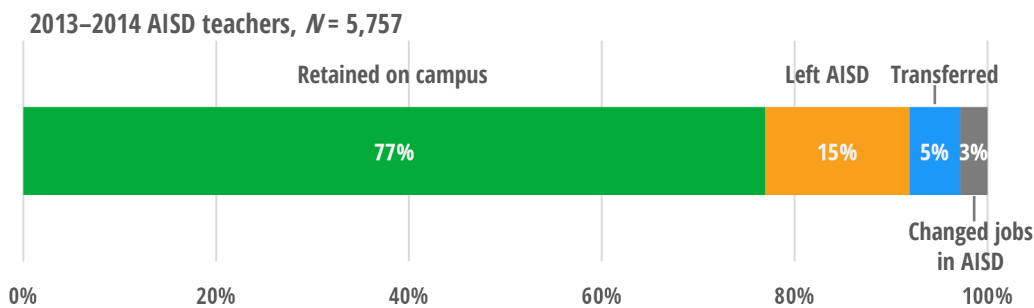


Sustaining a System for High-Quality Teachers

Executive Summary for Report 1: Key Characteristics of Austin Independent School District Teacher Leavers and Transfers

Austin Independent School District (AISD), like other school systems, faces the challenge of teacher turnover. After the 2013–2014 school year, approximately 77% of AISD teachers remained at the same school (Figure 1). AISD teacher turnover resembled the pattern nationwide.¹

Figure 1.
Although 85% of all 2013–2014 AISD teachers remained in the district the following school year, 15% left AISD.



Source. PEIMS data submission to the Texas Education Agency

Note. Data include employees coded as teachers in 2013–2014 who were not assigned to more than one work location either year.

This report addresses the most basic questions related to teacher turnover in Austin Independent School District (AISD). We describe how many teachers transferred or changed jobs in AISD, remained at their schools, or left the school district after the 2013–2014 school year. Then we describe the characteristics of teachers in each group, followed by what we know about the reasons teachers left. We also describe characteristics of the schools from which teachers were most likely to leave, and factors that further distinguished teachers who left even the schools with favorable teacher retention rates.

The following key findings provide direction for future studies.

- Leavers and stayers had different qualifications prior to entering AISD.
- Leavers were dissatisfied with the working conditions at their schools, and this was evident up to 3 years before they left.
- School leadership was an important predictor of turnover at high poverty schools.
- Teachers were more likely to stay if they were a good “fit” for their school.

¹Goldring, R., Tale, S., Riddles, M., & Owens, C. (2014). *Teacher attrition and mobility: Results from the 2012–13 teacher follow-up survey*

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How can we describe the fit between teachers and schools?

Although turnover was higher at schools with certain characteristics, some teachers still chose to leave the schools with the most seemingly desirable qualities. We found two key factors that identified teachers who left AISD or changed schools.

Teachers who left AISD or changed schools began providing lower ratings than their school's average ratings for a) collaborative leadership items and b) the item, “Overall, my school is a good place to work and learn” up to 3 years prior to leaving. “Fit” can be measured as the difference between an individual and the average for all teacher at the same school.

Overall, my school is a good place to work and learn.

