TEACHER SEPARATION ANALYSIS
Cypress-Fairbanks Independent School District
2024-2025 Academic Year | Retention Risk & Demographic Insights

Executive Summary

This report analyzes teacher separation data from Cypress-Fairbanks ISD for the 2024-25 school year using two primary sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). The PIR data includes all teacher departures that occurred between July 2024 and June 2025.

During the 2024-25 school year, approximately 1,074 teacher separations were recorded — representing approximately 14.0% of the district's 7,664 teachers. This is a significant retention concern for a district of CFISD's scale and diversity.

Metric	Value	Context
Total Teachers in District (TAPR)	7,664	One of Texas's largest districts
Estimated Teacher Separations (PIR)	~1,074	~14.0% separation rate
Black Teacher Separation Rate	~18.2%	Highest among racial groups
Asian Teacher Separation Rate	~13.6%	Above state avg. for this group
Hispanic Teacher Separation Rate	~13.9%	Near district average
White Teacher Separation Rate	~13.0%	Below district average
1-5 Year Teachers Leaving	~36%	Largest departing cohort
Top Reason: Another District	~26.5%	Competitive labor market signal

KEY FINDING

African American teachers leave at a rate nearly 40% higher than White teachers (18.2% vs. 13.0%), despite representing only 17.4% of district teachers. Combined with the outsized departure of early-career teachers across all groups, the district faces compounding diversity and pipeline risks.

Section 1: Race & Ethnicity Analysis

The district's teacher workforce reflects substantial diversity. The following table compares each racial/ethnic group's share of the current workforce (TAPR) against their share of separations and estimated separation rate.

Race/Ethnicity	District Staff	% of Staff	Separations (est.)	Sep. Rate
African American / Black	1,337	17.4%	~243	~18.2%
Hispanic / Latino	1,747	22.8%	~242	~13.9%
White	4,125	53.8%	~537	~13.0%
Asian	280	3.7%	~38	~13.6%
Two or More Races	150	2.0%	~12	~8.0%
Pacific Islander	2	0.0%	1	~50.0%*
American Indian	23	0.3%	<5	—
DISTRICT TOTAL	7,664	100%	~1,074	~14.0%

* Pacific Islander note: Tiny sample size makes rate statistically unreliable.

African American / Black Teachers — Critical Alert

Black teachers represent 17.4% of the district workforce but account for approximately 22.6% of all separations — a disproportionate departure burden. The estimated 18.2% separation rate is the highest of any major racial group and nearly 40% above the White teacher separation rate.

Review of the PIR records for Black teachers reveals notable patterns in their reasons for leaving:

- Employment in another district was the most cited reason — suggesting compensation or working conditions in neighboring districts are more attractive.
- Relocation was the second most common reason, though some may cite relocation when underlying dissatisfaction exists.
- Resignation in lieu of termination, Difference in instructional philosophy, and Salary increase as a reason all appeared at elevated rates compared to other racial groups — indicating potential workplace culture and compensation concerns.
- Multiple Black teachers with 16-30+ years of experience chose to leave, representing significant institutional knowledge loss.

> ALERT: Black teachers are leaving at a rate 40% higher than White colleagues. Research consistently shows that students of color benefit from teachers who reflect their backgrounds. This accelerates an equity gap in teacher representation.

Hispanic / Latino Teachers

Hispanic teachers are the second largest group in the district (22.8%) and their separation rate (~13.9%) closely mirrors the district average. However, given that Hispanic students are the largest or one of the largest student populations in Harris County, retaining Hispanic teachers is a critical cultural and academic equity priority.

- A notable proportion of Hispanic teacher separations listed Employment in another district and Relocation — mirroring district-wide trends.
- Maternity, medical or child care appeared at a relatively high rate among Hispanic female teachers, suggesting family support policies (paid parental leave, flexible scheduling) may improve retention.
- Failure to remove certification deficiency appeared among Hispanic separations — indicating mentorship and certification support pipelines may need strengthening for this group.

White Teachers

White teachers comprise 53.8% of staff and have the lowest separation rate (~13.0%) among major groups. Their departures skew heavily toward retirement and relocation — factors that are partially non-preventable. However, Employment in another district and Employment outside of education still represent significant pull factors even for this group.

Asian Teachers

Asian teachers represent just 3.7% of the district workforce (280 FTE) and had approximately 38 separations — a 13.6% rate. While near the district average, the small pool of Asian teachers means each departure has an outsized impact on representation. Notable patterns include Employment in another district (competitive market), Difference in instructional philosophy, and Relocation. The district should track this group carefully given the growing Asian student population in the Cy-Fair area.

Section 2: Sex / Gender Analysis

Sex	District Staff (TAPR)	% of Staff	Approximate Separation Ratio
Female	5,965	77.8%	~80% of all separations
Male	1,699	22.2%	~20% of all separations

Female teachers dominate the separation pool proportionally to their representation — the separation rate between sexes appears roughly equivalent. However, several sex-specific patterns emerge:

- Maternity, medical or child care is an exclusively or near-exclusively female separation reason, appearing in approximately 60 records. This signals that the district's parental leave and childcare support structures may be insufficient to retain teachers following family expansion.
- Resignation in lieu of termination appeared more frequently among female teachers in raw numbers, though this may be a function of the larger female workforce.
- Male teachers showed modestly higher rates of Salary increase as a departure reason — suggesting male teachers may be more responsive to compensation-based recruitment from other employers.

Section 3: Years of Experience Analysis

Perhaps the most alarming finding in this dataset is the concentration of departures among early-career teachers. The 1-5 year cohort — teachers who are past initial induction but not yet fully embedded — represents the largest single departure segment.

Experience Band	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.	Attrition Index*
0 years (Beginning)	498	6.5%	~115	~10.7%	1.65

Experience Band	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.	Attrition Index*
1-5 years	2,178	28.4%	~390	~36.3%	1.28
6-10 years	1,581	20.6%	~240	~22.3%	1.08
11-20 years	2,200	28.7%	~210	~19.6%	0.68
21-30 years	1,022	13.3%	~85	~7.9%	0.59
31+ years	186	2.4%	~34	~3.2%	1.33**

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

** *31+ year departures are largely retirements — expected and partially planned for.*

Critical: The 1-5 Year Cliff

Teachers with 1-5 years of experience account for 36% of all separations while representing only 28.4% of district staff (Attrition Index: 1.28). These are teachers who have passed the most difficult initial year but have not yet developed the institutional loyalty and stability that comes with deeper experience. This is the costliest cohort to lose — recruitment, onboarding, and training investments have been made, but have not yet yielded full returns.

- The primary reason for 1-5 year teachers leaving: Employment in another district — a competitive recruitment signal.
- Relocation and Other/Unknown round out the top reasons, though 'Other/Unknown' may mask dissatisfaction or burnout.
- Failure to remove certification deficiency is disproportionately represented in this group — these teachers may need more structured mentorship and certification support.

Beginning Teachers (0 Years)

Beginning teachers (those with no recorded prior experience) account for 10.7% of separations despite only representing 6.5% of staff — an Attrition Index of 1.65, the highest non-retirement index in the dataset. Many of these teachers departed mid-year (exit dates between August and February), indicating that classroom reality did not match expectations. Common reasons include Other/Unknown, Failure to remove certification deficiency, and Maternity, medical or child care.

> ALERT: Over 47% of all separations involve teachers with 5 or fewer years of experience. The district is losing teachers before they reach their most productive and experienced years, creating a perpetual early-career churn that strains campuses and impacts student stability.

Mid-Career & Veteran Teachers (11-30 Years)

Teachers with 11-30 years of experience are leaving at BELOW-average rates (Attrition Index 0.59-0.68), which is a positive signal. However, when they do leave, the stakes are high — they carry deep instructional knowledge, mentorship capacity, and campus culture. Among this group, Difference in instructional philosophy was more prominent than among newer teachers — suggesting policy or administrative misalignment as a trigger for veteran departures.

Section 4: Reasons for Separation

The following table ranks all recorded separation reasons across the district's 2024-25 PIR data.

Reason for Separation	Est. Count	% of Total	Preventability
Employment in another district	~285	~26.5%	HIGH — retention/comp issue
Relocation	~212	~19.7%	LOW-MED — some preventable
Other / Unknown	~188	~17.5%	HIGH — masked dissatisfaction
Retirement	~118	~11.0%	LOW — expected attrition
Family obligation / family illness	~80	~7.4%	MED — policy can help
Employment outside of education	~68	~6.3%	HIGH — sector competition
Maternity, medical or child care	~60	~5.6%	HIGH — policy intervention
Promotion in another district	~48	~4.5%	MED-HIGH — career ladder gap
Failure to remove cert. deficiency	~46	~4.3%	HIGH — support gap
Resignation in lieu of termination	~34	~3.2%	MED — HR process factor
Difference in instructional philosophy	~30	~2.8%	HIGH — culture/leadership
Salary increase (sought elsewhere)	~20	~1.9%	HIGH — compensation gap
Return to school	~16	~1.5%	LOW — career development
Termination	~9	~0.8%	N/A — involuntary
Disability Retirement	~4	~0.4%	LOW — involuntary

Employment in Another District — The #1 Threat

Approximately 285 teachers — more than one in four departures — left specifically to join another school district. This is not retirement, burnout, or life circumstances: it is competitive recruitment. These teachers valued teaching enough to stay in education but chose a different employer. The district should conduct systematic exit interviews with this cohort to identify which specific districts are absorbing CFISD talent and why.

- Compensation is likely a primary driver — neighboring Houston-area districts compete aggressively for experienced talent.
- Black and Hispanic teachers were disproportionately represented in this category relative to their overall departure counts, indicating targeted recruitment from other districts.
- Teachers with 6-15 years of experience dominated this reason — precisely the teachers the district most needs to retain for pipeline stability.

Other / Unknown — A Hidden Crisis

Nearly 18% of all separations list 'Other/Unknown' as the reason — the third most common category. This is a data quality and insight problem. When departing teachers do not provide a specific reason, the district loses actionable intelligence. Unspecified departures often mask workplace dissatisfaction, personal conflict, or mental health concerns that might have been addressed with early intervention.

Failure to Remove Certification Deficiency

Approximately 46 teachers separated due to failure to remove a certification deficiency. This is entirely preventable with proper support systems. These teachers — many of them early-career — are being lost not due to unwillingness but potentially due to insufficient district support in navigating certification requirements. This burden falls disproportionately on teachers of color and early-career staff.

Difference in Instructional Philosophy

Thirty departures explicitly cited philosophical disagreement with the district's instructional approach. While this may seem small, it signals a culture issue — particularly when examining that veteran teachers (11+ years) cited this reason at above-average rates. These are experienced educators who have seen multiple instructional frameworks and are choosing to leave over disagreement, not inability. Leadership alignment, teacher voice, and shared instructional decision-making practices should be examined.

Section 5: Highest Degree Held

Degree Level	District Staff (TAPR)	% of Staff	Separations (est.)	% of Sep.
Bachelors	5,253	68.5%	~750	~69.8%
Masters	2,212	28.9%	~290	~27.0%
Doctorate	72	0.9%	~16	~1.5%
No Degree / Other	128	1.7%	~18	~1.7%

Degree-level separation rates are broadly proportional to district representation, indicating that degree attainment alone is not a strong predictor of departure. However, several nuances are worth noting:

- Masters-degree teachers show a very slightly lower separation rate than Bachelor's-degree teachers — suggesting advanced degree attainment may correlate with greater district commitment or investment in career development.
- Doctorate-level teachers have a slightly elevated separation rate relative to their small pool — these high-credential educators may be being recruited away to administrative, university, or private sector roles.
- 'No Degree' separations (some listed as 'College Experience' or blank) involved teachers who may have been on emergency or alternative certification pathways — underscoring the need for comprehensive certification support.

Section 6: Timing of Separation

The date of exit is a critical dimension of separation data. Mid-year departures are significantly more disruptive to students and campuses than end-of-year resignations, as they require emergency substitution, re-recruitment, and abrupt transitions in student learning environments.

Separation Window	Estimated Count	% of Departures	Disruption Level
End-of-year (May 30, 2025)	~820	~76.3%	Expected / Planned
Mid-year (Aug 2024 - Apr 2025)	~254	~23.7%	HIGH — Disruptive
of which: Fall Semester (Aug-Dec)	~175	~16.3%	VERY HIGH
of which: Spring Semester (Jan-Apr)	~79	~7.4%	HIGH

Approximately 24% of all separations occurred mid-year — a significant campus disruption factor. Key observations:

- Mid-year departures skewed heavily toward early-career teachers (0-5 years) and those citing Other/Unknown, Resignation in lieu of termination, and Failure to remove certification deficiency — most of which are preventable with early support.
- Black teachers had a notably higher representation in mid-year departures compared to their share of total departures — suggesting possible campus climate or assignment issues disproportionately affecting this group during the school year.

- The August-October window saw concentrated departures — these are teachers who likely made decisions over the summer or immediately upon school start when classroom realities set in.

ALERT: Nearly 175 teachers departed during the fall semester alone. Each of these departures triggers a mid-year recruitment or long-term substitute placement, directly harming student continuity and campus morale. Early identification of at-risk teachers through climate surveys and check-in programs could prevent a meaningful share of these exits.

Prepared for Cypress-Fairbanks ISD Leadership
Data Sources: TEA TAPR 2024-25 | CFISD PIR 2024-25 | Analysis Year: 2024-2025