One-Year Attrition by District Size 2008-2010

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 fiscal year and were employed as teachers for the next academic year. *Number Leaving* and *Percent Leaving* represent 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 reflects teachers leaving the Texas public school teaching force. Beginning teachers are educators obtaining an initial, standard teaching certificate in a particular fiscal year and employed as teachers the following academic year. A fiscal year is September 1 of the previous calendar year through August 31 of the current calendar year. For example, fiscal year 2011 is September 1, 2010, through August 31, 2011.

Results

- Attrition of beginning teachers and all teachers was markedly higher for the smallest districts than for the largest.
- For the largest districts, attrition was about the same for beginning teachers as for all teachers.
- As district sizes declined, attrition of beginning teachers outpaced that of all teachers.
- Attrition declined for academic year 2009, especially in large districts.

District Size *	Num. Employed 2007	Num. Leaving 2008	Pct. Leaving 2008	Num. Employed 2008	Num. Leaving 2009	Pct. Leaving 2009	Num. Employed 2009	Num. Leaving 2010	Pct. Leaving 2010
Beginning Teachers									
50,000 and over	5,735	825	14.4	5,885	627	10.7	4,986	594	11.9
25,000 to 49,999	4,945	745	15.1	4,732	502	10.6	4,341	517	11.9
10,000 to 24,999	2,999	499	16.6	3,287	376	11.4	2,897	326	11.3
5,000 to 9,999	2,282	448	19.6	2,333	352	15.1	2,094	363	17.3
3,000 to 4,999	1,478	296	20.0	1,504	258	17.2	1,268	202	15.9
1,600 to 2,999	1,168	306	26.2	1,110	224	20.2	1,213	261	21.5
1,000 to 1,599	704	177	25.1	768	179	23.3	653	160	24.5
500 to 999	746	210	28.2	787	209	26.6	770	209	27.1
Under 500	590	188	31.9	610	194	31.8	738	208	28.2
All Teachers									
50,000 and over	86,476	11,562	13.4	90,911	9,103	10.0	87,793	9,776	11.1
25,000 to 49,999	72,686	9,624	13.2	70,847	7,716	10.9	75,695	7,860	10.4
10,000 to 24,999	49,277	6,880	14.0	52,004	5,740	11.0	51,541	5,627	10.9
5,000 to 9,999	35,683	5,557	15.6	35,224	4,353	12.4	37,066	4,530	12.2
3,000 to 4,999	23,149	3,583	15.5	23,633	3,126	13.2	23,646	2,920	12.3
1,600 to 2,999	20,080	3,647	18.2	20,202	2,970	14.7	21,085	3,238	15.4
1,000 to 1,599	13,600	2,430	17.9	14,014	2,075	14.8	13,777	2,093	15.2
500 to 999	15,152	3,062	20.2	14,762	2,609	17.7	15,580	2,682	17.2
Under 500	10,773	2,574	23.9	11,321	2,378	21.0	11,962	2,689	22.5

* Number of students.

Sources: SBEC Online data, TEA PEIMS data
Michael C. Ramsay, Research Specialist
August 2010

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Summary of methodology. For the beginning teacher results, three 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 fiscal years 2007 through 2009. Then, three employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2008 through 2010, with a fourth table for academic year 2011. Teachers assigned to more than one district (0.02%, 0.02%, 0.02%, & 0.01%, respectively) were removed. The number of students in each district was computed, combined with the first three 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 academic year and the next following academic year. For each size category and year of hire, a sum of beginning teachers hired 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, three tables were extracted containing identification numbers and district codes of all teachers who were employed in academic years 2008 through 2010, with a fourth table for academic year 2011. Teachers assigned to more than one district (0.02%, 0.02%, 0.02%, & 0.01% respectively) were removed. The number of students in each district was computed, combined with the first three tables, and used to assign each district to a size category. Next, each of the first three 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 all teachers were combined into one overall table.

Sources: SBEC Online data, TEA PEIMS data
Michael C. Ramsay, Research Specialist
August 2010