

## One-Year Attrition by District Size 2011-2014

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. 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 academic years 2012-13 and 2013-14, 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.
- Attrition of beginning teachers increased for nearly all size categories until academic year 2013-14, when it decreased slightly for all size categories.
- Attrition of all teachers increased for nearly all size categories in every academic year shown.

District Size *	Employed	Leaving	Percent	Employed	Leaving	Percent	Employed	Leaving	Percent	Employed	Leaving	Percent
	2009-10	2010-11	2010-11	2010-11	2011-12	2011-12	2011-12	2012-13	2012-13	2012-13	2013-14	2013-14
<b>Beginning Teachers</b>												
50,000 and over	4,989	594	11.9	4,628	672	14.5	3,879	727	18.7	3,547	642	18.1
25,000 to 49,999	4,342	517	11.9	3,630	460	12.7	3,021	449	14.9	2,606	368	14.1
10,000 to 24,999	2,897	326	11.3	2,833	386	13.6	2,259	402	17.8	1,967	314	16.0
5,000 to 9,999	2,095	363	17.3	1,916	388	20.3	1,592	384	24.1	1,345	323	24.0
3,000 to 4,999	1,269	202	15.9	1,306	264	20.2	1,141	277	24.3	883	213	24.1
1,600 to 2,999	1,214	261	21.5	1,027	259	25.2	1,000	326	32.6	950	302	31.8
1,000 to 1,599	653	160	24.5	750	211	28.1	700	258	36.9	569	183	32.2
500 to 999	771	209	27.1	868	224	25.8	742	296	39.9	585	200	34.2
Under 500	738	208	28.2	543	151	27.8	602	260	43.2	487	186	38.2
<b>All Teachers</b>												
50,000 and over	87,793	9,776	11.1	93,950	11,281	12.0	90,366	12,873	14.2	90,684	13,832	15.3
25,000 to 49,999	75,695	7,860	10.4	69,699	7,521	10.8	69,305	9,390	13.5	70,030	9,660	13.8
10,000 to 24,999	51,541	5,627	10.9	57,714	6,567	11.4	55,530	7,697	13.9	56,203	8,410	15.0
5,000 to 9,999	37,066	4,530	12.2	33,824	4,681	13.8	31,633	5,377	17.0	31,933	6,069	19.0
3,000 to 4,999	23,646	2,920	12.3	24,248	3,378	13.9	23,701	3,939	16.6	24,008	4,269	17.8
1,600 to 2,999	21,085	3,238	15.4	19,870	3,028	15.2	19,880	3,883	19.5	20,140	4,216	20.9
1,000 to 1,599	13,777	2,093	15.2	14,646	2,396	16.4	13,725	2,633	19.2	13,962	2,848	20.4
500 to 999	15,580	2,682	17.2	15,473	2,768	17.9	14,499	3,183	22.0	14,635	3,397	23.2
Under 500	11,962	2,689	22.5	10,812	2,253	20.8	10,653	2,600	24.4	10,926	2,745	25.1

\* 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 2008-09 through 2011-12. Then, four employment tables were extracted containing identification numbers and district codes of all educators who were employed as teachers in academic years 2009-10 through 2012-13, with a fifth table for academic year 2013-14. Teachers assigned to more than one district (0.02%, 0.01%, 0.02%, 0.02%, and 0.02%, 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 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 2009-10 through 2012-13, with a fifth table for academic year 2013-14. Teachers assigned to more than one district (0.02%, 0.01%, 0.02%, 0.02%, and 0.02%, 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 for all teachers were combined into one overall table.