TEACHER SEPARATION ANALYSIS
Fort Bend Independent School District
2024-2025 Academic Year | Retention Risk & Demographic Insights

Executive Summary

This report analyzes teacher separation data from Fort Bend ISD (FBISD) for the 2024-25 school year using two primary data sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). The PIR data includes all teacher departures recorded between July 2024 and June 2025 and notably contains richer field data than many districts, including teacher age, grade level, and subject assignment — enabling a deeper analysis of departure patterns.

Fort Bend ISD is one of the most diverse school districts in Texas, with a teacher workforce that is nearly equally split between African American (35.5%) and White (35.9%) teachers — a demographic profile that is rare among large Texas districts and makes racial equity in retention particularly significant. Approximately 635 teacher separations were recorded during the year, representing a ~12.8% overall separation rate.

Metric	Value	Context
Total Teachers in District (TAPR)	4,959	Highly diverse, majority-minority district
Estimated Teacher Separations (PIR)	~635	~12.8% overall separation rate
Black Teacher Separation Rate	~15.2%	Highest among major racial groups
White Teacher Separation Rate	~10.9%	Lowest among major racial groups
Hispanic Teacher Separation Rate	~11.2%	Near district average
Asian Teacher Separation Rate	~10.6%	Lowest of all groups
Resignation (broad category)	~72.4%	Dominant exit reason
Retirement	~13.4%	Elevated vs. state norms
Resignation in Lieu of Termination	~11.0%	Significant involuntary component
Special Education Teachers Departing	~130+	Largest single subject-area loss
Elementary Grade Teachers Departing	~150+	Highest volume subject area

KEY FINDING
Black teachers in Fort Bend ISD are departing at a rate nearly 40% higher than White or Asian colleagues (15.2% vs. 10.9%). This is especially significant because Black teachers represent 35.5% of the workforce — a critical mass whose retention is essential to the district's identity and equity mission. Simultaneously, Special Education and early elementary are hemorrhaging talent at an unsustainable pace across all racial groups.

Section 1: Race & Ethnicity Analysis

Fort Bend ISD's teacher demographic profile is extraordinary in the Texas context: African American and White teachers each represent approximately 36% of the workforce — a near-parity that no other major Texas district shares. This makes racial equity in retention not merely aspirational but structurally critical. Losing Black teachers at a disproportionately higher rate undermines the district's identity as a model of diverse, representative education.

Race/Ethnicity	District Staff	% of Staff	Separations (est.)	Sep. Rate	Attrition Index
African American / Black	1,763	35.5%	~268	~15.2%	1.19
White	1,782	35.9%	~195	~10.9%	0.84
Hispanic / Latino	854	17.2%	~96	~11.2%	0.89
Asian	434	8.7%	~46	~10.6%	0.86
Two or More Races	110	2.2%	~30	~27.3%*	—
Pacific Islander	10	0.2%	<5	—	—
American Indian	6	0.1%	<5	—	—
DISTRICT TOTAL	4,959	100%	~635	~12.8%	1.00

Two or More Races note: Small pool size inflates the rate. Exercise caution in interpretation.

Attrition Index = (% of separations) / (% of staff). Values above 1.0 indicate over-representation in departures.

African American / Black Teachers — Critical Alert

Black teachers represent 35.5% of FBISD's teacher workforce — one of the highest proportions of any large Texas district — yet they account for an estimated 42% of all separations. This translates to an Attrition Index of 1.19, the highest of any group, and a separation rate of ~15.2% versus 10.9% for White teachers.

Crucially, the PIR data for FBISD reveals that Black teacher departures are not concentrated only in retirement-age staff. A substantial share of Black teachers leaving are in the 27-45 age range, with 5-19 years of experience — representing the district's most experienced and institutionally invested pipeline. These are not teachers who have aged out; they are teachers the district is losing to competitive pressures, working conditions, or policy dissatisfaction.

- Black teachers accounted for a disproportionate share of Resignation in Lieu of Termination exits — suggesting disciplinary or performance management processes may be applied inequitably across racial lines.
- Black teachers appear frequently across Special Education assignments — a historically under-resourced and high-burnout area — raising the question of whether assignment equity practices are contributing to departure rates.
- Multiple Black teachers with 20-30+ years of experience resigned rather than retired, indicating dissatisfaction or push-factors rather than natural career endpoints.
- Veteran Black teachers with 27-43 years of experience are still leaving via Retirement in Lieu of Termination — an involuntary exit pathway that should be examined for patterns of administrative pressure.

> ALERT: Fort Bend ISD's Black teacher separation rate of ~15.2% is 39% higher than the White teacher rate. Given that Black teachers comprise 35.5% of all district teachers — the highest proportion among Texas's

largest districts — this attrition pattern represents a structural threat to the district's diversity identity and educational equity mission.

White Teachers

White teachers have the lowest separation rate among major groups (~10.9%), suggesting a degree of relative stability. Their departures are more evenly distributed across voluntary resignation and retirement — a healthier profile. However, White teachers also account for a large share of Special Education and elementary departures in raw numbers, reflecting their significant representation in those roles.

- A notable cohort of high-experience White teachers (20-36 years) are retiring — an expected and planned attrition that the district should be actively succession-planning for.
- White teachers with 3-12 years of experience appear in Resignation in Lieu of Termination at rates worth monitoring — these are mid-career exits that suggest some involuntary turnover beyond the retirement cohort.

Hispanic / Latino Teachers

Hispanic teachers represent 17.2% of district staff — below their proportion of the student population in Fort Bend County. Their separation rate (~11.2%) is near the district average. Notably, the PIR reveals a meaningful cluster of Hispanic teachers in Bilingual (BIL) instruction roles who are departing — a concerning pattern given the critical shortage of bilingual-certified teachers across Texas.

- Multiple Hispanic teachers serving in GRADE KG-05 Bilingual positions separated during the year — representing a specialized, hard-to-replace credential set.
- Several Hispanic teachers in CTE, orchestra, and foreign language roles also departed — each requiring specialized certifications that are difficult to backfill quickly.
- Two Hispanic teachers aged 68-69 with 22 years of experience retired from bilingual elementary positions — significant institutional knowledge loss in a chronically shortage area.

Asian Teachers

Asian teachers have the lowest separation rate of any group (~10.6%) despite representing 8.7% of staff — a substantially higher share than the state average (2.2%). This above-average representation combined with strong retention suggests Asian teachers have found relative stability in Fort Bend ISD. However, their departures cluster in high-need content areas: HS Math, HS Science, and Special Education — roles where any loss compounds district-wide shortages.

Section 2: Sex / Gender Analysis

Sex	District Staff (TAPR)	% of Staff	Approx. Share of Separations
Female	3,739	75.4%	~80% of separations
Male	1,220	24.6%	~20% of separations

Female and male teachers separate at rates roughly proportional to their workforce representation. However, several gender-specific patterns emerge from the FBISD PIR data:

- Female teachers dominate departures across all subject areas, particularly in elementary grades, Special Education, and fine arts — reflecting their higher representation in these roles.
- Male teachers departing are concentrated in coaching-linked roles (HS/MS Math/Coach, PE/Coach, SS/Coach) — suggesting that extracurricular coaching demands, compensation for those duties, or work-life balance in dual-role positions may be driving male exits.
- Multiple male teachers in the 27-35 age range with 1-6 years of experience departed from coaching-linked science, math, and social studies roles — a pattern suggesting early career burnout in dual-role assignments.
- The 'Resignation in Lieu of Termination' category skewed modestly male, particularly among athletic/coaching-linked positions — worth investigating for consistency in performance management.

> **INSIGHT**
> A distinctive Fort Bend ISD pattern: teachers in dual-role assignments (e.g., 'HS MATH/COACH', 'MS SCI/COACH') appear at elevated rates in mid-year and involuntary separations. The district should assess whether coaching stipends and workload expectations for dual-role teachers are competitive and sustainable.

Section 3: Age Analysis

Fort Bend ISD's PIR data uniquely includes teacher age at termination — a dimension unavailable in many districts' PIR reports. This enables a far more precise analysis of departure patterns across career stages. The following analysis groups separations by age cohort and cross-references against likely career stage.

Age Cohort	Career Stage	Separations (est.)	Dominant Exit Type	Key Concern
22-29	Early Career	~155	Resignation	High churn — unmet expectations
30-39	Mid Career (Building)	~175	Resignation	Largest single cohort loss
40-49	Mid Career (Peak)	~120	Resignation / Res. in Lieu	Competitive recruitment target
50-54	Pre-retirement	~55	Resignation / Retirement	Early retirement push factors
55-64	Retirement Eligible	~95	Retirement / Resignation	Expected but needs planning
65-77	Extended Career	~35	Retirement	Mostly planned attrition

The 30-39 Cohort — The Most Critical Loss

The 30-39 age group represents the largest single cohort of departing teachers, with an estimated 175 separations. These are teachers who are past the difficult first years, have built genuine classroom competency,

and are at the stage where institutional investment begins to yield full returns. Their departure is the most costly in human capital terms.

- Teachers aged 30-39 typically have 5-14 years of experience — the mid-career band where salary growth slows relative to private sector peers, and where competing districts make targeted recruitment offers.
- This cohort includes the highest concentration of Black teachers in non-retirement exits, many in the 30-38 age range with 6-15 years of experience — prime candidates for retention interventions.
- Many 30-39 year old departures occurred in Special Education, ELA, Math, and Science — high-demand, high-shortage content areas where competitor offers are most aggressive.

The 22-29 Cohort — Expectation Mismatch

Approximately 155 teachers aged 22-29 departed — predominantly via Resignation. These are early-career teachers, many with 0-4 years of experience, where classroom reality diverged from expectations or where inadequate mentorship left them without sufficient support. The PIR shows a striking number of teachers aged 22-25 with 0-1 years of experience resigning, often mid-year.

- Multiple 22-24 year old teachers with 0 years of experience departed before completing the school year — a 'no show' or early-semester exit pattern that signals the onboarding and early support experience is failing this cohort.
- Teachers in this age range in Fine Arts (Band, Orchestra, Choir, Dance) and Special Education appear at elevated rates — high-demand, high-pressure positions with complex student needs that early-career teachers may be under-prepared for.

Retirement-Age Cohort (55-77) — Planning for the Wave

An estimated 130 teachers aged 55 or older separated during the year, with roughly 85 via Retirement — a significant but largely expected pattern. However, the data reveals a concerning sub-trend: multiple teachers in their late 50s and 60s chose Resignation rather than Retirement, or exited via Resignation in Lieu of Termination — suggesting that not all veteran departures are voluntary or dignified transitions.

- Several Black teachers aged 60-77 with 26-43 years of experience separated via Resignation or Resignation in Lieu of Termination rather than standard retirement — a pattern worth investigating for potential age-related workplace issues or administrative pressure on veteran staff.
- The district should forecast retirement-eligible staff (55+ with 20+ years) to anticipate the volume of imminent departures and begin active succession planning in content areas showing the most veterans.

Section 4: Years of Experience Analysis

The FBISD PIR data provides exact years of teaching experience for each departing teacher — enabling precise comparison against TAPR-reported experience bands for current staff.

Experience Band	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.	Attrition Index
0 years (Beginning)	298	6.0%	~70	~10.7%	1.78
1-5 years	1,209	24.4%	~190	~29.0%	1.19
6-10 years	1,045	21.1%	~130	~19.8%	0.94
11-20 years	1,469	29.6%	~140	~21.4%	0.72
21-30 years	785	15.8%	~80	~12.2%	0.77
Over 30 years	152	3.1%	~45	~6.9%	2.23**

Attrition Index = (% of separations) / (% of staff). Values above 1.0 indicate over-representation in departures.

*** Over-30-year Index is elevated by retirements — largely expected, planned attrition.*

Beginning Teachers — Highest Preventable Attrition

Teachers with zero years of recorded experience have the highest Attrition Index (1.78), meaning they leave at nearly twice their proportional share of the workforce. The FBISD PIR includes several 'No Show - Did Not Start' and 'Offer Declined' records — teachers who were hired but never entered a classroom. This represents a recruitment-to-hire pipeline failure before the retention problem even begins.

- 'No Show - Did Not Start' records (2 confirmed in PIR, likely underreported) indicate teachers who accepted offers and then did not appear — a costly failure in offer management and candidate experience.
- 'Offer Declined' records (14 in PIR) are a particularly important signal — these are teachers who went through the hiring process but ultimately chose a competitor. Understanding why offers are declined is essential to improving competitiveness.
- Beginning teachers appear across all racial groups and subject areas, but disproportionately in Special Education — suggesting that emergency-certified or alternate-pathway teachers placed in demanding SpEd roles are failing to launch.

The 1-5 Year Cliff

As in most Texas districts, the 1-5 year experience band generates the largest volume of separations (estimated ~190, 29% of all departures) at an Attrition Index of 1.19. These teachers have survived the most difficult first year but have not yet established the professional commitment and campus relationships that anchor long-term retention. The FBISD data shows this cohort is diverse across race, subject, and campus level — it is a systemic, district-wide issue rather than one confined to specific campuses or subject areas.

> ALERT: Beginning and 1-5 year teachers together account for approximately 40% of all separations. The district is losing teachers faster than it can develop institutional knowledge, creating a perpetual early-career churn that destabilizes campuses and student relationships.

Mid-Career Stability — But With Exceptions

Teachers with 6-20 years of experience show Attrition Indices below 1.0, meaning they leave at below-average rates relative to their share of the workforce. This is a positive signal. However, the PIR shows that when mid-career teachers do leave — particularly in the 11-20 year band — they often do so in ways that signal dissatisfaction rather than natural transitions: resignations from Black teachers with 15-19 years of experience, exits from specialized roles (Dyslexia, Special Education CT/IC), and several Resignation in Lieu of Termination cases involving teachers with a decade or more of service.

Section 5: Subject Area & Grade Level Analysis

Fort Bend ISD's PIR uniquely includes the specific grade and subject assignment for each departing teacher. This is the most operationally actionable dimension of the dataset — it tells the district exactly where classroom vacancies will occur and which certification areas face the most acute pipeline pressure.

Subject / Assignment Area	Est. Departures	Vacancy Risk	Key Notes
Special Education (all types)	~130	CRITICAL	Largest single category; all race groups
Elementary Grades (K-5)	~150	CRITICAL	Highest volume; includes many 0-3 yr teachers
HS/MS Mathematics	~45	HIGH	Incl. Math/Coach dual roles; STEM shortage
HS/MS/ES Science	~40	HIGH	Incl. Sci/Coach; state certification shortage
ELA (all levels)	~45	HIGH	Spread across ES, MS, HS levels
PE / Coaching	~45	MOD-HIGH	Coach-linked exits; dual-role burnout
Fine Arts (Band/Choir/Orch/Art/Dance)	~40	HIGH	Specialized certs; hard to replace
Social Studies (all levels)	~30	MOD	Incl. SS/Coach dual roles
Bilingual (BIL) / ESL / Foreign Lang	~20	CRITICAL	State-wide shortage cert area
CTE (various)	~25	HIGH	Industry certs required; growing enrollment
Pre-K / Early Childhood	~15	MOD-HIGH	Includes ECSE departures
AVID / Interventions	~10	MOD	Program-specific training investment

Special Education — The Most Urgent Crisis

Special Education teachers account for the single largest category of departures — an estimated 130+ across all SpEd assignment types (RES/CT/IC, BSS, SAILS, CLaSS, ABC, ECSE, Dyslexia, ATS, and more). This is not a surprise nationally, but the scale at FBISD is severe. SpEd departures span every racial group, every experience level, and both voluntary and involuntary exit types — indicating a systemic working conditions problem rather than a demographic or pipeline issue.

- Dyslexia Specialist exits (10+ records) are particularly critical — this is a highly specialized, state-mandated role that requires specific certification and is nearly impossible to fill mid-year.
- ECSE (Early Childhood Special Education) and EIA roles saw multiple departures including Resignation in Lieu of Termination — suggesting performance management issues in an already understaffed area.
- Black teachers are disproportionately represented in SpEd departures relative to their share of all departures — raising assignment equity concerns.

Elementary Grades (K-5) — Highest Volume

Elementary grade teachers (Grades PK-5) generate the highest raw departure count of any instructional category (~150). These departures include high proportions of early-career teachers and reflect the national trend of

elementary teaching becoming increasingly demanding relative to compensation. The data shows teachers in grades K-3 specifically at elevated departure rates, with many in the 0-4 year experience range.

- Grade KG (Kindergarten) departures appeared in significant numbers — an entry-point grade where classroom demands are high and teacher support is often insufficient.
- Bilingual elementary teachers (GRADE 01-05 BIL) appear in 20+ departure records — a state-shortage certification area that is extremely difficult to replace.

Mathematics — A Competitive Market Vulnerability

HS and MS Mathematics teachers account for an estimated 45 departures, many in dual-role assignments (MATH/COACH). Math teachers are among the most actively recruited professionals in education — neighboring districts, private schools, and the technology industry all compete for math-certified educators. The FBISD data shows math teacher departures spanning all experience levels and racial groups, confirming this is a market pressure issue rather than a campus-specific one.

Fine Arts — Underappreciated Pipeline Risk

Fine Arts teachers (Band, Orchestra, Choir, Art, Dance) account for approximately 40 departures — a number that disproportionately impacts campus culture and extracurricular programming. Fine Arts certification is highly specialized and carries its own shortage designation in Texas. The PIR shows departures from both Head and Assistant positions at the MS and HS level, creating cascading program leadership vacancies.

- Both Band Head and Assistant positions appear across multiple departures — when a Head position vacates, the pipeline for experienced replacements is thin.
- Orchestra directors at both MS and HS level departed — a particularly specialized position with limited candidate pools in the greater Houston area.

Section 6: Exit Reason Analysis

Fort Bend ISD's PIR uses a more consolidated set of exit reason categories compared to some districts, which makes granular reason analysis more limited. However, the categories available still reveal important patterns, particularly around involuntary and unusual exits.

Exit Reason	Est. Count	% of Total	Preventability / Notes
Resignation	~460	~72.4%	HIGH preventability — broad category
Retirement	~85	~13.4%	LOW — expected; needs succession plan
Resignation in Lieu of Termination	~70	~11.0%	MED — involuntary; equity lens needed
Offer Declined	~14	~2.2%	HIGH — competitive offer failure
Death	~5	~0.8%	N/A — non-preventable
Termination	~4	~0.6%	N/A — involuntary
Retirement in Lieu of Termination	~4	~0.6%	MED — forced early retirement signal
No Show - Did Not Start	~2	~0.3%	HIGH — onboarding/offer failure
Job Abandonment	~1	~0.2%	MED — extreme disengagement signal

Resignation — A Category That Masks Critical Detail

'Resignation' accounts for nearly three-quarters of all FBISD separations, but unlike districts with more granular exit coding (e.g., Employment in Another District, Relocation, Family Obligation), FBISD's single 'Resignation' category provides no insight into why teachers are leaving voluntarily. This is a significant data gap that prevents targeted retention interventions. The district cannot distinguish between teachers who left for a competitor district, those who left education entirely, those who relocated, and those who left due to workplace dissatisfaction.

> **RECOMMENDATION**
>
> Fort Bend ISD should immediately implement structured exit interview protocols that capture specific resignation sub-reasons. The current 'Resignation' category obscures the most actionable retention intelligence. Coding exits with at least 5-8 sub-reasons (competitor hire, relocation, family, compensation, workplace climate, career change, etc.) would transform the district's ability to respond to preventable departures.

Resignation in Lieu of Termination — An Equity Concern

Approximately 70 teachers (11% of all exits) separated via Resignation in Lieu of Termination — a category that signals an involuntary process was initiated but resolved through mutual agreement. This is a notably elevated share compared to districts with similar demographics. Critically, this category appears disproportionately among Black teachers when reviewing the PIR records — a pattern that warrants formal audit of disciplinary and performance management processes for potential racial disparities.

- Resignation in Lieu of Termination appeared across all experience levels — including teachers with 10-24 years of service, suggesting it is not limited to struggling early-career teachers.
- Multiple instances involved Special Education teachers — raising questions about whether SpEd-specific performance standards or support structures are contributing to involuntary exits in that high-need area.
- Several cases involved coaches/dual-role teachers — where performance issues may span both instructional and extracurricular domains.

Offer Declined — A Preventable Competitive Loss

Fourteen teachers went through the full hiring process and then declined FBISD's offer — a signal that the district is losing candidates to competitors at the final stage. This reflects a compensation or working conditions gap that becomes apparent only when candidates compare FBISD's offer against alternatives. Each declined offer represents not only a failed hire but a wasted investment in recruiting, screening, and interviewing.

Death — Acknowledging Human Loss

Five teacher deaths were recorded in the PIR — a sobering reminder of the human dimension of workforce data. The PIR includes teachers who passed away during the school year at ages ranging from the early 40s to late 60s. While non-preventable from a retention standpoint, these losses — particularly of a 41-year-old teacher with 5 years of experience and a 44-year-old CTE-Agriculture teacher with 44 years of service — represent profound losses to their campus communities and deserve acknowledgment beyond workforce metrics.

Section 7: Timing of Separation

The date of exit reveals critical information about the disruptiveness of each separation. End-of-year departures (May 30, 2025 and June 2025) allow for orderly recruitment and transition. Mid-year departures create immediate campus disruption requiring emergency coverage arrangements.

Separation Window	Est. Count	% of Departures	Disruption Level
End-of-year (May-June 2025)	~490	~77.2%	Expected / Planned
Mid-year (July 2024 - April 2025)	~145	~22.8%	HIGH — Disruptive
of which: Pre-school / Aug 2024	~30	~4.7%	VERY HIGH — before classes start
of which: Fall Semester (Sep-Dec 2024)	~75	~11.8%	VERY HIGH
of which: Spring Semester (Jan-Apr 2025)	~40	~6.3%	HIGH

Approximately 23% of all separations occurred mid-year. Several specific patterns are notable in the FBISD data:

- The pre-school window (July-August 2024) contains both 'No Show' and 'Offer Declined' records — teachers who never started the year despite being hired, leaving campuses scrambling before the first day of school.
- The fall semester (September-December 2024) shows a concentrated cluster of Resignation in Lieu of Termination cases — suggesting that performance management timelines in FBISD tend to resolve in the first semester, creating mid-year vacancy spikes.
- Special Education teachers appear in mid-year departures at above-average rates — compounding the already critical SpEd shortage with the most disruptive timing possible for students with IEPs.
- Black teachers appear in mid-year departures at rates above their overall share of total departures — consistent with the pattern of higher overall attrition for this group, concentrated in involuntary exit categories.

> ALERT: Pre-school and fall semester departures — approximately 105 teachers — include a disproportionate share of Resignation in Lieu of Termination and Offer Declined records. These are the most disruptive exits for campuses and often involve specialized roles. Strengthening offer management and early performance support can directly reduce this category.

Section 8: Highest Degree Held

Fort Bend ISD has a notably higher proportion of master's and doctorate-level teachers than the state average —
a testament to the district's academic culture and professional development investment. The degree distribution of
separating teachers mirrors the overall staff profile closely, with one important exception.

Degree Level	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.
Bachelor's Degree	3,252	65.6%	~420	~66.1%
Master's Degree	1,558	31.4%	~195	~30.7%
Doctorate Degree	107	2.2%	~17	~2.7%
No Degree / Associate	42	0.8%	~3	~0.5%

At the aggregate level, degree-level separation rates are proportional — indicating advanced degree attainment
alone does not strongly predict retention. However, several nuances emerge from the FBISD data:

- Doctorate-level teachers have a modestly elevated departure share (2.7% of separations vs. 2.2% of
  staff) — suggesting that the district's highest-credentialed teachers may be being recruited away to
  administrative, university, or private sector positions, or may face unmet expectations for advanced roles.
- Fort Bend ISD's master's degree teacher population (31.4% of staff) significantly exceeds the state
  average (25.4%) — a strength that represents substantial human capital investment. Retaining master's-
  level teachers should be a specific priority.
- Several Doctorate-level Black teachers separated via non-retirement exits — a significant loss of the
  district's most highly credentialed educators of color.

Prepared for Fort Bend ISD Leadership
Data Sources: TEA TAPR 2024-25 | FBISD PIR 2024-25 | Analysis Year: 2024-2025