

One-Year Attrition by District Size 2015-2018

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. Results for the remaining academic years were mixed or less pronounced.

District Size *	Employed	Leaving	Percent	Employed	Leaving	Percent	Employed	Leaving	Percent	Employed	Leaving	Percent
	2013-14	2014-15	2014-15	2014-15	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18
Beginning Teachers												
50,000 and over	4,515	798	17.7	5,298	944	17.8	5,915	1,040	17.6	5,671	966	17.0
25,000 to 49,999	3,325	496	14.9	3,490	519	14.9	3,330	546	16.4	3,419	572	16.7
10,000 to 24,999	2,637	453	17.2	3,070	570	18.6	3,425	632	18.5	3,438	683	19.9
5,000 to 9,999	1,450	335	23.1	1,806	443	24.5	1,776	390	22.0	1,810	379	20.9
3,000 to 4,999	1,126	314	27.9	1,199	297	24.8	1,234	290	23.5	1,348	363	26.9
1,600 to 2,999	1,065	329	30.9	1,084	398	36.7	1,077	344	31.9	1,054	290	27.5
1,000 to 1,599	598	190	31.8	663	215	32.4	632	193	30.5	610	193	31.6
500 to 999	615	223	36.3	604	204	33.8	605	197	32.6	589	202	34.3
Under 500	488	168	34.4	415	149	35.9	434	161	37.1	403	139	34.5
All Teachers												
50,000 and over	92,686	14,398	15.5	94,887	14,486	15.3	103,311	15,671	15.2	104,338	15,823	15.2
25,000 to 49,999	73,488	10,142	13.8	73,346	10,229	13.9	67,269	9,427	14.0	69,294	9,598	13.9
10,000 to 24,999	57,790	9,225	16.0	61,851	9,804	15.9	65,200	10,193	15.6	66,865	10,928	16.3
5,000 to 9,999	31,481	5,703	18.1	34,314	6,443	18.8	34,163	6,184	18.1	35,297	6,880	19.5
3,000 to 4,999	23,596	4,749	20.1	23,590	4,505	19.1	23,403	4,369	18.7	23,913	4,738	19.8
1,600 to 2,999	21,102	4,421	21.0	20,920	4,867	23.3	20,960	4,555	21.7	20,800	4,408	21.2
1,000 to 1,599	13,766	2,944	21.4	13,921	2,950	21.2	13,508	2,740	20.3	14,240	3,067	21.5
500 to 999	14,467	3,574	24.7	14,369	3,290	22.9	14,133	3,062	21.7	14,006	3,082	22.0
Under 500	11,220	2,710	24.2	10,219	2,647	25.9	10,637	2,621	24.6	9,727	2,410	24.8

* 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 2012-13 through 2015-16. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2013-14 through 2016-17, with a fifth table for academic year 2017-18. Teachers assigned to more than one district (0.02% in 2013-14 & 2014-15, 0.01% in 2015-16 through 2017-18) 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 2013-14 through 2016-17, with a fifth table for academic year 2017-18. Teachers assigned to more than one district (0.02% in 2013-14 & 2014-15, 0.01% in 2015-16 through 2017-18) 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.