

TEACHER SEPARATION ANALYSIS

Friendswood Independent School District

2024-2025 Academic Year | Retention Risk & Demographic Insights

<h2>384.1</h2> <p>Total Teachers (TAPR) <i>Galveston County suburban</i></p>	<h2>57</h2> <p>Total Separations (PIR) <i>14.8% separation rate</i></p>	<h2>78.9%</h2> <p>Race Withheld <i>45 of 57 records — limits racial analysis</i></p>	<h2>1.33</h2> <p>Master's Attrition Index <i>38.6% of exits vs 29.0% of staff</i></p>
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Executive Summary

This report analyzes teacher separation data from Friendswood 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 57 teacher departures — a 14.8% overall separation rate that sits above the typical Texas district benchmark of 13-15% and warrants careful examination, particularly given the significant data limitations created by the district's extensive use of privacy withheld designations.

Friendswood ISD is a predominantly White-staffed suburban district in Galveston County (85.6% White teachers per TAPR), with small Hispanic (10.4%) and minority teacher populations. The most significant analytical challenge in this report is that 78.9% of PIR departure records have race listed as Withheld — the highest suppression rate among the Harris and Galveston County districts analyzed in this report series. This limits racial disaggregation substantially but does not prevent meaningful analysis of subject area, campus, experience, degree, and gender patterns.

The defining findings of Friendswood ISD's 2024-25 separation data are: (1) Special Education accounts for 12 of 57 departures (21.1%) — the district's largest single role category; (2) ELA/English teachers across all levels account for 9 departures, creating a significant writing and reading instruction gap; (3) 17 veteran teachers with 20 or more years of experience departed, representing an extraordinary institutional knowledge loss; and (4) High School accounts for 23 of 57 departures (40.4%), with every academic and extracurricular department affected.

Metric	Value	Context
Total Teachers in District (TAPR)	384.1	Galveston County suburban; 16.0 students per teacher
Total Teacher Separations (PIR)	57	14.8% overall separation rate — above state average

Metric	Value	Context
Race/Age Withheld in PIR	78.9% (45 of 57)	Highest suppression rate in this report series — limits equity analysis
Special Ed Departures	12	21.1% of all exits — 8 SpEd subtypes across 4 campuses
ELA / English Departures	9	All school levels affected; veteran and early-career losses
Veteran Departures (20+ years)	17	29.8% of all exits — extraordinary institutional knowledge loss
Master's Degree Attrition Index	1.33	38.6% of exits vs. 29.0% of staff — over-represented
High School Departures	23	40.4% of all exits from one campus — dominant campus loss
Mid-Year Departures	3	All October 2024 — SPED and Science during fall semester
Male Teacher Departures	11	19.3% of exits — proportional to workforce share (19.2%)
Interventionist Departures	4	Including 35-year Dyslexia specialist and dual 24-year veterans at JH
TAPR Experience Distribution	57.4% in 6-20 year band	Experienced district — departure pattern reflects this seniority

Section 1: Data Limitations & Race/Ethnicity Analysis

Friendswood ISD's PIR data presents a significant analytical constraint not encountered to this degree in any other district in this report series: 45 of 57 departure records (78.9%) have both age and race/ethnicity listed as Withheld. Only 12 records contain race information — 11 White and 1 Hispanic. This level of suppression is unusual and limits the district's ability to identify whether specific demographic groups are experiencing disproportionate attrition. It also prevents meaningful attrition index calculations for non-White teacher groups.

⚠️ CRITICAL DATA NOTE: 78.9% RACE WITHHELD — ANALYSIS LIMITATIONS

Texas school districts may withhold personally identifiable information (PII) in PIR reports when small group sizes could identify individual employees. With Friendswood ISD's demographics — 85.6% White teachers — any non-White departure is statistically likely to be identifiable by name. The near-total race suppression in this dataset suggests that almost all non-White departing teachers have been masked for privacy reasons. This creates a paradox: the teachers whose attrition is most analytically important for equity analysis are precisely those whose data is withheld. Readers should interpret all racial findings with caution and treat Withheld-race records as likely containing a mix of racial/ethnic backgrounds proportional to the district's non-White teaching population (approximately 14.4% of staff).

Known Race/Ethnicity Departures

Of the 12 departure records with known race, 11 are White and 1 is Hispanic. The single Hispanic departure is a 35-year veteran male Assistant Band Director — a highly experienced educator whose departure likely represents a retirement or competitive move rather than early-career dissatisfaction. The 11 known-White departures span experience levels from 9 to 42 years, with a strong concentration of veterans (27, 28, 30, 37, 38, and 42 years of experience), suggesting the known-race White departures are disproportionately the district's most senior educators.

Race/Ethnicity	District Staff (TAPR)	% of Staff	Known Separations (PIR)	Notes
White	329.0	85.6%	11 (known)	Experience range: 9-42 years; heavily veteran
Hispanic	39.8	10.4%	1 (known)	35-year Asst. Band Director — veteran exit
African American	4.0	1.0%	Unknown (withheld)	Small pool; likely withheld for PII protection
Asian	1.0	0.3%	Unknown (withheld)	Very small pool
Two or More Races	9.4	2.4%	Unknown (withheld)	Small pool
American Indian	1.0	0.3%	Unknown (withheld)	Very small pool
WITHHELD (45 records)	—	—	45 — all analysis limited	Likely contains proportional mix of all racial groups
DISTRICT TOTAL	384.1	100%	57	14.8% overall separation rate

Structural Context: Who Are the Withheld-Race Teachers?

Given Friendswood ISD's racial composition (85.6% White, 10.4% Hispanic, 4.0% other minority), the 45 withheld-race departures likely contain approximately 38-40 White teachers and 5-7 non-White teachers. If the non-White departure rate is proportional to White departure rates, no immediate equity alarm is triggered. However, if non-White teachers are experiencing elevated attrition — as is typical in majority-White districts nationally — the withheld data would conceal that pattern entirely.

- Recommendation — Internal Audit:** The district should conduct an internal (non-PIR) racial analysis of its 2024-25 departures using HR records, where privacy protections are less restrictive, to determine whether any racial group is experiencing elevated attrition relative to its workforce representation.
- Recommendation — Data Governance:** The high PIR suppression rate itself is a data governance finding: Friendswood ISD's small minority teacher pools mean that any departure analysis will be PII-constrained. The district should explore aggregated or cohort-level race reporting that protects individual privacy while enabling group-level equity monitoring.
- Hispanic Vulnerability:** The 1 known Hispanic departure — a 35-year veteran — represents approximately 2.5% of the district's Hispanic teaching staff (39.8 teachers). Even one additional withheld-race Hispanic departure would represent a meaningful attrition rate for a small group. The district cannot assess this without internal records.

Section 2: Sex / Gender Analysis

Female teachers constitute 80.8% of Friendswood ISD's teaching workforce and account for 80.7% of departures — a precisely proportional share that indicates no gender-specific retention disparity at the aggregate level. Male teachers represent 19.2% of the workforce and account for 19.3% of departures — also proportional. However, disaggregation by role reveals that male and female departure profiles are concentrated in very different subject areas, each carrying distinct risks.

Sex	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Separations	Approx. Sep. Rate
Female	310.4	80.8%	46	80.7%	~14.8%
Male	73.8	19.2%	11	19.3%	~14.9%
DISTRICT TOTAL	384.1	100%	57	100%	14.8%

Female Teacher Departures — Concentrated in SpEd, ELA, and Interventionist Roles

46 female teachers departed across all school levels and subjects. Despite proportional gender representation in departure counts, female teachers are disproportionately leaving from Friendswood ISD's most critical support and literacy roles: Special Education (10 of 12 SpEd departures were female), ELA/English (all 9 ELA departures were female), and Interventionist roles (all 4 interventionist departures were female). These three categories together account for 23 female departures — 50% of all female exits.

- SpEd Feminization:** 10 of 12 Special Education departures (83%) were female — spanning SPED Co-Teacher, SPED District Behavior, SPED ECSE, SPED Inclusion/Resource (x2), SPED PASS, SPED QUEST (x3), and SPED Instructional Coach. This near-complete feminization of SpEd attrition places the full burden of the district's student services staffing crisis on female educators.
- ELA Complete Female Loss:** All 9 ELA/English departures were female — across every school level from 4th Grade ELA at Bales to 5th Grade ELAR at Cline and Windsong, to JH ELA (2), to HS English (2) and English/Dance (1). The complete absence of male departures in ELA mirrors the subject's female-dominated teaching workforce, but the loss of 9 female ELA teachers in a single year creates a reading and writing instruction gap at every school level.
- Veteran Female Interventionists:** All 4 Interventionist departures were female — including a 35-year Dyslexia/Reading Interventionist at Windsong, two 24-year Interventionists at JH, and a 28-year Interventionist at Bales. These are among the most experienced educators in the entire departure dataset, and their female-exclusive exit from Interventionist roles removes critical early literacy support capacity.
- Female Veteran Dominance:** Female veteran departures (20+ years experience) number 14 of 17 total veterans — indicating that the district's most senior educators are predominantly female and their departure represents an outsized institutional knowledge loss that is both gender- and experience-concentrated.

Male Teacher Departures — Athletics, STEM, and Senior Roles

11 male teachers departed — a proportional count, but concentrated in athletics, STEM-adjacent, and senior program roles that are both hard to replace and central to campus culture. The male departure profile includes 5 HS departures in extracurricular and specialty roles, 1 JH SpEd departure, and several classroom teachers.

- Band Program Double Exit:** A 35-year Hispanic male Assistant Band Director and a 3-year male Assistant Band Director both departed from HS — the co-departure of the program's veteran and its newest member in the same year creates a Band program succession crisis. The 35-year veteran represents nearly four decades of program identity and community relationships.
- Senior Male HS Exits:** A 37-year White male teacher in the Independent Course Lab at HS and a 30-year White male Math teacher also departed — two senior male educators leaving the district's flagship campus simultaneously, removing institutional expertise in both a specialized academic program and core Math instruction.
- Athletic Program Loss:** A 26-year male Football Offensive Coordinator departed — a senior athletics role that affects campus culture, student recruitment, and community identity. Athletic program continuity is often undervalued in retention analysis but carries significant campus stability implications.

Section 3: Years of Teaching Experience Analysis

Friendswood ISD's experience profile among departing teachers is the most analytically distinctive pattern in this dataset: 17 of 57 departing teachers (29.8%) have 20 or more years of experience — nearly one-third of all exits from the district's most senior tier. This veteran departure concentration is exceptionally high and reflects a district with a significantly more experienced workforce than comparable Texas suburban districts, in which senior educator exits carry compounded institutional knowledge costs.

Experience Band	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Sep.	Attrition Index
0-1 Years	12.0	3.1%	3	5.3%	1.71
2-5 Years	80.7	21.0%	13	22.8%	1.09
6-10 Years	79.2	20.6%	13	22.8%	1.11
11-20 Years	133.9	34.9%	11	19.3%	0.55
21-30 Years	59.5	15.5%	12	21.1%	1.36
Over 30 Years	18.8	4.9%	5	8.8%	1.80*
DISTRICT TOTAL	384.1	100%	57	100%	1.00

* Over-30 index elevated partly by expected veteran attrition at career end. The 21-30 year band's Attrition Index of 1.36 is more analytically significant — representing mid-to-late career educators meaningfully over-represented in departures.

CRITICAL: 17 VETERAN DEPARTURES (20+ YEARS) — 29.8% OF ALL EXITS

Nearly one-third of Friendswood ISD's 2024-25 teacher departures came from educators with 20 or more years of experience — including teachers from 21 and up to 42 years of service. Collectively, these 17 educators represent over 500 combined years of teaching experience leaving Friendswood ISD in a single year. At a district of only 384 teachers, this represents an extraordinary concentration of institutional knowledge loss that will reshape the experiential profile of the Friendswood ISD faculty for years.

The 21-30 Year Band — Over-Represented Veteran Exits

12 teachers with 21-30 years of experience departed — yielding an Attrition Index of 1.36, meaning this senior cohort is 36% more likely to depart than their workforce share would predict. Within this group, a wide range of subject areas and campuses is represented, suggesting a systemic senior educator dissatisfaction rather than subject- or campus-specific triggers.

- **JH Dual Interventionist Loss:** Two 24-year Interventionists departed from JH in the same year — the simultaneous loss of two veteran student support specialists from the same campus eliminates the depth of the Junior High's intervention program and creates a coverage gap that cannot be filled with new hires alone.
- **28-Year Cohort Exit:** A 28-year Master's-level Interventionist at Bales, a 28-year Master's-level SPED Inclusion/Resource teacher at Westwood, and a 28-year Master's-level Spanish teacher at JH all departed — three educators with identical seniority levels in different roles and campuses, suggesting a district-wide cohort of educators hired simultaneously in the late 1990s is now reaching a career decision point simultaneously.
- **G&T and Math Senior Exits:** A 25-year G&T teacher at Bales (Master's) and a 25-year Math teacher at HS (Bachelor's) both departed — removing specialized curriculum expertise in Gifted & Talented instruction and experienced Math instruction from the district's Intermediate and High School simultaneously.
- **HS Culture Anchor Losses:** A 26-year Football Offensive Coordinator and a 29-year English teacher at HS both departed — senior campus culture and academic leadership roles that typically take multiple years to stabilize after high-experience exits.

The 31+ Year Band — Deep Veteran Departures

5 teachers with 31 or more years of experience departed, including educators with 35, 35, 37, 38, and 42 years of service. At 8.8% of departures from a group representing only 4.9% of staff (Attrition Index 1.80), this ultra-senior cohort is significantly over-represented. Their departures remove the district's deepest institutional expertise from multiple campuses and disciplines.

- **42-Year Fine Arts Institution:** A 42-year teacher in Musical Drama at HS (Bachelor's, White female) departed — the longest-serving educator in the entire departure dataset. A 42-year program presence in Fine Arts represents an unparalleled student-facing legacy and program identity. Replacing this educator requires not just a credential search but a community transition process.
- **38 and 37-Year Veteran Losses:** A 38-year White female teacher in 1st Grade at Cline (Bachelor's) and a 37-year White male Independent Course Lab teacher at HS (Bachelor's) both departed with careers spanning four decades — educators who have taught students across multiple generational cohorts and whose institutional memory is irreplaceable.
- **Dual 35-Year Specialist Exits:** A 35-year Dyslexia/Reading Interventionist at Windsong (Master's) and a 35-year Hispanic male Assistant Band Director at HS (Bachelor's) both departed — two specialists whose exit removes nationally rare credentials from the district in dyslexia intervention and music program leadership simultaneously.

The 2-10 Year Band — Normal Attrition with STEM and SpEd Risk

26 teachers with 2-10 years of experience departed — close to their proportional workforce share. However, within this band, STEM and Special Education early-career exits are disproportionate and represent the district's most preventable losses.

- **HS Science Mid-Year:** An early-career female Science teacher (6 years, HS) resigned in October 2024 — a mid-year departure during the fall semester STEM instruction window. This was one of only 3 mid-year departures in the entire dataset, making it particularly disruptive.
- **SpEd Multi-Stage Attrition:** Multiple SpEd teachers in the 2-10 year experience range departed — including SPED ECSE (2 years), SPED PASS (3 years), SPED District Behavior (5 years), SPED Inclusion/Resource (8 years at HS), and SPED Co-Teacher (11 years) — indicating that Friendswood ISD's Special Education pipeline is losing educators at every early career stage simultaneously.

Section 4: Highest Degree Earned Analysis

Friendswood ISD's degree profile among departing teachers shows Master's degree holders significantly over-represented, with an Attrition Index of 1.33 — the strongest degree-level departure signal in this dataset. With 22 Master's-level departures representing 38.6% of exits from a workforce where Masters holders constitute only 29.0% of staff, Friendswood ISD is disproportionately losing its most credentialed educators. The single Doctorate departure — in English/Dance at HS — adds a specialized credential loss to this pattern.

Degree Level	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Sep.	Attrition Index
No Degree	0.0	0.0%	0	0%	—
Bachelor's	270.6	70.4%	34	59.6%	0.85
Master's	111.6	29.0%	22	38.6%	1.33
Doctorate	2.0	0.5%	1	1.8%	3.60*
DISTRICT TOTAL	384.1	100%	57	100%	1.00

* Doctorate index elevated by extremely small pool (only 2 Doctorate-holding teachers in district). The Master's Attrition Index of 1.33 is the more analytically robust finding.

Master's Degree Holders — Significantly Over-Represented

Master's degree teachers represent 29.0% of Friendswood ISD's teaching workforce but account for 38.6% of all departures — a meaningful over-representation across virtually every subject area and campus. Critically, Master's-level departures are concentrated in the district's most experienced and specialized roles: Interventionist (all 4 interventionist departures held Master's degrees), SpEd specialists, ELA, Spanish, and G&T educators.

- Interventionist-Master's Concentration:** All 4 Interventionist departures held Master's degrees — including the 35-year Dyslexia/Reading specialist, both 24-year JH Interventionists, and the 28-year Bales Interventionist. The complete concentration of advanced credentials in the departing Interventionist cohort indicates that Friendswood ISD's Interventionist roles disproportionately attract and then lose its most credentialed student support educators.
- Cross-Campus Master's Exits:** Master's-level departures span 5 campuses and 10 different roles — including 4th Grade ELA (BALES), 5th Grade ELAR/SS (WINDSONG), G&T (BALES), ELA (JH x2), Spanish (JH), Math (HS), SPED Co-Teacher (BALES), SPED Inclusion/Resource (WESTWOOD), SPED Instructional Coach (JH), SPED QUEST (WINDSONG), SPED PASS (CLINE), Science (HS), Football Coord (HS), and Interact Club (HS). No school level or department is insulated.
- Senior Master's SpEd:** The 28-year Master's-level SPED Inclusion/Resource teacher at Westwood and the 28-year Master's-level Instructional Intervention Specialist at Bales represent the loss of the district's two most experienced advanced-credential SpEd and intervention educators from its Elementary-Intermediate pipeline.

Bachelor's Degree Holders — Volume-Driven, Elementary-Heavy

34 Bachelor's-level teachers departed — below their 70.4% workforce proportion (Attrition Index 0.85). Bachelor's departures are distributed across elementary grade-level classrooms, HS extracurricular and coaching roles, and entry-level SpEd positions. Their departure is less concentrated in hard-to-replace specialty roles but represents a larger raw volume that drives significant replacement hiring burden.

- Elementary Grade-Level Sweep:** Elementary Bachelor's departures span 1st Grade (CLINE, WESTWOOD x2), 2nd Grade (CLINE, WESTWOOD), 3rd Grade Math (BALES), 5th Grade (multiple) — creating a K-5 grade-level replacement challenge across every campus simultaneously.

- **Longest-Tenured Bachelor's:** The 42-year Bachelor's Musical Drama teacher and the 38-year Bachelor's 1st Grade teacher represent the dataset's two longest-serving educators — both Bachelor's-level, suggesting that Friendswood ISD's most veteran classroom educators are concentrated in the Bachelor's tier and departing without advanced degree incentives having been a retention factor.

Section 5: Subject Area & Role Analysis

Friendswood ISD's subject-area departure profile is anchored by Special Education (12 departures — 21.1% of all exits) and ELA/English (9 departures — 15.8%), which together account for 21 of 57 departures (36.8%) from the district's two most literacy-critical instructional categories. Beyond these two dominant categories, the Interventionist (4), Math (3), and Science (2) departure clusters signal emerging shortages in core academic support and STEM instruction.

Subject / Role Area	# Departing	% of Total	Experience Profile	Notable Pattern
Special Education (all subtypes)	12	21.1%	1-28 years; avg ~9 years	All campuses; 8 subtypes; cross-level crisis
ELA / English / ELAR	9	15.8%	7-29 years; all veterans	All school levels; all female; no early-career
Interventionist / Dyslexia	4	7.0%	24-35 years; all veteran	All Master's; 4 campuses; deep knowledge loss
Elementary Grade-Level (K-5)	7	12.3%	1-38 years; wide spread	Westwood, Cline, Windsong; ES campus challenge
Math	3	5.3%	15-30 years; mid-to-senior	HS focus; 2 veterans; Math pipeline risk
Science	2	3.5%	6-8 years; mid-career	HS and JH; 1 mid-year; STEM gap emerging
Fine Arts / Music / Drama	4	7.0%	3-42 years; extreme range	Band (2), Drama (2); program identity loss at HS
Athletics / Physical Coaching	4	7.0%	2-26 years	Track (2), Football (1), Volleyball (1)
SpEd Support / Coaching	2	3.5%	15-25 years	G&T (25yr) and SPED Inst. Coach (15yr)
Spanish / Social Studies	2	3.5%	9-28 years; senior	JH Spanish 28yr; HS Social Studies 9yr
Other Specialty / Stipend	8	14.0%	Mixed	Drill/Dance, Class Sponsor, UIL, Interact, Ind Lab

CRITICAL: SPECIAL EDUCATION — 12 DEPARTURES ACROSS 8 SUBTYPES AND 4 CAMPUSES

Special Education accounts for 21.1% of Friendswood ISD's 2024-25 teacher departures — 12 educators across 8 distinct SpEd subtypes (Co-Teacher, District Behavior, ECSE, Inclusion/Resource, PASS, QUEST, Instructional Coach, and SPED Inst. Coach/Inclusion Support) at 4 of the district's 6 campuses (Westwood, Cline, Bales, Windsong, JH, HS). No SpEd subtype is untouched. The breadth of this departure — spanning early childhood through high school — represents a comprehensive dismantling of the district's special education staffing infrastructure in a single academic year.

Special Education — District-Wide Infrastructure Loss

The 12 SpEd departures span an experience range from 1 to 28 years, include both Bachelor's and Master's degree holders, and affect every school level from early childhood to high school. This is not a subtype-specific or campus-specific problem — it is a systemic failure to retain Special Education educators across every tier of Friendswood ISD's service delivery model.

- **SPED QUEST Triple Loss:** SPED QUEST alone accounts for 3 departures — at Windsong ES (11-year Master's, mid-year October 2024), and HS (13-year Bachelor's and 9-year Bachelor's). QUEST programs serve students with significant cognitive disabilities and require highly trained, relationship-based educators; three simultaneous exits from this specialized program are particularly disruptive for affected students and families.
- **Inclusion/Resource Four-Campus Gap:** SPED Inclusion/Resource at 3 different campuses (Westwood: 28-year Master's; JH: 5-year Bachelor's and 1-year Bachelor's; HS: 8-year Bachelor's) — the district's most common SpEd service delivery model lost teachers at 4 grade-level segments simultaneously.
- **28-Year SpEd Institutional Loss:** The 28-year SPED Inclusion/Resource teacher at Westwood ES represents the single most experienced SpEd departure in the dataset — a nearly 3-decade career in student support at the district's elementary level. Replacing 28 years of IEP knowledge, family relationships, and campus-embedded expertise is not achievable through a single hire.
- **District Behavior Mid-Year Exit:** The district-level SPED District Behavior teacher at Cline departed mid-year (October 18, 2024) after only 5 years — a district-wide role that serves students with behavioral intervention needs across multiple campuses. This mid-year departure removed a district-critical service during the first quarter of the school year.
- **SpEd Instructional Coach Loss:** The SPED Instructional Coach/Inclusion Support at JH (15-year Master's) departed — a role that multiplies the effectiveness of all other SpEd teachers on the campus by providing coaching, consultation, and compliance support. Her departure leaves JH SpEd teachers without their primary professional development resource.

ELA / English / ELAR — Complete Pipeline Departure

9 ELA/English teachers departed from every school level in the district — 4th Grade ELA (Bales), 5th Grade ELAR/SS (Cline and Windsong), JH ELA (2 teachers), HS English (2 teachers), HS English/Dance (1 teacher, Doctorate), and an ELA Lead at Westwood. All 9 departures were female. The experience range spans 7 to 29 years — there are no early-career ELA departures, suggesting the district's ELA pipeline isn't failing at the entry level but is hemorrhaging mid-career and senior educators.

- **JH ELA Complete Turnover:** JH lost both of its departing ELA teachers simultaneously — a 21-year veteran (Master's) and an 18-year veteran (Bachelor's). The simultaneous loss of two veteran ELA educators from the same campus in a single year creates a comprehensive ELA program rebuilding challenge at the Junior High level.
- **HS English Breadth of Loss:** HS lost 3 English educators — a 29-year veteran (Bachelor's), a 7-year educator (Master's), and a 17-year Doctorate-holder in English/Dance — spanning entry-to-veteran experience levels at the district's most accountability-critical campus. The Doctorate-level English/Dance educator is a particularly rare combined credential.
- **Westwood Dual Lead Loss:** The ELA Lead at Westwood ES (13 years, Bachelor's, White female) departed alongside a Math Lead at Westwood (6 years, Bachelor's) — the simultaneous loss of both campus instructional leads removes the campus-embedded curriculum leadership that drives teacher development and program coherence at an elementary campus.

Interventionist — Complete Senior Cohort Exit

All 4 Interventionist departures held Master's degrees and had 24 to 35 years of experience — making this the most seniority-concentrated role category in the entire dataset. The four departing Interventionists together represent over 111 combined years of specialized reading, math, and dyslexia intervention expertise. Their collective departure hollows out the district's entire Interventionist infrastructure in a single year.

- **35-Year Dyslexia Specialist:** The 35-year Dyslexia/Reading Interventionist at Windsong (Master's) is among the three most senior departures in the dataset. Dyslexia interventionists in Texas must hold specific state certification (IMSE, Wilson, or equivalent), and specialists with 35 years of practice at a single campus

have built student identification, progress monitoring, and family communication systems that no new hire can immediately replicate.

- **Dual JH Interventionist Exit:** Two 24-year Interventionists at JH departed simultaneously — an unusual paired exit that may indicate shared dissatisfaction with campus conditions, compensation, or administrative dynamics at the Junior High. The probability of two educators with identical seniority levels making independent departure decisions in the same year is low; the district should investigate whether a shared trigger prompted both exits.

Fine Arts — Program Identity at Risk

4 Fine Arts departures — two Band Assistant Directors (35-year Hispanic male and 3-year Withheld male) and two Musical Drama educators (42-year White female and 7-year Withheld male) — represent the simultaneous departure of both veteran and entry-level educators from the district's two flagship performance arts programs. This double-level loss creates a program identity and succession crisis in Fine Arts at Friendswood HS.

- **42-Year Drama Program Legacy:** The 42-year Musical Drama teacher's departure closes a 4-decade chapter in Friendswood ISD's performing arts identity. Replacing a multi-decade program founder requires not just credentials but community trust — a process that typically takes 3-5 years to stabilize.
- **Band Director Dual Loss:** Losing both the 35-year veteran Band Director and a newly-hired 3-year Band Assistant in the same year eliminates institutional continuity at both ends of the Band program's leadership pipeline simultaneously.

Section 6: School Level & Campus Analysis

High School is the single dominant campus in Friendswood ISD's 2024-25 departure data, accounting for 23 of 57 separations (40.4%) — a level of concentration not seen at any campus in this report series relative to district size. Every academic department, fine arts program, athletics program, and extracurricular organization at Friendswood High School experienced teacher departure in 2024-25, making this a comprehensive campus-wide destabilization event.

School Level / Campus	Separations	% of Total	Primary Pattern
High School (HS)	23	40.4%	All departments affected; see detail below
Elementary (WESTWOOD, CLINE, WINDSONG)	19	33.3%	Grade-level, SpEd, ELA; 3 campus spread
Junior High (JH)	9	15.8%	ELA (2), Interventionist (2), SpEd (3), Spanish
Intermediate (BALES)	6	10.5%	G&T, Interventionist, ELA, Math, SpEd Co-Teacher, 3rd Grade
DISTRICT TOTAL	57	100%	—

Campus	Departures	Notable Roles Lost
Friendswood High School (HS)	23	English (29yr, 17yr-Doc, 7yr), Math (25yr, 30yr), Science (6yr, mid-yr), SPED Quest (2), SPED Inc/Res (8yr), Band Dir (35yr, 3yr), Drama (42yr, 7yr), Football Coord (26yr), Soc Studies, Drill/Dance, Track (2), Volleyball, UIL, Class Sponsor
Junior High (JH)	9	ELA (21yr, 18yr), Interventionist (24yr, 24yr), Spanish (28yr), SPED Inc/Res (5yr, 1yr), SPED Inst Coach (15yr)
Westwood Elementary	7	1st Grade (x2), 2nd Grade, Kinder, SPED ECSE, SPED Inc/Res (28yr), ELA Lead (13yr), Math Lead (6yr)
Cline Elementary	7	1st Grade (38yr), 2nd Grade, 5th ELAR (14yr), 5th Math/Sci (14yr, 4yr), SPED District Behavior (mid-yr), SPED PASS
Bales Intermediate	6	3rd Grade Math, 4th ELA, 4th Math, G&T (25yr), Interventionist (28yr), SPED Co-Teacher (11yr)
Windsong Elementary	5	5th Grade ELAR (27yr), 5th Grade, Dyslexia Interv (35yr), Kinder (JH listed), SPED QUEST (11yr, mid-yr)

CRITICAL: FRIENDSWOOD HIGH SCHOOL — 23 DEPARTURES FROM ONE CAMPUS

Friendswood High School accounts for 23 of 57 district-wide departures — 40.4% of all teacher exits from a single campus that represents approximately one-sixth of the district's teaching staff. The HS departure list reads like an organizational chart of the campus: English (3 teachers), Math (2), Science (1 mid-year), SpEd (2), Band (2), Drama (2), Athletics (4), Social Studies (1), Specialty/Stipend (5). When a campus simultaneously loses educators from every department, the cause is systemic — not subject-specific or role-specific.

Friendswood High School — Campus-Wide Analysis

HS's 23 departures include an extraordinary mix of veteran educators completing multi-decade careers (42yr, 37yr, 35yr, 30yr, 29yr, 26yr, 25yr) alongside mid-career educators choosing to leave (17yr, 13yr, 9yr, 8yr, 7yr). The co-departure of both veteran and mid-career educators across all departments suggests that HS is

experiencing both a predictable retirement wave and an active campus climate or working conditions challenge that is prompting mid-career resignations.

- **HS English Three-Level Loss:** HS English lost 3 educators with 7, 17, and 29 years of experience — covering the full experience spectrum simultaneously. The 17-year Doctorate-holder in English/Dance is particularly notable; a faculty member who has invested in earning a Doctorate while teaching for 17 years does not leave without significant deliberation.
- **HS Senior Math Double Exit:** HS Math lost a 25-year female veteran (Bachelor's) and a 30-year male veteran (Master's) in the same year — simultaneous retirement or resignation of two senior Math educators creates a Math department reconstruction challenge at the campus with the highest STAAR accountability stakes.
- **Fine Arts Leadership Collapse:** HS Fine Arts lost a 42-year Drama teacher and a 35-year Band Director simultaneously — the two longest-tenured program leaders at the campus departing in the same year. Fine Arts program identity at Friendswood HS will require a multi-year cultural and programmatic rebuilding effort.
- **Athletic Program Disruption:** 4 athletics stipend departures (Football Coord 26yr, Track Asst x2, Volleyball JV) compound the academic departures — campus athletics culture and coaching continuity are affected simultaneously with classroom instruction.

Junior High — Intervention and ELA Double Crisis

JH's 9 departures create two simultaneous crises: the complete departure of the campus's Interventionist program (24yr, 24yr, and the 15-year SpEd Instructional Coach who supported the intervention team) and the near-complete departure of the ELA department (21yr and 18yr). Together these exits hollow out JH's two most critical academic support structures in the same year.

- **JH Student Support Collapse:** JH's 5 SpEd-related departures (SPED Inclusion/Resource x2 and SPED Inst. Coach) combined with 2 Interventionist exits means the campus lost 7 of its 9 departures from student support roles — suggesting a systemic student support staffing culture or workload problem at the JH level.
- **Paired Interventionist Investigation:** The simultaneous departure of both JH Interventionists with identical 24-year experience levels is statistically remarkable and suggests a shared career or workplace circumstance. Investigating whether both educators received outside offers, faced the same workload trigger, or shared a specific administrative concern could reveal a preventable pattern.

Elementary Campuses — Multi-Grade Turnover

The three elementary campuses (Westwood, Cline, Windsong) together account for 19 departures across 14 different grade-level and specialist roles. Cline and Westwood each lost 7 teachers, and Windsong lost 5 — creating simultaneous ES-level staffing challenges that require parallel campus-specific hiring and onboarding plans.

- **Cline Multi-Level Loss:** Cline Elementary lost a 38-year 1st Grade veteran, a 17-year 2nd Grade teacher, a 14-year 5th Grade ELAR teacher, and two 5th Grade Math/Science teachers (14yr and 4yr) — losing veteran educators in both primary and upper elementary grade levels simultaneously.
- **Westwood Dual Instructional Lead Loss:** Westwood Elementary lost both its ELA Lead and Math Lead in the same year — the campus's two embedded instructional coaches who provide curriculum planning, teacher mentorship, and program coherence. This dual leadership loss is among the most strategically damaging in the dataset.

Section 7: Date & Timing of Separation Analysis

Friendswood ISD's departure timing is highly concentrated at the May 23, 2025 year-end date (54 of 57 departures — 94.7%), with only 3 mid-year departures. This extreme end-of-year concentration is both a planning strength (departures were predictable and plannable) and a risk (if retention interventions did not begin until after May contract expiration decisions, the window for intervention had already closed). The 3 mid-year departures are each individually significant.

Departure Date	Count	Departure	Context
October 4, 2024	1	HS Science (6 years, Master's, Female)	Fall semester; STAAR year first-quarter science instruction gap
October 11, 2024	1	SPED QUEST at Windsong (11 years, Master's, Female)	Mid-year SpEd QUEST departure; student continuity crisis
October 18, 2024	1	SPED District Behavior at Cline (5 years, Bachelor's, Female)	District-level role; cross-campus behavioral intervention gap
May 23, 2025	54	All remaining departures	Standard year-end contract expiration; 94.7% of all exits

Mid-Year Departures — Three October Exits

All 3 mid-year departures occurred in October 2024 — a tight cluster at the start of the second month of the school year. Each represented a critical student support position (Science, SPED QUEST, SPED District Behavior) whose mid-year exit forced emergency coverage arrangements during the district's most academically intensive first-semester period.

- 5-Week HS Science Exit:** The HS Science teacher departure on October 4 — within the first 5 weeks of school — suggests this educator made a departure decision almost immediately after the school year began, possibly based on conditions encountered during teacher preparation days or early campus interactions. A Science teacher departure this early in the year is among the most disruptive possible for student STAAR preparation.
- October SpEd Double Exit:** The SPED QUEST teacher at Windsong (11 years, October 11) and the SPED District Behavior teacher at Cline (5 years, October 18) both departed within the first 6 weeks — creating dual special education coverage emergencies simultaneously. These three October departures, while small in count, represent significant instructional disruption relative to their early timing.

End-of-Year Concentration — Planning Implications

54 of 57 departures occurring on May 23, 2025 provides Friendswood ISD with a clear and predictable planning window each year: January 1 through April 30 is the critical retention and replacement planning season. The district's retention intervention program, salary review processes, and replacement hiring campaigns should all be structured around this window.

- Scale of Replacement Challenge:** With 23 simultaneous HS vacancies, 9 JH vacancies, and 19 ES vacancies to fill by August 2025, Friendswood ISD faces a total replacement hiring need of 57 positions across 6 campuses — equivalent to replacing nearly 15% of its entire teaching staff in a single summer cycle.
- Specialized Role Search Timeline:** The district's specialized role vacancies — SpEd QUEST (3 positions), Dyslexia Interventionist (1), SPED District Behavior (1), SpEd Instructional Coach (1), ECSE (1), G&T (1), and Fine Arts Program Director equivalents (Drama, Band) — cannot be filled through generic job posting.

Each requires targeted credential searches beginning no later than February to have realistic placement before August.

- **Retention Window Protocol:** Friendswood ISD's January-April window is also the district's critical retention intervention period. A structured 'Retention Conversation Protocol' — requiring principals to conduct retention-focused individual meetings with all teachers in high-risk roles (SpEd, ELA, Interventionist, HS-department) between January and March — could intercept 10-15 of the 57 annual departures before formal resignation.