TEACHER SEPARATION ANALYSIS
Lamar Consolidated Independent School District
2024-2025 Academic Year | Contract Compliance, Workload Stress & Competitive Attrition Analysis

Executive Summary

This report analyzes teacher separation data from Lamar Consolidated ISD for the 2024-25 school year using TEA TAPR data and the district's Personnel Information Report (PIR), obtained through a public open records request. Lamar CISD is a mid-size Fort Bend County district with 2,565 teachers serving one of the Houston area's fastest-growing suburban communities. The district's demographic composition — 17.7% African American, 23.2% Hispanic, and 52.7% White — reflects the Fort Bend County region's notable diversity, and is broadly similar to nearby Fort Bend ISD and Alvin ISD in this series.

Approximately 282 teacher separations were recorded in 2024-25, representing an overall separation rate of ~11.0% — in the middle of the range across this six-district series. Two findings define Lamar CISD's distinct retention profile and have no parallel in the other five districts analyzed. First, Lamar CISD carries the highest student-to-teacher ratio in the series at 18.2 students per teacher — compared to the state average of 15.0 and a range of 13.9 to 14.8 in other series districts — a workload signal that contextualizes every departure in this report. Second, Lamar CISD's PIR uses an 'Untimely Resignation' exit code not found in any other district's data, identifying teachers who leave mid-contract rather than at a natural contract boundary. At 42 Untimely Resignations (16.9% of all exits), this category captures a pattern of contract non-compliance that represents a distinct operational and legal challenge for the district.

African American teachers depart at an Attrition Index of 1.10 — modestly above district average — while Asian teachers show the highest Attrition Index (1.21). The Black teacher racial equity gap, while present, is less extreme in Lamar CISD than in other districts in this series, potentially reflecting Fort Bend County's regional culture of greater racial equity in school hiring and advancement. However, the Special Education attrition crisis — with Black teachers accounting for a disproportionate share of SPED departures — and the Math HS departure cluster demand immediate attention.

Metric	Value	Context / Significance
Total Teachers (TAPR)	2,565	Fort Bend County; diverse, mid-size, growing district
Estimated Teacher Separations (PIR)	~282	~11.0% overall separation rate
Student-to-Teacher Ratio	18.2 : 1	HIGHEST in series — state avg 15.0; workload crisis indicator
Black Teacher Separation Rate	~12.1%	Attrition Index 1.10 — modestly above average
White/Caucasian Separation Rate	~11.2%	Near district average (Index 1.02)
Hispanic Separation Rate	~10.2%	Below district average (Index 0.93)
Asian Separation Rate	~13.3%	Attrition Index 1.21 — second-highest group
No Reason Provided	~93 (37.3%)	Largest exit category — significant analytical gap
Untimely Resignation (mid-contract)	~42 (16.9%)	UNIQUE in series — contract departure before year end
Employed Other TX School Dist	~22 (8.8%)	Direct competitive school recruitment

Metric	Value	Context / Significance
Personal Reason / Relocation	~43 (17.2%)	Household mobility and personal events
Regular Retirement	~22 (8.8%)	Expected planned attrition
Non-Teaching Career Change	6 (2.4%)	Leaving education profession entirely
SPED Total Departures	~32	Persistent crisis — Black SPED teachers over-represented
Math HS Total Departures	~19	Highest single secondary subject — equity concern

KEY FINDING — THE UNTIMELY RESIGNATION CRISIS

Lamar CISD's PIR reveals a pattern found in no other district in this series: 42 teachers (16.9% of all exits) departed via 'Untimely Resignation' — meaning they left mid-contract, before the academic year concluded. These are not end-of-year departures timed to natural contract boundaries, but in-year exits that leave classrooms vacant mid-semester and create immediate student, legal, and operational disruptions. Combined with a student-to-teacher ratio of 18.2 — the highest in the series and 21% above the state average — the Untimely Resignation pattern likely reflects unsustainable classroom workloads driving teachers to breach their contracts rather than serve out a year they find untenable.

Section 1: Race & Ethnicity Analysis

Lamar CISD's teacher workforce reflects Fort Bend County's distinctive demographic diversity — one of the most racially diverse suburban counties in Texas. African American teachers (17.7%) are well above the state average (12.8%), and Hispanic teachers (23.2%) are also represented at above-average rates. The district's proportional racial composition makes the equity analysis of departure rates particularly important.

Race/Ethnicity	District Staff	% of Staff	Separations (est.)	Sep. Rate	Attrition Index
African American / Black	454	17.7%	~55	~12.1%	1.10
Caucasian / White	1,353	52.7%	~151	~11.2%	1.02
Hispanic / Latino	596	23.2%	~61	~10.2%	0.93
Asian	113	4.4%	~15	~13.3%	1.21
DISTRICT TOTAL	2,565	100%	~282	~11.0%	1.00

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

African American / Black Teachers — Modest Disparity, Critical SPED Cluster

Black teachers depart at an Attrition Index of 1.10 — the smallest racial equity gap in the series for this cohort. Lamar CISD is notable among the six districts for showing the narrowest Black-White retention differential, which may reflect Fort Bend County's more racially integrated community environment, Lamar CISD's diversity-conscious hiring and advancement practices, or the district's established presence in communities with large Black populations. However, the aggregate modesty of the gap does not mean Black teacher retention is without concern — the patterns within it are troubling.

- Black teachers account for a disproportionate share of SPED departures (13 of ~32 total SPED exits = 41%), despite representing only 17.7% of the workforce. Black SPED educators are leaving across multiple program types: SLC (Structured Learning Center), CAP (Comprehensive Adaptive Program), ECSE (Early Childhood Special Education), 187-day positions, SESC, and Powell Point. This SPED-specific Black attrition concentration is the most pressing racial equity finding in the dataset.
- 'Untimely Resignation' exits are notably present among Black teachers — including ECSE (2 exits), Art Middle, Agriculture JH, Math HS, Fourth Grade, SP ED SESC, and SP ED SLC — a cross-subject distribution suggesting that mid-contract departures are not limited to one program but reflect a broader pattern of Black educators finding their assignments untenable before the year concludes.
- Black Math HS teachers account for 5 of the ~19 Math HS departures — including three teachers who separated via Untimely Resignation or Non-Teaching Career Change before the end of the school year. Given that Black teachers represent only 17.7% of staff, 5 Math HS departures (potentially 26% of that subject's total) indicates a pronounced attrition gap in this critical high-demand certification area.
- 'Employed Other TX School District' appears among Black teachers in English JH, Social Studies HS, and SPED — confirming that competitive recruitment is drawing Black educators away from Lamar CISD, likely to neighboring Fort Bend ISD or Harris County districts offering better compensation or advancement.
- 'No Reason Provided' is unfortunately the most common exit code for Black teachers — as it is district-wide — meaning the motivations behind the majority of Black teacher departures are simply unknown. Exit interview capture rates and post-separation surveys are essential to close this analytical gap for equity-informed retention planning.

Caucasian / White Teachers — Near-Average Attrition, Diverse Patterns

Caucasian teachers separate at an Attrition Index of 1.02 — essentially proportional to their workforce share. Their departures encompass the full range of exit reasons and span all content areas, experience levels, and age cohorts. Lamar CISD's White teacher attrition profile is driven primarily by relocation, competitive school recruitment, and retirement — the three structural exit drivers common across all districts in this series.

- 'Relocation' is prominent among Caucasian teachers — appearing across multiple grade levels and subjects. Fort Bend County's location at the intersection of Houston's western energy corridor and Sugar Land's corporate hub creates a household mobility pattern where spouses' or partners' career moves drive geographic exits that no compensation or advancement program can prevent.
- 'Employed Other TX School District' exits among Caucasian teachers span Math HS, English HS, Social Studies HS, Science HS, and Kindergarten — confirming that Lamar CISD faces competitive recruitment pressure across every major subject area, not limited to shortage certification roles.
- 'Untimely Resignation' is most numerically dominant among Caucasian teachers simply due to their workforce majority, but the rate adjusted for their workforce share is lower than for Black teachers. These exits span Art, ALC, English JH, First Grade, Kindergarten, Math Middle, PreK, Third Grade, SPED, and Theater — a broad subject distribution confirming that Untimely Resignations are not isolated to any single campus or program but reflect a systemic pattern.
- 'Regular Retirement' exits are concentrated among Caucasian teachers with 15-34 years of service — long-tenured educators in English HS (two retirements from the same department), Kindergarten (two retirements), Social Studies HS, Music Elementary, Homebound, and PE. While manageable and predictable, the clustering of multiple retirements in the same subject area (e.g., Kindergarten, English) represents a simultaneous succession challenge.

Hispanic / Latino Teachers — Strongest Retention, Bilingual Program Vulnerability

Hispanic teachers show the strongest retention rate among the four major racial groups — an Attrition Index of 0.93, below district average. Fort Bend County's established and growing Hispanic community may create a cultural and geographic anchor that supports Hispanic educator retention in ways not replicated for other groups.

However, like Katy ISD in this series, Lamar CISD's bilingual program is a concentrated vulnerability within the otherwise positive Hispanic retention story.

- Bilingual program departures among Hispanic teachers span every elementary grade band: Kindergarten Bilingual, 1st Grade Bilingual (multiple), 2nd Grade Bilingual, 3rd Grade Bilingual, 4th Grade Bilingual (multiple), 5th Grade Bilingual, and Pre-Kinder Bilingual. The sheer breadth of bilingual departures — 22 teachers, predominantly Hispanic — represents a near-complete turnover of Lamar CISD's bilingual program staffing pipeline in one year.
- Several bilingual educators with 8-20 years of experience are departing — including Untimely Resignations in 3rd Grade Bilingual, 4th Grade Bilingual, and Health Science — suggesting that mid-career bilingual teachers are not simply reaching the end of their careers but are choosing to leave before their contracts expire.
- 'Employed Other TX School District' appears among Hispanic teachers in First Grade, Fifth Grade Bilingual, Social Studies HS, and other roles — consistent with the cross-district bilingual teacher competition that affects all Fort Bend and Harris County districts simultaneously.
- 'Non-Teaching Career Change' exits include a Hispanic 1st Grade Bilingual teacher and a Hispanic Spanish HS teacher — educators leaving the profession entirely, not just changing districts. Bilingual and Spanish-certified professionals have strong private sector alternatives (translation, corporate training, healthcare interpretation), making 'Non-Teaching Career Change' a structurally challenging exit type for this cohort.

Asian Teachers — Small Pool, Elevated Rate

Asian teachers represent 4.4% of Lamar CISD's workforce — double the state average — and show the highest Attrition Index (1.21) of any racial group. With only 113 Asian teachers, individual departures have outsized statistical impact, but the pattern is notable. Several Asian teachers appear in departure records across Math HS (two exits including a 48-year-old with a Doctorate degree via Untimely Resignation), Science JH, First Grade (multiple), Kindergarten, Band JH, and SPED. The 66-year-old Chinese HS teacher who retired after 13 years at Lamar CISD represents the loss of a rare world language specialist in a program area (Mandarin Chinese) where the national candidate pool is extremely thin.

Section 2: Sex / Gender Analysis

Sex	District Staff (TAPR)	% of Staff	Approx. Share of Sep.
Female	2,024	78.9%	~86% of separations
Male	542	21.1%	~14% of separations

Lamar CISD separations are heavily female-dominated — reflecting the overall feminization of the teaching workforce at the elementary and JH/middle level. Several gender-specific observations:

- 'Domestic Responsibilities' is coded for two departures — a 41-year-old Black female ECSE teacher and a 33-year-old Caucasian female 2nd Grade teacher. While a small count, this is one of only two districts in the series to use this specific exit code, and its appearance signals that Lamar CISD is documenting caregiving-driven exits separately from the broader 'Personal Reason' bucket. This granularity is valuable for understanding household-level pressures on female educators.
- Male teachers appear in Band HS/JH (5 departures), Math HS (several), Social Studies HS/MS (several), Science HS, PE, and Theater Arts JH. The Band departure cluster is notable — 5 Band departures (HS and JH, all male except one) including three with 'No Reason Provided' — suggesting possible program leadership or culture concerns in the instrumental music program.
- 'Untimely Resignations' are predominantly female-driven by volume, but male teachers appear in Untimely Resignations in Math HS (Caucasian and Hispanic), Agriculture JH (Black female), and Social

Studies JH — a cross-gender pattern confirming that mid-contract departures are not a gender-specific phenomenon.
- 'Non-Teaching Career Change' departures are split across genders: Computer Science HS (Caucasian female), Spanish HS (Hispanic female), SPED 187 (Caucasian female), 1st Grade Bilingual (Hispanic female), Math HS (Black female, via 05/22 separate date), and Principles of Business (Black male). Career changers in STEM and CTE subjects likely have the strongest private sector pull, particularly given Fort Bend County's corporate employment base.

Section 3: Tenure at Separation Analysis

Lamar CISD's PIR includes hire dates, enabling tenure-at-separation analysis — the number of years the departing teacher had worked in Lamar CISD before leaving. This analysis reveals a stark concentration of departures among recent hires, consistent with the district's elevated workload and the Untimely Resignation pattern.

Hire Cohort	Tenure at Sep.	Est. Count	% of Sep.	Key Patterns
Hired 1991-2000	25+ years	~4	~1.4%	Retirement; career completion
Hired 2001-2010	15-24 years	~11	~3.9%	Retirement; relocation; competitive
Hired 2011-2015	10-14 years	~15	~5.3%	Competitive exits; relocation; personal
Hired 2016-2019	6-9 years	~22	~7.8%	Competitive; relocation; personal; untimely
Hired 2020-2022	3-5 years	~55	~19.5%	Mixed: competitive, relocation, untimely, personal
Hired 2023-2024	1-2 years	~80	~28.4%	HIGHEST VOLUME — untimely + competitive + no reason
Hired Late 2024-Early 2025	<1 year	~13	~4.6%	Untimely; pre-year exits; relocation

The 1-2 Year Cohort — The District's Deepest Vulnerability

Teachers hired in 2023 or 2024 — with only 1-2 years of service at Lamar CISD — account for approximately 80 departures, representing 28% of all separations. This is the largest single tenure cohort in the departure data. The concentration confirms what the Untimely Resignation pattern suggests: Lamar CISD is hiring teachers who then leave before fully embedding into the district, often before completing even one full contract cycle.

- Many of the 2023-2024 hire cohort departures are Untimely Resignations or 'No Reason Provided' exits — teachers who started relatively recently, encountered the district's high workload environment, and chose to exit mid-contract or at the first available opportunity.
- The 2023-2024 cohort spans all subject areas and races — this is not a single-program recruiting failure but a systemic early-career retention problem affecting the entire district. Kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, Math HS, English JH, Social Studies, SPED, and Fine Arts all have 2023-2024 hires in the departure data.
- Subject areas with the highest 2023-2024 hire departure concentration: Math HS and JH (multiple hires from that recruitment cycle), SPED (teachers hired into vacancies who then left), Social Studies JH (two 2022-2025 hires with 'No Reason Provided'), and Band HS (three teachers hired 2021-2024 who departed without providing reasons).

The 3-5 Year Cohort — The Peak Retention Opportunity

Teachers hired between 2020 and 2022 — with 3-5 years of service — account for approximately 55 departures (~19.5%). This cohort has survived the difficult first years and developed genuine instructional competence; they represent the highest return-on-retention-investment in the district. Their exits are distributed across competitive school recruitment, relocation, personal reasons, and Untimely Resignations — a mixed pattern where some departures are preventable and others are not.

- The 2020-2022 cohort includes a notable number of teachers who were hired during COVID-era recruitment — a period when many districts, including Lamar CISD, made expedited hires to fill vacancies created by pandemic-related departures. Some of these hires may not have been ideal long-term matches; their 3-5 year departure might reflect a delayed attrition of emergency hires rather than a pure retention failure.
- Within the 3-5 year cohort, 'Employed Other TX School District' exits are concentrated — confirming that competitor districts specifically target teachers with 3-6 years of proven classroom experience. Lamar CISD trains these educators through their difficult first years, then loses them to competitors at peak value.

> CRITICAL RETENTION INSIGHT: The combined 1-2 year (28%) and 3-5 year (19.5%) cohorts account for nearly half of all Lamar CISD teacher departures. The district is losing teachers fastest before they reach the 6-year threshold at which research shows retention probability increases substantially. Every dollar spent on early-career mentorship, reduced workload supports, and competitive compensation benchmarking for new hires would reduce the attrition concentration in these two cohorts.

Section 4: Years of Experience Analysis

Lamar CISD's TAPR experience profile shows a notably experienced workforce: 30.9% of teachers have 11-20 years of experience — above the state average of 27.6% — and the 6-10 year band (24.2%) is also significantly above the state average (19.7%). This means Lamar CISD's attrition losses from its mid-career cohort are disproportionately costly — each departure represents a teacher who has become genuinely valuable to student outcomes.

Experience Band	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.	Attrition Index
0 years (Beginning)	140	5.5%	~20	~7.1%	1.29
1-5 years	632	24.6%	~80	~28.4%	1.15
6-10 years	620	24.2%	~75	~26.6%	1.10
11-20 years	792	30.9%	~75	~26.6%	0.86
21-30 years	330	12.9%	~25	~8.9%	0.69
Over 30 years	51	2.0%	~7	~2.5%	1.25*

*Attrition Index = (% of separations) / (% of staff). *Over-30-year index elevated by planned retirements and some long-tenured competitive exits.*

The 1-10 Year Bands — The Combined Crisis Zone

The 1-5 year and 6-10 year bands together account for approximately 55% of all separations, with Attrition Indices of 1.15 and 1.10 respectively. Both bands are over-represented in departures despite representing only 48.8% of the workforce. This combined early-to-mid career attrition profile is directly consistent with the tenure-at-separation data: teachers hired in the past 1-6 years are leaving at above-average rates, driven by a combination of workload pressure, competitive recruitment, and Untimely Resignations before career roots have deepened.

- The 1-5 year Attrition Index of 1.15 captures teachers at their most mobile — new enough to consider other options but experienced enough to be attractive to competing districts. 'Employed Other TX School District' and 'Untimely Resignation' are disproportionately common in this band.
- The 6-10 year Attrition Index of 1.10 is perhaps more concerning — educators in this cohort have overcome the initial career challenges and developed genuine instructional competence. Their above-average departure rate suggests that Lamar CISD's retention challenges do not resolve after the difficult early years; the elevated student-to-teacher ratio may be creating a sustained fatigue that reaches a breaking point for mid-career educators as well.

The 11-20 Year Band — The Retention Sweet Spot

At an Attrition Index of 0.86, the 11-20 year experience band is Lamar CISD's strongest retention cohort — teachers in this group are departing at below-average rates, suggesting that educators who reach their second decade of service in Lamar CISD have built sufficient institutional roots to resist competitive recruitment and relocation pressures. This cohort's relative stability is an organizational asset — their experience in the district's specific curriculum, culture, and community translates directly into student outcomes. Protecting this cohort's retention rate should be a priority.

Section 5: Subject Area & Assignment Analysis

Lamar CISD's PIR provides detailed position titles for every departing teacher. The position descriptions include both subject area and level (HS, JH, Middle, Elementary) — enabling identification of the most vulnerable content areas. The district's 18.2 student-to-teacher ratio provides critical context: in every subject area, departing teachers leave behind classrooms that are already larger than state average before a replacement is found.

Subject / Assignment Area	Est. Departures	Vacancy Risk	Primary Exit Drivers
Elementary Core (K, 1st, 2nd, 3rd, 4th, 5th)	~57	CRITICAL	Relocation, No Reason, Employed Other TX, Untimely
Special Education (all types)	~32	CRITICAL	No Reason, Personal, Untimely Resignation, Retirement
Mathematics (HS + JH + Middle)	~32	CRITICAL	Employed Other TX, No Reason, Untimely Resignation, Relocation
Fine Arts (Band, Choir, Music, Dance, Theater, Art)	~28	HIGH	No Reason, Relocation, Untimely Resignation, Retirement
English (HS + JH combined)	~22	HIGH	Retirement, Employed Other TX, Untimely, No Reason
Bilingual Elementary (KN-5th + PreK Bil)	~22	CRITICAL	No Reason, Untimely Resignation, Employed Other TX
Social Studies (HS + Middle + JH)	~19	HIGH	Employed Other TX, No Reason, Relocation, Retirement
CTE / Specialty (all CTE/career-oriented)	~15	MOD-HIGH	Untimely Resignation, No Reason, Non-Teaching Career Chg
Science (HS + JH + Middle + Elem)	~14	MOD-HIGH	Relocation, Personal, No Reason, Employed Other TX
SPED Support/Alt Placements (ALC, SLC aide, Homebound, VI)	~12	MOD-HIGH	No Reason, Untimely, Personal, Retirement
Physical Education	~5	MOD	No Reason, Personal, Voluntary
Foreign Language (French, Spanish, Chinese)	~5	HIGH	Career Change, Untimely Resignation, Retirement

Mathematics HS — The District's Most Acute Secondary Attrition Crisis

Mathematics HS has the single highest departure count of any secondary subject in Lamar CISD — approximately 19 exits across all races — exceeding even SPED in secondary-level impact. This is also the only secondary subject where the racial equity dimension is sharply visible: Black teachers account for approximately 5 of these 19 departures, an over-representation that compounds the general Math teacher shortage with an equity-specific workforce crisis.

- Math HS departures include teachers hired as recently as July 2024 (multiple) who departed by February-May 2025 — meaning some Math HS teachers completed less than one full year before leaving. The combination of short tenure and high student-to-teacher ratio suggests that new Math HS teachers are encountering unsustainable workloads in their first year.
- 'Untimely Resignation' appears multiple times among Math HS Black teachers: a 61-year-old Black female Math HS teacher departed via Untimely Resignation in March 2025, a 60-year-old Black female departed via Untimely Resignation the same month, and a 48-year-old Asian female with a Doctorate resigned untimely in February 2025. Three experienced and highly credentialed Math HS educators choosing to breach their contracts is a significant institutional signal.
- 'Employed Other TX School District' and 'Relocation' also appear in Math HS departures — confirming that Math HS attrition is driven by multiple distinct forces: competitive recruitment, geographic mobility, and contract-breaking workload stress. No single retention intervention will address all three vectors simultaneously.
- Several Math JH and Math Middle departures compound the overall Mathematics program attrition — the full 3-12 math instructional sequence is losing teachers at multiple grade levels simultaneously, creating a pipeline disruption that will affect student math achievement outcomes for years.

Special Education — Structural Crisis With Racial Equity Dimension

Special Education accounts for approximately 32 departures across multiple program types: SP ED SLC (Structured Learning Center), SP ED CAP (Comprehensive Adaptive Program), SP ED SESC, ECSE (Early Childhood Special Education), 187-Day SPED, Powell Point, and Teacher of the Visually Impaired. This breadth — every SPED program type losing teachers simultaneously — indicates a system-wide SPED staffing failure, not a program-specific problem.

- Black teachers account for an estimated 13 of ~32 SPED departures (41%) — a profound over-representation given their 17.7% workforce share. Black educators are departing from SLC, CAP, ECSE, 187-Day SPED, SESC, and Powell Point. This pattern may reflect the disproportionate assignment of Black SPED teachers to the most intensive and under-resourced SPED programs, where workload combined with the district's high student-to-teacher ratio creates conditions that experienced educators find unsustainable.
- 'Untimely Resignation' is the most commonly identifiable exit code within SPED departures — multiple SPED teachers left mid-contract, in months ranging from August 2024 through April 2025. Mid-year SPED vacancies trigger IDEA compliance obligations and IEP service delivery disruptions that can expose the district to legal challenge.
- 'Regular Retirement' contributes SPED departures: a 65-year-old Caucasian SPED teacher with 20 years of service, a 62-year-old Black SLC teacher with 21 years, and a 63-year-old Caucasian SLC teacher with 8 years — veteran SPED educators whose institutional expertise in Lamar CISD's specific student population and IEP framework is irreplaceable on a typical replacement timeline.
- The 'Teacher 1621 Place' role — a specialty program placement — also appears in the departure data, suggesting that even Lamar CISD's alternative placement programs for the most intensive student needs are experiencing turnover.

Fine Arts — A Quiet Crisis

Fine Arts accounts for approximately 28 departures — the fourth-largest content area after Elementary Core, SPED, and Math. The breadth of Fine Arts losses — Band HS, Band JH, Choir HS, Music Elementary, Dance HS, Dance JH, Theater Arts HS, Theater Arts JH, Theater Arts Middle, Art Elementary, Art JH, Art MS, Art HS — means every Fine Arts discipline is losing teachers simultaneously.

- Band departures are particularly notable: five Band teachers (HS and JH) departed in 2024-25, including three HS Band teachers (two with 'No Reason Provided,' one with 'No Reason Provided') and two JH Band teachers (one Asian with 'No Reason Provided,' one Caucasian with 'No Reason Provided'). A music program losing five of its band directors in one year cannot maintain continuity of instruction, performance standards, or student ensemble quality.
- A 77-year-old Caucasian male Choir Director with a Doctorate degree, hired in August 2024 and departing May 2025, represents a distinctive record — a highly credentialed educator at extended career age who completed one year at Lamar CISD. Whether this was a planned one-year appointment or an unexpected departure, the loss of Doctorate-level fine arts expertise is notable.
- Dance HS and Theater Arts HS both lost multiple teachers — the performing arts ecosystem at the high school level is disproportionately vulnerable to simultaneous multi-position turnover, since student ensembles, productions, and competitions depend on continuity of the same director across multi-year programs.

Bilingual Program — Comprehensive Grade-Band Disruption

Approximately 22 Bilingual program teachers departed in 2024-25, spanning Kindergarten Bilingual, 1st Grade Bilingual (4 exits), 2nd Grade Bilingual, 3rd Grade Bilingual, 4th Grade Bilingual (multiple), 5th Grade Bilingual, and Pre-Kinder Bilingual. As in Katy ISD, the simultaneous departure of bilingual teachers across every grade band creates a program-wide disruption that cannot be addressed by reassigning existing staff — every vacant Bilingual position requires state-shortage bilingual certification.

- Bilingual 1st Grade is the highest-volume single Bilingual departure cluster — approximately 4 exits. Two of these are teachers hired in 2023 with only 1-2 years of Lamar CISD service, suggesting that recent Bilingual 1st Grade hires are not finding the position sustainable. Combined with the district's elevated workload ratio, a Bilingual 1st Grade teacher managing 18+ students in both Spanish and English content instruction faces an extraordinarily demanding environment.
- 'Untimely Resignation' appears in Bilingual 3rd and 4th Grade — mid-contract departures from Bilingual teachers who chose to breach their agreements rather than continue. These exits leave not just academic vacancies but language instruction gaps for students in the most critical stage of bilingual literacy development.
- Spanish HS also contributes three departures including two Untimely Resignations (October and December 2024) — meaning Lamar CISD's Spanish secondary program lost two teachers mid-semester, disrupting AP Spanish, college-prep Spanish, and dual-language course sequences.

CTE and Specialty Courses — Career Pipeline Concern

Approximately 15 CTE and specialty-role departures include Automotive Technology, Business HS, Culinary Arts HS, Credit Restoration, Health Science Technology, Journalism, Law Enforcement HS, Principles of Business, and Agriculture JH. The common thread: these are elective and CTE courses where student enrollment is often driven by the individual teacher's personality and relationships, meaning teacher departure directly disrupts student program participation, not just instruction.

- 'Non-Teaching Career Change' appears in multiple CTE-adjacent departures — Computer Science HS (Caucasian female, 4 years), Principles of Business (Black male, 2 years), and Spanish HS (Hispanic female, 1 year) — educators leaving the profession entirely to pursue careers where their technical skills command higher compensation outside education.

- An Automotive Technology teacher with No Degree departed in September 2024 via Untimely Resignation — a career-technical educator from industry who may not have found the classroom transition sustainable, a common pattern in alternative-pathway CTE hires.

Section 6: Exit Reason Analysis

Lamar CISD's PIR uses a 12-code exit reason taxonomy that is unique in the six-district series for two features: the 'Untimely Resignation' code that distinguishes mid-contract departures from voluntary end-of-year exits, and the remarkable prevalence of 'No Reason Provided' — which accounts for 37% of all exits, the highest unexplained departure rate in the series. Together, these two features make Lamar CISD's exit reason data simultaneously the most and least informative in the series.

Exit Reason	Count	% of Total	Interpretation
No Reason Provided	~93	37.3%	Voluntary departure without documentation — largest analytical gap
Untimely Resignation	~42	16.9%	Mid-contract exit — UNIQUE in series; contract breach before year end
Employed Other TX School Dist	~22	8.8%	Confirmed competitive school recruitment; losing to peer districts
Personal Reason	~22	8.8%	Broad voluntary catchall; unclear preventability
Regular Retirement	~22	8.8%	Expected planned attrition; succession plannable
Relocation	~21	8.4%	Household geographic move; largely non-preventable
Voluntary Resignation	~15	6.0%	End-of-contract voluntary exit without specific reason
Non-Teaching Career Change	6	2.4%	Leaving education profession — STEM, CTE, language roles
Domestic Responsibilities	2	0.8%	Caregiving/household responsibilities; non-preventable
Ill Health	2	0.8%	Medical exit; partially preventable via workload/wellness support
Other	1	0.4%	Unclassified
Deceased	1	0.4%	52-year-old Caucasian 1st Grade teacher; 7 years service

'No Reason Provided' — The Series' Largest Analytical Black Box

At 37.3% of all exits, 'No Reason Provided' is Lamar CISD's single most common exit designation — and a profound data gap. For comparison, Katy ISD's combined opaque codes ('Personal Reason' + 'Resigned') total approximately 21%; Humble ISD's granular codes ensure that the vast majority of exits are meaningfully classified. Lamar CISD has the weakest exit reason documentation of any district in this series.

- 'No Reason Provided' is not uniformly distributed — it appears to be particularly common among teachers who separate at the end of the school year (May 23, 2025 mass exit date) without engaging in exit interview or documentation processes. The district's end-of-year separation processing may not be capturing reason codes for the majority of departing teachers.
- The 'No Reason Provided' category spans all races, experience levels, and subject areas — making it impossible to determine whether the majority of these exits are competitive departures, personal moves, career changes, or dissatisfaction-driven exits. Without this information, targeted retention strategies cannot be developed for this cohort.
- The district should implement a mandatory or strongly incentivized exit documentation process. Even a brief digital exit survey (5-10 questions) administered at contract termination would dramatically improve the district's ability to distinguish preventable from non-preventable attrition and build the data foundation for equity-informed retention planning.

'Untimely Resignation' — Lamar CISD's Defining Retention Challenge

Forty-two teachers (16.9%) departed via Untimely Resignation — a code that appears in no other district's PIR in this series. This code captures teachers who resigned before their contractual end date, not at a natural separation boundary. These are mid-contract exits — breaches of the teacher's employment agreement — that leave classrooms vacant during active instruction.

- Untimely Resignations are concentrated in the fall semester (August through January) and the spring semester through April — every month of the academic year except the final month shows Untimely Resignation activity. The temporal distribution is itself a signal: teachers are reaching breaking points at every stage of the school year, not just at the December or spring semester decision points.
- The August-September cluster (approximately 10 Untimely Resignations in the first two months of the 2024-25 school year) represents the most disruptive departure window — teachers who started the year and almost immediately encountered conditions prompting contract breach. A student-to-teacher ratio of 18.2 may present as shocking to a teacher who expected a state-average classroom. This mismatch between expectation and reality could be addressed through transparent workload disclosure during recruitment.
- Untimely Resignations span every subject area and racial group — Elementary (Kindergarten, 1st, 3rd, 4th, 5th, PreK), Secondary (Math HS/JH/Middle, English JH/HS, Social Studies JH, Science JH), SPED, Fine Arts (Art, ALC), and CTE (Health Science, Vocational). The absence of any subject-area concentration confirms that this is a district-wide climate and conditions problem, not a department-specific leadership failure.
- Black teachers appear in Untimely Resignations across diverse roles — ECSE (2), Art Middle, Agriculture JH, Math HS, Fourth Grade, SP ED SESC, SP ED SLC — suggesting that Black educators are not only experiencing above-average general attrition but are also disproportionately reaching mid-contract breaking points. This compounded pattern warrants an equity-specific investigation into whether Black teachers are being assigned to the most challenging campuses, most demanding caseloads, or most under-resourced programs.

> POLICY ALERT: 'Untimely Resignation' is a contractual breach that typically invokes penalty clauses (loss of TRS credit for the year, certificate holds, or financial penalties under TEA rules). Lamar CISD's documentation of 42 Untimely Resignations in a single year — 16.9% of all exits — raises a systemic question: if nearly one in six departing teachers is willing to accept contract breach consequences rather than complete the year, are the working conditions creating a situation where the penalty of leaving is preferable to the cost of staying?

'Employed Other TX School District' — Confirmed Competitive Losses

Twenty-two teachers (8.8%) specifically identified departure for another Texas school district — confirming that Lamar CISD is losing teachers to direct educational competitors. While this percentage is lower than in Humble ISD (32%) or Katy ISD (34% of exits going to competitor schools), the 'No Reason Provided' category almost certainly conceals additional competitive exits that were not documented.

- Confirmed competitor losses span Math HS, English HS, English JH, Social Studies HS, Science HS, Kindergarten, First Grade, Fifth Grade Bilingual, Credit Restoration, Law Enforcement HS, SPED SLC, and Teacher 1621 Place — every major subject area is losing teachers to other districts. This breadth confirms that Lamar CISD's compensation and working conditions are not competitive across the board, not just in specific shortage certification areas.
- Fort Bend County is bordered by Harris County (Katy ISD, FBISD), Brazoria County (Alvin ISD), and Wharton County — all districts in or near this series. Teacher mobility between Fort Bend and neighboring districts is well-established, and Lamar CISD's elevated workload ratio likely makes its teachers attractive candidates for neighboring districts seeking experienced educators at competitive pay.

'Regular Retirement' — A Manageable but Knowledge-Intensive Exit Stream

Twenty-two retirements represent 8.8% of all departures — a moderate and plannable attrition stream. However, the experience profiles of retiring teachers make this stream knowledge-intensive: retirements include English HS teachers with 18-28 years of service, Kindergarten teachers with 15-34 years, Math HS teachers with 16 years, Social Studies HS teachers with 27 years, Bilingual Kindergarten teachers with 31 years, and a 3rd Grade teacher with 19 years. Two Black SLC (SPED) teachers with 21 and 20 years of service also retired — representing the loss of veteran special education expertise.

- A 53-year-old Bilingual Kindergarten teacher with 31 years of service (hired in 1994) retired — the longest-tenured departure in the Lamar CISD dataset and a generational figure in the district's Bilingual program.
- The clustering of retirements in Kindergarten (two retirements) and English HS (two retirements in the same subject area) creates simultaneous succession challenges in programs where single veteran educators often serve as de facto program leads and mentors to younger staff.

Section 7: Timing of Separation

Lamar CISD's separation timing profile shows approximately 80.7% of departures at the May 23, 2025 contract end date, with approximately 19.3% occurring mid-year. The 19.3% mid-year rate is the second-highest in the six-district series (after CCISD's 57%) — and is directly attributable to the concentration of Untimely Resignations throughout the academic year.

Separation Window	Est. Count	% of Departures	Disruption Level
May 23-22, 2025 (contract end date)	~201	~80.7%	Expected / Planned
Mid-year (Aug 2024 - Apr 2025)	~48	~19.3%	HIGH — Untimely Resignation driven
of which: Pre/early year (Aug-Sep 2024)	~10	~4.0%	CRITICAL — vacancies at year start
of which: Fall semester (Oct-Dec 2024)	~19	~7.6%	VERY HIGH — mid-semester disruptions
of which: Spring semester (Jan-Apr 2025)	~19	~7.6%	HIGH — IEP/curriculum breaks

- August 2024 Untimely Resignations — approximately 4 exits including an ALC teacher, Music Elementary teacher, and two others — created vacancies in the first weeks of school. The Music Elementary teacher who departed August 15, 2024 (5 days before typical school year start) left no time for replacement hiring before students arrived.
- October-November 2024 produced approximately 10 Untimely Resignations — concentrated in the fall semester's most intensive assessment and grading period. These include Spanish HS (two mid-semester exits in October), Science JH, First Grade, Social Studies JH (November), Kindergarten (November), and SPED SESC (November). The fall assessment period appears to be a breaking point for teachers who entered the year stressed by workload.
- January 2025 — the second-semester start — produced approximately 9 Untimely Resignations, the second-highest mid-year month after October. This 'second-semester resignation wave' is consistent with teachers who survived the first semester and concluded during winter break that they would not return.
- Retirements at December 31, 2024 (4 teachers) represent a distinct pattern — educators using the fiscal year end as a natural retirement boundary before completing the academic year. These mid-year retirements require January replacement hiring in a depleted candidate pool.

Section 8: Highest Degree Held

Degree Level	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.
Bachelor's Degree	1,863	72.6%	~198	~70.2%
Master's Degree	670	26.1%	~76	~27.0%
Doctorate Degree	20	0.8%	~6	~2.1%
No Degree / Other	12	0.5%	~2	~0.7%

Degree-level separation rates are broadly proportional to workforce composition. Several specific observations:

- Doctorate-level departures (approximately 6) are slightly over-represented (2.1% of separations vs. 0.8% of staff). This includes a 77-year-old Caucasian Choir Director with a Doctorate, a 48-year-old Asian Math HS teacher with a Doctorate who departed via Untimely Resignation in February 2025, a 42-year-old Hispanic Spanish HS teacher with a Doctorate who departed via Untimely Resignation in October 2024, and additional Doctorate holders. Losing Doctorate-level educators to Untimely Resignations is a particularly sharp institutional loss — these are educators who chose to breach their contracts despite holding the highest academic credentials in the workforce.
- The 42-year-old Hispanic Doctorate-holding Spanish HS teacher who resigned untimely in October 2024 after being hired in July 2024 represents a specific and striking case: a highly credentialed educator hired weeks before school started who lasted only two and a half months before choosing to breach contract. This 91-day tenure suggests either a profound expectation-reality mismatch or an external compelling offer — either way, it represents a significant recruiting investment returned in zero instructional value.
- Master's degree departures include a notable number of experienced educators (7-20+ years) in Social Studies HS, SPED, Math HS, English HS, and Bilingual — confirming that Lamar CISD's most credentialed mid-career educators are also participating in the general attrition trend.
- A teacher with 'No Degree' — an Automotive Technology teacher — departed via Untimely Resignation in September 2024, consistent with the pattern across all districts where CTE alternative-pathway hires from industry often find classroom transitions difficult to sustain.

Section 9: The Workload Context — Student-to-Teacher Ratio

No analysis of Lamar CISD teacher attrition is complete without examining the context established by the district's student-to-teacher ratio of 18.2 — the highest of any district in this six-district series and 21% above the state average of 15.0. This figure from TAPR does not appear in any exit code, but it shapes the interpretation of nearly every departure in this dataset.

District	Student-to-Teacher Ratio	vs. State Average (15.0)
Katy ISD	13.9	7.3% below average
Humble ISD	14.8	1.3% below average
CFISD (Cypress-Fairbanks)	~15.0	At state average
Fort Bend ISD	~15.2	1.3% above average
Alvin ISD	~15.5	3.3% above average
Clear Creek ISD	~16.0	6.7% above average
LAMAR CISD	18.2	21.3% ABOVE AVERAGE — highest in series

A student-to-teacher ratio of 18.2 means that, on average, every Lamar CISD teacher manages 18-19 students compared to 14-15 in neighboring districts. In practical terms, this translates to more papers to grade, more parent contacts to manage, more IEP meetings to attend, more differentiated instruction demands, and more behavioral management load per educator per day. It also means that when a teacher departs, the classroom left vacant is already larger than state average — amplifying the disruption experienced by remaining colleagues who must absorb students or cover vacancies.

- The student-to-teacher ratio gap may directly explain Untimely Resignations: a teacher recruited from a district with 14-15 students per classroom who arrives at Lamar CISD and discovers an 18-19 student caseload — with all the associated administrative, instructional, and family engagement demands — may find the gap between expectation and reality sufficient to justify breaching a contract.
- The ratio gap also explains the 'Employed Other TX School District' attrition to neighboring Harris County and Fort Bend ISD campuses: if Lamar CISD teacher compensation is comparable to neighboring Katy ISD's, a Lamar CISD teacher teaching 18 students per classroom has a powerful incentive to accept an identical salary offer from Katy ISD for 14 students per classroom. The effective hourly rate per student contact is dramatically different.
- Addressing the student-to-teacher ratio is fundamentally a resource allocation and enrollment management question — requiring additional teaching positions, boundary adjustments, or facility investments that go beyond typical retention programming. However, transparency about the ratio during the recruitment process, combined with commensurate compensation, could reduce the expectation-reality shock that appears to be driving early-tenure Untimely Resignations.

Prepared for Lamar CISD Leadership
Data Sources: TEA TAPR 2024-25 | Lamar CISD PIR (Open Records Request) | Analysis Year: 2024-2025