

TEACHER SEPARATION ANALYSIS

Spring Branch Independent School District
2024-2025 Academic Year | Retention Risk & Demographic Insights

Executive Summary

This report analyzes teacher separation data from Spring Branch Independent School District (Spring Branch ISD) for the 2024-25 academic year using two primary sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). The PIR contains 327 individual departure records including teacher age, sex, race/ethnicity, years of experience, degree level, subject assignment, and reason for separation — enabling precise demographic disaggregation of attrition patterns.

Spring Branch ISD is a large, diverse Harris County district with 2,166.6 teachers in 2024-25. Its workforce is majority Caucasian/White (50.1%) with significant Hispanic (32.9%), Black (9.8%), and Asian (5.5%) teacher populations. The district's estimated separation rate of approximately 15.1% is above-average for a Texas district in a non-crisis year, and the data reveals three interlocking concerns: acute losses in bilingual education, a structural Black teacher attrition imbalance, and a pervasive early-career resignation problem spanning all subjects and school levels. Unlike neighboring Spring ISD, Spring Branch has no certification-termination crisis — virtually all exits are voluntary, which makes root-cause analysis both more tractable and more urgent.

Metric	Value	Context
Total Teachers in District (TAPR)	2,166.6	Harris County — diverse suburban district
Total PIR Separations (2024-25)	327	~15.1% estimated separation rate
Employee Resignations	270 (82.6%)	Dominant exit reason — broad across all demographics
Employee Retirements	42 (12.8%)	Avg 25.9 yrs experience — significant knowledge loss
Resign from Leave	14 (4.3%)	Often signals burnout or personal hardship
Bilingual/Dual Language Separations	54	Largest single subject cluster — critical shortage
Special Education Separations	44	Chronic shortage area — 2nd largest cluster
Hispanic Teacher Separations	104 (31.8%)	Overrepresented vs. 32.9% workforce share
Black Teacher Separations	41 (12.5%)	Attrition Index: 1.28 vs. 9.8% workforce share
Beginning Teachers Separating	28 (8.6%)	All 0-year teachers — certification & onboarding risk
Student-to-Teacher Ratio	15.0	Equal to state average — not a primary stressor here

KEY FINDING: Spring Branch ISD's 327 teacher separations in 2024-25 are almost entirely voluntary — 82.6% Employee Resignation and 12.8% Retirement. This distinguishes it sharply from districts with involuntary termination crises. The challenge here is not a process failure — it is a retention culture and compensation problem. Bilingual (54 exits), Special Education (44), Grade-Level ESL (48), and early-career teachers (40.7% with 0-5 years) are the epicenters. African American teachers are leaving at an Attrition Index of 1.28 despite representing only 9.8% of the workforce.

Section 1: Race & Ethnicity Analysis

Spring Branch ISD's teacher workforce closely mirrors the Texas state average in racial composition, with Caucasian/White teachers at 50.1% (vs. 52.2% state), Hispanic at 32.9% (vs. 31.0%), Black at 9.8% (vs. 12.8%), and Asian at 5.5% (vs. 2.2%). This relative representational balance makes the Attrition Index a powerful diagnostic tool — when one group separates at a rate disproportionate to its workforce share, it signals structural inequity, not just demographic chance.

Race/Ethnicity	District Staff	% of Staff	PIR Seps	Sep Rate (est.)	Attrition Index
Caucasian / White	1,085.9	50.1%	163	~15.0%	0.98
Hispanic / Latino	712.4	32.9%	104	~14.6%	0.97
African American / Black	212.3	9.8%	41	~19.3%	1.28
Asian	119.0	5.5%	19	~16.0%	1.05
Two or More Races / Other	37.0	1.7%	~0	—	—
DISTRICT TOTAL	2,166.6	100%	327	~15.1%	1.00

Attrition Index = (group % of separations) / (group % of workforce). Values above 1.0 indicate over-representation in departures. All racial PIR data is self-reported and complete — no data is withheld, enabling precise analysis.

Caucasian / White Teachers — Near-Parity Attrition

White teachers separate at an Attrition Index of 0.98 — nearly exactly proportional to their workforce share. This near-parity indicates systemic stability for the district's majority group. Their departures are spread broadly across all subjects and include a meaningful retirement cohort (averaging 25.9 years of experience). However, their sheer volume (163 of 327 exits) means they represent the largest raw attrition problem by count — particularly in Grade-Level ESL, Language Arts, Math, and Special Education.

- Caucasian teachers account for the majority of Grade-Level ESL exits — a function of their workforce size combined with widespread ESL assignments across elementary grades.
- Veteran Caucasian retirees with 26-39 years of experience are departing in Science, Math, Social Studies, Art, and SpEd — representing multi-decade knowledge losses that succession planning must address.
- Several Caucasian teachers with 23+ years experience resigned (not retired) — suggesting some experienced educators are being pushed rather than aging out.

Hispanic / Latino Teachers — Bilingual Pipeline Crisis

Hispanic teachers at Spring Branch ISD separate at an Attrition Index of 0.97 — proportional to their workforce representation. However, the composition of their exits is highly alarming: nearly half (49 of 104 Hispanic exits, or 47%) are in bilingual and dual language positions — a rate far exceeding their overall workforce share in non-bilingual roles. This concentration signals that the bilingual instruction pipeline is in structural crisis, driven by workload, certification burdens, and compensation differentials that are unique to bilingual-certified educators.

- Multiple Hispanic Bilingual veterans aged 55-73 with 14-33 years of experience are retiring or resigning from Pre-K, Kindergarten, 1st-4th grade bilingual positions — representing generational knowledge in ELL instruction that cannot be rapidly replaced.
- Younger Hispanic BIL teachers (ages 22-34) with 0-4 years of experience are also resigning — indicating the bilingual teacher problem spans career stages, not just retirement attrition.
- Hispanic teachers in Foreign Language Spanish, Interventionist (Bilingual 188-day), Language Arts, and ITNRT Dyslexia Bilingual roles are also departing — compounding the linguistic specialty loss.

- The concentration of Hispanic bilingual teacher exits is the single most pressing demographic-subject intersection in Spring Branch ISD's retention data.

ALERT: 49 of 104 Hispanic teacher exits (47%) are from Bilingual or Dual Language positions — a specialty area already in critical statewide shortage. Spring Branch ISD serves a large English Language Learner population whose instructional continuity depends on bilingual-certified educators. This is a systemic failure point, not incidental attrition.

African American / Black Teachers — Attrition Imbalance

Black teachers represent 9.8% of Spring Branch ISD's teaching workforce — below the 12.8% state average. Yet they account for 12.5% of all separations, producing an Attrition Index of 1.28, the highest of any racial group. This overrepresentation in departures means Black teachers are leaving at a rate approximately 28% higher than their workforce proportion would predict. In a district striving for representational equity, this pattern is a red flag that demands proactive investigation.

- Black teachers appear disproportionately in Health/Fitness (4 exits), Social Studies (6 exits across SS and SS MS), Foreign Language Spanish (2 exits), and Special Education Life Skills (3 exits) — suggesting assignment concentration in high-demand or high-burnout roles.
- Black teachers with 1-5 years of experience (early-career) are present across Math, ELA, Science, and Social Studies resignation exits — suggesting onboarding and environment factors, not just compensation.
- Several Black teachers with 7-19 years of experience resigned — mid-career exits that represent significant institutional investment being lost.
- Black male teachers account for a notable share of exits relative to their overall numbers — particularly in Health Fitness, Social Studies, and ESL roles.
- A 'Resign from Leave' pattern appears among Black teachers — specifically in SpEd LS and Health Fitness — suggesting these educators may have been on medical or personal leave before ultimately separating.

Asian Teachers — Moderate Overrepresentation

Asian teachers represent 5.5% of the Spring Branch ISD workforce — more than double the Texas state average of 2.2% — reflecting the district's diverse Harris County community. Their Attrition Index of 1.05 indicates slight overrepresentation in departures. Asian teacher exits are concentrated in Special Education (LS and Resource), Language Arts, Pre-K ESL, and SBAI Math — each requiring specialized credentials. Of note, three Asian teachers with 4-7 years of experience resigned from Special Education Resource and LS positions, consistent with the district-wide SPED attrition pattern.

Section 2: Sex Analysis

Spring Branch ISD's teaching workforce is 76.2% female and 23.8% male — closely mirroring the Texas state average (75.4% / 24.6%). The PIR data shows female teachers comprising 78.0% of all separations (255 of 327) and male teachers 22.0% (72 of 327), meaning male teachers are very slightly over-represented in exits relative to their workforce share.

Sex	District Staff	% of Staff	PIR Exits	Notable Exit Pattern
Female	1,650.3	76.2%	255 (78.0%)	Bilingual, ESL, SpEd, ELA dominant
Male	516.2	23.8%	72 (22.0%)	Health/PE, Music, SS, Math higher share

- Female teachers dominate all elementary subject exits — particularly Bilingual, ESL, Pre-K, and Kindergarten — reflecting their overwhelming concentration in those roles.
- Male teachers are over-represented in Health Fitness exits, with 8 of 13 Health/PE departures being male — a signal worth monitoring for workload, culture, or compensation factors in that department.
- Male teachers account for a disproportionate share of Music exits, including experienced band, choral, and orchestra directors — roles requiring specialized credentials and competing with private sector and university positions.
- Female teachers leaving via 'Resign from Leave' (10 of 14 in that category) suggests that medical or personal leave eventually becomes permanent separation — most frequently in SpEd and ELA roles.

Section 3: Years of Experience Analysis

Spring Branch ISD's experience profile is largely aligned with state averages, with one critical exception: 1-5 year teachers represent 28.9% of the workforce (vs. 28.3% state) yet account for 32.1% of all separations — the most disproportionate exit rate of any experience band. When combined with the 0-year beginning teachers, the 0-5 year cohort represents 40.7% of all separations despite comprising only 35.9% of the workforce, producing an Attrition Index of 1.13 for this early-career cohort.

Experience	Dist. Count	% of Staff	PIR Seps	% of Seps	Risk
0 — Beginning	151.6	7.0%	28	8.6%	HIGH
1–5 Years	626.1	28.9%	105	32.1%	CRITICAL
6–10 Years	463.3	21.4%	72	22.0%	HIGH
11–20 Years	583.6	26.9%	63	19.3%	MODERATE
21–30 Years	273.5	12.6%	39	11.9%	MODERATE
Over 30 Years	68.2	3.1%	20	6.1%	LOW

CRITICAL: 1-5 year teachers account for 32.1% of all Spring Branch ISD separations while representing 28.9% of the workforce. This early-career attrition is the district's most pervasive retention problem, spanning all subject areas, school levels, and racial groups. Each of these teachers represents a 3-5 year hiring and development investment the district is losing before that investment matures.

Beginning Teachers (0 Years)

28 teachers with zero years of experience appear in the PIR — all separating by resignation, not termination. This is a key differentiator from Spring ISD: Spring Branch does not appear to have a certification-termination crisis.

Rather, these are teachers who chose to leave at or near the start of their careers, many of whom were hired on January dates (mid-year hires) suggesting they entered mid-year and did not complete even a full year. Several are in Math, ESL, Social Studies, and BIL/ESL positions — shortage areas where beginners may have been placed without sufficient support scaffolding.

1–5 Year Teachers

The 1-5 year band generates the highest volume of exits (105), and the PIR data reveals they span every subject area. In Bilingual education alone, multiple teachers with 1-5 years experience are resigning — suggesting bilingual teachers are not being retained through their critical first career years. In Math, at least 8 teachers with 1-5 years resigned. In Language Arts, the pattern is similarly broad. These exits are occurring because early-career teachers face the highest workload-to-support mismatch — they are given full classroom responsibilities without the experience to manage them efficiently, and many choose to leave rather than persist through this adjustment period.

6–10 Year Teachers

The 6-10 year band produces 72 exits — 22.0% of separations. These are teachers past the initial career cliff who had invested meaningfully in the district. Their departures suggest mid-career stagnation, compensation plateaus, or leadership pathway dissatisfaction. Special Education teachers in this band are departing at a rate consistent with the district-wide SPED crisis, and Language Arts teachers with 6-10 years are resigning in numbers that suggest middle-career dissatisfaction is going unaddressed.

Veteran Retirements (21+ Years)

59 teachers with 21+ years of experience left the district — averaging well above 25 years. While retirements are expected, this cohort includes Bilingual Pre-K, Kindergarten, and elementary teachers with 17-38 years of specialized experience, as well as Science, Math, Social Studies, and Special Education veterans. Each retirement in a specialized area represents 5-10 years of successor development needed to rebuild equivalent expertise. The district should have active succession plans for any teacher over 55 in a shortage certification area.

Section 4: Highest Degree Earned Analysis

Spring Branch ISD's degree profile mirrors the Texas state average closely — a positive indicator that credentialing quality is not a primary driver of attrition. However, the departure of 87 Master's-level teachers and 5 Doctorate-level teachers represents a significant expert-knowledge loss that warrants attention.

Degree	Dist.% (TAPR)	State Avg	PIR Seps	% of Seps	Context
No Degree	2.0%	2.4%	0	0%	Below state avg — low certification risk
Bachelor's	71.2%	71.4%	235	71.9%	Mirrors workforce share; broad exposure
Master's	25.3%	25.4%	87	26.6%	Slightly over-represented; mid-career veteran loss
Doctorate	1.4%	0.8%	5	1.5%	Above state avg — 5 doctoral-level exits is notable

- The absence of No-Degree separations is a notable strength — unlike Spring ISD, Spring Branch has no evidence of a certification pipeline or credentialing failure in the PIR data.
- Bachelor's degree teachers (235 exits) dominate all exit categories simply due to their workforce majority, but their exits are distributed across experience levels — not concentrated in 0-3 year beginners as in some other districts.
- Master's degree teacher exits (87) are concentrated in mid-career and veteran ranges — Interventionist Specialists, Special Education LS, Bilingual teachers, and Language Arts educators with 9-32 years of experience. These are the district's most credentialed and experienced instructors.
- Five doctoral-level teachers resigned or retired — including a 39-year veteran retiring from Science Chemistry and a 26-year Art teacher retiring. These represent rare expertise that simply cannot be replaced like-for-like.

Section 5: Subject Area & Age Band Analysis

The subject area analysis reveals that Spring Branch ISD's separation crisis is not narrowly concentrated — it spans the entire curriculum. However, four areas account for over half of all exits: Bilingual/DL (16.5%), Grade-Level ESL (14.7%), Special Education (13.5%), and ELA/English (9.8%). Together, these 178 exits represent the structural core of the district's retention emergency.

Subject Area	PIR Seps	% of Total	Key Concern	Risk
Bilingual / Dual Language (BIL/DL)	54	16.5%	Largest loss; mostly Hispanic; state shortage field	CRITICAL
Grade-Level ESL (K–5)	48	14.7%	Core foundation; 85% female; high vol of resignations	CRITICAL
Special Education (all types)	44	13.5%	Burnout-heavy; spans all races/levels; hard to replace	CRITICAL
ELA / Language Arts / English	32	9.8%	Mid-career and veteran losses; Caucasian & Hispanic	HIGH
Math	23	7.0%	Early-career exits; 0-yr beginners present; STEM risk	HIGH
Social Studies	21	6.4%	Spread across MS & HS; Black teachers present	HIGH
Science	20	6.1%	Veteran retirements + early resignations; STEM risk	HIGH
Health / PE / Fitness	13	4.0%	Black male teachers over-represented in exits	MODERATE
Music & Fine Arts	12	3.7%	Specialized credentials; competitive outside market	MODERATE
Art & Theatre Arts	12	3.7%	Certification-required; limited pipeline	MODERATE
Foreign Language	10	3.1%	Spanish dominant; Black & Hispanic disproportionate	HIGH
Interventionists (188-day)	7	2.1%	High experience lost; bilingual interventionists critical	HIGH
Pre-K (BIL & ESL)	8	2.4%	Foundation-level; ELL focus; Hispanic-led BIL exits	HIGH

Age Band Analysis

The PIR data enables analysis by teacher age, which when combined with experience data provides a richer picture of career stage and separation risk. The average age at separation is 43.1 years — consistent with a mix of mid-career departures and retirement-age educators. The 30-39 age band generates the largest raw volume of exits (105), driven primarily by mid-career resignations in high-demand subject areas.

Age Band	PIR Seps	% of Seps	Key Pattern
22–29 (Early Career)	81	24.8%	High resignation rate; beginning and 1-5 yr teachers; Math, ELA, ESL
30–39 (Developing Career)	105	32.1%	Largest cohort; bilingual, SpEd, LA, Science departures
40–49 (Mid-Career)	56	17.1%	Personal resignations dominant; SpEd, Interventionists

50–59 (Experienced)	54	16.5%	Mix of retirement and resignation; subject area veterans
60–69 (Pre-Retirement)	23	7.0%	Heavy retirement; some resignations — bilingual veterans
70+ (Veteran/Emeritus)	8	2.4%	Retirements and holdover resignations

- The 22-29 age band (81 exits, 24.8%) is disproportionately concentrated in 0-5 year teachers with Bachelor's degrees — the early-career vulnerability window.
- The 30-39 band (105 exits, 32.1%) represents the district's greatest loss — teachers old enough to have built skill but young enough to have left for better opportunities or working conditions.
- The 60+ cohort (31 exits, 9.4%) is expected — retirement-stage attrition including many long-tenured bilingual and core subject veterans.

Section 6: Separation Reason & Timing Analysis

The most operationally significant finding in the PIR reason data is not which categories are present — but which are absent. Spring Branch ISD has no Certification-Terminated exits, no mass involuntary terminations, and no Position Eliminated exits. Every departure is either voluntary resignation, retirement, leave-based resignation, or a single deceased employee. This means the district's attrition is entirely preventable in theory — and entirely addressable through culture, compensation, and support improvements.

Separation Reason	Count	% of Total	Key Profile	Action Level
Employee Resignation	270	82.6%	All races, levels, experience bands	HIGH
Employee Retirement	42	12.8%	Avg 25.9 yrs exp; age 55+	LOW — Planned
Resign from Leave	14	4.3%	Burnout signal; mid-career; varied subjects	MODERATE
Deceased Employee	1	0.3%	Not actionable	N/A

Employee Resignation — A Voluntary Retention Crisis

270 voluntary resignations (82.6%) are the dominant driver of Spring Branch ISD's attrition. The breadth of this category — spanning all subjects, races, experience levels, ages, and school levels — makes it impossible to attribute to a single cause. However, three structural factors emerge from the cross-demographic patterns: (1) early-career teachers are leaving before reaching instructional maturity; (2) bilingual-certified teachers are leaving despite being highly sought-after and relatively scarce; and (3) Black and Asian teachers are leaving at higher-than-proportional rates, suggesting workplace environment factors beyond compensation alone.

- The concentration of resignations at year-end (05/30/2025) — 85% of all exits — indicates these are planned, contract-cycle departures. This is operationally better than mid-year chaos but suggests teachers are making exit decisions mid-year and staying through contract obligation rather than by choice.
- Mid-year resignations (August 2024 through April 2025, 49 exits or 15%) create the most damaging instructional disruptions. The November-December 2024 cluster (19 exits) is particularly concerning as a semester-break decision point.

Resignation from Leave

14 teachers resigned from leave — 4.3% of all exits. This category is a diagnostic signal of severe burnout or personal hardship that extended leave could not resolve. It is particularly elevated in Special Education (3 exits), Language Arts (3 exits), and bilingual positions — each high-stress assignment categories. Districts that see this

pattern should investigate whether return-to-work support, mental health resources, or assignment modification programs are available to teachers on leave.

Separation Timing

Period	Seps	% of Total	Pattern	Impact
05/30/2025 (Year-End)	278	85.0%	Contract-cycle exits; planned or post-decision	Lower instructional disruption
Aug 2024 (Start-of-Year)	6	1.8%	Early resignations; pre-year decisions	Moderate early-year disruption
Sep–Oct 2024	8	2.4%	Early-year resignations post start	Disrupts fall semester classes
Nov–Dec 2024	19	5.8%	Semester-break exits; burnout & retirement	Mid-year instructional gap
Jan–Feb 2025	8	2.4%	Semester-break; leave resignations	Spring semester coverage gaps
Mar–May 2025	8	2.4%	Year-end decisions arriving early	Minimal — end-of-year planned

Section 7: Hire Date & Tenure Context

The PIR includes hire dates for all separating employees, enabling tenure analysis. This provides a window into how long teachers stayed before leaving — data that is critical for evaluating the return on district hiring investments.

- Many teachers hired in 2021-2024 (1-4 year tenure) are represented in the resignations — suggesting the pandemic and post-pandemic hiring waves produced a cohort with lower long-term retention rates.
- A notable cluster of teachers hired in August 2022 (08/03/2022 and 08/04/2022) appear repeatedly across subject areas — these teachers served approximately 2-3 years before resigning, consistent with the 1-5 year attrition peak.
- Long-tenured retirees (hired 1986-2003) are closing careers primarily in Bilingual, Science, Social Studies MS, and SpEd Assistive Technology — areas where their successor pipelines may be thin.
- Several teachers hired mid-year (January dates) resigned at the following year-end — suggesting mid-year hires face additional retention challenges and should be flagged for enhanced onboarding support.
- Teachers hired in 2024 who separate in 2024-25 (same-year exits) appear in Math, ESL, SpEd, and College & Career Prep — signaling that some same-year hires are not reaching the end of their first full year.