



ARIZONA DEPARTMENT OF
EDUCATION

Arizona Teacher Retention Study Report

Author: Arizona Department of Education

December 2025

TABLE OF CONTENTS

Table of Contents	2
ABOUT THIS REPORT	4
TEACHER RETENTION & TURNOVER	5
Table 1. Teacher Retention and Turnover from 2024/25 to 2025/26, by Teacher Demographics	7
Table 2. Teacher Retention and Turnover from 2024/25 to 2025/26, by Years of Experience	8
Table 3. Teacher Retention and Turnover from 2024/25 to 2025/26, by Teaching Assignment	10
Table 4. Teacher Retention and Turnover from 2024/25 to 2025/26 Among Teachers Teaching Out-of-Field (Not Appropriately Certified)	11
Table 5. Teacher Retention and Turnover from 2024/25 to 2025/26 by LEA Type, District/Charter	12
Table 6. Teacher Retention and Turnover from 2024/25 to 2025/26 Among Noncertified Charter School Teachers	13
Table 7. Teacher Retention and Turnover from 2024/25 to 2025/26, by Teaching Certificate Type	14
Table 8. Teacher Retention and Turnover from 2024/25 to 2025/26 among Teachers Issued a New Certificate in FY2025, by Certificate Type and Reciprocity Status	16
Table 9: Teachers Not Renewing Their Certification in FY2025 among the First Year Renewal Cohort, by Certificate Type	17
EDUCATOR PREPARATION PROGRAMS & CERTIFICATION	18
Table 10. Arizona-Based Preparation Program Enrollment-Completers-Initial Certification for SY2024/25, by Educator Preparation Program (EPP) Pathway	19
Table 11. Multi-State Preparation Program Enrollment-Completers-Initial Certification for SY2024/25, by Educator Preparation Program (EPP) Pathway	21
Table 12. Preparation Program Completion and Initial Certification in 2025, by Certificate Type	22
TEACHER VACANCIES	24
Table 14. Teaching Vacancies in School Year 2025/26, by County	25
Table 15. Manner of Addressing Current Vacancies in School Year 2025/26	26
MENTORING	27
Table 16. Years of Formal Mentoring Among Teachers in Their First Three Years of Teaching, 2025	27
Glossary of Terms	28
APPENDIX A	29
Table A1. Teacher Retention and Turnover from 2024/25 to 2025/26, by County	29
Table A2. Teacher Retention and Turnover from 2024/25 to 2025/26, by District LEA Size based on Teacher Counts	30
Table A3. Teacher Retention and Turnover from 2024/25 to 2025/26, by Charter LEA Size based on Teacher Counts	31

Table A4. Top 5 and Bottom 5 Ranked District LEAs for Teacher Retention, Very Large Districts (1001-3000 Teachers)	32
Table A5. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Large Sized District LEAs (251-1000 Teachers).....	33
Table A6. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Medium Sized District LEAs (75-250 Teachers)	34
Table A7. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Small Sized District LEAs (21-75 Teachers).....	35
Table A8. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Large Sized Charter LEAs (201-1000 Teachers).....	36
Table A9. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Medium Sized LEAs (76-200 Teachers)	37
Table A10. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Small Sized Charter LEAs (21-75 Teachers).....	38
Table A11. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Very Large (1000+ Teachers).....	39
Table A12. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Large (250-999 Teachers)	40
Table A13. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Medium (50-250 Teachers).....	41
Table A14. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Small (25-99 Teachers).....	42
APPENDIX B	43
Table B1. Teacher Retention and Turnover from 2024/25 to 2025/26, by LEA	43
Table B2. Teacher Retention and Turnover from 2024/25 to 2025/26, by School and Locality	58
APPENDIX C	137
Table C1. Teaching Vacancies in 2025/26, by LEA and Locality	137

ABOUT THIS REPORT

Arizona Senate Bill 1735 (2025) authorized a comprehensive study to determine the retention rate of teachers across Arizona's local education agencies (LEAs). This report from the Arizona Department of Education (ADE) provides information on key measures of teacher retention and turnover in public schools in Arizona for the most recent year, that is, between the 2024/25 and 2025/26 school years. This report also provides disaggregated data tracking retention (measured as the percentage of teachers who stayed in their current district between 2024/25 and 2025/26) and two measures of turnover (the percentage of teachers who switched LEAs between 2024/25 and 2025/26, and the percentage of teachers who left public school teaching in Arizona between 2024/25 and 2025/26). In addition to providing data on teacher retention and turnover rates, this report also provides data on teacher vacancies, participation in formal mentoring and enrollment, and completion in Arizona's educator preparation programs (EPPs). These data serve as a snapshot for the most recent year across several teacher characteristics, teacher positions, teacher qualifications, and school settings, subject to current statewide data collections. Reports in subsequent years may present these outcomes in different formats over different periods. Additional relevant data spanning recent years are currently also accessible via ADE's Classroom Teacher Attrition and Retention Dashboard (<https://www.azed.gov/teach/classroom-teacher-attrition-and-retention-dashboard>).

TEACHER RETENTION & TURNOVER

Arizona’s teacher workforce faced notable shifts between school year 2024/25 to school year 2025/26, with nearly one in five teachers either leaving teaching or moving to a different Local Education Agency (LEA). While 82% (48,672) remained in the same LEA, 14% (8,523 teachers) exited Arizona public schools, and 4% (2,312 teachers) transferred to another LEA. These changes ripple beyond staffing levels; they affect student success. Frequent teacher turnover interrupts learning continuity, delays academic progress, and limits access to experienced educators. For LEAs, the challenge is twofold: maintaining instructional quality while absorbing the time, cost, and logistical strain of recruiting and onboarding thousands of new teachers each year.

Arizona statewide averages tell only part of the story. Beneath the surface are areas of high turnover tied to teacher demographics, subject areas, grade spans, LEA, and community characteristics. These patterns matter because teacher turnover diverts resources from student-focused initiatives to hiring and training. By examining retention and turnover through multiple lenses, i.e., teacher demographics, teacher experience, teaching assignment, teacher certification, teacher preparation, teacher vacancies, and LEA characteristics, this report identifies where targeted strategies can stabilize classrooms and strengthen Arizona’s educator pipeline.

The tables below provide information about teacher retention and turnover rates across various categories.

Data Disclaimer (Snapshot Timing)
Data presented in this report reflects Local Education Agency reporting as of November 14, 2025, representing the snapshot available when the report was written. Figures may be updated in future reports or dashboards as new information is processed and corrections are applied.

Teacher Retention and Turnover by Teacher Demographics

Table 1 displays retention rates among different demographic groups of Arizona teachers from 2024/25 to 2025/26. As shown, male and female teachers were retained at similar rates, though male teachers had a slightly higher exit rate (15%) than females (14%).

Among racial groups, Asian or Pacific Islander teachers were retained in their Local Education Agencies (LEA) at the highest rate (85%) and had the lowest attrition (12%), while Black teachers were retained at the lowest rate (74%) and had the highest departure rate (19%).

Minority teachers were retained at 81%, slightly below non-minority teachers (82%), and have a marginally higher rate of switching LEAs (5% vs. 4%).

Age trends reveal that younger teachers in their 20s and older teachers in their 60s are most likely to leave, with exit rates of 18% and 21%. Early career teachers in their 20s are the most mobile within the system, with 6% switching to a different LEA, nearly double the rate of older age groups. Late-career teachers, particularly those over 69, have the highest attrition rates, with 32% leaving public school teaching – primarily due to retirement.

This trend underscores the need for succession planning and strategies to retain experienced teachers longer or prepare for their replacement. Teachers in their 40s and 50s were retained at the highest rate (86%) demonstrating the greatest stability across age groups.

Table 1. Teacher Retention and Turnover from 2024/25 to 2025/26, by Teacher Demographics

Demographics	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Gender				
Female	45240	82%	4%	14%
Male	14267	82%	4%	15%
Race/Ethnicity				
American Indian or Alaska Native	1242	83%	3%	14%
Asian or Pacific Islander	3114	85%	4%	12%
Black	2464	74%	7%	19%
Hispanic	10880	82%	5%	13%
Other	193	74%	7%	19%
White	41610	82%	4%	14%
Minority Status				
Minority	17893	81%	5%	14%
Non-Minority	41614	82%	4%	14%
Age				
20s	8846	76%	6%	18%
30s	14103	80%	5%	15%
40s	15869	86%	4%	10%
50s	14034	86%	3%	11%
60s	5864	76%	2%	21%
>69	771	66%	2%	32%

Teacher Retention and Turnover by Years of Experience

Retention and turnover varied according to teachers’ years of experience (Table 2). Overall, retention within Local Education Agencies (LEAs) improves with experience, from 81% for teachers with at least 5 years to 87–88% for mid-career teachers with 10–29 years of experience.

Early career teachers with 4 or fewer years of experience had the lowest retention rate (75%), and were the most mobile, with 19% leaving public school teaching and 6% switching LEAs.

These patterns highlight that both early-career and late-career teachers face significant retention challenges, albeit for different reasons.

Table 2. Teacher Retention and Turnover from 2024/25 to 2025/26, by Years of Experience

Years of Experience	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
4 Years or Less	18903	75%	6%	19%
5–9 Years	12622	81%	4%	14%
10–19 Years	15847	87%	3%	10%
20–29 Years	9575	88%	2%	10%
30 Years or More	2560	81%	1%	18%

Teacher Retention and Turnover by Teaching Assignment

Table 3 highlights teacher retention and turnover in Arizona public schools between 2024–25 and 2025–26, segmented by teaching assignment, content area, and grade span. Overall, retention within Local Education Agencies (LEAs) remains relatively stable, averaging 80–84%, but there is notable variation across roles. Special Education and SEI classrooms show the lowest retention (80–81%) and the highest exit rates, with up to 15% leaving public school teaching, signaling critical staffing challenges in these areas.

Among content areas, the Arts, Early Childhood education, Mathematics, and Physical Education also exhibit elevated attrition (15-18%), while Elementary education, Sciences, and World Languages stand out with the lowest departure rates (12-13%).

Grade span analysis reveals that Middle School teachers have the lowest retention (79%) and the highest turnover, compared to Elementary and High School educators, who maintain stronger stability (83%).

These trends suggest that Middle School education positions face the greatest risk of teacher loss, which may impact program continuity and student outcomes.

Table 3. Teacher Retention and Turnover from 2024/25 to 2025/26, by Teaching Assignment

Teaching Assignment	Count of Teachers	Stayed in LEA	Switched LEA	Left Public School Teaching in AZ
Arts Education (All)	3666	83%	3%	14%
Bilingual	117	88%	2%	10%
Elementary Education	21808	83%	4%	14%
Other Teaching	4322	78%	3%	19%
SEI Classroom	1097	81%	5%	14%
Secondary Education	23882	82%	4%	14%
Special Education	6971	80%	5%	15%
Content Area				
Art	1466	80%	4%	15%
Dance	163	84%	3%	13%
Early Childhood	2965	80%	4%	15%
Elementary Education	22423	84%	3%	13%
English	5464	82%	4%	14%
Mathematics	4922	80%	4%	15%
Music	1842	82%	5%	14%
Other	6799	82%	3%	14%
Physical Education	2588	80%	3%	18%
Sciences	3757	83%	3%	13%
Social Studies	3522	82%	4%	14%
World Languages	1231	84%	4%	12%
Grade Span				
High School	17759	83%	3%	13%
Lower Elementary (Grades 1–3)	9467	83%	4%	13%
Middle School (Grades 7–8)	8776	79%	5%	16%
Multiple Grades Elementary	10695	80%	4%	16%
Preschool-Kinder	4445	83%	3%	14%
Upper Elementary (Grades 4–6)	8688	82%	4%	14%

Note: This table includes three different descriptors for categorizing teaching positions. Each position generally can be categorized in one of the groups for each descriptor. Additionally, teachers may hold more than one position within a district simultaneously: as such, the count of teachers is not mutually exclusive, meaning some individuals are counted more than once within each descriptor.

Teacher Retention and Turnover by Teachers Teaching Out-of-Field (Not Appropriately Certified)

Teachers appropriately certified (AC) and teaching in-field have the highest stability, with 85% remaining in the same Local Education Agency (LEA), 4% switching LEAs, and 12% leaving public school teaching (Table 4). In contrast, teachers teaching out-of-field without appropriate certification show significantly lower retention at 75%, similar mobility (4% switching LEAs), and the highest attrition rate at 21% exiting the profession.

These patterns indicate that a lack of appropriate certification and teaching out-of-field is strongly associated with higher turnover.

Table 4. Teacher Retention and Turnover from 2024/25 to 2025/26 Among Teachers Teaching Out-of-Field (Not Appropriately Certified)

Appropriate Certification (AC) Status	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Teaching In-Field (AC)	41839	84%	4%	12%
Teaching Out-of-Field (Not AC)	13360	75%	4%	21%
Unknown Status	1213	80%	3%	17%

Teacher Retention and Turnover by Local Education Agency (LEA) Type, District, and Charter

Table 5 demonstrates that District LEAs had higher stability than Charter LEAs, with 83% of district teachers remaining in the same LEA, and 13% leaving public school teaching. In contrast, Charter LEAs show significantly lower retention at 75%, higher mobility within the system, and the highest attrition rate at 19%, indicating greater staffing challenges.

These patterns suggest that Charter LEAs face the greatest turnover risk, while District LEAs maintain strong teacher retention.

Table 5. Teacher Retention and Turnover from 2024/25 to 2025/26 by LEA Type, District/Charter

LEA Type	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
District	47872	83%	4%	13%
Charter	11418	75%	6%	19%
Other	217	80%	5%	15%

Teacher Retention and Turnover among Noncertified Charter School Teachers

In school year 2024/2025, Arizona Charter schools employed a total of 11,418 certified and non-certified teachers (Table 6). Noncertified teachers showed slightly lower retention, with 75% remaining in the same Charter LEA, 3% switching, and the highest attrition rate at 22% leaving public school teaching.

Certified Charter teachers have a similar retention rate of 76%, but exhibit greater mobility, with 8% switching LEAs, and a lower exit rate of 17%.

These patterns suggest that while overall retention is comparable between certified and noncertified teachers, noncertified Charter teachers are more likely to leave the profession entirely, whereas certified Charter teachers are more likely to move between schools.

Table 6. Teacher Retention and Turnover from 2024/25 to 2025/26 Among Noncertified Charter School Teachers

Certification Status	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Certified Teachers	5920	76%	8%	17%
Noncertified Teachers	5498	75%	3%	22%

Teacher Retention and Turnover by Teaching Certificate Type

Table 7 highlights teacher retention and turnover by teaching certificate type. Elementary Education, the largest group with 25,732 teachers, retained 84% of teachers, with 4% switching Local Education Agencies (LEA) and 12% leaving public school teaching.

Secondary Education (15,706) shows similar stability, with 85% retention and 11% attrition. Special Education, a critical area with 8,390 teachers, retained 82% but had a slightly higher exit rate of 13%.

These patterns indicate that while retention is relatively strong among Elementary, Secondary, and Early Childhood Education, attrition remains a concern, particularly in Special Education, Career and Technical Education, and Subject Matter Experts.

Table 7. Teacher Retention and Turnover from 2024/25 to 2025/26, by Teaching Certificate Type

Certificate Type	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Arts Education	1145	84%	4%	11%
Career and Technical Education	3174	83%	3%	14%
Early Childhood Education	2379	85%	4%	11%
Elementary Education	25732	84%	4%	12%
Middle Grades	295	77%	5%	18%
Native American Language	67	88%	0%	12%
Physical Education	288	77%	8%	15%
Secondary Education	15706	85%	4%	11%
Special Education	8390	82%	5%	13%
Subject Matter Expert	1764	80%	6%	13%
Other	644	81%	7%	12%

Note: Teachers may hold more than one certificate type simultaneously; as such, the count of teachers is not mutually exclusive, meaning some individuals are counted more than once.

Teacher Retention and Turnover by Initial Certification Type

Table 8 shows retention and turnover among teachers who received their initial certification in school year 2024/25, with retention measured one year after certification. Comparing these outcomes to overall retention by certificate type, newly certified teachers exhibited lower retention, higher attrition, and notably higher rates of switching LEAs than the overall workforce.

For example, Elementary Education, the largest group, retained 78% of new teachers versus 84% overall, with 10% switching LEAs compared to 4% overall. Similarly, Secondary Education dropped from 85% overall retention to 78% retention among new certifications. Special Education remained relatively stable in retention (83% vs. 82%) but saw 9% switching compared to 5% overall.

These patterns indicate that teachers in their first year after certification are not only more likely to leave the profession but also significantly more likely to move between LEAs, underscoring the need for strong induction and retention strategies.

Teachers entering Arizona under reciprocity rules, i.e., those certified in another state and granted Arizona certification, show lower retention and significantly higher attrition compared to all initial certificates issued in school year 2024/25.

For example, Elementary Education reciprocity teachers retained only 65%, with an alarming 24% leaving public school teaching, compared to 78% retention and 13% attrition for all new Elementary certificates. Secondary Education and Special Education reciprocity teachers experienced almost double the attrition rates compared to all new certifications, i.e., Secondary Education had 23% attrition among reciprocity teachers vs. 12% for all new certifications, and Special Education had 17% attrition among reciprocity teachers vs. 9% for all new certifications.

These gaps underscore that reciprocity hires face greater challenges in remaining in Arizona classrooms beyond their first year, particularly in high-need areas like Secondary and Special Education.

Table 8. Teacher Retention and Turnover from 2024/25 to 2025/26 among Teachers Issued a New Certificate in FY2025, by Certificate Type and Reciprocity Status

All Certificates	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Arts Education	73	75%	7%	18%
Career and Technical Education	337	80%	7%	13%
Early Childhood Education	120	82%	8%	11%
Elementary Education	1077	78%	10%	13%
Middle Grades	44	66%	7%	27%
Native American Language	4	100%	0%	0%
Physical Education	28	61%	18%	21%
Secondary Education	677	78%	9%	12%
Special Education	551	83%	7%	9%
Subject Matter Expert	232	69%	12%	19%
Reciprocity Certificates	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Arts Education	20	70%	15%	15%
Early Childhood Education	19	58%	16%	26%
Elementary Education	144	65%	10%	24%
Middle Grades	14	57%	0%	43%
Physical Education	16	69%	19%	13%
Secondary Education	104	72%	5%	23%
Special Education	52	75%	8%	17%

Note: Teachers may hold more than one certificate type simultaneously; as such, the count of teachers is not mutually exclusive, meaning some individuals are counted more than once.

Reduction in the Certified Teacher Workforce by Certificate Type

Table 9 shows the reduction in the certified teacher workforce in school year 2024/25 by certificate type, representing teachers who did not renew their certification during their first year of a 12-year renewal window. Elementary Education lost 1,425 teachers, while Secondary Education lost 851 teachers, and Special Education lost 533 teachers.

While the table shows high non-renewal rates within the first-year renewal cohort, the actual reduction of the statewide workforce from non-renewals is on the order of 3-8% depending on certificate type, i.e. 1,425 Elementary Education teachers represent 5.5% of the total Elementary workforce, 851 Secondary Education teachers represent 5.4% of the total Secondary workforce, 533 Special Education teachers represent 6.4% of the total Special Education workforce, 242 Career and Technical Education (CTE) teachers represent 7.6% of the total CTE workforce, and 79 Early Childhood Education teachers represent 3.3% of the total Early Childhood Education workforce.

Non-renewals are a second, separate drain on Arizona’s teacher workforce. Teachers leaving the classroom plus non-renewals together shrink the active teacher pool.

Table 9: Teachers Not Renewing Their Certification in FY2025 among the First Year Renewal Cohort, by Certificate Type

Certificate Type	Count of Teachers Not Renewing	Count of Teachers Renewing	Percentage of Teachers Not Renewing
Arts/Music/PE/Theatre PreK-12 Education	39	42	48%
Career and Technical Education	242	213	53%
Early Childhood Education	79	105	43%
Elementary Education	1425	2439	37%
Native American Language	1	5	17%
Secondary Education	851	1445	37%
Special Education	533	805	40%

Note: Teachers may hold more than one certificate type simultaneously: as such, the count of teachers is not mutually exclusive, meaning some individuals are counted more than once.

EDUCATOR PREPARATION PROGRAMS & CERTIFICATION

Preparation Program Enrollment-Completers-Initial Certification by Educator Preparation Program (EPP)

Table 10 and Table 11 illustrate the educator preparation pipeline for school year 2024/25, comparing program enrollment, completers, and initial certification across Arizona-based and multi-state Educator Preparation Programs and pathway type, i.e., traditional, alternative, and classroom-based.

Multi-state programs dominate enrollment, with more than 51,000 candidates, largely driven by large online institutions such as Grand Canyon University and University of Phoenix. However, not all these enrollees are destined to teach in Arizona.

Arizona-based and multi-state EPPs show similar outcomes when comparing program completers to those who earn initial certification. Arizona-based programs had 2209 completers with 1645 certified, while multi-state programs had 1878 completers and 1460 certified, both achieving 74-78% conversion rates.

When focusing on Arizona-based program pathways, both traditional and classroom-based programs achieved a similar total conversion rate of 74-79%. These yields highlight that both pathways are effective in moving completers to certification.

It is important to note that school year 2024/25 enrollees are not the same cohort that completed in school year 2024/25. However, using these numbers together provides a useful indicator of program throughput and allows calculation of ratios such as enrollees-to-completers.

To view the ADE Educator Pipeline Dashboard, which allows users to follow educators from the institutional recommendation (IR) to certification to the classroom, visit: <https://www.azed.gov/teach/educator-pipeline-dashboard>

Table 10. Arizona-Based Preparation Program Enrollment-Completers-Initial Certification for SY2024/25, by Educator Preparation Program (EPP) Pathway

Arizona-Based EPPs	Program Pathway	Program Enrollment	Program Completers	Initially Certified	Completer to Certification Rate
Arizona State University	Traditional	2969	942	646	69%
Glendale Community College	Traditional	463	12	9	75%
Mesa Community College	Traditional	243	6	5	83%
Northern Arizona University	Traditional	2035	446	335	75%
Northland Pioneer College	Traditional	32	2	1	50%
Ottawa University	Traditional	144	11	6	55%
Paradise Valley Community College	Traditional	138	6	4	67%
Pima Community College	Traditional	355	73	62	85%
Prescott College	Traditional	53	3	2	67%
University of Arizona	Traditional	832	294	251	85%
	Pathway Total:	7264	1795	1321	74%
Arizona Christian University	Traditional & Alternative	142	23	13	57%
Central Arizona College	Traditional & Alternative	26	5	5	100%
Rio Salado College	Traditional & Alternative	675	120	102	85%
Scottsdale Community College	Traditional & Alternative	70	29	18	62%
	Pathway Total:	913	177	138	78%
Exemplary Educators	Alternative	0	2	0	0%
Mohave College	Alternative	13	2	2	100%
	Pathway Total:	13	4	2	50%
Arizona Autism Charters Schools	Classroom-Based	28	9	9	100%
Arizona School for the Deaf and Blind	Classroom-Based	0	0	0	-
Casa Grande Elementary School District	Classroom-Based	9	9	6	67%
Chandler Unified School District	Classroom-Based	22	21	19	90%
Crane Elementary School District	Classroom-Based	1	1	1	100%

Arizona-Based EPPs	Program Pathway	Program Enrollment	Program Completers	Initially Certified	Completer to Certification Rate
Deer Valley Unified School District	Classroom-Based	112	47	40	85%
Dysart Unified School District	Classroom-Based	38	7	7	100%
Gilbert Unified School District	Classroom-Based	85	32	31	97%
Lake Havasu Unified School District	Classroom-Based	3	0	0	-
Litchfield Elementary School District	Classroom-Based	11	20	13	65%
Mesa Unified School District	Classroom-Based	62	29	28	97%
Paradise Valley Unified School District	Classroom-Based	32	0	0	-
Prescott Unified School District	Classroom-Based	6	2	2	100%
Queen Creek Unified School District	Classroom-Based	12	10	7	70%
Tempe Union High School District	Classroom-Based	2	2	2	100%
Tucson Unified School District	Classroom-Based	24	20	12	60%
Vail Unified School District	Classroom-Based	3	1	1	100%
Washington Elementary School District	Classroom-Based	61	23	6	26%
Yuma Union High School District	Classroom-Based	36	0	0	-
	Pathway Total:	547	233	184	79%
	Arizona-Based Total:	8737	2209	1645	74%

Table 11. Multi-State Preparation Program Enrollment-Completers-Initial Certification for SY2024/25, by Educator Preparation Program (EPP) Pathway

Multi-State EPPs	Program Pathway	Program Enrollment	Program Completers	Initially Certified	Completer to Certification Rate
American College of Education	Traditional	507	0	0	-
Capella University	Traditional	1019	0	0	-
Grand Canyon University	Traditional	38372	1429	1122	79%
University of Phoenix	Traditional	9040	242	187	77%
	Pathway Total:	48938	1671	1309	78%
Alliant International University	Traditional & Alternative	1	0	0	-
American InterContinental University	Traditional & Alternative	116	0	0	-
	Pathway Total:	117	0	0	-
iTeach	Alternative	165	5	5	100%
Klassroom	Alternative	-	111	69	62%
Moreland University - Teach Now	Alternative	51	33	20	61%
Teach LLC (#TEACH)	Alternative	10	0	0	-
Teach US	Alternative	14	0	0	-
Teachers of Tomorrow	Alternative	1712	58	57	98%
	Pathway Total:	1952	207	151	73%
	Multi-State Total:	51007	1878	1460	78%

Preparation Program Completion & Credentials Issued by Certificate Type

Table 12 highlights how educator preparation program (EPP) completers transition into initial certification across different certificate types. Conversion rates vary, with most major certificate types performing at a moderate level.

For example, Standard Professional Elementary Education posts a 76% completer-to-certification rate, and Standard Professional Secondary Education follows at 75%, indicating generally reliable outcomes but leaving room for improvement. Standard Professional Mild/Moderate Special Education certificates show similar patterns at 77%. However, Standard Professional Early Childhood Education and Standard Professional Early Childhood Special Education stand out as lower than most, at 64-65%.

Table 12. Preparation Program Completion and Initial Certification in 2025, by Certificate Type

Certificate Type	EPP Area	Program Completers	Initial Certification	Completer to Certification Rate
Standard Professional Early Childhood Education	Early Childhood	401	262	65%
Standard Professional Elementary	Elementary	2000	1519	76%
Classroom-Based Standard Elementary	Elementary	99	65	66%
Classroom-Based Standard Middle Grades	Middle Grades	6	4	67%
Standard Professional Secondary	Secondary	875	653	75%
Classroom-Based Standard Secondary	Secondary	32	29	91%
Standard Professional Early Childhood Special Ed	Special Ed	132	85	64%
Standard Professional Hearing Impaired	Special Ed	11	7	64%
Standard Professional Mild/Mod Spec Ed	Special Ed	734	567	77%
Classroom-Based Standard Mild/Moderate Spec Ed	Special Ed	81	71	88%
Standard Professional Mod/Severe Spec Ed	Special Ed	20	14	70%
Standard Professional Visually Impaired	Special Ed	4	3	75%
Classroom-Based Standard Early Childhood Spec Ed	Special Ed	15	15	100%
Standard Professional PreK-12 Art Education	PreK-12	28	22	79%
Standard Professional PreK-12 Dance Education	PreK-12	9	5	56%
Standard Professional PreK-12 Music Education	PreK-12	71	57	80%
Standard Professional PreK-12 Physical Ed	PreK-12	27	14	52%

Note: In school year 2025 multiple teachers completed programs in multiple subject areas: as such, the count of teachers is not mutually exclusive, meaning some individuals are counted more than once.

Persistence of Program Completers by EPP

Table 13 shows the average number of years that program completers spent working in Arizona schools in the two years since completing their programs.

Program completers from classroom-based programs had a higher average number of years working in Arizona, ranging from 2.0 years to 1.4 years. Program completers from multi-state EPPs tend to have the shortest average number of years working in Arizona ranging from 1.4 to 0.2 years.

Table 13. Average Years Working in Arizona Among 2024 EPP Completers, by EPP

EPPs	Program Pathway	Average Number of Years Working in Arizona (max 2.0)
Arizona Based EPPs		
Arizona State University	Traditional	1.4
Northern Arizona University	Traditional	1.3
Ottawa University	Traditional	1.3
Pima Community College	Traditional	1.5
Prescott College	Traditional	0.7
University of Arizona	Traditional	1.4
Arizona Christian University	Traditional & Alternative	0.5
Central Arizona College	Traditional & Alternative	1.7
Rio Salado College	Traditional & Alternative	1.4
Scottsdale Community College	Traditional & Alternative	1.5
Deer Valley Unified School District	Classroom-Based	1.8
Gilbert Unified School District	Classroom-Based	1.7
Lake Havasu Unified School District	Classroom-Based	1.5
Mesa Unified School District	Classroom-Based	1.5
Vail Unified School District	Classroom-Based	2.0
Washington Elementary School District	Classroom-Based	1.4
Multi-State EPPs		
Grand Canyon University	Traditional	0.4
University of Phoenix	Traditional	0.2
iTeach	Alternative	1.3
Moreland University - Teach Now	Alternative	0.6
Teachers of Tomorrow	Alternative	1.4

TEACHER VACANCIES

The ability of Arizona Local Education Agencies (LEAs) to fill vacancies is a major consideration in understanding the consequences of teacher turnover in the state. The following section provides information on teacher vacancies in Arizona LEAs (derived from statewide surveys).

Teaching Vacancies by County

Across all LEAs in school year 2025/26, the average time reported to fill a vacancy during the peak staffing period (February to March) was 25 days; during the late staffing season (June–July) this shortened to 19 days.

As shown in Table 14, vacancies and the time to fill them varied across Arizona’s counties. LEAs in Greenlee and Mohave Counties had the largest percentage of vacancies (17 percent of expected positions vacant in SY2025/26). During the peak hiring season (February through March), Greenlee County experienced the longest time to fill vacancies (an average of 48 days), while Santa Cruz County experienced the shortest time (13 days). During the late hiring season (June and July), La Paz County experienced the longest average vacancy time (28 days), while Santa Cruz and Graham Counties experienced the shortest (an average of 9 days each).

On average, all counties in Arizona fill positions in a shorter time period during the late hiring season than the peak hiring season.

Appendix C provides more detailed information on vacancies across Arizona’s LEAs. ADE published an AZ Teacher Shortage Impact Fall 2025 Report, which summarizes the results of the teaching vacancies

(https://www.azed.gov/sites/default/files/2025/11/AZ_Teacher_Shortage_Impact_Fall_2025_Report_September_2025_Data.pdf).

Table 14. Teaching Vacancies in School Year 2025/26, by County

Location	Vacancies	Percentage of Total Positions Vacant	Average Days to Fill Vacancy (Peak Season)	Average Days to Fill Vacancy (Late Season)
Apache	96	14%	29	25
Cochise	148	15%	34	20
Coconino	93	8%	27	21
Gila	57	13%	21	16
Graham	58	13%	21	9
Greenlee	19	17%	48	15
La Paz	13	9%	35	28
Maricopa	2500	6%	22	20
Mohave	193	17%	40	22
Navajo	71	7%	21	17
Pima	461	6%	28	19
Pinal	313	12%	22	21
Santa Cruz	60	11%	13	9
Yavapai	117	9%	25	20
Yuma	180	10%	23	17

Note : LEA reporting as of October 31, 2025. Figures may be updated in future reports and/or dashboards as additional data is collected.

Manner of Addressing Current Vacancies

Survey data from Arizona’s LEAs for school year 2025/26 shed light on the strategies employed to address teacher vacancies across the state. As shown in Table 15, the most popular strategies were long-term substitutes, a 6/5th contract, and contracted personnel.

Table 15. Manner of Addressing Current Vacancies in School Year 2025/26

Strategy	Number of Vacancies Filled by Strategy	Percentage of Total Vacancies
Long-Term Substitute	1292	29%
Student Teaching Intern Certificates	156	4%
6/5th Contract	1055	24%
Collapsing Section	172	4%
Multi-Grade Classes	146	3%
Contracted Personnel	962	22%
Classified Staff	598	14%

Note : LEA reporting as of October 31, 2025. Figures may be updated in future reports and/or dashboards as additional data is collected.

MENTORING

As of school year 2024/25, survey data from Arizona LEA leaders indicate that formal mentoring is common but not universal among early career teachers (Table 16). Half of these teachers have received, or are expected to receive, two or more years of formal mentoring, while 82% have had at least one year of formal mentoring during their first three years in the classroom.

Table 16. Years of Formal Mentoring Among Teachers in Their First Three Years of Teaching, 2025

Years of Formal Mentoring	Teachers	Percentage of Teachers
0	2545	18%
1	4606	32%
2	3654	25%
3	3574	25%

Note : Data for this table were provided by LEAs as an overall count of teachers rather than for individual teachers.

GLOSSARY OF TERMS

6/5th Contract

An arrangement where a teacher agrees to teach an additional class beyond their standard full-time load (typically five classes), often for extra compensation.

Educator Preparation Program

A State Board-approved program that prepares individuals for teaching through coursework and clinical experiences.

Institutional Recommendation

A formal verification issued by an Arizona State Board–approved educator preparation program confirming completion of all requirements for a teaching or administrative certificate.

LEA (Local Education Agency)

A public authority (such as a school district or charter organization) responsible for the administration of public elementary or secondary schools within a specific geographic area.

Mentorship

A formal relationship where an experienced teacher supports a novice teacher in instructional practices, classroom management, and professional growth.

Public District

A traditional school district governed by an elected school board and funded primarily through state and local taxes.

Public Charter

A publicly funded school that operates independently of traditional school district governance, often with greater flexibility in curriculum and staffing.

Reciprocity

An agreement that allows teachers certified in one state to obtain certification in another state without completing all of that state's requirements, often with conditions.

Teacher Attrition

The rate at which teachers leave the profession entirely, either through retirement, career change, or other reasons.

Teacher Retention

The ability of a school, district, or state to keep teachers employed over time, reducing turnover and maintaining a stable workforce.

Teacher Turnover

The movement of teachers out of a school or district, which may include transfers to other schools or leaving the profession.

APPENDIX A

Teacher Retention and Turnover by County

Table A1 compares teacher retention and turnover by county in Arizona, with Maricopa County serving as a benchmark. Maricopa, the largest county with 38,608 teachers, has a retention rate of 81%, 4% switching LEAs, and 15% leaving public school teaching.

Two Arizona county regions outperform Maricopa in retention, including the Southwest (Yuma and La Paz) and Northeast (Apache, Gila, and Navajo) regions, all with lower exit rates 11-13%. Counties such as Cochise (77%), Pinal (80%), and Yavapai (80%) fall below Maricopa's retention level and have a higher attrition.

These patterns indicate that while Maricopa sits near the statewide average, smaller rural counties show both extremes – some with strong stability and others facing greater turnover challenges.

Table A1. Teacher Retention and Turnover from 2024/25 to 2025/26, by County

County	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Apache	643	86%	2%	12%
Cochise	909	77%	6%	17%
Coconino	1095	83%	3%	14%
Gila	413	88%	1%	11%
Graham	440	82%	4%	13%
Greenlee	113	85%	3%	12%
La Paz	131	89%	1%	11%
Maricopa	38608	81%	4%	14%
Mohave	1212	82%	2%	16%
Navajo	894	86%	1%	12%
Pima	8687	83%	3%	14%
Pinal	2637	80%	4%	16%
Santa Cruz	534	84%	3%	13%
Yavapai	1340	80%	3%	17%
Yuma	1851	84%	4%	13%

Teacher Retention and Turnover by District/Charter LEA Size based on Teacher Counts

Table A2 demonstrates that Larger District LEAs demonstrated stronger stability, with very large Districts (1001-3000 teachers) retaining 85% of teachers, only 3% switching LEAs, and 12% leaving public school teaching. Large Districts (251-1000 teachers) follow closely with 83% retention and 13% attrition, while medium sized Districts (75-250 teachers) retain 82% but see a slightly higher exit rate of 14%.

Smaller Districts face greater challenges. Both small (21-75 teachers) and very small (1-20 teachers) Districts retain only 77% of teachers, with attrition rising to 18% and 20%, respectively.

These patterns indicate that teacher turnover is inversely related to District LEA size, with smaller Districts experiencing the highest rates of teachers leaving the profession.

Table A2. Teacher Retention and Turnover from 2024/25 to 2025/26, by District LEA Size based on Teacher Counts

LEA Type	LEA Size by Teacher Count	Total LEAs	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
District	Very Large (1001-3000)	11	19679	85%	3%	12%
District	Large (251-1000)	41	19365	83%	4%	13%
District	Medium (75-250)	46	6237	82%	4%	14%
District	Small (21-75)	47	2006	77%	5%	18%
District	Very Small (1-20)	61	585	77%	3%	20%

For Charter LEAs, retention rates are relatively consistent across sizes, with large Charters (251-1000 teachers) and medium Charters (75-250 teachers) both retaining 75% of teachers, while small Charters (21-75 teachers) retain 76% and very small Charters (1-20 teachers) retain 74%.

Mobility between Charter LEAs is modest, ranging from 5% in larger Charter LEAs to 6% in all other size categories. Attrition, however, is significant across all sizes, with 19-20% of teachers leaving public school teaching.

These patterns suggest that Charters, regardless of size, face higher turnover challenges compared to Districts, particularly in terms of teachers leaving the profession.

Table A3. Teacher Retention and Turnover from 2024/25 to 2025/26, by Charter LEA Size based on Teacher Counts

LEA Type	LEA Size by Teacher Count	Total LEAs	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Charter	Large (251-1000)	8	4185	75%	5%	20%
Charter	Medium (76-250)	21	2888	75%	6%	19%
Charter	Small (21-75)	75	3045	76%	6%	19%
Charter	Very Small (1-20)	116	1355	74%	6%	20%

Top 5 and Bottom 5 District/Charter LEAs for Teacher Retention by Size Category

The following tables highlight the top five and bottom five Local Education Agencies (LEAs) for teacher retention within size category. Grouping by size matters because retention dynamics differ significantly between very small LEAs and large LEAs. Smaller LEAs often experience greater volatility due to limited staffing depth, while larger LEAs may benefit from more robust support systems and resources.

Very Large Districts (n = 11):

Among very large districts, the Top 5 show high stability, 87-89% stayed, 2% switched, and 10-11% exited, all better than the statewide benchmark (82% stayed, 4% switched, 14% exited).

In the Bottom 5, most very large districts still sit near or above the statewide retention benchmark, but Washington Elementary (79% stayed, 6% switched, 15% exited) stands out for elevated turnover.

Table A4. Top 5 and Bottom 5 Ranked District LEAs for Teacher Retention, Very Large Districts (1001-3000 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Very Large Districts	Scottsdale Unified District	1115	89%	2%	10%
Top 5 of Very Large Districts	Chandler Unified District #80	2235	87%	2%	10%
Top 5 of Very Large Districts	Paradise Valley Unified District	1584	87%	2%	11%
Top 5 of Very Large Districts	Peoria Unified School District	1798	87%	2%	11%
Top 5 of Very Large Districts	Deer Valley Unified District	1876	87%	2%	11%
Bottom 5 of Very Large Districts	Phoenix Union High School District	1330	85%	3%	12%
Bottom 5 of Very Large Districts	Tucson Unified District	2502	85%	2%	13%
Bottom 5 of Very Large Districts	Mesa Unified District	3069	84%	3%	13%
Bottom 5 of Very Large Districts	Dysart Unified District	1177	83%	4%	13%
Bottom 5 of Very Large Districts	Washington Elementary School District	1181	79%	6%	15%

Large Districts (n = 41):

Among large districts (251-1,000 teachers), the Top 5 show strong continuity (86-94% stayed, 0-2% switched, 6-11% exited), supporting stable classrooms.

The Bottom 5 show severe retention challenges with Isaac Elementary (56% stayed, 23% switched, 21% exited) and Phoenix Elementary (70% stayed, 11% switched, 19% exited) standing out for elevated mobility and exits.

Table A5. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Large Sized District LEAs (251-1000 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Large Districts	Maricopa Unified School District	427	94%	0%	6%
Top 5 of Large Districts	Glendale Union High School District	728	91%	2%	8%
Top 5 of Large Districts	Tolleson Union High School District	674	89%	2%	9%
Top 5 of Large Districts	Lake Havasu Unified District	259	88%	1%	11%
Top 5 of Large Districts	Madison Elementary District	301	86%	2%	11%
Bottom 5 of Large Districts	Casa Grande Elementary District	364	78%	5%	17%
Bottom 5 of Large Districts	Creighton Elementary District	284	76%	6%	17%
Bottom 5 of Large Districts	Buckeye Elementary District	315	75%	8%	17%
Bottom 5 of Large Districts	Phoenix Elementary District	340	70%	11%	20%
Bottom 5 of Large Districts	Isaac Elementary District	257	56%	23%	21%

Medium Districts (n = 46):

The Top 5 medium districts deliver exceptional continuity (91-95% stayed, 0-3% switched, and 5-9% exited), well above the statewide averages (82% stayed, 4% switched, 14% exited). In contrast, the Bottom 5 show significant workforce instability (66-73% stayed, 6-13% switched, and 17-25% exited).

Table A6. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Medium Sized District LEAs (75-250 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Medium Districts	Payson Unified District	109	95%	0%	5%
Top 5 of Medium Districts	Buckeye Union High School District	230	91%	3%	6%
Top 5 of Medium Districts	Show Low Unified District	108	91%	1%	8%
Top 5 of Medium Districts	Chinle Unified District	213	91%	0%	9%
Top 5 of Medium Districts	Parker Unified School District	106	91%	1%	8%
Bottom 5 of Medium Districts	Cave Creek Unified District	206	73%	10%	17%
Bottom 5 of Medium Districts	Liberty Elementary District	238	72%	11%	17%
Bottom 5 of Medium Districts	Saddle Mountain Unified School District	182	70%	12%	18%
Bottom 5 of Medium Districts	Union Elementary District	92	67%	7%	26%
Bottom 5 of Medium Districts	Nadaburg Unified School District	92	66%	13%	21%

Small Districts (n = 46):

Small districts show extreme variability because a few departures move rates sharply. The Top 5 show exceptional stability, far above the statewide averages (82% stayed, 4% switched, 14% exited).

The Bottom 5 reflect significant workforce instability, with exits 22-36% and switching up to 13%.

Table A7. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Small Sized District LEAs (21-75 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Small Districts	Mayer Unified School District	27	100%	0%	0%
Top 5 of Small Districts	Palo Verde Elementary District	26	96%	0%	4%
Top 5 of Small Districts	Mary C O'Brien Accommodation District	23	96%	0%	4%
Top 5 of Small Districts	Mammoth-San Manuel Unified District	36	92%	0%	8%
Top 5 of Small Districts	Hayden-Winkelman Unified District	21	90%	0%	10%
Bottom 5 of Small Districts	Sacaton Elementary District	38	66%	11%	24%
Bottom 5 of Small Districts	Fountain Hills Unified District	67	66%	10%	24%
Bottom 5 of Small Districts	Palominas Elementary School District 49	45	64%	13%	22%
Bottom 5 of Small Districts	Willcox Unified District	70	63%	9%	29%
Bottom 5 of Small Districts	Grand Canyon Unified District	25	60%	4%	36%

Charter Local Education Agencies

Large Charters (n = 10):

Among large charter LEAs, the Top 5 generally sustain near-benchmark stability (vs. statewide 82% stayed, 4% switched, 14% left).

The Bottom 5 show significant workforce instability, with exits 20-34% and switching up to 16%.

Table A8. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Large Sized Charter LEAs (201-1000 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Large Charters	Academy of Mathematics and Science, Inc.	290	86%	3%	11%
Top 5 of Large Charters	Heritage Academy, Inc.	240	83%	6%	12%
Top 5 of Large Charters	BASIS Charter Schools, Inc	944	82%	3%	15%
Top 5 of Large Charters	Leman Academy of Excellence, Inc.	330	81%	6%	13%
Top 5 of Large Charters	ASU Preparatory Academy	375	79%	3%	18%
Bottom 5 of Large Charters	Legacy Traditional Schools	660	74%	6%	20%
Bottom 5 of Large Charters	American Leadership Academy, Inc.	882	73%	5%	22%
Bottom 5 of Large Charters	Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	249	72%	7%	21%
Bottom 5 of Large Charters	Archway Classical Academy	435	70%	4%	26%
Bottom 5 of Large Charters	Edkey, Inc.	269	49%	16%	34%

Medium Charters (n = 19):

The Top 5 medium charters operate at or above the statewide benchmark (82% stayed, 4% switched, 14% left).

The Bottom 5 show significant workforce instability, with exits 25-32% and switching up to 14%.

Table A9. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Medium Sized LEAs (76-200 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Medium Charters	The Odyssey Preparatory Academy, Inc.	182	87%	4%	9%
Top 5 of Medium Charters	Paragon Management, Inc.	155	86%	3%	11%
Top 5 of Medium Charters	Benjamin Franklin Charter School - Queen Creek	161	86%	2%	12%
Top 5 of Medium Charters	Horizon Community Learning Center, Inc.	84	85%	1%	14%
Top 5 of Medium Charters	Ball Charter Schools	95	82%	2%	16%
Bottom 5 of Medium Charters	Arizona School For The Arts	80	69%	5%	26%
Bottom 5 of Medium Charters	Kaizen Education Foundation	198	66%	8%	26%
Bottom 5 of Medium Charters	Arizona Autism Charter Schools, Inc.	92	65%	4%	30%
Bottom 5 of Medium Charters	Vista College Preparatory, Inc.	88	61%	7%	32%
Bottom 5 of Medium Charters	Imagine Charter Schools	181	61%	14%	25%

Small Charters (n = 75):

Small charter LEAs show wide volatility, a few moves can swing rates sharply, but the spread here is stark. The Top 5 showed 93-96% stayed, 0% switched, and 4-7% exits, far better than the statewide averages (82% stayed, 4% switched, 14% left).

The Bottom 5 reflects severe retention challenges, with exits up to 58% and switching up to 21%.

Table A10. Teacher Retention and Turnover from 2024/25 to 2025/26 by Top and Bottom Ranked LEAs, among Small Sized Charter LEAs (21-75 Teachers)

Rank by Retained Teachers	LEA Name	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 of Small Charters	Math and Science Success Academy, Inc.	25	96%	0%	4%
Top 5 of Small Charters	Villa Montessori Charter School	25	96%	0%	4%
Top 5 of Small Charters	Destiny School, Inc.	21	95%	0%	5%
Top 5 of Small Charters	Mohave Accelerated Schools	55	95%	0%	5%
Top 5 of Small Charters	Masada Charter School, Inc.	28	93%	0%	7%
Bottom 5 of Small Charters	Arizona School For The Arts	28	61%	7%	32%
Bottom 5 of Small Charters	Kaizen Education Foundation	45	56%	16%	29%
Bottom 5 of Small Charters	Arizona Autism Charter Schools, Inc.	37	43%	19%	38%
Bottom 5 of Small Charters	Vista College Preparatory, Inc.	29	34%	21%	45%
Bottom 5 of Small Charters	Imagine Charter Schools	55	29%	13%	58%

Cities by Size Category, Top vs. Bottom Performers

Across city size band, the Top 5 generally sit above the statewide average (82% stayed, 4% switched, 14% left), while the Bottom 5 reveal where classroom stability is most at risk.

Medium and small cities include notable bright spots, i.e. Payson, Chinle, Parker, Mayer, and Palo Verde.

Very Large Cities (n = 13):

Table A11. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Very Large (1000+ Teachers)

Retained Teachers Ranking	CITY	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 in Very Large Cities	PEORIA	1699	85%	3%	12%
Top 5 in Very Large Cities	CHANDLER	2702	84%	3%	13%
Top 5 in Very Large Cities	QUEEN CREEK	1417	84%	3%	13%
Top 5 in Very Large Cities	GILBERT	2949	83%	3%	13%
Top 5 in Very Large Cities	YUMA	1242	83%	3%	13%
Bottom 5 In Very Large Cities	TEMPE	1440	82%	3%	15%
Bottom 5 In Very Large Cities	MESA	4719	81%	4%	15%
Bottom 5 In Very Large Cities	SURPRISE	1342	81%	4%	15%
Bottom 5 In Very Large Cities	PHOENIX	12047	79%	5%	16%
Bottom 5 In Very Large Cities	BUCKEYE	1207	78%	7%	15%

Large Cities (n = 22):**Table A12. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Large (250-999 Teachers)**

Rank by Retained Teachers	CITY	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 in Large Cities	MARICOPA	591	88%	3%	9%
Top 5 in Large Cities	SAHUARITA	337	86%	3%	11%
Top 5 in Large Cities	NOGALES	314	85%	4%	11%
Top 5 in Large Cities	ORO VALLEY	382	85%	2%	13%
Top 5 in Large Cities	LAKE HAVASU CITY	300	85%	2%	12%
Bottom 5 in Large Cities	GOODYEAR	987	80%	7%	13%
Bottom 5 in Large Cities	SAN TAN VALLEY	631	79%	6%	15%
Bottom 5 in Large Cities	DOUGLAS	251	78%	6%	16%
Bottom 5 in Large Cities	PRESCOTT	318	78%	3%	19%
Bottom 5 in Large Cities	SIERRA VISTA	338	75%	5%	20%

Medium Cities (n = 36):**Table A13. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Medium (50-250 Teachers)**

Rank by Retained Teachers	CITY	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 in Medium Cities	PAYSON	109	95%	0%	5%
Top 5 in Medium Cities	CHINLE	161	92%	1%	7%
Top 5 in Medium Cities	PARKER	106	91%	1%	8%
Top 5 in Medium Cities	SNOWFLAKE	133	89%	2%	9%
Top 5 in Medium Cities	GLOBE	110	89%	1%	10%
Bottom 5 in Medium Cities	COTTONWOOD	180	73%	6%	21%
Bottom 5 in Medium Cities	TONOPAH	120	73%	10%	17%
Bottom 5 in Medium Cities	APACHE JUNCTION	81	73%	7%	20%
Bottom 5 in Medium Cities	COOLIDGE	206	72%	9%	19%
Bottom 5 in Medium Cities	WILLCOX	80	65%	9%	26%

Small Cities (n = 48):**Table A14. Teacher Retention and Turnover from 2024/25 to 2025/26 by City Size based on Teacher Population, Small (25-99 Teachers)**

Rank by Retained Teachers	CITY	Count of Teachers	Stayed in LEA	Switched LEAs	Left Public School Teaching in AZ
Top 5 in Small Cities	MAYER	27	100%	0%	0%
Top 5 in Small Cities	PALO VERDE	26	96%	0%	4%
Top 5 in Small Cities	SAN MANUEL	36	92%	0%	8%
Top 5 in Small Cities	SUN CITY	71	92%	1%	7%
Top 5 in Small Cities	SAN CARLOS	63	90%	2%	8%
Bottom 5 in Small Cities	BEAVER DAM	27	67%	0%	33%
Bottom 5 in Small Cities	SACATON	38	66%	11%	24%
Bottom 5 in Small Cities	PEACH SPRINGS	27	63%	0%	37%
Bottom 5 in Small Cities	FOUNTAIN HILLS	45	62%	11%	27%
Bottom 5 in Small Cities	GRAND CANYON VILLIAGE	25	60%	4%	36%