

## One-Year Attrition by District Size 2014-2017

This table shows teacher 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 for 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 and all teachers declined slightly for most size categories in academic year 2016-17. The remaining results were mixed or less pronounced.

District Size *	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	Employed 2015-16	Leaving 2016-17	Percent 2016-17
<b>Beginning Teachers</b>												
50,000 and over	3,422	628	18.4	4,517	798	17.7	5,298	944	17.8	5,915	1,040	17.6
25,000 to 49,999	2,588	358	13.8	3,326	496	14.9	3,490	519	14.9	3,330	546	16.4
10,000 to 24,999	2,103	372	17.7	2,637	453	17.2	3,070	570	18.6	3,424	632	18.5
5,000 to 9,999	1,265	283	22.4	1,450	336	23.2	1,806	443	24.5	1,776	390	22.0
3,000 to 4,999	935	241	25.8	1,127	315	28.0	1,199	297	24.8	1,234	290	23.5
1,600 to 2,999	940	303	32.2	1,066	329	30.9	1,084	398	36.7	1,077	344	31.9
1,000 to 1,599	503	154	30.6	598	190	31.8	663	215	32.4	632	193	30.5
500 to 999	619	213	34.4	615	223	36.3	604	204	33.8	605	197	32.6
Under 500	569	180	31.6	489	169	34.6	414	149	36.0	434	161	37.1
<b>All Teachers</b>												
50,000 and over	86,907	13,339	15.3	92,686	14,398	15.5	94,887	14,486	15.3	103,311	15,671	15.2
25,000 to 49,999	70,248	9,608	13.7	73,488	10,142	13.8	73,346	10,229	13.9	67,269	9,427	14.0
10,000 to 24,999	56,944	8,791	15.4	57,790	9,225	16.0	61,851	9,804	15.9	65,200	10,193	15.6
5,000 to 9,999	31,673	5,850	18.5	31,481	5,703	18.1	34,314	6,443	18.8	34,163	6,184	18.1
3,000 to 4,999	24,352	4,448	18.3	23,596	4,749	20.1	23,590	4,505	19.1	23,403	4,369	18.7
1,600 to 2,999	20,314	4,260	21.0	21,102	4,421	21.0	20,920	4,867	23.3	20,960	4,555	21.7
1,000 to 1,599	13,099	2,613	19.9	13,766	2,944	21.4	13,921	2,950	21.2	13,508	2,740	20.3
500 to 999	14,661	3,461	23.6	14,467	3,574	24.7	14,369	3,290	22.9	14,133	3,062	21.7
Under 500	14,318	3,071	21.4	11,220	2,710	24.2	10,219	2,647	25.9	10,637	2,621	24.6

\* 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 2011-12 through 2014-15. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2012-13 through 2015-16, with a fifth table for academic year 2016-17. Teachers assigned to more than one district (0.02% in 2012-13 through 2014-15, 0.01% in 2015-16 & 2016-17) 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 2011-12 through 2014-15, with a fifth table for academic year 2015-16. Teachers assigned to more than one district (0.02% in 2012-13 through 2014-15, 0.01% in 2015-16 & 2016-17) 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.