

# TEACHER SEPARATION ANALYSIS

Deer Park Independent School District

2024-2025 Academic Year | Retention Risk & Demographic Insights

<b>858.5</b> Total Teachers (TAPR) <i>Large suburban district</i>	<b>94</b> Total Separations (PIR) <i>10.9% separation rate</i>	<b>23.4%</b> Retirement Share <i>22 of 94 departures — high veteran wave</i>	<b>36.0%</b> Black Teacher Rate <i>Alarming outlier vs. 11.3% White rate</i>
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## Executive Summary

This report analyzes teacher separation data from Deer Park 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 records 94 teacher departures — an overall separation rate of 10.9%, which is near or slightly below the typical Texas district benchmark of 13-15%. At face value, Deer Park ISD appears relatively stable. A deeper demographic analysis, however, reveals serious underlying fault lines that demand strategic attention.

Deer Park ISD is a predominantly White-staffed district (71.3% of teachers) serving a suburban Harris County community. The 94 separations in 2024-25 include 22 retirements — one of the highest retirement counts among comparable Harris County districts — reflecting a significant veteran departure wave driven by White teachers. More alarmingly, Black teachers separated at a 36.0% rate — more than triple the White rate of 11.3% — from a staff pool so small (13.9 teachers per TAPR) that any departure represents an outsized representational loss. The district's largest separation category by role is Special Education, with 20 departures spanning all school levels and racial groups.

Metric	Value	Context
Total Teachers in District (TAPR)	858.5	Suburban Harris County; 14.1 students per teacher
Total Teacher Separations (PIR)	94	10.9% overall separation rate — near state average

Metric	Value	Context
Retirement Share	23.4% (22 teachers)	High relative to Harris County peers — veteran wave
Black Teacher Separation Rate	~36.0%	Critical — 5 departures from staff of only ~14 teachers
Hispanic Teacher Separation Rate	~8.8%	Below district average — relatively strong retention
White Teacher Separation Rate	~11.3%	Near average; but 10 veteran resignations notable
Special Ed Teachers Departing	20	Single largest role loss — 21.3% of all separations
Science/Biology Departing	8	Critical STEM shortage developing
Math Teachers Departing	7	SOUTH, DPJH, BJH, DWJH — multi-campus loss
Bilingual/Dual Departing	5	All Hispanic females; specialty credential crisis
Veteran Resignations (20+ years)	10	High-seniority non-retirement exits — major warning signal
South High School (single campus)	22	Nearly 25% of district's total departures from one campus

## Section 1: Race & Ethnicity Analysis

Deer Park ISD's teacher workforce is majority White (71.3%), with a growing Hispanic segment (23.9%) and very small Black (1.6%) and Asian (1.3%) populations. While the district's overall 10.9% separation rate appears healthy on the surface, racial disaggregation reveals extreme disparities — particularly the alarming 36.0% Black teacher separation rate, which is more than three times the White rate and demands immediate attention even though the absolute numbers are small.

Race/Ethnicity	District Staff (TAPR)	% of Staff	Separations (PIR)	Sep. Rate	Attrition Index
African American / Black	13.9	1.6%	5	36.0%	3.31
Asian / Pacific Islander	10.9	1.3%	2	18.3%	—*
Hispanic / Latino	204.9	23.9%	18	8.8%	0.74
White	611.8	71.3%	69	11.3%	0.97
American Indian	1.0	0.1%	0	0%	0.00
Two or More Races	11.9	1.4%	0	0%	0.00
<b>DISTRICT TOTAL</b>	<b>858.5</b>	<b>100%</b>	<b>94</b>	<b>10.9%</b>	<b>1.00</b>

\* Small pool sizes (n<15) make Attrition Index unreliable for Asian and American Indian groups. Attrition Index = (% of separations) / (% of staff); values above 1.0 indicate over-representation in departures.

### **CRITICAL ALERT: BLACK TEACHER SEPARATION RATE OF 36.0%**

Black teachers represent only 1.6% of Deer Park ISD's teaching staff — approximately 14 teachers district-wide. Yet 5 of those teachers departed in a single year, yielding a 36.0% separation rate and an Attrition Index of 3.31. This is the most extreme racial attrition disparity in this dataset. With so few Black teachers to begin with, losing 5 in one year is not just a statistical anomaly — it is an existential threat to the district's racial diversity among educators. Every Black teacher lost at Deer Park ISD represents a significant loss of diverse representation for students who benefit from seeing educators who reflect their backgrounds.

## African American / Black Teachers — Critical Equity Crisis

All 5 Black teacher departures were resignations — there were no retirements in this group. The 5 departing Black teachers span a wide range of experience (1-17 years), multiple campuses (DWJH, WAC, WHS, DWE, SOUTH, NORTH), and include both male and female educators. This breadth suggests the cause is systemic — not isolated to a single campus or role — but rather reflects district-wide conditions that are pushing Black teachers out.

- **SpEd Over-Concentration:** 3 of 5 Black teacher departures were in Special Education roles (DWJH, WAC, WHS) — representing a concentration in the district's most demanding and under-resourced specialty. Black teachers in Deer Park ISD appear to be disproportionately assigned to SpEd, a pattern seen in districts nationwide that leads to accelerated burnout.
- **Late-Career Entry Failure:** A 59-year-old Black female with only 4 years of experience resigned from Physical Education at DWE — a late-career entry into teaching that ended in resignation, likely reflecting inadequate support for mid-career teacher changers.
- **First-Year Science Loss:** A 30-year-old Black female Science teacher at NORTH resigned after only 1 year — a first-year departure that is both preventable and particularly costly given the district's growing Science teacher shortage.
- **17-Year Veteran Exit:** A 42-year-old Black male with 17 years of Special Education experience resigned from WHS — a senior educator with deep institutional knowledge making an active career choice to leave Deer Park ISD.
- **All-Resignation Pattern:** Zero Black teacher retirements in 2024-25 confirms that the district's Black teacher departures are entirely discretionary — every single one chose to leave rather than being transitioned out naturally.

## Hispanic / Latino Teachers — Below-Average Attrition with Bilingual Risk

Hispanic teachers demonstrate relatively strong retention at 8.8% — well below the 10.9% district average and the state norm. However, within the 18 Hispanic departures, a concentrated bilingual specialty credential loss warrants urgent attention: 4 of 5 bilingual/dual-language teacher departures were Hispanic females, representing an irreplaceable credential pipeline.

- **Veteran Hispanic Retirements:** 2 Hispanic teachers retired after 33 and 35 years of experience respectively — a Math teacher at BJH (72F) and a Math teacher at WHS (62M). These are natural career completions, but the simultaneous loss of two veteran Hispanic Math educators is significant for the district's Math staffing pipeline.
- **Bilingual Pipeline Crisis:** 4 bilingual-certified Hispanic female teachers resigned — in 3rd Grade Bilingual (DWE), Kindergarten Bilingual (SJE), 1st Grade Dual (SJE), and Special Ed/Bilingual (DWE). All were in early-to-mid career (exp: 6-13 years) and all resigned rather than retired. Bilingual-certified teachers are among the most difficult to recruit in Texas.
- **SOUTH Campus Concentration:** Multiple Hispanic teachers departed from South High School — in Spanish (12-year veteran), Social Studies (6 years), Math (1 year), and Athletic Trainer Assistant — representing a multi-subject concentration at the district's highest-attrition campus.
- **Early-Career Specialty Loss:** The youngest Hispanic departure was a 24-year-old female Dance teacher at NORTH (2 years experience) — reflecting the vulnerability of early-career specialty educators who have not yet built the institutional connections that support long-term retention.

## White Teachers — Retirement Wave Masks Concerning Resignations

White teachers account for 69 of 94 departures (73.4%) — slightly below their 71.3% workforce proportion — yielding a near-proportional Attrition Index of 0.97. 20 of these 69 exits were retirements, reflecting the district's largest veteran cohort reaching career completion. However, 49 White teachers resigned — including 10 with 20 or more years of experience — a pattern of veteran resignation that is not typical and deserves scrutiny.

- **Retirement Wave:** 22 White teachers retired — including several with 39-44 years of experience — creating an enormous institutional knowledge gap across Math, ECSE, Music, Choir, Language Arts, Special Ed, and 1st Grade. The simultaneous retirement of long-tenured educators in diverse subjects creates a multi-department succession challenge.
- **Veteran Resignation Alert:** 10 White teachers with 20+ years of experience resigned rather than retired — including educators with 20, 21, 22, 26, 27, 30, 32, and 44 years. Veterans of this seniority typically retire; their resignation signals active dissatisfaction with current working conditions or compensation rather than natural career completion.
- **SOUTH Campus Dominance:** SOUTH High School lost 13 White teachers alone — through a mix of retirement and resignation — making it the district's single most destabilized campus by a significant margin.

#### **INSIGHT: TWO-SPEED DEPARTURE PATTERN**

Deer Park ISD's White teacher departures operate at two speeds: a planned retirement wave (20 retirements, mostly predictable and manageable with succession planning) and an urgent resignation crisis (49 resignations, including 10 veterans with 20+ years). These two patterns require fundamentally different responses. The retirement wave calls for succession planning and knowledge transfer programs. The veteran resignation crisis demands immediate working conditions and compensation analysis — veteran educators with 20-30+ years do not resign without a compelling reason.

## Section 2: Sex / Gender Analysis

Female teachers constitute 77.9% of Deer Park ISD's teaching workforce and account for 73.4% of departures — a slightly below-proportional share, reflecting that female teachers in this district show marginally stronger relative retention than males. Male teachers represent 22.1% of the workforce but account for 26.6% of departures — a mild over-representation driven by a concentrated cluster of male veteran resignations in Physical Education, Business, and specialized roles at SOUTH and NORTH.

Sex	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Separations	Approx. Sep. Rate
Female	668.4	77.9%	69	73.4%	~10.3%
Male	190.1	22.1%	25	26.6%	~13.2%
<b>DISTRICT TOTAL</b>	858.5	100%	94	100%	10.9%

### Female Teacher Departures — Distributed but SpEd Concentrated

69 female teachers departed through a mix of retirement (17 female retirements) and resignation (52 female resignations). Female departures are distributed across all school levels and subjects, but cluster disproportionately in Special Education (15 of 20 SpEd departures were female), Bilingual roles (all 5 bilingual departures were female), and elementary grade-level classrooms.

- SpEd Feminized Attrition:** 15 of 20 Special Education departures (75%) were female teachers — spanning SpEd, Special Ed/DC, Special Ed/TLC, Special Ed/SLS, ECSE, and Special Ed/BIL roles across 9 campuses. The feminization of Special Education attrition in Deer Park ISD mirrors national patterns where SpEd's emotional demands and administrative burden fall disproportionately on female educators.
- Bilingual Female Pipeline:** All 5 bilingual/dual-language departures were female — 4 Hispanic and 1 White — in early-to-mid career stages (exp: 5-13 years). The district's bilingual program is losing its female teacher pipeline at the exact career stage (years 5-13) where retention investment yields the greatest return.
- Veteran Female Resignations:** Multiple female elementary teachers with 20+ years of experience resigned rather than retired — including a 50-year-old with 26 years at DWE (3rd Grade DC), a 45-year-old with 20 years at FE (1st Grade), and a 51-year-old with 27 years at DPE (SpEd). These are seasoned educators choosing resignation.
- SJE Campus Feminized Loss:** SJE Elementary lost 7 female teachers in a single year — from 1st Grade, 3rd Grade (x3), 5th Grade (x2), and KDG/BIL — representing a campus-level elementary staffing crisis concentrated in core grade levels.

### Male Teacher Departures — Veteran and Specialty Concentrated

25 male teachers departed — 5 via retirement and 20 via resignation. Male departures cluster in high-profile specialty and coaching-adjacent roles: Physical Education (4 male departures), Science/Biology (3 male departures), Music/Fine Arts (2 male), and Business (1 senior). The average years of experience among departing male teachers is significantly higher than the district average, driven by several veteran resignations.

- Physical Education Veteran Loss:** 4 male Physical Education teachers resigned or retired — including a 68-year-old with 44 years and a 41-year-old with 16 years from SOUTH, and a 58-year-old with 34 years from FE. Losing three senior PE educators in a single year, particularly at SOUTH, creates coaching, health education, and athletic program continuity risks.

- **43-Year Band Director:** A 70-year-old male Band Director at SOUTH with 43 years of experience retired — one of the most significant single-educator losses in the dataset. A 43-year veteran Band Director represents irreplaceable program identity, student relationships, and community trust.
- **CTE Veteran Resignation:** A 57-year-old male Business teacher at NORTH with 32 years of experience resigned — a veteran CTE educator whose resignation (rather than retirement) suggests unresolved career or workplace dissatisfaction in the final years of a long career.
- **Minority Male SpEd:** Male departures include 5 Black and Asian males in SpEd roles at SOUTH and DWJH — representing minority male educators who are particularly difficult to recruit back once lost, given their underrepresentation in the teacher workforce nationally.

**💡 INSIGHT: MALE TEACHERS AND SOUTH HIGH SCHOOL**

Male teacher departures are disproportionately concentrated at SOUTH High School — which accounts for 10 of 25 male departures (40%). This campus-specific concentration of male exits in PE, STEM, English, and specialty roles warrants a focused campus climate assessment at SOUTH to determine whether administrative culture, workload allocation, or compensation structures are specifically driving male teacher attrition at this campus.

## Section 3: Age Analysis

Deer Park ISD's departure age profile is notably bimodal: a 30-39 mid-career resignation cluster (30.9% of all departures) coexists with a 50-59 retirement and resignation wave (25.5%). Unlike many Harris County districts where one cohort dominates, Deer Park ISD is experiencing simultaneous attrition pressure at two distinct career stages — each with different causes and requiring different interventions.

Age Cohort	Career Stage	Separations	% of Total	Dominant Exit	Key Concern
22-29	Early Career	14	14.9%	Resignation	Early attrition from SpEd, bilingual, STEM
30-39	Mid Career (Building)	29	30.9%	Resignation	LARGEST cohort — broad subject/campus spread
40-49	Mid Career (Peak)	17	18.1%	Resignation	Veteran resignations; competitive departure
50-59	Pre-Retirement	24	25.5%	Retired / Resigned	Mixed; 9 retirements + 15 resignations
60+	Retirement Eligible	10	10.6%	Retirement	Expected; but 2 resignations even here

**📊 KEY PATTERN: BIMODAL ATTRITION — TWO CRISES SIMULTANEOUSLY**

Deer Park ISD faces two concurrent attrition challenges that require separate responses: (1) A mid-career resignation crisis in the 30-39 age band — 29 teachers choosing to leave at peak career value, primarily via resignation; and (2) A veteran departure wave in the 50-59 band — 24 departures combining retirements (expected) with a worrying number of voluntary resignations from teachers approaching retirement eligibility. Both crises are playing out across SOUTH High School and the district's elementary campuses simultaneously.

## The 30-39 Cohort — Broadest Mid-Career Crisis

29 teachers aged 30-39 departed — the single largest age cohort — all via resignation. These are Deer Park ISD's core productive educators: past the first-year transition, certified, classroom-competent, and at the stage where career mobility is highest. Their departure represents the greatest per-teacher institutional investment loss.

- **Cross-Subject Breadth:** The 30-39 cohort spans every subject area: SpEd (7), Science/Biology (3), Math (3), Elementary Grade-Level (8), ELA (2), Social Studies (1), PE (1), and Specialty (4) — confirming this is not a subject-area problem but a career-stage systemic failure across the district.
- **SpEd Mid-Career Losses:** 7 Special Education teachers aged 30-39 resigned — including a 36-year-old White female Math teacher at DPJH (12 years), a 33-year-old Hispanic female at DWJH (4 years SpEd), and a 38-year-old White female at SJE (5 years in 4th Grade) — building the SpEd staffing crisis from within the peak-productive age range.
- **SOUTH Campus 30-39 Exodus:** Multiple 30-39 teachers at SOUTH HS resigned — in English, Science, Biology, Social Studies, and Math — making this age cohort the driver of the SOUTH campus crisis. Their exits leave SOUTH simultaneously rebuilding across its core academic departments.

## The 50-59 Cohort — Retirement Wave and Veteran Resignations

24 teachers aged 50-59 separated — 9 via retirement (expected) and 15 via resignation (concerning). The resignation component is particularly alarming: 15 pre-retirement-age teachers chose to leave before reaching standard TRS retirement thresholds, including multiple educators with 19-32 years of experience who had strong financial incentives to remain through full retirement eligibility.

- **Post-20-Year TRS Resignation:** A 55-year-old White female Special Education/SLS teacher at SOUTH resigned with 20 years of experience — a teacher who had cleared the 20-year TRS milestone but chose resignation over remaining. This pattern (resignation after 20 years but before 30) suggests working conditions or campus culture factors outweighing pension incentives.
- **32-Year Veteran Resignation:** A 57-year-old White male Business teacher at NORTH resigned with 32 years — a career-long educator whose resignation rather than retirement at this seniority level is highly atypical and warrants investigation into NORTH campus conditions.
- **Auditory Impairment Specialist Loss:** A 52-year-old White female Auditory Impairment specialist at the district ESC resigned with 30 years — a highly specialized role (working with hearing-impaired students) where district-level departure represents a specialized service delivery gap that cannot be easily filled.

## The 60+ Cohort — Planned Departures with Specialized Losses

10 teachers aged 60+ departed — 8 via retirement and 2 via resignation. These are largely expected, plannable exits, but the seniority levels involved (18-44 years of experience) mean each represents significant institutional knowledge. Two notable resignations in this age group — a 68-year-old PE teacher (44 years) and a 72-year-old Math teacher (33 years) who retired — represent some of the longest-tenured departures in the dataset.

- **43-Year Institutional Loss:** A 70-year-old male Band Director at SOUTH with 43 years retired — the district's most senior departure. Replacing a 43-year Band Director is not simply a staffing exercise; it is a program identity transition that will take years to stabilize.
- **Reading Recovery Credential Loss:** A 63-year-old female Reading Recovery teacher at WAC with 40 years retired — Reading Recovery is a highly specific, certification-intensive early literacy intervention program. Her departure requires finding a certified Reading Recovery specialist, a credential held by very few active educators.

## Section 4: Years of Teaching Experience Analysis

Deer Park ISD's experience distribution among departing teachers is notably spread across all bands, reflecting the district's older workforce profile. Unlike districts dominated by early-career attrition, Deer Park ISD's 11-20 and 21-30 year bands are disproportionately represented in resignations — a veteran-resignation phenomenon that is the district's most distinctive and concerning retention pattern.

Experience Band	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Sep.	Attrition Index
0-1 Years	24.9	2.9%	5	5.3%	1.83
2-5 Years	193.0	22.5%	20	21.3%	0.95
6-10 Years	181.1	21.1%	17	18.1%	0.86
11-20 Years	283.6	33.0%	23	24.5%	0.74
21-30 Years	131.9	15.4%	16	17.0%	1.10
Over 30 Years	44.0	5.1%	13	13.8%	2.71*
<b>DISTRICT TOTAL</b>	<b>858.5</b>	<b>100%</b>	<b>94</b>	<b>100%</b>	<b>1.00</b>

\* Over-30-year index elevated by large retirement cohort (expected attrition). The 21-30 band's index of 1.10 is more analytically significant — it represents mid-to-late career teachers slightly over-represented in departures, including many via resignation.

### CRITICAL: 10 VETERAN RESIGNATIONS WITH 20+ YEARS OF EXPERIENCE

10 teachers with 20 or more years of teaching experience resigned from Deer Park ISD in 2024-25 — choosing resignation over retirement despite having reached or approached TRS eligibility milestones. These educators include a 44-year veteran PE teacher, a 32-year Business teacher, a 30-year Auditory Impairment specialist, and a 27-year Special Education teacher. Veteran resignations at this seniority level are a significant red flag for district working conditions, administrative culture, or compensation satisfaction.

## Beginning Teachers (0-1 Year) — Preventable Early Exits

5 teachers with 0-1 years of experience departed — all via resignation — yielding an Attrition Index of 1.83. While smaller in absolute count than other districts, these early exits include a 1st-year Black female Science teacher at NORTH (30F), a 1st-year White male Social Studies teacher at DWJH (24M), a 1st-year White male Special Ed teacher at FE (34M), a 1st-year Hispanic female Math teacher at SOUTH (31F), and a 1st-year White female 3rd Grade teacher at SJE (24F). Each represents a failed hire-to-retain conversion.

- **Black First-Year Science Loss:** The 30-year-old Black female Science teacher's first-year resignation from NORTH is particularly significant given the district's growing Science shortage and the extreme scarcity of Black teachers at Deer Park ISD (only ~14 districtwide). Her departure reduces Black representation by approximately 7%.
- **SpEd Year-One Failure:** A 34-year-old White male with 1 year of experience resigned from a Special Education role at FE — a mid-career entrant into teaching who did not survive the first year in a specialized, high-demand role. SpEd placements for first-year teachers are particularly high-risk for early attrition.

## The 21-30 Year Band — Veteran Over-Representation

16 teachers with 21-30 years of experience departed (Attrition Index 1.10) — the only mid-range experience band over-represented in departures. Within this group, 10 resigned rather than retired, confirming the veteran resignation phenomenon identified across multiple sections of this report. These teachers have TRS-accrued benefits but are choosing to exit Deer Park ISD rather than stay through full retirement eligibility.

- **Subject-Diverse Veteran Exits:** Veteran resignations in the 21-30 year band include educators in SpEd (27 years, DPE), 3rd Grade (26 years, DWE), 5th Grade (24 years, WAC), 1st Grade (20 years, FE), and Auditory Impairment (30 years, ESC) — covering both special education and general education veterans who are making the same decision to leave early.
- **JPD 4th Grade Dual Veteran Loss:** The 4th Grade resignations at JPD — a 52-year-old male (22 years) and a 50-year-old female (19 years) — represent the simultaneous loss of two senior educators from the same grade level at the same campus, creating a 4th Grade continuity crisis at JPD.

## The 31+ Year Band — Retirement Wave

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13 teachers with 31 or more years of experience separated — primarily via retirement — including educators with 32, 33, 34, 39, 40, and 43 years of service. While retirements are expected and plannable, the simultaneous exit of 13+ teachers with this depth of experience creates an institutional knowledge gap that succession planning must address years in advance.

- **39-Year Math Retirement:** A 62-year-old female Math teacher at DPJH retired with 39 years of experience — a nearly 4-decade Math teaching career whose departure leaves DPJH without its most experienced Math educator.
- **Specialized 40+ Year Retirements:** A 63-year-old female Reading Recovery teacher at WAC retired with 40 years, and a 70-year-old male Band Director at SOUTH retired with 43 years — both in specialized, certification-intensive roles that cannot be quickly backfilled with standard hiring.

## Section 5: Highest Degree Earned Analysis

Deer Park ISD's departing teachers hold mostly Bachelor's degrees (62.8%) or Master's degrees (37.2%) — no teachers below Bachelor's level are recorded in the PIR. Master's degree holders are significantly over-represented in departures relative to their workforce proportion, with an Attrition Index of 1.39 — indicating that the district's most credentialed teachers are disproportionately choosing to leave.

Degree Level	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Sep.	Attrition Index
No Degree	6.0	0.7%	0	0%	0.00
Bachelor's	621.5	72.4%	59	62.8%	0.87
Master's	230.0	26.8%	35	37.2%	1.39
Doctorate	1.0	0.1%	0	0%	0.00
<b>DISTRICT TOTAL</b>	858.5	100%	94	100%	1.00

### Master's Degree Holders — Significantly Over-Represented

Master's degree teachers represent 26.8% of Deer Park ISD's teaching workforce but account for 37.2% of all separations — an Attrition Index of 1.39. This over-representation spans both retirees (who tend to be more experienced and credential-invested) and resigners. Among the Master's-level resigners, the subject areas and experience levels are particularly striking: veteran educators in specialized roles (Language Arts DC, Auditory Impairment, G/T Itinerant, CTIS, Math, Science) are choosing to leave at elevated rates.

- SpEd and Specialist Concentration:** Master's-level departures are heavily concentrated in Special Education variants (SpEd/DC, SpEd/SLS, SpEd/BIL) and specialized support roles (Auditory Impairment, Visual Impairment, G/T Itinerant, Reading Recovery, RTI). These roles typically require Master's-level credentials and represent the district's highest-investment staffing positions.
- Veteran Master's Resignations:** Several Master's-level veterans resigned with 20-32 years of experience — including a Language Arts teacher at BJH (28 years), a 3rd Grade DC teacher at DWE (26 years), a Language Arts teacher at FJH (29 years, retired), and a CTIS teacher at SOUTH (27 years, retired). The breadth of specialized Master's-level exits signals compensation and recognition inadequacy.
- SOUTH Master's Concentration:** 5 Master's-level teachers resigned from South High School alone — in English, Spanish, Social Studies, Science, and Special Ed/SLS — suggesting that SOUTH is not retaining its most credentialed educators regardless of subject area.

### Bachelor's Degree Holders — Retirement Diluted by Resignation Volume

59 Bachelor's-level teachers departed (Attrition Index 0.87), including a significant retirement component from veteran Bachelor's educators with 23-40 years of service. However, the resignation segment includes many early-to-mid career Bachelor's teachers in elementary classrooms, SpEd, and STEM — subject areas where the district faces ongoing shortages.

- SJE Elementary Grade-Level Sweeps:** Multiple Bachelor's-level elementary teachers resigned from SJE campus across 2nd, 3rd, 4th, and 5th Grade positions — creating a campus-wide grade-level staffing crisis that will require hiring at every elementary grade level before fall 2025.
- STEM Bachelor Losses:** Bachelor's-level STEM resignations include Biology at SOUTH (2: ages 33 Asian female and 38 White male), Math at SOUTH (46F with 15 years), Math at DWJH (29F Hispanic with 6 years) — confirming that STEM teacher shortages are emerging across both HS and MS campuses.

**💡 INSIGHT: MASTER'S DEGREE COMPENSATION GAP**

Deer Park ISD's Master's Attrition Index of 1.39 is the highest among the four Harris County districts analyzed in this report series, suggesting that the district's advanced degree compensation structure is particularly uncompetitive. A targeted Master's degree stipend review — benchmarked against Pasadena ISD, La Porte ISD, and Galena Park ISD — combined with a recognition program for advanced-credential educators in specialized support roles, could measurably improve retention in the district's most credentialed staffing tier.

## Section 6: Subject Area & Role Analysis

Deer Park ISD's subject-area departure profile is led by Special Education (20 departures — 21.3% of all exits), followed by Science/Biology (8), Math (7), and ELA/English (5). These four categories together account for 40 of 94 departures (42.6%), covering the district's most certification-sensitive and shortage-prone instructional areas. The simultaneous loss of so many educators in critical shortage subjects creates a compounding staffing vulnerability heading into 2025-26.

Subject / Role Area	# Departing	% of Total	Notable Pattern
Special Education (all variants)	20	21.3%	All campuses; all races; largest single category by far
Science / Biology	8	8.5%	SOUTH dominant; mix of early career & mid career resignations
Math	7	7.4%	DPJH, BJH, SOUTH, DWJH — multi-campus; veteran retirements + resignations
ELA / English / Language Arts	5	5.3%	SOUTH, BJH, FJH — veteran-heavy including retirements
Physical Education	4	4.3%	SOUTH and FE; veteran resignation across 34-44 years exp.
Elementary Grade-Level (K-5)	22	23.4%	Largest aggregate category; spread across all ES campuses
Fine Arts / Music / Drama	5	5.3%	Band Dir (43yr), Choir Dir (29yr), Theatre, Dance, Choir Asst
CTE / Business / Technology	4	4.3%	Business (32yr), CTIS, BIM, CTE — veteran program thinning
Bilingual / Dual Language	5	5.3%	All female; 4 Hispanic, 1 White; early-to-mid career; all resigned
Specialized Support (VI, AI, RTI, G/T)	5	5.3%	Rare credentials; Visual Imp, Auditory Imp, G/T, RTI, Reading Recovery

**🚨 EMERGENCY: SPECIAL EDUCATION — 20 DEPARTURES ACROSS ALL CAMPUSES**

Special Education accounts for 21.3% of all Deer Park ISD departures in 2024-25 — 20 teachers across variants including SpEd, SpEd/DC, SpEd/TLC, SpEd/SLS, SpEd/BIL, ECSE, and SpEd/SLC. These exits span 10 different campuses (SOUTH x5, WAC x3, JPD x2, DWJH x2, FJH, NORTH, WHS, DWE, DPE, FE, SJE) and all major racial groups. At 20 departures against a district of 858 teachers, Deer Park ISD is losing one Special Education teacher for approximately every 43 non-SpEd teachers — a critical sustainability threshold.

## Special Education — District-Wide Staffing Emergency

The 20 SpEd departures in Deer Park ISD represent a cross-campus, cross-racial, and cross-experience-level staffing emergency. SOUTH High School alone lost 5 Special Education teachers — a campus-level SpEd collapse. The diversity of SpEd subtypes (mainstream SpEd, Life Skills SLS, Therapeutic Learning Center TLC, Bilingual SpEd, ECSE, and SLC) means that each departure creates a different and specific credential replacement need.

- **SOUTH SpEd Collapse:** SOUTH HS lost 5 SpEd teachers — including Special Ed/SLS (2: ages 70 retired and 49 resigned), Special Ed for a 28-year-old with 3 years, Special Ed for a 31-year-old Asian male with 6 years, and Special Ed for a 38-year-old Hispanic male with 11 years. This SpEd collapse at the district's most complex campus requires emergency triage staffing for 2025-26.
- **WAC SpEd Triple Loss:** WAC Elementary lost 3 SpEd teachers — in SpEd/TLC (47F, 14 years; 38M Black, 4 years) and SpEd (44F, 21 years). The co-departure of a TLC specialist and a 21-year veteran from the same ES campus disrupts the therapeutic learning and IEP infrastructure for the campus's most vulnerable students.
- **Black SpEd Over-Concentration:** SpEd departures include all three Black teachers who were in SpEd-related roles (DWJH, WAC, WHS) — confirming the pattern identified in Section 1 of Black teacher over-concentration and subsequent attrition in Special Education. This racial concentration in SpEd attrition is a structural equity problem.
- **Specialized Credential Losses:** Highly specialized SpEd subtypes lost include ECSE (Early Childhood Special Ed at ECC), Visual Impairment (NORTH), Auditory Impairment (ESC), SpEd/SLS (Life Skills at SOUTH and JPD), and SpEd/DC (Dual Curriculum at DWJH and JPD) — each requiring distinct certifications that are in extreme shortage statewide.

## Science & Biology — Emerging STEM Crisis at SOUTH

8 Science and Biology teachers departed in 2024-25 — the second-largest subject category after SpEd. SOUTH High School accounts for 5 of these 8 science departures (Biology x2, Science x2, and one mid-career resignation), creating a STEM instructional collapse at the district's flagship high school campus.

- **SOUTH Science Collapse:** SOUTH HS lost 5 Science/Biology teachers: a 33-year-old Asian female Biology teacher (7 years), a 38-year-old White male Biology teacher (5 years), a 29-year-old White male Science teacher (4 years), a 30-year-old White female Science teacher (6 years at DPJH), and a 32-year-old White female Science teacher (DAEP, retired). The mass departure of SOUTH Science faculty will require 3+ consecutive years of successful STEM hiring to stabilize.
- **Asian Female STEM Loss:** The departure of the 33-year-old Asian female Biology teacher (7 years experience, Master's degree) is particularly significant — mid-career, highly credentialed, and one of only 2 Asian teachers in the departure dataset. Her resignation from a STEM role represents both a diversity loss and a subject-area loss.

## Elementary Grade-Level — SJE Campus Crisis

22 elementary grade-level teachers departed across Deer Park ISD's ES campuses — the largest aggregate category when all K-5 grade assignments are combined. SJE Elementary stands out with 7 departures alone: 1st Grade/Dual, 3rd Grade (x3), 5th Grade (x2), and KDG/BIL — representing a wholesale elementary staffing crisis concentrated at a single campus.

- **SJE Campus Collapse:** SJE lost teachers across 7 different grade/program assignments — meaning every major grade level at the campus experienced turnover simultaneously. This is not scattered attrition; it is campus-level collapse that will require replacing a quarter or more of the SJE teaching staff before fall 2025.
- **Bilingual Program Destabilization:** Multiple Dual Language and Bilingual grade-level teachers departed from SJE (KDG/BIL, 1st Grade/Dual) — deepening the district's bilingual teacher shortage specifically at the campus where bilingual programming appears most concentrated.

## Fine Arts and CTE — Specialized Program Thinning

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5 Fine Arts and 4 CTE/Business departures combined represent 9 exits from specialized programs where replacement hiring requires unique certifications and where program continuity is central to student and community engagement.

- **Fine Arts Leadership Vacuum:** The simultaneous retirement of a 43-year Band Director (SOUTH), a 29-year Choir Director (SOUTH), and resignation of a 16-year Choir Assistant Director (NORTH) in a single year constitutes a Fine Arts leadership vacuum across the district's two largest high schools.
- **CTE Veteran Program Continuity:** CTE losses include a 32-year Business teacher at NORTH, a 27-year CTIS teacher at SOUTH, and a BUS COOP/BIM teacher at SOUTH — all veteran program leaders whose departure removes career-tech curriculum continuity and community employer relationships built over decades.

## Section 7: School Level & Campus Analysis

Deer Park ISD's teacher departures are distributed across all school levels, with Elementary (40.4%) and High School (35.1%) absorbing the greatest losses. Among individual campuses, SOUTH High School stands in a category of its own — accounting for 22 of 94 departures (23.4%) from a single campus, with losses across nearly every academic department. No other campus in this report series has shown this degree of single-site concentration.

School Level	Separations	% of Total	Primary Pattern
Elementary (All ES campuses)	38	40.4%	Grade-level; SpEd; Bilingual; SJE campus crisis
High School (SOUTH, NORTH, WHS)	33	35.1%	SOUTH dominant; SpEd, Science, Math, Fine Arts, PE
Middle School (DPJH, BJH, FJH, DWJH)	19	20.2%	SpEd, Math, Language Arts, Science; veteran retirements
Early Childhood (ECC)	2	2.1%	ECSE and ECSE/DC — early childhood SpEd
Alternative/ESC/DAEP	2	2.1%	Specialist and alternative setting losses
<b>DISTRICT TOTAL</b>	94	100%	—

Campus	Separations	Notable Pattern
South High School (SOUTH)	22	District's most severe single-campus crisis — see detail below
San Jacinto Elementary (SJE)	10	7 grade-level/bilingual exits; campus-wide elementary turnover
North High School (NORTH)	9	Fine Arts, Business, SpEd, Choir Asst, Band Asst, Perm Sub
Dan West Jr. High (DWJH)	7	SpEd (2), Math, Science, RTI, Social Studies, Theatre Arts
Wilson Alternative Center (WAC)	6	SpEd/TLC (2), Reading Recovery, SpEd, 5th Grade, G/T
Jackson Park/De Zavala (JPD)	6	4th Grade (2 veterans), SpEd/DC, SpEd/SLS, 1st Grade, 2nd Grade
Fairmont Elementary (FE)	6	PE (34yr), 1st Grade/RR, 5th Grade, 2nd Grade, SpEd, G/T
Deer Wood Elementary (DWE)	6	3rd Grade DC, SpEd/BIL, 5th Grade, 3rd Grade BIL, 4th Grade BIL
Fairmont Jr. High (FJH)	5	IND TECH (retired), Choir Dir (retired), SpEd, Science, Language Arts
Deepwater Jr. High (DPJH)	4	Math (retired), Math (resigned), Science, Social Studies
Other Campuses (PWE, BJH, ECC, WHS, etc.)	13	Distributed losses across smaller campuses

### **CRITICAL: SOUTH HIGH SCHOOL — 22 DEPARTURES FROM ONE CAMPUS**

SOUTH High School accounts for 22 of 94 district-wide teacher departures — 23.4% of all exits from a single campus. These 22 departures span Special Education (5), Physical Education (3), Fine Arts (2), Science/Biology (3), Math (1), English/ELA (2), Social Studies (2), CTE/Business (2), and specialty/other (2). Every core academic and elective department at SOUTH experienced teacher loss in 2024-25. This is not a

department-specific staffing problem — it is campus-wide institutional destabilization that demands immediate leadership assessment.

## South High School — Campus-Wide Crisis

SOUTH's 22 departures include retirements of some of the district's most legendary educators (43-year Band Director, 32-year BIM teacher, 29-year Choir Director, 27-year CTIS teacher) alongside resignations from early- and mid-career teachers across Science, English, Math, SpEd, PE, and Social Studies. The simultaneous loss of program-defining veterans and active-career educators suggests both a planned succession failure and an active campus climate or working conditions problem.

- **Veteran Retirement Succession Gap:** 4 veteran retirements at SOUTH (Band Director 43yr, BIM teacher 32yr, Choir Director 29yr, CTIS teacher 27yr) were likely anticipated — but retirement planning at the program-leadership level requires years of intentional succession development. If these 4 program leaders are departing without trained successors, the gap will take years to fill.
- **13 Active-Career Resignations:** 13 active-career teachers resigned from SOUTH — including Science and Biology teachers (ages 29-38), English teachers (ages 33 and 49), Math teacher (age 46, 15 years), PE teachers (ages 41 and 68), SpEd teachers across multiple subtypes, and Social Studies (ages 29-30). This volume of mid-career resignations from a single campus is the most serious retention red flag in this dataset.
- **Cross-Racial Campus Failure:** SOUTH's racial diversity in departures is notable: White (13), Hispanic (6), Asian (2), and Black (1) teachers all departed — confirming the campus-wide nature of the retention failure and ruling out a racially isolated cause. The problem is the campus environment itself.

## San Jacinto Elementary (SJE) — Campus-Level Elementary Crisis

SJE Elementary lost 10 teachers — 7 of them in grade-level or bilingual classroom positions spanning KDG/BIL, 1st Grade/Dual, 3rd Grade (x3), 5th Grade (x2), and 5th Grade DC Interim. With 10 departures from an elementary campus, SJE will need to rebuild a substantial portion of its classroom teaching staff before August 2025, creating an intensive and resource-demanding hiring and onboarding challenge.

- **3rd Grade Collapse at SJE:** 3 teachers resigned from 3rd Grade at SJE in a single year — a 30-year-old (6 years exp.), a 32-year-old (8 years exp.), and a 24-year-old (1 year exp.) — leaving the campus without any continuity in 3rd Grade instruction. This is particularly concerning given 3rd Grade's role as the STAAR gateway accountability grade in Texas.
- **Bilingual Program Entry Points:** SJE's bilingual program lost 2 teachers (KDG/BIL and 1st Grade/Dual) — critical program entry points where strong bilingual instruction sets the developmental trajectory for Dual Language students. Replacing bilingual-certified kindergarten and 1st grade teachers is among the most difficult hiring tasks in Texas.

## Section 8: Reason for Separation Analysis

Deer Park ISD's PIR records two separation categories: resignation (76.6%) and retirement (23.4%). The 23.4% retirement share is notably high relative to other Harris County districts analyzed in this report series — reflecting Deer Park ISD's older, more experienced workforce. The resignation segment (72 teachers) is the more analytically critical category, as it represents active career decisions by teachers who chose to leave the district rather than remaining through natural career completion.

Reason	Count	% of Total	Racial Breakdown	Key Pattern
Resigned	72	76.6%	White: 49, Hispanic: 16, Black: 5, Asian: 2	Spans all groups; 10 veteran resignations (20+ years)
Retired (TRS/ERS)	22	23.4%	White: 20, Hispanic: 2, Black: 0	Concentrated in White veteran cohort; no Black retirements
<b>DISTRICT TOTAL</b>	94	100%	—	—

### The Retirement Component — A Managed but Complex Wave

22 retirements in a single year is substantial for a district of Deer Park ISD's size. All 22 retirements were White teachers (20) or Hispanic teachers (2) — no Black or Asian teachers retired, reflecting the younger average age of those groups in Deer Park ISD. The retirement wave is concentrated in high-experience, high-seniority educators who held specialized program leadership roles, making their exits consequential beyond simple headcount replacement.

- 500+ Combined Years of Experience Lost:** Retired educators hold experience levels of 18, 23, 25, 27, 28, 29, 29, 29, 32, 32, 33, 33, 35, 39, 40, and 43 years — an extraordinary collective loss of institutional knowledge that represents over 500 combined years of teaching experience leaving the district in a single year.
- Specialized Program Leadership Exits:** Retirement roles include Reading Recovery (40yr), ECSE (33yr), IND TECH (25yr), MATH-DPJH (39yr), Band Director (43yr), 1st Grade/RR (23yr), Choir Director FJH (29yr), Language Arts FJH (29yr), G/T Itinerant (28yr), CTIS-SOUTH (27yr), Special Ed JPD (32yr), Special Ed/SLS JPD (28yr), and others — representing specialized program areas that will require years to restabilize.
- Hispanic Math Veteran Retirements:** Two Hispanic veteran Math teachers retired: a 72-year-old female at BJH (33 years) and a 62-year-old male at WHS (35 years). The simultaneous retirement of two veteran Hispanic Math educators reduces the district's Hispanic representation in Math instruction at a time when Hispanic student enrollment is growing.

### The Resignation Component — 72 Teachers Choosing to Leave

72 teacher resignations in 2024-25 represents the core of Deer Park ISD's retention challenge. Of particular analytical significance is the subset of veteran resigners — 10 teachers with 20+ years of experience who chose resignation over retirement. This group includes educators who have, in many cases, crossed TRS retirement eligibility thresholds but found conditions at Deer Park ISD insufficient to keep them.

- Veteran Resignation Profiles:** The 10 veteran resignations (20+ years) span roles including Physical Education (44yr, SOUTH; 34yr, FE), Business (32yr, NORTH), Auditory Impairment (30yr, ESC), 3rd Grade DC (26yr, DWE), 1st Grade RR (20yr, FE), Special Ed (27yr, DPE; 21yr, WAC; 20yr, SOUTH), and 5th Grade (24yr, WAC). These are career-defining educators who are leaving rather than retiring — an active dissatisfaction signal.

- **Black Resignation-Only Pattern:** Zero retirements among Black teachers confirms that Black teacher departures are entirely resignation-driven — the most preventable and most concerning departure category for a group that is already critically underrepresented in the district.
- **Hispanic Resignation Dominance:** Hispanic teacher resignations (16) outnumber Hispanic retirements (2) by 8-to-1 — further evidence that the district's growing Hispanic teacher cohort is not yet reaching retirement-age tenure and that retention investment in this group has the greatest long-term demographic dividend.

## Mid-Year Departures — Instructional Impact

Only 2 departures occurred before the standard May 2025 year-end date — a mid-year resignation rate significantly lower than comparable districts. The two mid-year exits were a White female Special Ed/TLC teacher at WAC (47F, 14 years, March 5, 2025) and a White male Physical Ed/DC teacher at SOUTH (41M, 16 years, January 24, 2025). Both occurred during critical instructional periods and at the district's two highest-complexity campuses.

- **SOUTH Mid-Year PE:** The January 24 resignation of a Physical Ed/DC teacher from SOUTH — during the second semester, 4 months before year-end — forced SOUTH to manage coaching and curriculum coverage mid-semester in an already-stressed campus environment.
- **WAC SpEd/TLC Midyear:** The March 5 resignation of a Special Ed/TLC teacher from WAC — during the spring STAAR preparation window — placed students in the Therapeutic Learning Center without their primary teacher at the most instructionally critical period of the year.

## Section 9: Date & Timing of Separation Analysis

Deer Park ISD's separation timing is highly concentrated at the standard May 28, 2025 year-end date (91 of 94 departures — 96.8%), with only 2 mid-year resignations and 1 late-season departure in June. This extreme end-of-year concentration is a planning opportunity: virtually all of these departures were predictable in advance, meaning that an active retention intervention program beginning in January 2025 could have intercepted a meaningful portion before formal resignation.

Departure Period	Count	Context
August 2024	0	No back-to-school season exits — unusual stability
October-November 2024	0	No fall semester mid-year departures
December 2024 (12/20/2024)	1	CTIS teacher retirement at SOUTH (scheduled mid-year TRS)
December 2024 (12/03/2024)	1	SpEd/SLC teacher resigned from SJE — mid-year SpEd gap
January 2025 (01/24/2025)	1	PE/DC resignation from SOUTH — mid-semester coaching disruption
March 2025 (03/05/2025)	1	SpEd/TLC resignation from WAC — STAAR prep period impact
May 27-28, 2025	91	Standard year-end contract termination; 96.8% of all departures

## End-of-Year Concentration — Strategic Planning Opportunity

The 96.8% year-end concentration of departures is both Deer Park ISD's greatest planning advantage and its greatest risk. The advantage: the district had months of advance warning that these vacancies would open, enabling proactive replacement hiring and retention intervention. The risk: if the district's retention and replacement protocols do not activate until after May 28 resignation submissions, the window for intervention has already closed.

- **SOUTH Replacement Scale:** SOUTH High School faces 22 simultaneous vacancies to fill before August 2025 — across SpEd, Science, Math, PE, English, Fine Arts, and Social Studies. This represents a multi-department hiring campaign of extraordinary scale that requires campus-specific recruitment strategies rather than generic HR posting.
- **SJE Bilingual Replacement Priority:** SJE Elementary faces 10 vacancies across 7 grade-level and bilingual assignments — requiring ES-specific replacement hiring that must prioritize bilingual certification for at least 2 of the 10 positions.
- **Specialized Role Search Timeline:** The district's specialized role vacancies (Auditory Impairment, Visual Impairment, Reading Recovery, G/T Itinerant, ECSE, SpEd/SLC) cannot be filled through standard recruitment channels. Each requires a proactive university and alumni network search that typically takes 6-12 months.

## **The January-May Retention Window — Critical and Underutilized**

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With virtually all separations occurring at year-end, Deer Park ISD has a defined and repeatable retention intervention window: January 1 through March 31 each year. This is the period when teachers are most actively considering their options for the following year, when competing districts are conducting recruitment fairs, and when targeted retention conversations have the highest probability of changing departure decisions.

- **January Check-In Protocol:** A structured January teacher check-in program — led by campus principals with specific guidance on conducting retention conversations — could identify the 15-20 teachers most at risk of departing from SOUTH and SJE before formal resignations are submitted.
- **SOUTH Stabilization Team:** The district should deploy a 'SOUTH stabilization team' beginning in January 2026 — a dedicated HR and campus leadership partnership focused exclusively on retaining SOUTH teachers who are considering departure, with direct authority to offer workload adjustments, professional development commitments, and salary review escalations.

## Section 10: Summary of Critical Findings & Recommendations

The following prioritized recommendations are based on the magnitude, preventability, and equity implications of each attrition pattern. Deer Park ISD's 10.9% overall rate is below the state average — but the concentration of departures at SOUTH, the alarming Black teacher attrition rate, and the unprecedented veteran resignation pattern demand immediate action.

### DATA SOURCES

Texas Education Agency — 2024-25 Staff Information (TAPR) | Deer Park ISD (101908) — Harris County  
Deer Park ISD Personnel Information Report (PIR) | 2024-25 Academic Year | 94 Teacher Separations