

TEACHER SEPARATION ANALYSIS

Humble Independent School District

2024-2025 Academic Year | Retention Risk, Exit Reason & Demographic Insights

Executive Summary

This report analyzes teacher separation data from Humble ISD for the 2024-25 school year using TEA TAPR data and the district's Personnel Information Report (PIR). Humble ISD is a large Harris County district with approximately 3,266 teachers — a diverse, experienced workforce serving a rapidly growing suburban community northeast of Houston. The district's PIR is among the most analytically rich in this series, providing teacher race/ethnicity, age, years of experience, degree level, subject/grade assignment, campus, hire date, and — uniquely — highly granular exit reason codes that reveal not just that teachers left but why and where they went.

Approximately 453 teacher separations were recorded in 2024-25, representing an overall separation rate of ~13.9%. African American teachers depart at a disproportionately elevated rate (~17.2%, Attrition Index 1.24) relative to their workforce share — the same pattern identified across CFISD, Fort Bend ISD, and Alvin ISD. But Humble ISD's detailed exit codes reveal a dimension absent in other districts: Black teachers are specifically leaving for neighboring district promotions and salary improvements at elevated rates, while Caucasian teachers are more likely to cite family circumstances and spousal relocation.

The single most important finding in this dataset is the 'Neighbor District' exit code cluster: 32% of all separations — 156 teachers — left for a neighboring district, making competitive district recruitment the #1 driver of teacher attrition in Humble ISD. This is actionable intelligence that no other district in this series can quantify as precisely. Humble ISD knows it is losing teachers to competitors; the question is what it will do with that knowledge.

Metric	Value	Context / Significance
Total Teachers (TAPR)	3,266	Harris County; large, diverse, experienced workforce
Estimated Teacher Separations (PIR)	~453	~13.9% overall separation rate
Black Teacher Separation Rate	~17.2%	Attrition Index 1.24 — highest major-group rate
Caucasian Teacher Separation Rate	~12.9%	Below district average (Index 0.93)
Hispanic Teacher Separation Rate	~12.5%	Below district average (Index 0.90)
Asian Teacher Separation Rate	~21.5%	Small pool (37 FTE) but elevated rate (Index 1.61)
Neighbor District Exits (all sub-codes)	~156 (32%)	MOST COMMON exit category — competitive recruitment
Family/Relocation Exits	~134 (27.5%)	Family circumstances + spousal transfer combined
Leaving Profession	~60 (12.3%)	Teachers exiting education entirely
Continuing Education	~48 (9.9%)	Leaving to pursue advanced degrees
Dissatisfied Exits	~36 (7.4%)	Supervisor + work-type dissatisfaction combined
Special Education Departures	~79	Largest single content area; cross-racial crisis
Secondary English Departures	~37	Highest secondary subject departure count

KEY FINDING

Humble ISD is losing teachers to neighboring districts at a rate that should alarm district leadership. Nearly one in three departing teachers (32%) specifically cited a neighboring district as the destination — and Black teachers are over-represented in the 'Neighbor District Promotion' and 'Neighbor District Salary/Same Position' sub-codes. This is not random attrition; Humble ISD is being systematically out-recruited by competitors offering better compensation and advancement opportunities, with Black educators disproportionately targeted.

Section 1: Race & Ethnicity Analysis

Humble ISD's teacher workforce is similar in demographic composition to Alvin ISD — with African American teachers representing 24.6% of staff, well above the state average of 12.8%. The district's racial diversity makes equity-conscious retention a strategic imperative. The PIR's race labels use 'Caucasian' for the White category, consistent with Alvin ISD's labeling.

Race/Ethnicity	District Staff	% of Staff	Separations (est.)	Sep. Rate	Attrition Index
African American / Black	804	24.6%	~138	~17.2%	1.24
Caucasian / White	1,720	52.6%	~222	~12.9%	0.93
Hispanic / Latino	663	20.3%	~83	~12.5%	0.90
Asian	37	1.1%	~8	~21.5%	1.61
American Indian	12	0.4%	~2	~16.8%	1.10
DISTRICT TOTAL	3,266	100%	~453	~13.9%	1.00

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

African American / Black Teachers — Disproportionate and Directional Attrition

Black teachers in Humble ISD depart at a rate of ~17.2% — an Attrition Index of 1.24, meaning they are leaving at a rate 33% higher than their proportional representation in the workforce. With 804 Black teachers (24.6% of staff), this is not a small-group statistical anomaly — it represents a structural retention failure at scale. What makes Humble ISD's data uniquely valuable is the ability to identify WHERE these teachers are going.

- 'Neighbor District Promotion' is one of the most common exit codes among Black teachers — meaning Black educators are departing because another district offered them an advancement opportunity that Humble ISD did not provide. This signals a career ladder and internal promotion gap.
- 'Neighbor District Salary/Same Position' is also disproportionately cited by Black teachers — they are accepting the same role at a competing district simply because the pay is better. This is a direct compensation competitiveness problem.
- 'Neighbor District Closer to Home' exits among Black teachers suggest some degree of geographic displacement — teachers whose commute to a Humble ISD campus is longer than alternatives may indicate a campus assignment equity issue.
- 'Continuing Education' is notably common among Black teachers — many are leaving to pursue graduate or doctoral degrees. While educationally positive, this represents Humble ISD's investment in these educators being redirected into competitors' pipelines when they return credentialed.
- 'Dissatisfied with Supervisor' appears in multiple Black teacher records — including CTE, Elective, and Drama roles — a distributed pattern suggesting campus-level management concerns rather than a single leader's influence.

- Black teachers are departing from across the experience spectrum: teachers with 3, 4, 5 years AND those with 12, 15, 18, 20+ years are all in the departure data. This is not just an early-career phenomenon; Humble ISD is losing mid-career and experienced Black educators at meaningful rates.

Caucasian / White Teachers — Below-Average Attrition, Family-Driven

Caucasian teachers are the only major racial group with a below-average separation rate (12.9%, Attrition Index 0.93). Their departures are dominated by family-related exits — 'Moving/Transfer of Spouse' is the single most common exit code among Caucasian teachers, appearing in more records than any other reason. This pattern signals lifestyle and household mobility rather than workplace dissatisfaction or competitive recruitment.

- 'Moving/Transfer of Spouse' exits are largely non-preventable: teachers whose households relocate due to a partner's job change will leave regardless of district intervention. These exits are best addressed through proactive succession planning rather than retention investment.
- 'Family Circumstances' is the second most common Caucasian exit code, covering a broad range of personal/household events — caregiving, health, children, family obligations — many of which are similarly non-preventable.
- 'Retiring' exits are concentrated in the Caucasian teacher cohort, particularly among teachers with 19-39 years of experience. These are expected, plan-able separations.
- 'Leaving Profession' appears among Caucasian teachers in Science, Social Studies, SPED, and CTE — subjects where the private sector offers competitive compensation. These exits are preventable and should be prioritized for retention intervention.
- 'Health Related Reason' is notable among Caucasian Secondary Math teachers — multiple mid-year departures in this category suggest that the workload or working conditions in Math instruction are physically or mentally taxing this cohort.

Hispanic / Latino Teachers — Near-Average Attrition, Bilingual Shortage Risk

Hispanic teachers show a separation rate of ~12.5% — slightly below the district average, similar to the pattern observed in Alvin ISD. Their exits are spread across a range of reasons, but the most operationally significant pattern is the departure cluster in Bilingual instruction — a state-shortage certification area.

- Foreign Language teachers (primarily Spanish) account for 9+ departures among Hispanic educators — including teachers with 22 years of experience, teachers with Master's and Doctorate degrees, and multiple pre-year and mid-year exits. This is a deep loss in a specialized certification area.
- Bilingual instruction exits span all grade levels: Bilingual Kindergarten, 1st, 2nd, 3rd, 4th, 5th, PreK, and Spanish Immersion teachers all appear in the departure data. Humble ISD's bilingual program is losing certified staff at every grade band simultaneously.
- 'Neighbor District Closer to Home' is the most common Hispanic exit code — a geographic mobility signal consistent with the Houston-area teacher market where multiple large districts compete for the same bilingual-certified pool.
- 'Moving/Transfer of Spouse' and 'Continuing Education' also appear prominently among Hispanic teachers, consistent with a mobile, academically ambitious cohort.

Asian Teachers — Small Pool, High Vulnerability

Asian teachers represent only 1.1% of Humble ISD staff (37 FTE) but have the highest observed separation rate (~21.5%, Attrition Index 1.61). With such a small pool, individual departures have outsized statistical impact, but the pattern is worth noting: Asian teacher exits span Multiple subjects (Orchestra, Health, Science, Art, Math) and multiple campuses, with 'Family Circumstances' and 'Leaving Profession' prominent among the coded reasons.

Section 2: Sex / Gender Analysis

Sex	District Staff (TAPR)	% of Staff	Approx. Share of Separations
Female	2,553	78.2%	~82% of separations
Male	713	21.8%	~18% of separations

Female and male teachers separate at broadly proportional rates. Several gender-specific patterns emerge from the Humble ISD PIR:

- 'Moving/Transfer of Spouse' is disproportionately concentrated among female Caucasian teachers — consistent with household mobility patterns where female educators follow a partner's relocation. This exit code accounts for a substantial share of Caucasian female departures across elementary and secondary settings.
- Male teachers appear prominently in Athletics/coaching departures, with both Black and Caucasian male coaches departing under Family Circumstances or Neighbor District reasons. Several mid-year coaching exits (February) are notable.
- 'Continuing Education' is a notable pattern among Black female teachers across elementary grades, coaching, and Double Staff positions — suggesting Humble ISD is investing in early-career Black female educators who then pursue advanced credentials and exit the district.
- 'Dissatisfied with Supervisor' exits are spread across both genders but appear concentrated at specific campuses — Humble High School, Atascocita High School, and Summer Creek High School each appear multiple times in this code, suggesting campus-level leadership concerns.

INSIGHT

The 'Continuing Education' exit code deserves special attention: 48 teachers (9.9%) left specifically to pursue further education. The majority are early-to-mid-career teachers, suggesting Humble ISD may be funding or supporting professional development for teachers who then use those credentials to secure better positions elsewhere. The district should consider implementing a return-service agreement or grow-your-own graduate program that ties tuition support to continued employment commitments.

Section 3: Age at Separation Analysis

Humble ISD's PIR includes teacher age at the time of separation — enabling analysis of when in their career trajectory teachers choose to leave. This analysis cross-references age with exit reason to identify which life stages and career points are highest-risk for the district.

Age Cohort	Est. Separations	% of Total	Dominant Exit Reasons
20-29 (early career)	~105	~21%	Continuing Education, Family Circumstances, Neighbor District Closer
30-39 (developing)	~140	~28%	Neighbor District (Promotion/Salary), Moving/Spouse, Family Circumstances
40-49 (mid-career)	~120	~24%	Family Circumstances, Neighbor District, Leaving Profession
50-59 (senior)	~80	~16%	Moving/Spouse, Health Related, Leaving Profession, Retired
60-69 (late career)	~40	~8%	Retired, Family Circumstances, Leaving Profession
70+ (extended career)	~8	~2%	Retired, Deceased, Family Circumstances

The 30-39 Cohort — Highest Volume and Highest Stakes

The 30-39 age cohort accounts for the largest share of separations (~28%) — teachers in the prime of their teaching career, most productive years, and most attractive to competitor recruiters. Within this cohort, 'Neighbor District Promotion' and 'Neighbor District Salary/Same Position' are the dominant exit codes, meaning Humble ISD is losing its most capable mid-career educators specifically because other districts are offering better pay and advancement.

- Black teachers in the 30-39 cohort are over-represented in 'Neighbor District Promotion' exits — educators who have spent several years building their skills in Humble ISD and are then recruited into leadership or specialized roles elsewhere. This is a pipeline drain that compounds over time.
- Caucasian teachers in this cohort cite spousal relocation and family circumstances more than competitive exit — suggesting their departures are less preventable through compensation or advancement interventions.
- Hispanic teachers in the 30s cohort show geographic mobility patterns — 'Neighbor District Closer to Home' is common, suggesting campus assignment distance is contributing to departures in this group.

The 20-29 Cohort — Early Exits and Education Pursuits

At 21% of all separations, the 20-29 cohort is the second-highest age group for departures. The dominant exit reasons in this cohort are distinctly different from other age groups: 'Continuing Education' is the #1 or #2 code for 20-something teachers, particularly in the 23-27 age range — these are educators who entered teaching directly from college and are now departing to pursue Master's or Doctoral degrees.

- Humble ISD is disproportionately losing its youngest Black and Hispanic teachers to continuing education pursuits — a pattern that should be interpreted as a grow-your-own opportunity. If the district invested in supporting these educators' graduate credentials while retaining them (through teaching fellowships, tuition reimbursement with return commitments, or accelerated leadership tracks), many of these exits could be converted into long-term retention wins.
- 'Family Circumstances' is also common in the 20s cohort — consistent with life-stage events like childbirth, family formation, and household changes that naturally cluster in this decade.

Senior and Late-Career Cohorts — Deliberate but Noteworthy

The 50+ cohorts account for approximately 26% of total separations combined. Within these cohorts, 'Retired' and 'Health Related Reason' are increasingly prominent. Several notable patterns:

- A 70-year-old teacher with 49 years of experience (Science Instructional Coach at Creekwood Middle) retired in this data — the longest-tenured separation in the dataset and a remarkable career ending. Creekwood Middle loses a half-century of institutional expertise in a single departure.
- Several 60+ teachers appear with 'Leaving Profession' as their exit code — not retirement — including a 62-year-old ESL teacher with 36 years of experience and a 69-year-old Elem Teacher Other. These educators chose to leave education entirely rather than retire in the formal sense, suggesting professional dissatisfaction at the end of long careers.
- 'Health Related Reason' mid-year exits cluster among the 40-59 cohort — suggesting that the demands of active teaching are creating health breaking points for mid-to-senior career educators. This is particularly concentrated among SPED, Math, and Science teachers.

Section 4: Years of Experience Analysis

Humble ISD's experience profile at departure reveals important retention vulnerabilities. The district's workforce is highly experienced (33.4% in the 11-20 band, substantially above the state average), meaning departures from this cohort represent a disproportionate loss of institutional depth and instructional quality.

Experience Band	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.	Attrition Index
0 years (Beginning)	106	3.3%	~35	~7.7%	2.35*
1-5 years	778	23.8%	~100	~22.1%	0.93
6-10 years	761	23.3%	~90	~19.9%	0.85
11-20 years	1,112	34.0%	~130	~28.7%	0.84
21-30 years	450	13.8%	~80	~17.7%	1.28
Over 30 years	60	1.8%	~30	~6.6%	3.67**

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

** Beginning teacher elevated index driven by early-year exits (August/September) and 'Continuing Education' departures before the first full year.*

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

The 21-30 Year Band — An Unexpected Vulnerability

The most surprising finding in the experience analysis is the 21-30 year experience band's elevated Attrition Index of 1.28 — teachers in this cohort are leaving at above-average rates. Nationally, this band is expected to have below-average attrition as educators approach full TRS retirement eligibility. Instead, Humble ISD is losing these educators through Neighbor District moves, family relocations, and Leaving Profession exits.

- Several 21-30 year teachers are departing via 'Neighbor District Promotion' — mid-career educators with 20+ years of experience accepting leadership roles elsewhere. These may represent teachers who sought advancement within Humble ISD and did not find it.
- 'Moving/Transfer of Spouse' and 'Leaving Profession' also appear in this band — some of Humble ISD's most experienced educators are voluntarily exiting education in their prime. This is a wellness and career satisfaction signal that deserves direct investigation.

- Multiple Black teachers with 20+ years of experience appear in this cohort with 'Neighbor District Salary/Same Position' exits — they are doing the same job elsewhere for better pay, after two decades of investment in Humble ISD's mission.

The 11-20 Year Band — Proportional but Costly

The 11-20 year experience band generates the largest absolute count of separations (~130) but at an Attrition Index of 0.84, below district average. The proportionality is reassuring, but the absolute volume is significant: 130 departures from Humble ISD's most experienced, institutionally embedded cohort in a single year represents a substantial loss of instructional quality — including multiple Instructional Coaches, department leads, and long-tenured campus anchors.

- Within the 11-20 year band, 'Neighbor District' exits are common across all racial groups — confirming that this is a market-driven loss, not just attrition. Teachers with a decade of proven performance are precisely the educators competitors most aggressively recruit.
- SPED teachers with 11-18 years of experience appear repeatedly in this band — veteran SPED educators leaving through Neighbor District and Leaving Profession exits represent some of the most difficult vacancies to fill, combining specialized certification with decades of IEP management experience.

Section 5: Subject Area & Grade Level Analysis

Humble ISD's PIR includes specific subject and grade assignment for every departing teacher — providing granular vacancy intelligence. The following analysis identifies the highest-risk content areas and cross-references exit reasons to distinguish preventable from structural attrition.

Subject / Assignment Area	Est. Departures	Vacancy Risk	Primary Exit Drivers
Special Education (Elem + Sec)	~79	CRITICAL	Neighbor District (Salary/Promotion), Leaving Profession
Elementary Grades K-5 (core classroom)	~65	CRITICAL	Family Circumstances, Moving/Spouse, Neighbor District
Secondary English / ELA	~37	HIGH	Neighbor District, Moving/Spouse, Family Circumstances
Secondary Math	~35	HIGH	Health Related, Family Circumstances, Leaving Profession
Secondary Social Studies	~29	HIGH	Neighbor District Promotion, Leaving Profession, Moving/Spouse
Secondary Science	~29	HIGH	Neighbor District, Family Circumstances, Moving/Spouse
Kindergarten / PreK	~28	HIGH	Family Circumstances, Continuing Education, Moving/Spouse
Bilingual (all levels)	~24	CRITICAL	Neighbor District Closer, Moving/Spouse, Continuing Ed
Fine Arts (Band/Choir/Drama/Dance/Art/Orch)	~22	HIGH	Neighbor District, Moving/Spouse, Dissatisfied w/ Supervisor
Career Tech (187/195/202 day)	~22	MOD-HIGH	Leaving Profession, Moving/Spouse, Neighbor District
Foreign Language	~11	CRITICAL	Neighbor District Promotion, Retired, Family Circumstances

Subject / Assignment Area	Est. Departures	Vacancy Risk	Primary Exit Drivers
Athletics / PE	~17	MOD-HIGH	Family Circumstances, Neighbor District, Leaving Profession

Special Education — The District's Largest Single Attrition Crisis

With approximately 79 Special Education departures across Elementary (Elem Special Ed Teacher) and Secondary (Sec Special Ed Teacher) roles, SPED is the largest single category of teacher attrition in Humble ISD — consistent with the pattern across all four previous districts in this series. What distinguishes Humble ISD is the ability to see the exit reason: SPED teachers are leaving primarily for Neighbor District roles at better pay and for Leaving Profession exits after exhaustion.

- 'Neighbor District Salary/Same Position' appears multiple times among SPED teachers — educators certified for one of education's most demanding roles are accepting the same position at a competitor district simply because the pay is higher. This is a directly addressable market compensation problem.
- 'Neighbor District Promotion' in SPED signals that Humble ISD is not developing SPED teachers into leadership (SPED Coordinator, Director, Instructional Coach) at a rate that retains them — competitors are providing the advancement pathway that Humble ISD is not.
- 'Leaving Profession' among SPED teachers — particularly at the HS level — reflects burnout and systemic exhaustion that compensation alone cannot address. Working conditions, caseload management, and administrative support for SPED teachers require direct intervention.
- Multiple SPED departures occurred mid-year — in August, September, October, November — creating immediate IEP service disruptions and legal compliance obligations that compound the operational damage of each exit.

Secondary English — Highest-Volume Secondary Departure

Secondary English accounts for approximately 37 departures — the single highest total among secondary subjects, representing nearly 5% of all teacher separations in the district. The departures span both Middle School (8-9 campuses) and High School English teachers, with Black teachers accounting for a disproportionate share (~14 of 37 estimated).

- Within Black Secondary English departures, 'Neighbor District' exits are prominent — these teachers are being recruited away rather than choosing to leave education. Humble ISD's English departments across Humble Middle, Autumn Ridge Middle, Summer Creek High, and Atascocita High are all losing Black ELA educators to competitors.
- Caucasian Secondary English departures lean toward 'Moving/Transfer of Spouse' and 'Family Circumstances' — largely non-preventable exits — but 'Leaving Profession' and 'Dissatisfied with Supervisor' also appear, indicating some preventable churn.
- Two mid-year Secondary English departures occurred among Black teachers (October and December), creating semester-crossing vacancies in a subject where curriculum continuity and student-teacher relationships are critical for academic outcomes.

Secondary Math — Health and Mid-Year Crisis

Secondary Math accounts for approximately 35 departures, with a notable pattern unique in this dataset: 'Health Related Reason' appears multiple times among Caucasian Math teachers, including several mid-year exits (September, October, December). Math instruction — with its high-stakes testing pressure, student frustration dynamics, and intensive tutorial demands — may be creating unsustainable working conditions for mid-career and senior Math educators.

- Four Caucasian Secondary Math teachers departed mid-year due to Health-Related reasons — an unusual clustering that suggests occupational health stressors specific to Math instruction in Humble ISD's current testing environment.
- Black Secondary Math teachers show a different pattern: 'Neighbor District Closer to Home' and 'Continuing Education' are most common, suggesting geographic mobility and educational pursuit rather than health-driven exits. However, two Black Math teachers with 20 years of experience departed — significant losses from a small but critical pool.
- A Caucasian Secondary Math Instructional Coach with 18 years of experience departed mid-year (December) due to spousal relocation — a compound loss removing both a skilled Math teacher and a campus coaching resource simultaneously.

Bilingual Teachers — A Compounding Shortage

Approximately 24 teachers departed from Bilingual roles across multiple grade levels and program types: Bilingual Kindergarten, 1st/2nd/3rd/4th/5th Grade Bilingual, PreK Bilingual, 5th Grade Spanish Immersion, 3rd Grade Spanish Immersion, and Foreign Language. Together these represent a comprehensive dismantling of Humble ISD's bilingual instructional capacity in a single year.

- Bilingual teacher exits are concentrated in 'Neighbor District Closer to Home' — the Houston-area bilingual teacher market is extremely competitive, with multiple large districts competing for the same small pool of state-shortage certified educators. Bilingual teachers can easily improve their commute without leaving education.
- Multiple Hispanic bilingual educators with significant experience (16, 18, 20, 22, 24 years) departed — these are not early-career exits but the loss of veteran bilingual program architects. The Foreign Language teachers include a 74-year-old teacher with 30 years and a Doctorate degree, whose retirement represents a generational loss of expertise.
- The sheer breadth of bilingual departure roles — from PreK Bilingual to 5th Grade Spanish Immersion to HS Foreign Language — indicates that Humble ISD's bilingual and world language programs are experiencing simultaneous multi-grade vacancies that cannot be filled from a thin candidate pipeline.

Fine Arts — A Program-Threatening Cluster

Approximately 22 Fine Arts departures span Band (HS and MS), Choir, Drama, Dance, Art, and Orchestra — every major fine arts discipline. Several patterns are concerning:

- Four Middle School Band teachers departed — three via Retirement and one via Neighbor District Promotion — leaving a significant gap in MS band program leadership at multiple campuses simultaneously (Riverwood, Humble, Timberwood, Creekwood Middle Schools).
- Two HS Band teachers left, including one via 'Dissatisfied with Supervisor' at Atascocita HS — a preventable exit in a specialized certification area.
- Drama teachers departed from two campuses (Summer Creek HS mid-year in October, Humble Middle), with 'Leaving Profession' prominent — drama educators may be particularly sensitive to administrative support and program funding decisions.
- Orchestra and Dance teachers also appear in the departure data, suggesting that Fine Arts as a whole is experiencing an unsustainable rate of turnover across Humble ISD's comprehensive secondary programs.

Campus Spotlight — Autumn Creek Elementary

Autumn Creek Elementary School appears in more teacher separation records than any other elementary campus in the dataset — with departures spanning Kindergarten, 1st Grade, 3rd Grade, 5th Grade (multiple), PreK, and Special Education roles. The exit reasons at Autumn Creek span multiple categories: Family

Circumstances, Neighbor District, Leaving Profession, Dissatisfied with Supervisor, and more — a distribution that suggests campus-level systemic issues rather than a single driver.

CAMPUS ALERT: Autumn Creek Elementary School experienced an unusually high number of teacher departures in 2024-25 across multiple grades and subjects. The distribution of exit reasons suggests campus-level climate or leadership concerns that should prompt an immediate review of campus working conditions, principal leadership effectiveness, and teacher survey data for this campus.

Section 6: Exit Reason Analysis

Humble ISD's PIR provides the most granular exit reason taxonomy of any district in this five-district series. Where other districts collapse all voluntary departures into 'Resigned' or 'Personal Reasons,' Humble ISD distinguishes among 13 specific exit codes that reveal the precise motivations and destinations of departing teachers. This is a significant analytical asset.

Exit Reason	Est. Count	% of Total	Interpretation
Family Circumstances	~75	15.4%	Non-competitive personal/family events; largely non-preventable
Neighbor Dist Closer to Home	~62	12.7%	Geographic competition; campus assignment may be preventable
Leaving Profession	~60	12.3%	Exiting education entirely; burn-out, career change, or dissatisfaction
Moving/Transfer of Spouse	~59	12.1%	Household relocation; non-preventable
Neighbor Dist Promotion	~54	11.1%	Advancement gap; Humble ISD not offering career growth
Continuing Education	~48	9.9%	Pursuing advanced degrees; grow-your-own opportunity
Neighbor Dist Salary/Same Posn	~38	7.8%	Compensation gap; same job, better pay elsewhere
Retired	~26	5.3%	Expected; planned attrition
Health Related Reason	~25	5.1%	Working conditions and wellness concern
Dissatisfied w/ Supervisor	~23	4.7%	Campus management concern; specific campuses implicated
Dissatisfied w/ Type of Work	~13	2.7%	Role/assignment mismatch; preventable through redesign
Neighbor Dist Other Reason	~2	0.4%	General district mobility
Deceased	2	0.4%	Two losses: Deerwood Elem (5th Grade, 13 yrs); CTE Kingwood Park (32 yrs)

Neighbor District Exits — The #1 Retention Problem

Combining all 'Neighbor District' sub-codes, approximately 156 teachers (32%) left Humble ISD specifically for a neighboring district. This is the single most important finding in the dataset — more teachers left for a competitor district than for any other reason, including family circumstances or personal reasons.

- 'Neighbor District Closer to Home' (62 exits): These teachers found the same or similar job at a district closer to where they live. This may be partially preventable through strategic campus assignment that

considers teacher residential geography — assigning teachers to campuses near their homes rather than across the district.

- 'Neighbor District Promotion' (54 exits): These teachers left because a competing district offered them advancement — a department head role, instructional coach, curriculum specialist, or assistant principal position. Humble ISD is not providing sufficient internal career ladder opportunities. This is the single most preventable category of competitive loss.
- 'Neighbor District Salary/Same Position' (38 exits): These teachers are doing exactly the same job at a competitor district for higher pay. This is a direct compensation competitiveness problem. The district should immediately benchmark its teacher salary schedule against all neighboring districts — Conroe ISD, Klein ISD, Spring ISD, CFISD — and identify where the pay gaps are largest.

CRITICAL: 32% of Humble ISD's teacher departures went directly to a competing district. The district is not just losing teachers — it is training and developing teachers who are then hired by its direct competitors at better pay and with better advancement opportunities. Every dollar spent recruiting and developing a teacher who then leaves for a neighboring district is a direct subsidy to the competition.

Leaving Profession — A Workforce Health Signal

Approximately 60 teachers (12.3%) are leaving education entirely — not going to another district, not retiring, not relocating — but abandoning teaching as a career. This is a system-level signal that the teaching profession itself is not sustainable for this cohort of educators.

- 'Leaving Profession' exits span all racial groups and all experience levels, from 0-year teachers to veterans with 28-36 years. This is not a cohort-specific problem; it reflects broad professional dissatisfaction with teaching conditions.
- Subject areas with the highest 'Leaving Profession' concentration: Special Education, Secondary Science, Secondary Social Studies, Career Tech, ESL, and Elem SPED — all roles characterized by high compliance burden, specialized certification pressure, or limited instructional autonomy.
- Several long-serving educators are choosing to leave profession: a 52-year veteran Science Instructional Coach at Creekwood Middle (36 years experience), a Caucasian ESL teacher (36 years, age 62), and a Caucasian Elementary SPED teacher with 22 years. These are not burnt-out beginners — they are experienced professionals who have decided teaching is no longer worth continuing.

Dissatisfied Exits — Campus Management Signals

A total of 36 exits (7.4%) cited dissatisfaction — either with a supervisor (23) or with the type of work (13). While this is a minority of departures, the campus-specific patterns are important.

- 'Dissatisfied with Supervisor' exits are concentrated at Humble High School (5+ records), Atascocita High School (3+ records), and Summer Creek High School (3+ records). This campus clustering suggests specific campus leadership concerns rather than a district-wide management problem.
- 'Dissatisfied with Type of Work' exits include SPED teachers, a PreK teacher, and Social Studies teachers — roles where the job design may not match the educators' expectations or where administrative demands are displacing instructional time.
- Black teachers account for a disproportionate share of 'Dissatisfied with Supervisor' exits — including in CTE, Drama, Elective, and 2nd Grade roles. This pattern suggests that campus management climate is experienced differently by Black educators, warranting a focused equity review of how Black teachers experience supervision and evaluation at HISD campuses.

Health-Related Exits — A Wellness Crisis Signal

Twenty-five teachers (5.1%) departed due to Health-Related Reasons — a code that captures both physical and mental health exits. While this is a relatively small percentage, the mid-year concentration and subject-area clustering are concerning.

- Multiple Health-Related exits occurred mid-year (October, November, January, February, March) — indicating in-year health breaking points rather than planned end-of-year transitions. Each mid-year health exit creates a classroom vacancy at the worst possible time.
- SPED teachers have the highest Health-Related exit rate relative to their departure count — consistent with the nationally documented burnout crisis in Special Education.
- Caucasian Secondary Math teachers show a Health-Related exit cluster (multiple mid-year exits) — suggesting that Math instruction specifically is creating unsustainable workload or stress conditions at Humble ISD.

In memoriam: Two teachers are recorded as Deceased in the PIR — a 5th Grade teacher at Deerwood Elementary (50 years old, 13 years of experience) and a Career Tech teacher at Kingwood Park High School (56 years old, 32 years of experience). These profound human losses are acknowledged beyond their workforce impact.

Section 7: Timing of Separation

The vast majority of Humble ISD separations occurred at the end of the academic year — approximately 82% in May or June 2025. Mid-year departures (~18%) created the most significant operational disruptions, particularly concentrated in Special Education, Mathematics, Science, and English.

Separation Window	Est. Count	% of Departures	Disruption Level
End-of-year (May 30 - June 9, 2025)	~370	~81.7%	Expected / Planned
Mid-year (August 2024 - April 2025)	~83	~18.3%	HIGH — Disruptive
of which: Summer/Pre-school (Jul-Aug)	~8	~1.8%	VERY HIGH — before year starts
of which: Fall Semester (Sep-Dec 2024)	~43	~9.5%	VERY HIGH — in-year vacancies
of which: Spring Semester (Jan-Apr 2025)	~32	~7.1%	HIGH — program disruption

- August and September departures represent the most disruptive exits: four teachers with hire dates in summer 2024 departed before or within weeks of school starting. These include two Foreign Language teachers who departed in August (one with 0 years experience, one with a pre-year 'Family Circumstances' exit) — creating language program vacancies before students arrived.
- December 2024 was the largest mid-year departure month (~12 exits) — concentrated at the winter break decision point when teachers who have been considering departure during the fall semester make a final commitment to leave. December Math, Science, Social Studies, and Art exits at multiple campuses reflect this pattern.
- Multiple mid-year SPED exits (August, September, October, November) created IEP service delivery gaps that compound the already-strained SPED system. Each SPED mid-year vacancy triggers legal service delivery obligations that require emergency staffing.
- Several mid-year exits cluster at specific campuses: Autumn Creek Elementary (multiple fall/winter), Humble High School (multiple semesters), and Atascocita High School (September, October) — campus-level instability that amplifies the individual departure impact.

Section 8: Highest Degree Held

Humble ISD's departing teachers skew toward Bachelor's degree holders, consistent with the district's overall staff profile. Master's and Doctorate departures are noteworthy for what they represent in terms of invested human capital.

Degree Level	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.
Bachelor's Degree	2,270	69.5%	~305	~67.3%
Master's Degree	934	28.6%	~132	~29.1%
Doctorate Degree	36	1.1%	~10	~2.2%
No Degree / Other	26	0.8%	~6	~1.3%

Degree-level attrition rates are broadly proportional, with Master's degree teachers slightly over-represented (29.1% of separations vs. 28.6% of staff). Several degree-specific patterns are notable:

- Master's degree departures are disproportionately concentrated in the 'Neighbor District Promotion' and 'Neighbor District Salary' exit codes — suggesting that the district's most credentialed teachers are precisely those being targeted by competitors for advancement and compensation upgrades. The 28.6% master's workforce is Humble ISD's deepest human capital investment; losing these educators to neighboring districts at above-average rates represents a compound return-on-investment failure.
- Doctorate-level departures (~10) include a 74-year-old Foreign Language teacher at Kingwood Park HS (30 years, retired) and a 52-year-old Career Tech teacher at Kingwood Park HS (Leaving Profession), among others. At only 36 Doctorate-level teachers in the district, 10 departures represents approximately 28% attrition in this elite credentialing tier — an alarming rate.
- 'No Degree' teachers (Career Tech 202-day contract holders with Associate's or no formal degree) appear in the departure data, representing educators hired under alternative certification or industry-credential frameworks. 'Leaving Profession' is prominent among this sub-group, suggesting that alternative-pathway hires in CTE may not be finding the transition to classroom teaching sustainable.

Prepared for Humble ISD Leadership

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