%
	3,000 to 4,999	1,395	256	18.35%	1,246	275	22.07%	1,477	385	26.07%	1,253	272	21.71%	1,038	238	22.93%
	1,600 to 2,999	1,184	291	24.58%	1,058	284	26.84%	1,324	423	31.95%	987	274	27.76%	846	194	22.93%
	1,000 to 1,599	799	209	26.16%	724	232	32.04%	859	282	32.83%	588	152	25.85%	524	133	25.38%
	500 to 999	650	148	22.77%	524	161	30.73%	669	235	35.13%	477	122	25.58%	482	148	30.71%
	Under 500	396	100	25.25%	415	125	30.12%	466	163	34.98%	348	114	32.76%	280	86	30.71%
	All Districts	21,673	3,689	17.02%	18,970	3,922	20.67%	24,045	6,257	26.02%	20,126	4,389	21.81%	17,973	3,664	20.39%

Source: PEIMS Educator Data, Research, and Strategy Division/Jeremy B. Landa, Ph.D. March 2025

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All Certified Teachers	50,000 and over	98,007	12,616	12.87%	91,853	14,794	16.11%	83,953	17,158	20.44%	81,099	13,819	17.04%	78,003	13,862	17.77%
	25,000 to 49,999	73,932	9,317	12.60%	78,324	11,468	14.64%	83,936	15,943	18.99%	82,334	13,849	16.82%	82,212	13,029	15.85%
	10,000 to 24,999	59,068	7,707	13.05%	58,706	9,652	16.44%	63,497	12,809	20.17%	61,620	11,336	18.40%	62,881	10,850	17.25%
	5,000 to 9,999	31,408	4,904	15.61%	33,197	6,132	18.47%	32,795	7,537	22.98%	32,991	6,447	19.54%	33,225	6,212	18.70%
	3,000 to 4,999	22,057	3,430	15.55%	21,818	4,254	19.50%	21,107	4,715	22.34%	20,573	3,952	19.21%	19,414	3,899	20.08%
	1,600 to 2,999	18,435	3,132	16.99%	18,416	3,880	21.07%	18,351	4,288	23.37%	17,253	3,553	20.59%	16,702	3,414	20.44%
	1,000 to 1,599	12,884	2,217	17.21%	13,134	2,672	20.34%	12,807	2,990	23.35%	12,262	2,555	20.84%	12,300	2,649	21.54%
	500 to 999	12,062	1,987	16.47%	12,164	2,443	20.08%	11,980	2,802	23.39%	11,527	2,378	20.63%	11,299	2,464	21.81%
	Under 500	7,813	1,399	17.91%	8,365	1,812	21.66%	8,141	2,059	25.29%	7,892	1,860	23.57%	7,650	1,868	24.42%
	All Districts	335,666	46,709	13.92%	335,977	57,107	17.00%	336,567	70,301	20.89%	327,551	59,749	18.24%	323,686	58,247	17.99%

Methodology: For academic years 2019-20 through 2024-25, 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. The analysis includes only teachers who were employed on a half-time or more basis, who were not permanently employed substitute teachers or working in more than one district in a single year. First-year teachers were identified by extracting all standard teaching certifications that were issued since September 1, 2019 to educators who did not previously hold a standard or lifetime teaching certification in the Educator Certification Online System (ECOS). The initial certification was categorized into the academic year in which it was effective, which is based on the PEIMS Fall Collection date.

Notes: The total number of teachers shown on this report does not represent the total number of teachers in Texas. Teachers without a Standard Certificate are not included in this report. This report does not include teachers with an intern certificate, an emergency permit, or who are not certified.

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.