

One-Year Attrition by District Size 2013-2016

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. Permanently employed 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 all teachers increased slightly for most size categories through academic year 2014-15.

District Size *	Employed 2011 12	Leaving 2012 13	Percent 2012 13	Employed 2012 13	Leaving 2013 14	Percent 2013 14	Employed 2013 14	Leaving 2014 15	Percent 2014 15	Employed 2014 15	Leaving 2015 16	Percent 2015 16
Beginning Teachers												
50,000 and over	3,880	727	18.7	3,548	642	18.1	4,516	798	17.7	5,298	944	17.8
25,000 to 49,999	3,022	449	14.9	2,606	368	14.1	3,326	496	14.9	3,490	519	14.9
10,000 to 24,999	2,234	402	18.0	1,968	315	16.0	2,636	453	17.2	3,069	570	18.6
5,000 to 9,999	1,593	384	24.1	1,346	323	24.0	1,450	336	23.2	1,805	443	24.5
3,000 to 4,999	1,141	277	24.3	884	213	24.1	1,126	315	28.0	1,199	297	24.8
1,600 to 2,999	989	321	32.5	950	302	31.8	1,066	329	30.9	1,084	398	36.7
1,000 to 1,599	711	264	37.1	569	183	32.2	598	190	31.8	661	214	32.4
500 to 999	737	295	40.0	585	200	34.2	615	223	36.3	604	204	33.8
Under 500	634	261	41.2	487	186	38.2	489	169	34.6	414	149	36.0
All Teachers												
50,000 and over	90,366	12,873	14.2	90,684	13,832	15.3	92,686	14,398	15.5	94,887	14,486	15.3
25,000 to 49,999	69,305	9,390	13.5	70,030	9,660	13.8	73,488	10,142	13.8	73,346	10,229	13.9
10,000 to 24,999	54,883	7,664	14.0	56,203	8,410	15.0	57,790	9,225	16.0	61,851	9,804	15.9
5,000 to 9,999	31,633	5,377	17.0	31,933	6,069	19.0	31,481	5,703	18.1	34,314	6,443	18.8
3,000 to 4,999	23,701	3,939	16.6	24,008	4,269	17.8	23,596	4,749	20.1	23,590	4,505	19.1
1,600 to 2,999	19,537	3,818	19.5	20,140	4,216	20.9	21,102	4,421	21.0	20,920	4,867	23.3
1,000 to 1,599	13,992	2,680	19.2	13,962	2,848	20.4	13,766	2,944	21.4	13,921	2,950	21.2
500 to 999	14,449	3,184	22.0	14,635	3,397	23.2	14,467	3,574	24.7	14,369	3,290	22.9
Under 500	11,431	2,655	23.2	10,926	2,745	25.1	11,220	2,710	24.2	10,219	2,647	25.9

* Number of students.

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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 2010-11 through 2013-14. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2011-12 through 2014-15, with a fifth table for academic year 2015-16. Teachers assigned to more than one district (0.02% in 2010-12 through 2014-15, 0.01% in 2015-16) 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 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 2011-12 through 2014-15, with a fifth table for academic year 2015-16. Teachers assigned to more than one district (0.02% in 2010-12 through 2014-15, 0.01% in 2015-16) 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 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.