One-Year Attrition by District Size 2010-2013

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. *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 fiscal 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 academic year 2012-13, attrition of beginning teachers was more than 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.
- In academic year 2012-13, attrition increased for every size category. The increase was greatest for smaller districts, particularly among beginning teachers.

District Size *	Employed 2008-09	Leaving 2009-10	Percent 2009-10	Employed 2009-10	Leaving 2010-11	Percent 2010-11	Employed 2010-11	Leaving 2011-12	Percent 2011-12	Employed 2011-12	Leaving 2012-13	Percent 2012-13
Beginning Teachers												
50,000 and over	5,886	627	10.7	4,987	594	11.9	3,111	530	17.0	3,878	727	18.7
25,000 to 49,999	4,734	502	10.6	4,341	517	11.9	2,217	292	13.2	3,021	449	14.9
10,000 to 24,999	3,287	376	11.4	2,897	326	11.3	1,727	251	14.5	2,259	402	17.8
5,000 to 9,999	2,333	352	15.1	2,095	363	17.3	1,240	258	20.8	1,592	384	24.1
3,000 to 4,999	1,504	258	17.2	1,269	202	15.9	803	178	22.2	1,140	277	24.3
1,600 to 2,999	1,110	224	20.2	1,213	261	21.5	619	168	27.1	998	326	32.7
1,000 to 1,599	768	179	23.3	653	160	24.5	467	129	27.6	700	258	36.9
500 to 999	787	209	26.6	771	209	27.1	527	141	26.8	742	296	39.9
Under 500	611	194	31.8	738	208	28.2	322	92	28.6	601	260	43.3
All Teachers												
50,000 and over	90,911	9,103	10.0	87,793	9,776	11.1	85,948	9,854	11.5	90,366	12,873	14.2
25,000 to 49,999	70,847	7,716	10.9	75,695	7,860	10.4	63,493	6,293	9.9	69,305	9,390	13.5
10,000 to 24,999	52,004	5,740	11.0	51,541	5,627	10.9	52,775	5,611	10.6	55,530	7,697	13.9
5,000 to 9,999	35,224	4,353	12.4	37,066	4,530	12.2	30,535	3,829	12.5	31,633	5,377	17.0
3,000 to 4,999	23,633	3,126	13.2	23,646	2,920	12.3	21,863	2,744	12.6	23,701	3,939	16.6
1,600 to 2,999	20,202	2,970	14.7	21,085	3,238	15.4	17,660	2,407	13.6	19,880	3,883	19.5
1,000 to 1,599	14,014	2,075	14.8	13,777	2,093	15.2	13,097	1,907	14.6	13,725	2,633	19.2
500 to 999	14,762	2,609	17.7	15,580	2,682	17.2	13,581	2,114	15.6	14,499	3,183	22.0
Under 500	11,321	2,378	21.0	11,962	2,689	22.5	9,221	1,668	18.1	10,653	2,600	24.4

* Number of students.

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 fiscal years 2007-08 through 2010-11. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2008-09 through 2011-12, with a fifth table for academic year 2012-13. Teachers assigned to more than one district (0.02%, 0.02%, 0.01%, 0.02%, and 0.05%, respectively) 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 academic year and the next following academic year. 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 2008-09 through 2011-12, with a fifth table for academic year 2012-13. Teachers assigned to more than one district (0.02%, 0.02%, 0.01%, 0.02%, 0.05%, respectively) 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 all teachers were combined into one overall table.