



# Austin Independent School District (AISD) Human Resources Exit Survey 2015–2016

## Summary of Teachers' Reasons for Leaving

### Introduction

Employees leaving the Austin Independent School District (AISD) are given the opportunity to complete an online exit survey. During or following the 2015–2016 school year, 646 teachers left the district.<sup>1</sup> Of the 646 AISD teacher leavers in the 2015–2016 school year, a total of 115 (18%) responded to the Human Resources (HR) Exit Survey. Table 1 shows the frequency of AISD teachers leavers for each level.

Table 1

The response rates of teacher leavers were comparable at each level, but were slightly greater for high school than middle and elementary schools.

Level	Number left AISD	Number responded	Response rate
Elementary school	353	61	17%
Middle school	145	24	17%
High school	148	30	20%
Total	646	115	18%

*Source.* AISD staff records and HR Exit Survey responses for all employees with an official last day of work between August 1, 2015, and July 31, 2016.

### Background

In 2013, AISD began administering a voluntary online exit survey to all professional and administrative employees leaving the district. Beginning in the fall of 2015, AISD began revising the survey with input from district leadership. The revised HR Exit Survey was launched in the spring of 2016 and included four questions. The first question asked about all reasons for leaving the district, with a follow-up question about the primary reason for leaving. The last two questions asked about future career plans and how the future position compared with the prior AISD position on a number of professional characteristics. The responses to each of the four HR Exit Survey questions provided by AISD teachers are summarized in this report.

<sup>1</sup> The count of leavers reflects employees with an official last day of work between August 1, 2015, and July 31, 2016, on the data pull date of August 1, 2016.

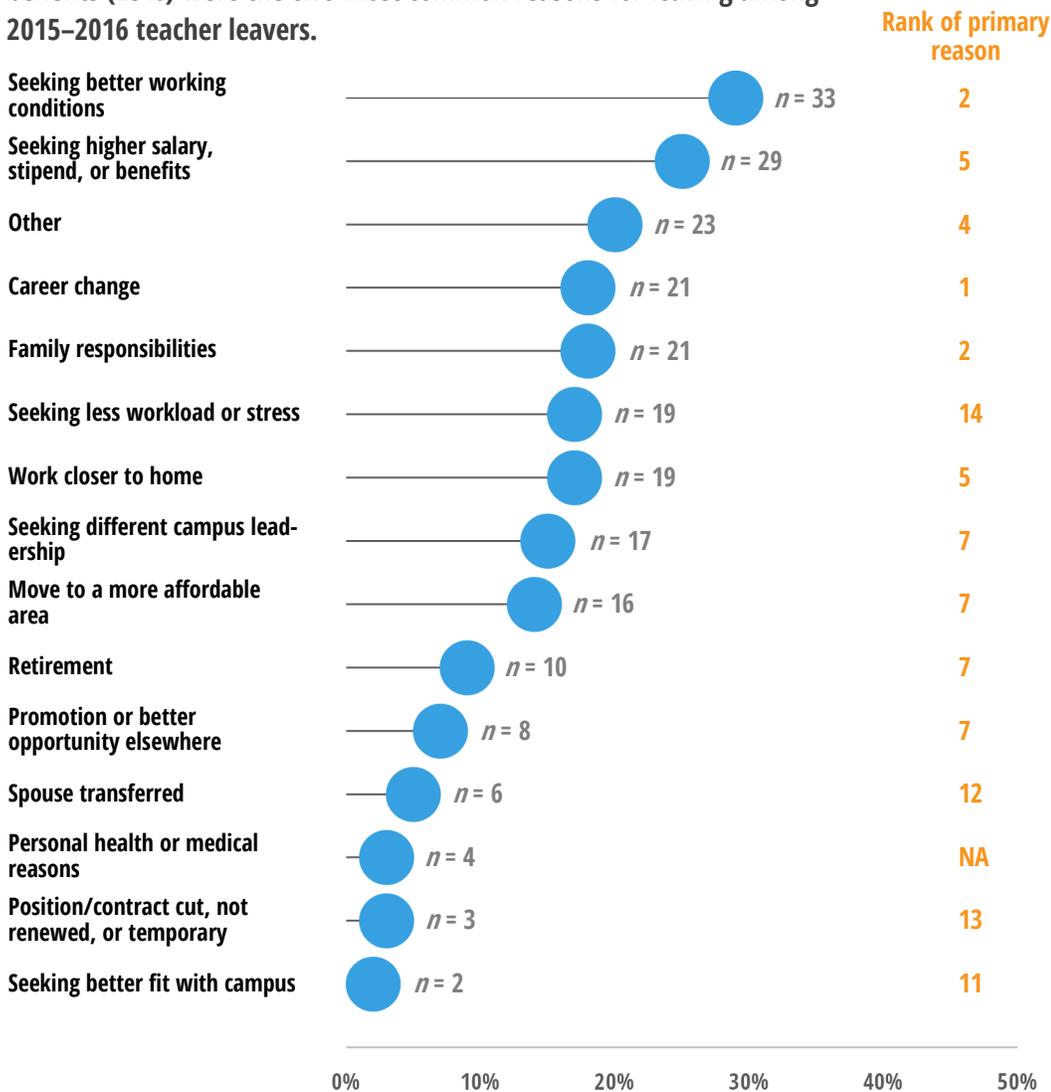


## Why Teachers Left in 2015–2016

All 115 teacher leavers responding to the HR Exit Survey answered the question about their reasons for leaving the district. The item allowed respondents to select from 14 reasons, provide their own reason, and/or expand upon their answers with free text. Figure 1 shows the percentages and numbers for each response.<sup>2</sup>

Figure 1

Seeking better working conditions (29%) and seeking higher salary, stipend, or benefits (25%) were the two most common reasons for leaving among 2015–2016 teacher leavers.



Source. AISD staff records and HR Exit Survey responses for all employees with an official last day of work between August 1, 2015, and July 31, 2016.

One hundred and fourteen leavers also indicated their primary reason for leaving the district. The counts of primary reasons were rank ordered from most (1) to least (14) frequent (see the right side of Figure 1). Career change, seeking better working conditions, and family responsibilities were the top three primary reasons for leaving.

<sup>2</sup> Respondents could select multiple reasons for leaving the district. Computation of the percentage for each reason used the overall respondent *N* in the denominator rather than the count of total responses.

## A Profile of 2015–2016 Teacher Leavers

646 teachers left AISD in 2015–2016.

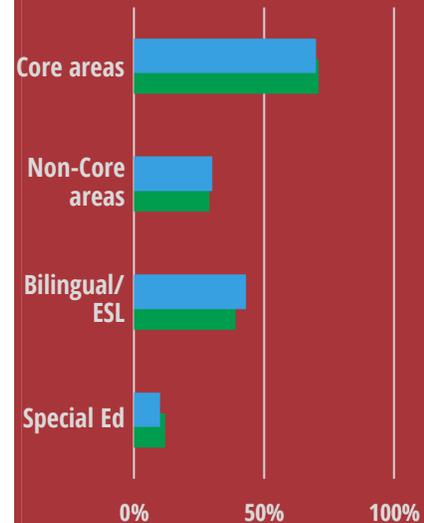
18% responded to the HR Exit Survey.

Seeking better working conditions was the most common reason for leaving.

68% perceived a greater ability to balance personal life and work in their new position.

52% expressed the intent to work for another public or private school after leaving AISD.

The teaching assignments of survey respondents resembled the distribution of teaching assignments of all leavers.

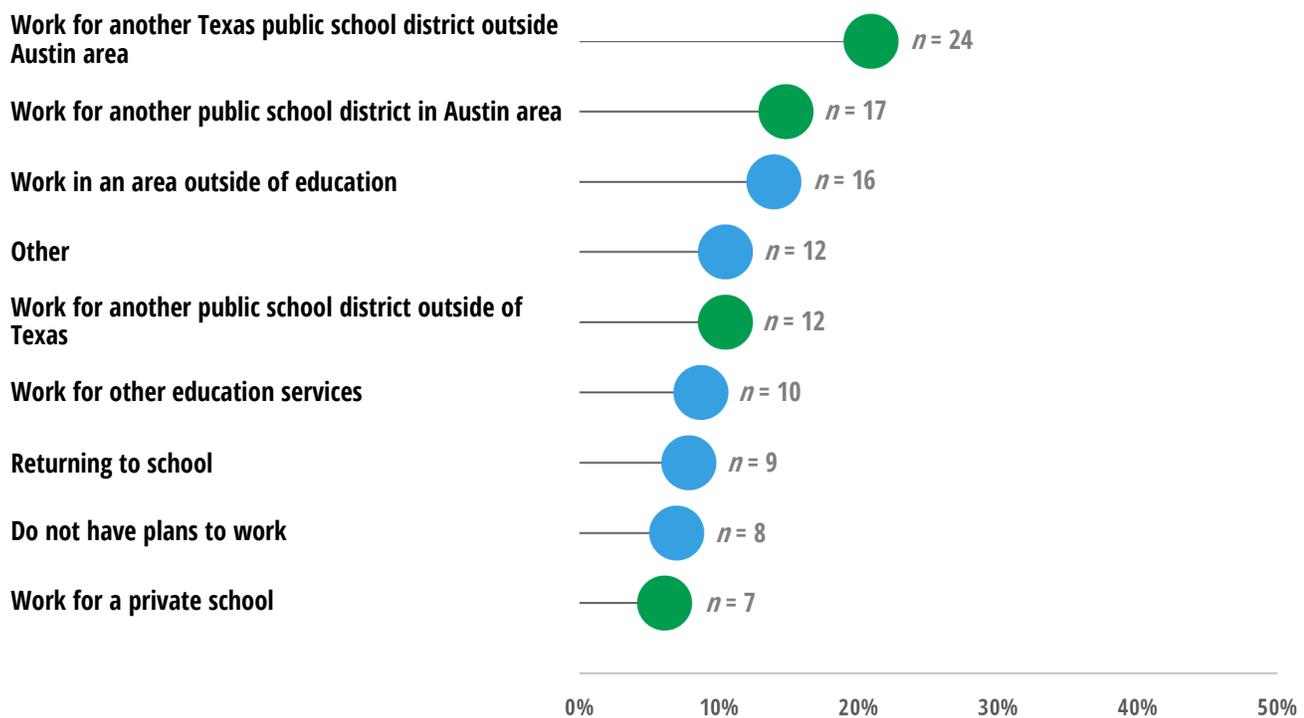


## Future Career Plans of 2015–2016 Teacher Leavers

All 115 teacher leavers responding to the HR Exit Survey answered the survey question about their future career plans. The item asked respondents to select the one statement that best described their future plans from eight predefined statements or an open-ended *other* option and to enter the name of their new employer. Most teacher leavers indicated their plans to work for another public or private school. The most common Texas districts that respondents reported leaving for were Round Rock and Leander Independent School Districts. Figure 2 shows the percentages and numbers of their responses.

Figure 2

More than half (52%) of teacher leavers indicated plans to **work for another public or private school** after leaving AISD.



Source. AISD staff records and HR Exit Survey responses for all employees with an official last day of work between August 1, 2015, and July 31,

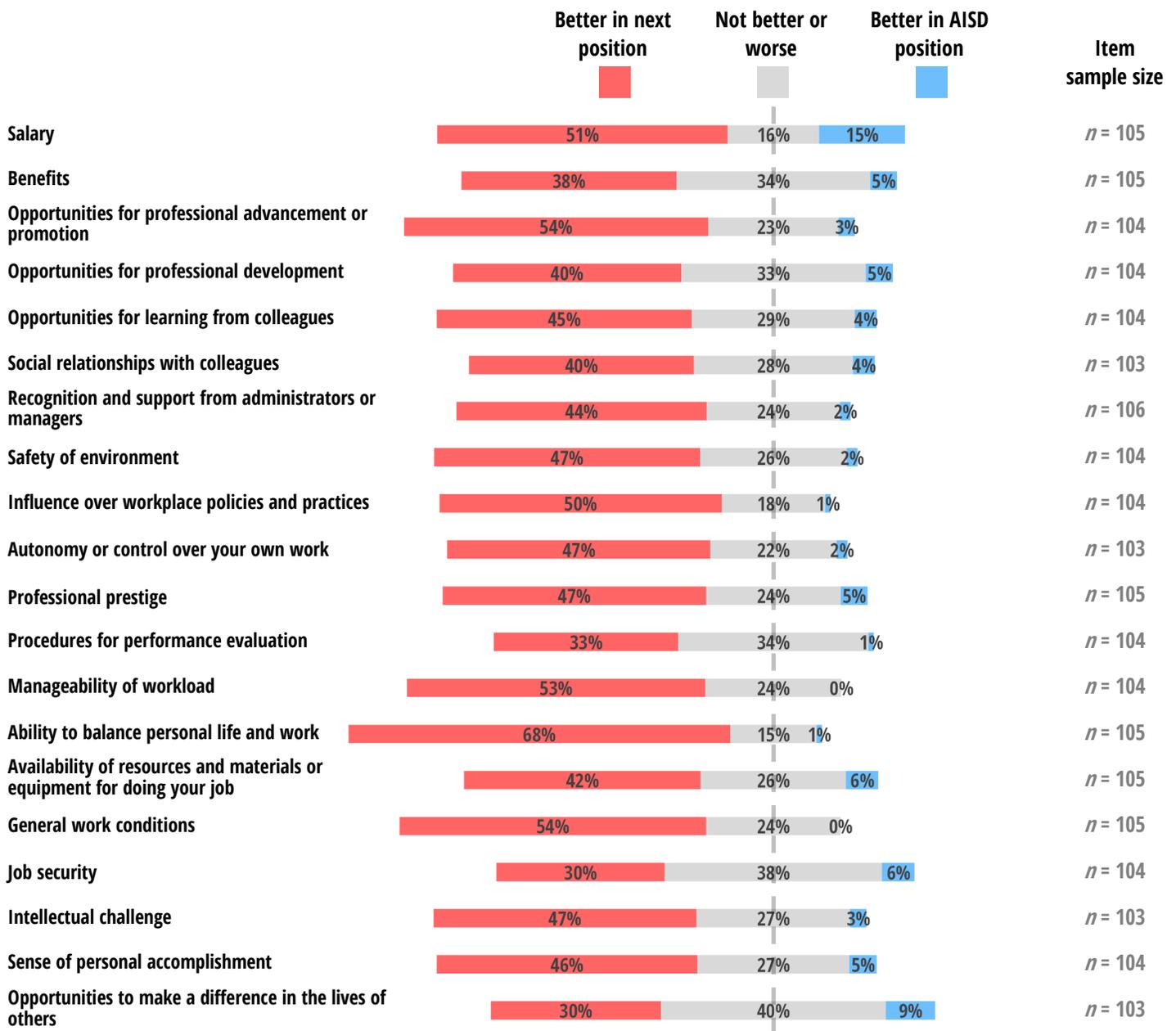
## How 2015–2016 Teacher Leavers Perceived Their New Position Relative to Their Prior Position in AISD

Teacher leavers were asked to compare their next position and their AISD position on 20 professional characteristics (Figure 3). Between nine and 12 respondents skipped these items. Consequently, individual response counts per characteristic compared varied, with a minimum *n* of 103 and maximum of 106. Across all professional characteristics compared, between approximately one-third to two-thirds of all respondents perceived the characteristics as better in their new position. Within the professional characteristics compared, the majority of respondents (i.e., > 50%) perceived the salary, opportunities for professional advancement or promotion, manageability of workload, ability to balance personal life and work, and general work conditions as better in their new position. On average, only 4% of teacher leavers perceived any professional characteristic as better in their AISD position.

Figure 3

One third or greater of survey respondents perceived all professional characteristics as better in their next position.

About two-thirds (68%) of teacher leavers perceived the ability to balance personal life and work as better in their next position.



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