

3.2.3. Attrition for New Teachers

The U-shaped attrition curve shows how early educators experience high levels of attrition and transfers to other districts.

This section is a case study of a particular entering cohort. It examines that cohort's experience in terms of attrition and movement to other districts over a 3 year period

Table 24: Attrition of New Teachers

Academic Year	Remaining	Exit	Percent Exit	Move to Another District	Percent Move	Total: Exit and Move	Percent Exit and Move
1993	1222	76	6%	138	11%	214	18%
1994	1146	48	4%	81	7%	129	11%
1995	1098	70	6%	40	4%	110	10%
Total to 1996	1028	194	16%	259	21%	453	37%

A cohort of entrants from Oklahoma IHE graduates (public and private) that entered the Oklahoma educator workforce in 1993 was followed to 1996. There were 1222 individuals who entered the workforce in 1992-93, with no previous experience in teaching.

From 1993 to 1994, 76 of that cohort exited the educator workforce (6%) and 138 moved to another district (11%). Thus total attrition at the district level was about 18%. "District level" attrition then means how districts experience attrition: both exits and teachers moving to other districts for work. At the state level of analysis, the teachers are retained in the system as a whole. So "State level" attrition only accounts for exits, not moving.

From 1994 to 1995, the remaining 1146 person saw a 4% attrition rate (48 left), and 7% moved (81 educators) giving an 11% district level attrition rate comprised of exits and moves.

From 1995 to 1996, of the 1098 remaining individuals, 70 left (6%) and 40 moved (4%)—giving a 10% level of district attrition.

Thus, over the first three years of observing an entering cohort:

- 16% exited 21% moved for a district level attrition rate of 37%. 453 of the initial cohort of 1222 either exited or moved.