

# TEACHER SEPARATION ANALYSIS

Alvin Independent School District

2024-2025 Academic Year | Retention Risk & Demographic Insights

## Executive Summary

This report analyzes teacher separation data from Alvin ISD 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 covers all teacher departures recorded between July 2024 and June 2025, and includes subject/grade assignment and years of experience for each departing teacher. Age information was largely redacted as confidential in Alvin ISD's PIR — a data limitation noted throughout this report.

Alvin ISD is a mid-size district in Brazoria County with approximately 1,971 teachers. Its workforce is notably diverse for a suburban district, with African American teachers representing 24% of staff — nearly double the statewide average of 12.8%. Approximately 261 teacher separations were recorded during the year, yielding an overall separation rate of ~13.2%. Beneath the aggregate figure lie significant disparities by race and a critically alarming situation for the district's American Indian teacher population.

| Metric                                 | Value  | Context   |
|--|--------|---|
| Total Teachers in District (TAPR)      | 1,971  | Mid-size suburban district, Brazoria County         |
| Estimated Teacher Separations (PIR)    | ~261   | ~13.2% overall separation rate                      |
| Black Teacher Separation Rate          | ~15.4% | Highest among major groups (Attrition Index 1.17)   |
| Caucasian Teacher Separation Rate      | ~14.4% | Near district average (Attrition Index 1.09)        |
| Hispanic Teacher Separation Rate       | ~8.4%  | Lowest — strongest retention group in district      |
| Asian Teacher Separation Rate          | ~11.2% | Near average  |
| American Indian Separation Rate        | ~58%*  | CRITICAL — est. 6 of ~10 teachers departed          |
| SPED Teacher Departures                | ~55    | Largest subject-area concern; cross-racial          |
| 6-10 Year Experienced Teachers Leaving | ~26%   | Above-avg attrition index — unique district pattern |
| Mid-Year Departures                    | ~45    | ~17% of all separations; SPED-concentrated          |

\* American Indian rate based on a very small pool (est. 10 teachers) — statistically fragile but operationally significant.

### KEY FINDING

Alvin ISD faces a dual retention crisis: Black teachers are departing at a rate 83% higher than Hispanic teachers — the district's most stable group — while Special Education positions are hemorrhaging talent

across all racial groups with a disproportionate concentration among Black teachers. The near-total loss of the American Indian teacher cohort signals a complete failure to retain a specific and valuable subset of the workforce.

## Section 1: Race & Ethnicity Analysis

Alvin ISD's teacher workforce is notably more racially diverse than many suburban Texas districts. African American teachers represent 24.0% of the workforce — nearly double the state average of 12.8% — making diversity-conscious retention particularly consequential. The district uses 'Caucasian' as the racial label in its PIR data, corresponding to the TAPR 'White' category.

| Race/Ethnicity           | District Staff | % of Staff | Separations (est.) | Sep. Rate | Attrition Index |
|--------------------------|----------------|------------|--------------------|-----------|-----------------|
| African American / Black | 474            | 24.0%      | ~73                | ~15.4%    | 1.17            |
| Caucasian / White        | 969            | 49.2%      | ~140               | ~14.4%    | 1.09            |
| Hispanic / Latino        | 405            | 20.6%      | ~34                | ~8.4%     | 0.63            |
| Asian                    | 63             | 3.2%       | ~7                 | ~11.2%    | 0.84            |
| American Indian          | 10             | 0.5%       | ~6                 | ~58%*     | 4.60            |
| Two or More Races        | 48             | 2.5%       | <5                 | —         | —               |
| DISTRICT TOTAL           | 1,971          | 100%       | ~261               | ~13.2%    | 1.00            |

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

*\* American Indian rate based on an estimated 10 FTE; interpret with caution but treat as operationally urgent.*

### American Indian Teachers — Emergency Signal

The most statistically alarming finding in Alvin ISD's data is the near-complete departure of its American Indian teacher population. With only approximately 10 American Indian teachers in the district, six separations represent a ~58% attrition rate in a single school year — an Attrition Index of 4.60, far exceeding any other group. This is not a pipeline issue or natural attrition; it is a collapse.

- The six departing American Indian teachers spanned a wide range of experience levels — 7, 8, 12, 14, and 28 years. This is not an early-career phenomenon. Experienced, invested teachers are leaving.
- Their assignments included Elementary 5th Grade, Elementary IC Reading, HS CTE Culinary, HS Teacher/Coach, JH IC Math, and JH Social Studies/Coach — diverse roles suggesting the issue is systemic rather than role-specific.
- All six departed via Resignation — voluntary exits by experienced educators who chose to leave rather than retire or be involuntarily separated.
- If this pattern continues, Alvin ISD will have effectively zero American Indian teachers within one to two years, eliminating all representation for any Native American students in the district.

**EMERGENCY ALERT:** Alvin ISD lost approximately 58% of its American Indian teacher workforce in a single year. Immediate outreach to recently departed American Indian teachers and listening sessions with remaining staff are necessary to diagnose and respond to this crisis before the cohort is eliminated entirely.

### African American / Black Teachers — Disproportionate Attrition

Black teachers represent 24.0% of Alvin ISD's teacher workforce — a significant and above-average proportion for a suburban Texas district. Yet they account for approximately 28% of all separations, yielding an Attrition Index of 1.17 and a separation rate of ~15.4%.

- Black teacher departures are heavily concentrated in Special Education (SPED RES/Coach roles at HS and JH levels) — the single largest cluster of Black teacher exits. Multiple Black SPED teachers departed mid-year in January, February, and December, reflecting acute working conditions pressure in those roles.
- Black teachers also departed in large numbers from Elementary grades 1-5, JH Language Arts, JH Math, JH/HS Science, and JH Art — a broad distribution suggesting a systemic district climate concern rather than a single department or campus problem.
- Several Black teachers with substantial experience — 21, 22, 24, 25, and 28 years — resigned rather than retired, representing irreplaceable institutional knowledge and mentorship capacity.
- Multiple Black male teachers separated from SPED coaching roles mid-year — a pattern warranting specific investigation into dual-role demands and support structures for Black male educators.

## Caucasian / White Teachers

Caucasian teachers are the largest group in the district (49.2%) and account for approximately 53.6% of separations — an Attrition Index of 1.09, slightly above average. Their departures include a meaningful retirement cohort, which is expected and plan-able.

- Caucasian teachers account for the majority of retirements in the PIR — multiple educators with 25-38 years of experience retired, representing planned attrition the district should be actively succession-planning for.
- Caucasian SPED teachers also appear in multiple mid-year departures — confirming that Special Education working conditions are a cross-racial systemic concern, not limited to any single group.
- Multiple Caucasian teachers with 0-3 years of experience resigned from JH Math, Science, and Language Arts — early-career exits in high-need content areas consistent with the statewide early-career churn pattern.
- One Caucasian teacher (JH Art, 24 years of experience) is recorded as Deceased in the PIR — a profound human loss to his campus community, acknowledged here beyond workforce metrics.

## Hispanic / Latino Teachers — Strongest Retention

Hispanic teachers demonstrate the strongest retention in Alvin ISD, with a separation rate of only ~8.4% — significantly below the district average of 13.2% and well below both Black and Caucasian rates. Understanding why Hispanic teachers stay could inform strategies to improve retention across all groups.

- Hispanic teacher departures include a notable cluster in Bilingual instruction (BIL 2nd, BIL 3rd, BIL 5th, BIL Kinder) — a state-shortage certification area. Multiple bilingual teachers retired with 25-30 years of experience, representing decades of specialized expertise that is extremely difficult to replace.
- Several Hispanic teachers departed from Foreign Language, JH Math/Coach, and JH Language Arts roles — each requiring specific certifications or dual-role commitments that may contribute to voluntary exits.

## Asian Teachers

Asian teachers (3.2% of staff) show a separation rate of ~11.2% — slightly below the district average. Their departures include two notable mid-year exits: a Doctorate-credentialed teacher in HS CTE Health Science departed in November, and an Elementary Kinder teacher with 11 years of experience left in August — both potentially preventable losses.

## Section 2: Sex / Gender Analysis

| Sex    | District Staff (TAPR) | % of Staff | Approx. Share of Separations |
|--------|-----------------------|------------|------------------------------|
| Female | 1,535                 | 77.9%      | ~82% of separations          |
| Male   | 436                   | 22.1%      | ~18% of separations          |

Female and male teachers separate at rates broadly proportional to their workforce representation. However, several gender-specific patterns emerge:

- Male teachers are disproportionately concentrated in coaching-linked departure roles — HS Teacher/Coach, JH SOC ST/Coach, JH SCI/Coach, HS Math/Coach, and SPED RES/Coach. Multiple Black male teachers in SPED coaching roles departed mid-year, suggesting the dual burden of specialized instruction and athletic coaching is unsustainable for this population.
- Female teachers dominate departures in elementary grades, ELA, and SPED resource roles — consistent with their greater representation in those assignments.
- Several female teachers with 18-27+ years of experience resigned rather than retired — particularly in JH Language Arts, HS English, and JH Math — suggesting push-factors beyond normal career arc.

### INSIGHT

The concentration of Black male teacher departures specifically in SPED coaching roles — many mid-year — points to a dual-role design problem. Teaching students with disabilities while simultaneously managing athletic responsibilities creates a compounding workload that may be disproportionately assigned to Black male educators. An equity audit of coaching assignments is warranted.

## Section 3: Years of Experience Analysis

Alvin ISD's experience distribution among departing teachers reveals a striking divergence from the typical Texas pattern: the 6-10 year experience band — not the 0-5 year band — shows the highest Attrition Index of any non-retirement cohort. This signals a mid-career retention vulnerability that is distinct from the early-career churn most districts face.

| Experience Band     | District Staff (TAPR) | % of Staff | Separations (est.) | % of Sep. | Attrition Index |
|---------------------|-----------------------|------------|--------------------|-----------|-----------------|
| 0 years (Beginning) | 76                    | 3.9%       | ~8                 | ~3.1%     | 0.79            |
| 1-5 years           | 565                   | 28.7%      | ~72                | ~27.6%    | 0.96            |
| 6-10 years          | 454                   | 23.0%      | ~68                | ~26.1%    | 1.13            |
| 11-20 years         | 630                   | 32.0%      | ~82                | ~31.4%    | 0.98            |
| 21-30 years         | 214                   | 10.9%      | ~22                | ~8.4%     | 0.77            |
| Over 30 years       | 31                    | 1.6%       | ~9                 | ~3.4%     | 2.14**          |

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

*\*\* Over-30-year index elevated primarily by retirements — expected attrition.*

### The 6-10 Year Band — Alvin ISD's Unique Vulnerability

Unlike most Texas districts where the 0-5 year experience band drives the highest non-retirement attrition, Alvin ISD's most over-represented departure cohort is teachers with 6-10 years of experience (Attrition Index: 1.13). These are educators who have survived the difficult early years, developed genuine instructional competency, and represent the district's most investable human capital — yet they are leaving at above-average rates.

- Teachers in this band have enough experience to be attractive recruits for competing districts and are precisely the educators competitor recruiters target with compensation offers.
- Black teachers with 6-10 years of experience appear prominently in this cohort across elementary grades, JH Language Arts, JH Math, and JH/HS Science — suggesting mid-career Black educators are being recruited away or experiencing working conditions that push them out.
- Caucasian teachers in this band are departing in large numbers from Elementary and JH/HS content areas — particularly Science, English, and Math — the most competitive certification areas in the greater Houston labor market.

### The 11-20 Year Band — Experienced Teacher Erosion

The 11-20 year experience band is Alvin ISD's largest staff cohort (32% of teachers, vs. a state average of 27.6%) and generates a near-proportional share of departures. While the Attrition Index approaches 1.0, the absolute number (~82 departures from this band alone) is significant for a district of Alvin's size. Losing 82 teachers with 11-20 years of experience in a single year represents a fundamental erosion of the district's institutional core.

- Multiple teachers with 14-18 years of experience resigned — not retired — from HS and JH roles in SPED, Social Studies, Science, and ELA. These mid-career resignations suggest dissatisfaction rather than natural career progression.
- Several Black teachers with 14-18 years of experience departed from both elementary and secondary settings — a particularly costly loss given the mentorship and leadership capacity they represent for younger Black educators.

**ALERT:** Alvin ISD's 6-10 year experience teachers are departing at above-average rates — an unusual pattern in Texas. Most districts lose disproportionately in the 0-5 year range; Alvin ISD is also losing its mid-career backbone. This signals competitive recruitment pressure on teachers who have proven their effectiveness and are therefore most attractive to competing employers.

## Section 4: Subject Area & Grade Level Analysis

Alvin ISD's PIR includes subject and grade-level assignment for each departing teacher — providing operationally critical vacancy intelligence for the 2025-26 recruitment cycle. The following identifies the highest-risk content areas and campus levels.

| Subject / Assignment Area             | Est. Departures | Vacancy Risk | Key Notes   |
|---------------------------------------|-----------------|--------------|---|
| Special Education (SPED RES/Coach/FS) | ~55             | CRITICAL     | Largest category; heavily Black-concentrated; many mid-year |
| Elementary Grades (PreK-5)            | ~70             | CRITICAL     | Highest volume; BIL, IC, Dyslexia roles included            |
| Language Arts / ELA (JH & HS)         | ~35             | HIGH         | Strong Black teacher concentration; multiple mid-year exits |
| Social Studies / Coach (JH & HS)      | ~30             | HIGH         | Dual-role exits; several mid-year resignations              |
| Math (JH, HS, IC Math)                | ~25             | HIGH         | Competitive cert; 6-10 yr cohort prominent                  |
| Science (JH & HS)                     | ~20             | HIGH         | Multiple mid-year exits; IC Science roles                   |
| PE / Coach                            | ~15             | MOD-HIGH     | Dual-role burnout; several Black male teachers              |
| Fine Arts (Band, Art, Dance, Choir)   | ~18             | HIGH         | JH Band lost veteran + 2 early-career teachers              |
| CTE (various)                         | ~12             | MOD-HIGH     | FCS, Business, Criminal Justice, CTE HS, Culinary           |
| Bilingual (BIL)                       | ~8              | CRITICAL     | State-shortage cert; 2 retirements + resignations           |
| Foreign Language                      | ~8              | HIGH         | Multiple Hispanic and Caucasian teachers departing          |
| Advanced Academics / AVID / IC Roles  | ~8              | MOD          | Campus program continuity and coaching capacity risk        |

### Special Education — District's Most Urgent Operational Crisis

Special Education teachers account for the single largest departure category in Alvin ISD, with an estimated 55+ departing across SPED assignment types (RES/Coach at HS, JH, and Elem; Functional Skills; Adapted). This represents a systemic breakdown in the retention of one of education's most demanding and shortage-affected specializations.

- Black teachers dominate SPED departures — appearing in SPED RES/Coach roles at HS and JH levels repeatedly, with multiple mid-year exits in January, February, and December. This is the most racially concentrated departure pattern in the dataset.

- Multiple SPED teachers with substantial experience — 10, 14, 15, 16, 18, 22, 26 years — resigned rather than retired. Veterans are leaving SPED in Alvin ISD, not just early-career hires.
- The HS SPED RES/Coach role appears in at least 8 separate departure records for Black male teachers alone — suggesting this specific dual role has a structural retention crisis requiring immediate attention.
- Caucasian SPED teachers also appear in multiple departures including retirements from Adapted positions — confirming this is a working-conditions issue affecting all groups, with the heaviest burden falling on Black educators.

## Elementary Grades — Highest Volume Departures

Elementary teachers (PreK through 5th Grade) account for the highest raw departure count (~70), with significant cross-racial departures across Black, Caucasian, and Hispanic teachers at this level.

- Bilingual elementary teachers (BIL 2nd, BIL 3rd, BIL 5th, BIL Kinder) represent 6+ departures — a critical loss in one of Texas's most shortage-affected certification areas. Several were teachers with 12-25 years of experience.
- Instructional Coach roles (IC Math, IC Reading) at the elementary level saw multiple departures, removing both direct instruction and campus coaching capacity simultaneously.
- Early-career elementary teachers (0-4 years) appear in several records including mid-year exits, consistent with the pattern of new teachers in demanding elementary settings not receiving sufficient induction support.

## JH Band — A Program-Level Alert

Junior High Band lost multiple teachers in a single year — a 13-year veteran (Masters degree), and two early-career teachers (3 and 4 years of experience). When a program loses its most experienced leader alongside early-career replacements, it creates a leadership vacuum that takes years to recover from. Band directors require highly specialized certification, and the candidate pool in the greater Houston area is thin.

## Mathematics and Science — Competitive Market Pressure

Math and Science together account for approximately 45 departures across JH and HS levels — certification areas facing intense competitive recruitment from private employers, neighboring districts, and private schools. The 6-10 year experience band is prominent in both subjects.

- JH Math departures include multiple mid-year exits in November and February — indicating in-year breaking points rather than end-of-year decisions, suggesting acute working conditions pressure.
- Science shows a similar mid-year pattern, with departures in August, October, February, and March — suggesting ongoing systemic dissatisfaction rather than a singular triggering event.
- IC Science (Instructional Coach for Science) saw departures at both JH and HS levels, removing the campus-level STEM coaching infrastructure in a single year.

## Section 5: Exit Reason Analysis

Alvin ISD's PIR uses a highly consolidated set of exit reason codes — essentially three categories: Resigned, Retired, and Deceased. While this simplicity limits analytical granularity, it reveals a significant data management concern: the district cannot currently distinguish between teachers who left for a competitor district, those who relocated, those who left due to campus climate issues, or those who left education entirely. All voluntary departures are coded identically as 'Resigned.'

| Exit Reason | Est. Count | % of Total | Notes   |
|-------------|------------|------------|---|
| Resigned    | ~220       | ~87.6%     | Broad catchall — masks all preventable sub-reasons          |
| Retired     | ~30        | ~12.0%     | Planned attrition; includes bilingual and veteran educators |
| Deceased    | 1          | ~0.4%      | JH Art teacher, 24 years experience — a profound loss       |

## 'Resigned' — A Data Void Masking Preventable Losses

With 87.6% of all departures coded simply as 'Resigned,' Alvin ISD has virtually no actionable intelligence about why its teachers are voluntarily leaving. The district cannot distinguish competitive losses from relocations, family decisions from workplace dissatisfaction, or burnout from better opportunities — making targeted retention interventions nearly impossible to design.

## Retirements — Planning for a Predictable Wave

Approximately 30 teachers retired in 2024-25, representing about 12% of all separations. The retirement cohort includes educators with 17-38 years of experience across elementary grades, JH Advanced Academics, HS Social Studies, SPED Adapted, and CTE. These are predictable exits that demand active succession planning.

- Two bilingual teachers with 25 and 30 years of experience retired from elementary Bilingual positions — representing decades of specialized expertise that cannot be quickly replaced from an already-thin pipeline.
- A teacher with 38 years of experience retired from Elementary Dual Language (DL 3rd) — the loss of an educator who has likely shaped the foundational practices of an entire campus program.
- Retirements from HS Social Studies, SPED Adapted, and HS CTE leave department leadership vacuums that require proactive succession planning rather than reactive replacement hiring.

In memoriam: One teacher — a 24-year JH Art veteran — is recorded as Deceased in the PIR. This loss represents not only a workforce gap but a profound human loss to the campus community.

## Section 6: Timing of Separation

The overwhelming majority of Alvin ISD separations occurred at the end of the school year (May 28, 2025), which is the expected and least disruptive pattern. Approximately 45 teachers departed mid-year — creating significant operational challenges, especially in SPED and core academic subjects.

| Separation Window                        | Est. Count | % of Departures | Disruption Level               |
|--|------------|-----------------|--------------------------------|
| End-of-year (May 28 - June 2025)         | ~216       | ~82.8%          | Expected / Planned             |
| Mid-year (July 2024 - April 2025)        | ~45        | ~17.2%          | HIGH — Disruptive              |
| of which: Summer/Pre-school (Jul-Aug)    | ~4         | ~1.5%           | VERY HIGH — before year starts |
| of which: Fall Semester (Sep-Dec 2024)   | ~30        | ~11.5%          | VERY HIGH — in-year vacancies  |
| of which: Spring Semester (Jan-Apr 2025) | ~11        | ~4.2%           | HIGH — IEP disruption risk     |

- SPED teachers account for a disproportionate share of mid-year exits — with departures in January, February, and December. Each SPED mid-year vacancy triggers IEP service disruption obligations and emergency staffing requirements, creating legal as well as operational risk.
- Black teachers appear in mid-year departures at above their proportional share of total separations — consistent with acute working conditions pressure concentrated in SPED and coaching-linked roles.
- The fall semester (August-December) accounts for the majority of mid-year exits, with concentrations in JH Math (November), HS English (November), HS Math (August), JH Language Arts (October, November), and SPED (December, January).
- Two August departures occurred before classes began — one from Elementary Music (0 years experience, new hire who left immediately) and one from Elementary Kinder (11 years, Masters degree). Both are preventable with strong onboarding and summer check-in practices.

## Section 7: Highest Degree Held

Alvin ISD's degree distribution among departing teachers closely mirrors the overall staff profile. The district's master's degree proportion (28.5%) exceeds the state average (25.4%) — a human capital strength worth protecting. Bachelor's degree holders comprise the largest share of both staff and separations.

| Degree Level      | District Staff (TAPR) | % of Staff | Separations (est.) | % of Sep. |
|-------------------|-----------------------|------------|--------------------|-----------|
| Bachelor's Degree | 1,363                 | 69.2%      | ~182               | ~69.7%    |
| Master's Degree   | 561                   | 28.5%      | ~71                | ~27.2%    |
| Doctorate Degree  | 29                    | 1.5%       | ~6                 | ~2.3%     |
| No Degree / Other | 17                    | 0.9%       | ~2                 | ~0.8%     |

- Doctorate-level teachers have a modestly elevated departure share (2.3% of separations vs. 1.5% of staff). The PIR includes a Doctorate-credentialed Black teacher in Elementary 5th Grade (13 years experience) who resigned, an Asian HS CTE Health Science teacher with a Doctorate who departed mid-year in November, and a Caucasian JH Science teacher (Doctorate, 25 years) who resigned mid-year in February — significant individual losses from a small, highly credentialed pool.
- Master's degree departures include multiple experienced teachers with 14-27 years of service who resigned rather than retired — particularly in SPED, Social Studies, and Language Arts. Advanced credential attainment alone is not insulating mid-career teachers from departure pressures.
- One record lists degree as 'OTHER' — a data quality flag worth addressing in future PIR submissions to ensure complete and accurate reporting.

### Prepared for Alvin ISD Leadership

Data Sources: TEA TAPR 2024-25 | Alvin ISD PIR 2024-25 | Analysis Year: 2024-2025