

TEACHER SEPARATION ANALYSIS

Spring Independent School District

2024-2025 Academic Year | Retention Risk & Demographic Insights

Executive Summary

This report analyzes teacher separation data from Spring Independent School District (Spring ISD) for the 2024-25 school year, drawing on two primary data sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). The PIR contains detailed records for all teacher departures recorded between July 2024 and June 2025, including teacher age, race/ethnicity, years of experience, degree level, subject assignment, school level, and reason for separation.

Spring ISD serves Harris County and is one of Texas's most racially diverse districts. African American teachers represent 47% of the teaching workforce — the highest proportion of any large Texas district — while Hispanic teachers comprise 27.1% and White teachers 20.5%. This demographic profile makes racial equity in retention not merely aspirational, but operationally critical. The district's estimated separation rate of approximately 22-23% far exceeds the typical Texas district range, with two compounding crises: a mass certification termination event at the start of the school year and chronic early-career teacher attrition across all demographic groups.

Metric	Value	Context
Total Teachers in District (TAPR)	1,965.1	Majority-minority district, Harris County
Estimated Teacher Separations (PIR)	~450+	~22.9% overall separation rate (est.)
African American Teacher % of Workforce	47.0%	Highest of any major Texas district
Beginning Teachers (0 yr exp)	12.8%	vs. 7.3% statewide — nearly 2x the state rate
Certification-Terminated (Start of Year)	~20-25%	Concentrated on 8/23-8/25/2024 — systemic flag
Bilingual Teacher Separations	20+	Critical shortage area; mostly Hispanic educators
Special Education Separations	30+	Largest single subject area loss
Student-to-Teacher Ratio	17.1	State average: 15.0 — significantly above average
Elementary School Separations	~55-60%	Highest school level volume

CRITICAL FINDING: Spring ISD experienced an estimated 22-23% teacher separation rate in 2024-25 — nearly double the typical Texas district average of ~12-13%. Two interlocking crises drive this: (1) a mass Certification-Terminated event affecting dozens of 0-3 year teachers on 8/23-8/25/2024, and (2) disproportionate African American teacher departures in a district where Black educators represent nearly half the workforce. Without targeted intervention, this attrition pattern threatens instructional stability, equity, and student outcomes.

Section 1: Race & Ethnicity Analysis

Spring ISD's teacher demographic profile is exceptional and largely without parallel among Texas's large urban districts. With African American teachers comprising 47% of all teachers — nearly five times the Texas state average of 12.8% — the district has built a workforce that more closely mirrors its majority-minority student body than nearly any district in the state. This representation is a significant institutional asset. Losing Black teachers at elevated rates is therefore not only an equity concern but a structural threat to the district's identity and instructional culture.

Race/Ethnicity	District Staff	% of Staff	Sep. Rate (est.)	Attrition Index
African American / Black	924.0	47.0%	~26-28%	1.28
Hispanic / Latino	533.0	27.1%	~22-24%	1.05
White	403.7	20.5%	~15-18%	0.82
Asian	54.9	2.8%	~14-16%	0.78
Two or More Races	38.5	2.0%	—	—
DISTRICT TOTAL	1,965.1	100%	~22.9%	1.00

Note: Attrition Index = (% of separations) / (% of staff). Values above 1.0 indicate over-representation in departures relative to workforce share. Race data is partially withheld in the PIR; estimates are conservative.

African American / Black Teachers — Critical Alert

African American teachers make up 47% of Spring ISD's teaching staff — but are estimated to account for approximately 50-55% of all departures, producing an Attrition Index above 1.28. Unlike districts where Black teacher attrition is concentrated among retirement-eligible veterans, Spring ISD's PIR data reveals a broad age distribution in departures — teachers aged 33 to 65 are leaving across Special Education, Elementary Grade-Level, ESSER, coaching, and CTE roles.

- Multiple Black teachers with 6-15 years of experience are departing via Personal Resign, not retirement — suggesting push factors, not natural career endpoints.
- Black educators appear prominently in Special Education Co-Teacher and Digital Learning Coach roles — both high-burnout, under-resourced assignments.
- Several Black educators with 20+ years of experience are leaving without retiring, indicating dissatisfaction or administrative pressure, not lifecycle attrition.
- The over-representation of African American teachers in ESSER-funded positions creates compounding risk as those positions are eliminated.

ALERT: African American teachers are estimated to depart at a rate nearly 50% higher than White colleagues. Given that Black teachers constitute 47% of Spring ISD's workforce — the highest such proportion among large Texas districts — this attrition pattern represents an existential threat to the district's instructional equity model and community trust.

Hispanic / Latino Teachers

Hispanic teachers represent 27.1% of the district's teaching force and are estimated to depart at a rate near or slightly above the district average. Their departures are particularly concentrated in Bilingual instruction roles — a specialized certification that is already in critical shortage statewide. The PIR reveals multiple Hispanic teachers in Bilingual Pre-K, Kindergarten, and grades 1-5 separating each year, alongside retiring veterans whose institutional knowledge is irreplaceable in the near term.

- Bilingual teacher departures account for a disproportionate share of Hispanic separations — representing 20+ exits in a shortage credential area.
- Several Hispanic Bilingual veterans aged 55-73 are retiring after 14-36 years of service — representing a generational knowledge gap.
- Certification-Terminated exits affect Hispanic teachers in Bilingual roles — suggesting the certification pipeline for Spanish-speaking teachers is under particular strain.
- Multiple Hispanic teachers in Dual Language and LOTE Spanish positions are also departing, compounding the bilingual-certified staffing shortage.

White Teachers

White teachers represent 20.5% of Spring ISD's teaching workforce and are estimated to depart at rates below the district average, which is consistent with statewide patterns. Their departures reflect a healthier mix of voluntary resignation and retirement — a more planned attrition profile. However, White teachers leaving for Other Districts represent a competitive intelligence signal worth monitoring, as these exits suggest salary or working condition differentials with surrounding Harris County districts.

Context: Withheld Race Data

A substantial portion of the PIR's race/ethnicity data is listed as 'Withheld,' limiting complete disaggregation. This affects the precision of attrition rate calculations. Spring ISD should work with TEA or internal HR systems to improve the completeness of demographic reporting for more accurate retention analysis in future cycles.

Section 2: Sex Analysis

Female teachers dominate Spring ISD's workforce at 71.7% (vs. 24.6% male), closely mirroring the Texas state distribution (75.4% female). The PIR data reflects this imbalance in separation volumes, with female teachers comprising the vast majority of all exits. However, the nature of male teacher departures warrants closer examination.

Sex	District Staff	% of Staff	% of PIR Exits (est.)	Notable Pattern
Female	1,408.7	71.7%	~74%	Broad range — all reasons
Male	556.5	28.3%	~26%	Higher CTE, PE, SPED, Admin exits

- Female teachers are disproportionately represented in Certification-Terminated exits — suggesting the certification burden falls more heavily on women entering the profession.
- Male teachers are notable in CTE (Construction Technology, Culinary, Criminal Justice, JROTC), Physical Education, and Band/Choir director roles — all competitive with private sector compensation.
- The district's Principal departures include two males and two females — four campus administrators leaving in a single year represents a significant leadership pipeline risk.
- Male teachers in STEM (Math, Science, Engineering) are leaving at rates that suggest outside compensation competition.

Section 3: Years of Experience Analysis

Spring ISD's experience profile is its most alarming demographic dimension. With 12.8% of teachers in their first year — nearly double the state average of 7.3% — and 33.6% having only 1-5 years of experience, nearly half of all teachers (46.4%) have 5 or fewer years on the job. This beginning-heavy workforce is inherently fragile, and the PIR confirms that these early-career teachers dominate all separation categories.

Experience Band	District Count	% of Staff	PIR Sep. Pattern	Risk Level
Beginning (0 yrs)	251.9	12.8%	Very High — Cert. Terminations	CRITICAL
1–5 Years	660.7	33.6%	Highest volume of all resignations	CRITICAL
6–10 Years	348.9	17.8%	Moderate personal resignations	HIGH
11–20 Years	471.2	24.0%	Mid-career departures; experience loss	HIGH
21–30 Years	199.2	10.1%	Retirements begin; experienced exits	MODERATE
Over 30 Years	33.4	1.7%	Retirement-age; planned attrition	LOW

CRITICAL: Spring ISD has 46.4% of its teaching workforce with 5 or fewer years of experience — nearly double the state average representation for beginning teachers. The PIR confirms that 0-2 year teachers dominate Certification-Terminated and Personal Resignation categories. This is not a pipeline problem; it is a retention emergency at the entry level.

Beginning Teachers (0 Years Experience)

The most alarming pattern in the entire PIR dataset is the mass Certification-Terminated exits on 8/23/2024 and 8/25/2024. Dozens of teachers — nearly all with 0-2 years of experience, predominantly female, primarily holding Bachelor's degrees — were terminated for certification issues on these two dates at the very start of the school year. This suggests a systemic failure in the pre-hire certification verification process, resulting in teachers being placed in classrooms without valid certifications and subsequently terminated en masse before the school year could stabilize.

- This pattern represents a hiring and onboarding process failure, not individual teacher failure.
- Students in these classrooms experienced immediate instructional disruption at the start of the year.
- The concentration of these exits in elementary school positions compounds the developmental harm.

1–5 Year Teachers (Early Career)

Beyond the certification crisis, early-career teachers with 1-5 years of experience generate the highest volume of Personal Resignations of any experience band. These are teachers who have passed the initial certification barrier but leave within the first few years — typically citing workload, support deficits, or better offers. At Spring ISD, this group spans all racial backgrounds, all subject areas, and all school levels, making it a systemic rather than targeted problem.

- Teachers with 1-2 years of experience appear in both Certification-Terminated and Personal Resign categories, suggesting some remain uncertified even after surviving the initial screening.
- Multiple teachers in this band leave mid-year (October, November, December dates) — an indicator of in-year distress rather than planned departure.

Mid-Career Teachers (6-20 Years)

Mid-career departures represent the most costly attrition type — these teachers have passed the retention cliff but are leaving before reaching full institutional maturity. The PIR shows a consistent stream of mid-career Personal Resignations across Special Education, ELA, Math, Science, and Coaching roles. Many have Master's degrees. These departures represent 5-15 years of invested district development walking out the door.

Section 4: Highest Degree Earned Analysis

Spring ISD's workforce has a notably higher proportion of teachers with no degree (5.1%) compared to the state average (2.4%), and a slightly lower proportion of Bachelor's-only teachers (66.0% vs. 71.4% statewide). The degree composition intersects critically with the certification crisis observed in the PIR.

Highest Degree	District % (TAPR)	Sep. Profile	Context vs. State
No Degree	5.1%	Concentrated in Cert-Terminated exits	State avg: 2.4% — 2x above avg
Bachelor's	66.0%	Dominant — all separation reason types	State avg: 71.4% — slightly lower
Master's	27.3%	Present in retirements & personal resignations	Near state avg (25.4%)
Doctorate	1.6%	Minimal separations observed	Above state avg (0.8%)

- Teachers with no degree are disproportionately represented in Certification-Terminated exits — some may be serving under emergency permits or alternative pathways that were ultimately not completed.
- Bachelor's degree teachers dominate all exit categories simply due to their workforce share, but their Certification-Terminated rate is notable.
- Master's degree holders leaving the district via Personal Resignation represent a significant loss of instructional expertise and are typically harder to replace.
- The district should examine whether its lack of incentives for advanced degrees (compared to neighboring districts) is contributing to both under-credentialed hiring and mid-career departures.

Section 5: Subject Area & School Level Analysis

The PIR data reveals significant separation concentrations by subject area, with several critical-shortage fields experiencing compounding losses. Elementary school teachers account for the largest share of all separations (estimated 55-60%), followed by High School (25-30%) and Middle School (15-20%).

Subject Area	Approx. Sep.	School Level	Key Concern
Special Education (CO-TCHR + Resource)	30+	All Levels	Chronic shortage area — high burnout
Grade-Level Tchr (1st–5th + Bilingual)	80+	Elementary	Foundation of literacy instruction
ESSER / ESSER III Teachers	35+	All Levels	Grant-end position eliminations
ELA / English Language Arts	20+	MS & HS	Core academic area; cert issues
Math Teachers	18+	MS & HS	STEM pipeline risk
Science Teachers	15+	MS & HS	STEM pipeline risk
Bilingual Teachers	20+	Elementary	Critical shortage; Hispanic-led
ESOL Teachers	10+	All Levels	ELL student support at risk
Social Studies	12+	MS & HS	Cert issues + personal departures
CTE (All subjects)	15+	HS	Industry-competitive wages lost
Coaches / Interventionists	15+	Elem & MS	Reading and Math support loss

Special Education — Largest Single Area Loss

Special Education Co-Teachers and Resource Teachers account for more than 30 observed separations across Elementary, Middle, and High School levels — making it the single largest subject area loss in the district. SPED exits span all racial groups and experience levels, from 0-year beginners terminated for certification issues to 20+ year veterans resigning mid-career. The chronic underfunding, high caseloads, and emotional demands of special education work make it the district's most unsustainable assignment category.

Bilingual Education — Critical Shortage

Over 20 Bilingual teachers departed during the year, representing a severe blow to the district's capacity to serve its large English Language Learner population. Hispanic teachers dominate these exits, many through Certification-Terminated actions that suggest the pipeline for bilingual-certified educators — already strained statewide — is failing locally. Retirements of long-tenured bilingual veterans (some with 19-36 years of service) compound the urgency. Bilingual positions are among the hardest in Texas to fill, and each departure represents a 2-3 year minimum replacement timeline.

ESSER-Funded Positions — Structural Attrition

Approximately 35+ teachers in ESSER and ESSER III-funded positions separated during the year. While some exits were voluntary resignations and retirements, a meaningful number were Position Eliminated — reflecting the expiration of pandemic-era federal funding. Teachers who built careers in these roles face displacement, and students who relied on ESSER-funded instruction lose continuity. The district should have begun transition planning for these positions at least 12-18 months in advance.

CTE, Fine Arts, and Performing Arts

Career and Technical Education teachers across Construction Technology, Culinary Arts, Criminal Justice, Health Science, Marketing, Media Technology, and Engineering departed during the year — many citing Personal Resignation. Fine Arts departures (Band Directors, Choir Directors, Art, Theatre Arts, Mariachi) are also notable. These positions require specialized credentials and real-world industry experience that is difficult to source and command premium outside compensation. Spring ISD's ability to compete for these teachers without targeted stipends is limited.

Section 6: Separation Reason Analysis

Understanding why teachers leave is the most actionable data point for retention strategy. The PIR provides specific departure reasons that, when analyzed at scale, reveal both systemic failures and competitive pressures.

Separation Reason	Est. % of Total	Primary Profile	Actionability
Personal — Resign	~52%	Broad cross-section; all races, levels	Moderate
Certification — Terminated	~20%	0-3 yr exp; 8/23-8/25/24 dates; young females	HIGH — Systemic
Retired	~6%	Age 55+; 15-36 yrs exp; spread across year	Low — Natural
Other District — Resign	~4%	Competitive exits; mid-career; varied subjects	HIGH — Competitive
Moving — Resign	~3%	Geographic mobility; often <5 yrs exp	Moderate
Terminated (COBRA/Non-COBRA)	~4%	Involuntary; mixed experience levels	Moderate
Position Eliminated	~2%	ESSER/grant-funded positions ending	LOW — Structural
Deceased	<1%	Multiple entries; not actionable	N/A

Personal Resignation — The Dominant Category

'Personal - Resign' is the most common reason across all demographics, school levels, experience bands, and subject areas. However, 'personal' is a catch-all category that obscures the real reasons teachers leave — workload, compensation, administrative culture, lack of support, and better opportunities elsewhere. Spring ISD should implement structured exit interview programs to disaggregate what 'personal' actually means at the individual level. The concentration of personal resignations at the start of the school year (8/25/24) suggests these are not truly spontaneous personal decisions but planned departures timed to the contract cycle.

Certification-Terminated — A Systemic Process Failure

The Certification-Terminated exits represent the most controllable — and most damaging — category in the PIR. Concentrated almost entirely on 8/23/2024 and 8/25/2024, these exits share a consistent profile: 0-3 years of experience, Bachelor's degree, age 23-40, predominantly female, elementary school placement. The simultaneity of these exits strongly suggests a batch certification processing failure — either pre-hire verification was not completed, TEA certification status was not confirmed before school started, or teachers were hired contingently on certifications they did not ultimately obtain. This is a process problem, not a personnel problem.

- Recommendation: Implement mandatory TEA certification status verification 30 days before contract execution.
- Recommendation: Audit hiring pipelines to identify whether certification approval timelines are creating systemic gaps.

- Recommendation: Consider provisional placement policies that prevent uncertified teachers from being placed in classrooms of record.

Section 7: Separation Timing Analysis

The timing of separations provides important context for both the nature of exits and their operational impact on the district. Spring ISD's separation timing data reveals a highly concentrated early-year exodus followed by a sustained stream of mid-year departures.

Separation Date Window	Est. Volume	Primary Reason	Significance
8/23–8/25/2024	~50-60%	Cert. Terminated + Personal Resign	CRITICAL — Start-of-year mass exit
9–10/2024	~8%	Personal Resign	Early-year dissatisfaction signal
11–12/2024	~10%	Personal Resign + Moving	Mid-year departures; gap creation
1–2/2025	~10%	Retirement + Personal	Semester-break exits
3–5/2025	~8%	Personal + Terminated	End-of-year departures
6/2025	~4%	Terminated + Retirement	End-of-contract exits

- The August 23-25, 2024 cluster is unprecedented in scale — representing up to 50-60% of all annual separations in a 72-hour window at the start of the school year.
- Mid-year departures (October through February) create the most operationally disruptive gaps — students lose instructional continuity mid-semester.
- Semester-break retirements (January-February) are somewhat expected but require succession planning to minimize disruption.
- The presence of June-date terminations suggests ongoing performance or certification issues being resolved at year-end.