

One-Year Attrition by District Size 2012-2015

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 academic year and were employed as teachers for the next academic year. *Leaving* and *Percent* reflect 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 represents teachers leaving their district of employment. Beginning teachers are educators obtaining an initial, standard teaching certificate in a particular academic year and employed as teachers the following academic year.

Results

- Attrition of all teachers and especially beginning teachers was markedly higher for the smallest districts than for the largest.
- In the academic years shown, attrition of beginning teachers was about twice as high for districts with fewer than 500 students as for districts with 50,000 or more students.
- For smaller districts, attrition was markedly higher among beginning teachers than among all teachers.
- Attrition of beginning teachers increased for nearly all size categories until academic year 2013-14, when it decreased slightly for all size categories.
- During the same period, attrition of all teachers increased for nearly all size categories in every academic year shown.

District Size *	Employed	Leaving	Percent	Employed	Leaving	Percent	Employed	Leaving	Percent	Employed	Leaving	Percent
	2010-11	2011-12	2011-12	2011-12	2012-13	2012-13	2012-13	2013-14	2013-14	2013-14	2014-15	2014-15
Beginning Teachers												
50,000 and over	4,346	634	14.6	3,627	693	19.1	3,317	597	18.0	4,248	750	17.7
25,000 to 49,999	3,332	424	12.7	2,774	412	14.9	2,421	344	14.2	3,085	459	14.9
10,000 to 24,999	2,626	349	13.3	2,050	369	18.0	1,804	283	15.7	2,436	416	17.1
5,000 to 9,999	1,779	367	20.6	1,469	354	24.1	1,240	292	23.5	1,345	313	23.3
3,000 to 4,999	1,208	240	19.9	1,062	254	23.9	819	199	24.3	1,039	287	27.6
1,600 to 2,999	954	238	24.9	925	305	33.0	891	288	32.3	1,000	312	31.2
1,000 to 1,599	689	195	28.3	638	235	36.8	526	169	32.1	554	172	31.0
500 to 999	785	199	25.4	676	267	39.5	538	191	35.5	563	204	36.2
Under 500	496	134	27.0	537	234	43.6	460	173	37.6	447	153	34.2
All Teachers												
50,000 and over	93,950	11,281	12.0	90,366	12,873	14.2	90,684	13,832	15.3	92,686	14,398	15.5
25,000 to 49,999	69,699	7,521	10.8	69,305	9,390	13.5	70,030	9,660	13.8	73,488	10,142	13.8
10,000 to 24,999	57,714	6,567	11.4	55,530	7,697	13.9	56,203	8,410	15.0	57,790	9,225	16.0
5,000 to 9,999	33,824	4,681	13.8	31,633	5,377	17.0	31,933	6,069	19.0	31,481	5,703	18.1
3,000 to 4,999	24,248	3,378	13.9	23,701	3,939	16.6	24,008	4,269	17.8	23,596	4,749	20.1
1,600 to 2,999	19,870	3,028	15.2	19,880	3,883	19.5	20,140	4,216	20.9	21,102	4,421	21.0
1,000 to 1,599	14,646	2,396	16.4	13,725	2,633	19.2	13,962	2,848	20.4	13,766	2,944	21.4
500 to 999	15,473	2,768	17.9	14,499	3,183	22.0	14,635	3,397	23.2	14,467	3,574	24.7
Under 500	10,812	2,253	20.8	10,653	2,600	24.4	10,926	2,745	25.1	11,220	2,710	24.2

* 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 academic years 2009-10 through 2012-13. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2010-11 through 2013-14, with a fifth table for academic year 2014-15. Teachers assigned to more than one district (0.01% in 2009-10, 0.02% in each remaining year) 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 and next following academic years. For each size category and year of hire, a sum of beginning teachers 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 2009-10 through 2012-13, with a fifth table for academic year 2013-14. Teachers assigned to more than one district (0.01% in 2009-10, 0.02% in each remaining year) 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 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 for all teachers were combined into one overall table.