

# TEACHER SEPARATION ANALYSIS

Clear Creek Independent School District

2024-2025 Academic Year | Retention Risk & Workforce Turnover Insights

**IMPORTANT — DATA STRUCTURE NOTE:** Clear Creek ISD's PIR report does not include teacher race/ethnicity, age, years of experience, degree level, or subject/grade assignment. This report analyzes the data dimensions that ARE available: exit reason, tenure at separation (calculated from hire and termination dates), timing of departure, campus/role for non-teacher staff, and cross-referencing with TAPR demographic baselines. Racial equity analysis is not possible with this dataset.

## Executive Summary

This report analyzes personnel separation data from Clear Creek ISD (CCISD) for the 2024-25 school year using TEA TAPR data and the district's Personnel Information Report (PIR). Clear Creek ISD is a large, predominantly suburban district in Galveston County with 2,461 teachers — one of the most experienced and demographically stable teacher workforces in the greater Houston area.

The PIR reveals approximately 432 teacher separations during the year — a gross separation rate of ~17.6%. However, the nature of these separations is fundamentally different from many Texas districts: 83.3% are coded as 'Regular Termination,' a category that in CCISD appears to encompass end-of-contract non-renewals, contract expirations, and end-of-assignment separations — rather than voluntary resignations. This critical distinction transforms the interpretation of CCISD's retention data.

A second dataset layer — 77 named-role staff separations (aides, instructional coaches, counselors, and specialists) — is also captured in the PIR, coded with more granular exit reasons including 'Personal Reasons,' 'Took Other Employment,' and 'Moved to Other District.' These records provide a clearer window into voluntary departure patterns than the teacher dataset.

Metric	Value	Context / Note
Total Teachers (TAPR)	2,461	Galveston County; highly experienced workforce
Estimated Teacher Separations (PIR)	~432	~17.6% gross rate — includes non-renewals
Regular Termination (teacher exits)	~360 (83.3%)	Non-renewal/contract end; NOT voluntary resignation
Retirement (teacher exits)	~65 (15.0%)	Expected; elevated vs. state avg due to veteran workforce
Took Other Employment (teachers)	~3 (0.7%)	Confirmed competitive losses — notably low
Moved to Other District (teachers)	~2 (0.5%)	Confirmed district-to-district losses — notably low
Named-Role Staff Separations	~77	Aides, coaches, counselors, specialists
Personal Reasons (named staff)	~52 (67.5%)	Dominant voluntary exit code for non-teacher staff
Short-Tenure Teachers Leaving (<1 yr)	~41%	CRITICAL — high cycling of short-tenure hires
Mid-Year Teacher Separations	~57%	Above average — monthly departures throughout year
Race/Ethnicity Data Available	NO	PIR does not contain demographic identifiers

**KEY FINDING**

Clear Creek ISD's teacher separation data is dominated by 'Regular Termination' — a category that reflects the district's use of contract non-renewal rather than voluntary departure as the primary separation mechanism. Approximately 41% of departing teachers were hired less than one year before their separation, suggesting the district is cycling through a large volume of short-tenure and emergency/alternate-pathway hires who do not complete their first year or are not renewed at year-end. This is a pipeline and early-career support problem more than a classic retention problem.

## Section 1: Understanding Clear Creek ISD's PIR Data

Before interpreting any separation statistics, it is essential to understand how Clear Creek ISD's PIR data is structured and how it differs from the PIR data provided by other Texas districts. These structural differences fundamentally shape what can and cannot be concluded from this dataset.

### What the PIR Does NOT Contain

Unlike the PIRs for CFISD, Fort Bend ISD, and Alvin ISD — which include teacher race/ethnicity, years of experience, degree level, age, and subject assignment — Clear Creek ISD's PIR contains none of these demographic dimensions. Every teacher record is listed as 'DISTRICT-WIDE' with no campus, no subject, no grade level, and no biographical data. This means racial equity analysis, experience-band analysis, and subject-area vacancy analysis are not possible from this dataset alone.

Data Field	Available in CCISD PIR?	Available in CFISD / FBISD / Alvin PIR?
Race / Ethnicity	NO	YES
Years of Teaching Experience	NO	YES
Age at Separation	NO (FBISD only)	Partial
Highest Degree Held	NO	YES
Subject / Grade Assignment	NO (named roles only)	YES
Campus Name	YES (named roles only)	YES
Hire Date	YES	NO
Last Day Worked	YES	Partial
Termination Date	YES	YES
Exit Reason Category	YES (granular)	YES (varies by district)

### The 'Regular Termination' Category — A Critical Distinction

The most important interpretive note for this report is the meaning of 'Regular Termination' in Clear Creek ISD's PIR. This code accounts for 83.3% of all teacher separations — a proportion that would be alarming if it represented disciplinary or involuntary mid-contract terminations. However, in CCISD's context, this category appears to be the standard code for contract non-renewals, end-of-assignment separations, and teachers who complete their contract term and are not offered continuation.

- Many 'Regular Termination' records show hire dates from the same school year (2024-25) — confirming that these include teachers hired on temporary, emergency, or probationary contracts who reached the natural end of their contract period.
- 'Regular Termination' appears across all months of the year, including September, October, and November — months when traditional resignations are uncommon. This distribution is more consistent with rolling contract expirations than with voluntary departure patterns.
- The very low 'Took Other Employment' rate (0.7%) and near-zero 'Moved to Other District' rate (0.5%) among teachers strongly suggests that the district is capturing most voluntary departures through 'Regular Termination' rather than specific voluntary codes — or alternatively, that CCISD is experiencing very few confirmed competitive losses among its permanent teacher base.

#### INTERPRETATION NOTE

The high 'Regular Termination' rate should not be read as a crisis of involuntary removals. Rather, it reflects Clear Creek ISD's contract management practices, where the default end-of-contract separation code is used broadly. The more analytically meaningful question is: what proportion of these terminations represent teachers the district WANTED to retain but lost versus teachers whose contracts were intentionally not renewed?

### What the Hire Date Enables — Tenure Analysis

While demographic data is unavailable, the PIR's inclusion of hire dates enables a dimension of analysis not available in the other three district reports: tenure at separation. By calculating the interval between a teacher's hire date and termination date, we can identify how long teachers served before departing — a proxy for early-career attrition, contract cycling, and the prevalence of short-tenure emergency hires.

This tenure analysis becomes the primary analytical lens for the teacher portion of this report. The named-role staff records (aides, coaches, counselors, specialists) — which do include campus names and more specific exit reasons — provide a complementary view of voluntary departure patterns across the support staff workforce.

## Section 2: District Demographic Context (TAPR)

While the PIR cannot reveal how attrition patterns differ by race, experience, or credential level, the TAPR data establishes the demographic context of CCISD's teacher workforce. This context is essential for understanding the district's retention risk profile and for benchmarking against state averages.

### Race & Ethnicity — An Overwhelmingly White Workforce

Race/Ethnicity	CCISD Teachers	% of CCISD Staff	State Average
White	1,765	71.7%	52.2%
Hispanic / Latino	458	18.6%	31.0%
African American	150	6.1%	12.8%
Asian	43	1.7%	2.2%
Two or More Races	33	1.4%	1.3%
American Indian	9	0.4%	0.3%
Pacific Islander	3	0.1%	0.1%

Clear Creek ISD's teacher workforce is the most racially homogeneous of the four districts analyzed in this series. White teachers represent 71.7% of staff — nearly 20 percentage points above the state average of 52.2% — while African American teachers represent only 6.1%, less than half the state average of 12.8%. Hispanic teachers (18.6%) are also below the state proportion (31.0%).

- The limited diversity of CCISD's teacher workforce relative to the district's student demographics is a retention risk: research consistently shows that students from all backgrounds benefit from diverse teacher representation, and teachers of color are disproportionately the first hired and first non-renewed when district enrollment shifts or budget pressures emerge.
- With no race data in the PIR, it is impossible to determine whether non-renewal and separation patterns are distributed equitably across racial groups. This is an important data gap that the district should address by ensuring race/ethnicity is captured in future PIR submissions.

### Experience Profile — CCISD's Greatest Asset

Experience Band	CCISD Teachers	% of CCISD	State Average
Beginning (0 years)	103	4.2%	7.3%
1-5 Years	545	22.1%	28.3%
6-10 Years	529	21.5%	19.7%
11-20 Years	815	33.1%	27.6%
21-30 Years	412	16.7%	14.1%
Over 30 Years	57	2.3%	3.0%

Clear Creek ISD's experience distribution is the strongest of any district in this four-district series. The district has fewer beginning teachers (4.2% vs. 7.3% state) and fewer 1-5 year teachers (22.1% vs. 28.3% state) than average, while having substantially more 11-20 year teachers (33.1% vs. 27.6%) and 21-30 year teachers (16.7% vs. 14.1%). This is a highly experienced, institutionally rooted workforce.

- The concentration in the 11-20 year experience band is a double-edged sword: these teachers are highly effective and stable today, but many will be approaching retirement eligibility within the next decade. CCISD faces a significant retirement wave risk that must be actively succession-planned.
- The low proportion of 0-5 year teachers (26.3% combined vs. 35.6% state) may reflect either strong retention of early-career teachers or a hiring pipeline that has not been keeping pace with attrition. The PIR tenure analysis (Section 3) will shed light on this question.

### Degree Profile

Degree Level	CCISD Teachers	% of CCISD	State Average
Bachelor's Degree	1,777	72.2%	71.4%
Master's Degree	646	26.3%	25.4%
Doctorate	16	0.7%	0.8%
No Degree	22	0.9%	2.4%

CCISD's degree profile is closely aligned with state averages. The district notably has fewer teachers without a degree (0.9% vs. 2.4% statewide) — suggesting stronger credentialing standards or a less reliant use of emergency permit hires. This is a quality indicator worth maintaining.

### Section 3: Tenure at Separation Analysis

Because CCISD's PIR includes hire dates for all separating employees, it is possible to calculate the approximate tenure of each departing teacher — the length of time between their hire date and termination date. This is the most powerful analytical dimension available in this dataset and reveals the single most important finding of this report.

Tenure at Separation	Est. Departures	% of Teachers	Key Interpretation
Less than 1 year	~160	~41%	CRITICAL — hired and not retained within same year
1-2 years	~95	~24%	HIGH — early-career contract non-renewals
3-5 years	~50	~13%	MID — some contract cycling, some voluntary
6-10 years	~35	~9%	Largely retirement-eligible or competitive exits
11-20 years	~35	~9%	Mixed: some retirement, some non-renewal
20+ years (pre-2004)	~15	~4%	Primarily retirement

### The Sub-One-Year Pipeline Crisis

Approximately 41% of all departing teachers in CCISD were hired less than one year before their separation date. This is the defining finding of this dataset and represents a fundamentally different challenge than the mid-career attrition problems identified in CFISD, Fort Bend ISD, and Alvin ISD.

- Many of these short-tenure separations involve teachers hired during the 2024-25 school year (August through January hire dates) who were terminated at the end of their initial contract — typically June 2025. This is consistent with a practice of hiring probationary, emergency-certified, or temporary teachers who either do not perform to standard, choose not to return, or whose positions are eliminated.

- A subset of short-tenure separations shows teachers hired in fall 2024 and terminated before year-end — in October, November, or December — with only weeks or months of service. These represent the most disruptive exits: mid-year vacancies created by teachers who barely started.
- The concentration of <1-year tenure in 'Regular Termination' exits is consistent with a pattern of hiring emergency or alternate-pathway certified teachers as stop-gap measures, then declining to renew their contracts when year-end arrives — a practice that produces stable aggregate retention statistics for permanent staff while creating persistent instability in specific classrooms.

**ALERT:** Approximately 41% of CCISD teacher separations involve teachers with less than one year of tenure. This level of short-tenure cycling — regardless of whether it is driven by non-renewal or voluntary departure — creates chronic classroom instability, elevated recruitment costs, and persistent IEP and curriculum continuity gaps. The district should assess what proportion of <1-year separations were initiated by the district vs. by the teacher, and whether early-career mentorship and support systems are adequate to convert probationary hires into permanent staff.

## 1-2 Year Tenure — Early Career Non-Renewals

An estimated 95 teachers (24% of separations) had between one and two years of service at the time of their separation. These teachers represent the most preventable loss in the dataset: educators who survived the first year — often the most difficult — but were either not renewed at the conclusion of their second year or chose not to return.

- Teachers in their second year of service typically have developed sufficient classroom management skills to begin demonstrating their full potential. Losing them at this stage — either through non-renewal or departure — forfeits the district's investment in their first-year development.
- The 1-2 year tenure group, combined with the sub-one-year group, accounts for approximately 65% of all teacher separations. This is a front-loaded attrition curve that suggests CCISD's early-career retention and support systems are not converting probationary and new teachers into long-term staff at a sufficient rate.

## Veterans and Retirement — A Looming Transition

Approximately 65 teachers (15% of total separations) are coded as Retirement. Cross-referencing hire dates with typical career lengths, a meaningful proportion of CCISD's retiring teachers have 20+ year tenure — educators who have been with the district for decades. Given that CCISD's workforce is disproportionately concentrated in the 11-20 and 21-30 year experience bands (49.8% of staff combined, vs. 41.7% statewide), the retirement wave facing the district in the coming 3-10 years is potentially substantial.

- CCISD should immediately identify all teachers with 20+ years of experience who are within 5 years of full TRS retirement eligibility — this is the district's most pressing long-term retention risk given its unusually experienced workforce profile.
- Two JROTC instructors with 17-24 year tenures retired in June 2025 (Clear Creek HS and Westbrook Intermediate). JROTC positions require military service eligibility and cannot be filled from the standard teacher certification pipeline — replacement lead times can be 6-12 months.
- A 33-year-tenured teacher (hired 1991) in a DISTRICT-WIDE role also separated in June — the longest-tenured departure in the dataset and a significant institutional knowledge loss.

## Section 4: Exit Reason Analysis

Clear Creek ISD uses a more differentiated set of exit reason codes than Alvin ISD's three-category system, but applies them asymmetrically: 'Regular Termination' dominates the teacher dataset while 'Personal Reasons' dominates the named-role staff dataset. Understanding this asymmetry is key to interpreting retention patterns.

### Teacher Exit Reasons

Exit Reason	Est. Count	% of Teacher Exits	Interpretation
Regular Termination	~360	83.3%	Contract end/non-renewal; not all involuntary
Retirement	~65	15.0%	Expected; elevated due to veteran-heavy workforce
Took Other Employment	~3	0.7%	Confirmed competitive loss — notably low
Moved to Other District	~2	0.5%	Confirmed district-to-district loss — notably low
Lack of Funding	1	0.2%	Budget-driven elimination — specific flagged position
Termination	1	0.2%	Involuntary disciplinary; isolated incident

The remarkably low confirmed competitive loss rates — 0.7% took other employment, 0.5% moved to another district — deserve careful interpretation. Two competing explanations exist:

- CCISD may genuinely have very low voluntary competitive attrition among its established teacher population — consistent with the district's highly experienced, stable workforce profile and its reputation as a desirable employer in Galveston County.
- Alternatively, voluntary departures may be systematically coded as 'Regular Termination' when a teacher resigns at year-end rather than mid-year, collapsing voluntary and non-renewal departures into the same code. If true, the actual competitive loss rate would be substantially higher and currently invisible in the data.

### Named-Role Staff Exit Reasons

Exit Reason	Est. Count	% of Named-Role Exits	Interpretation
Personal Reasons	~52	67.5%	Voluntary; broad catchall for non-competitive exits
Retirement	~9	11.7%	Expected; SPED aide and veteran support staff
Took Other Employment	~8	10.4%	Confirmed competitive losses among support staff
Moved to Other District	~6	7.8%	District-to-district mobility; includes SPED roles
Deceased	1	1.3%	Bilingual 4th grade teacher, ~18-year tenure
Employee Input in Error	1	1.3%	Data quality flag; record should be reviewed

In contrast to the teacher dataset, named-role staff separations show a clearer picture of voluntary departure motivations. 'Personal Reasons' at 67.5% is the dominant code, with 'Took Other Employment' (10.4%) and 'Moved to Other District' (7.8%) also meaningfully represented — a much higher confirmed voluntary-competitive rate than teacher records show.

- The 'Took Other Employment' rate among aides and support staff (10.4%) is 15 times higher than the teacher rate (0.7%) — a striking discrepancy that either reflects genuine market differences in aide vs.

teacher mobility, or a data coding asymmetry where support staff voluntary departures are more precisely categorized than teacher departures.

- 'Moved to Other District' (7.8%) is particularly notable among SPED aides — several SPED Alt Academic, SPED Resource, and SPED SLL aides transferred to other districts, suggesting that CCISD's support staff compensation or working conditions are not competitive with neighboring districts for specialized support roles.

In memoriam: An 18-year bilingual 4th grade teacher at McWhirter Elementary is recorded as Deceased in December 2024 — a profound loss to that campus community.

## Section 5: Timing of Separation — Monthly Distribution

The monthly distribution of teacher separations in CCISD is markedly different from the other districts in this series. While CFISD, Fort Bend ISD, and Alvin ISD all show 75-83% of separations clustered at year-end, CCISD shows approximately 57% of separations occurring mid-year (August through April) — the highest mid-year rate of any district in this series.

Month	Est. Teacher Separations	% of Annual Total	Primary Driver
August 2024	~8	2.0%	Very early contract ends; pre-year departures
September 2024	~22	5.6%	Early-year exits; failed starts
October 2024	~28	7.1%	First major mid-year wave
November 2024	~22	5.6%	Ongoing mid-year turnover
December 2024	~35	8.9%	Winter break decision point — large exit cluster
January 2025	~28	7.1%	Post-winter break; new hires not returning
February 2025	~25	6.4%	Continued mid-year attrition
March 2025	~22	5.6%	Spring semester departures
April 2025	~35	8.9%	Late spring wave — contract notices
May 2025	~55	14.0%	End-of-year cluster begins
June 2025	~112	28.6%	Largest exit month — end-of-contract processing

## December and April — Twin Mid-Year Crisis Points

Two months stand out as non-year-end departure spikes: December 2024 (~35 separations) and April 2025 (~35 separations). Both represent natural decision points in the academic calendar — winter break and the spring contract notice period — when teachers who are dissatisfied or whose contracts are not being renewed tend to crystallize their departures.

- December departures are particularly disruptive: they occur mid-semester, requiring emergency replacement hiring during the holiday period when the candidate pool is thinnest. The concentration of mid-year secondary subject departures (Math, Science, Social Studies, Spanish) in December and January is operationally significant.
- April departures align with the typical contract notification window — teachers who receive non-renewal notices in spring leave before the academic year concludes, creating vacancies that may be announced too late to recruit optimally for the following year.

## The September-November Pattern — New Hire Failures

The consistent stream of 20-28 separations per month in September, October, and November 2024 is a distinctive CCISD pattern. Cross-referencing with hire dates reveals that many of these fall departures involve teachers hired in August or September of the same year — teachers who started the school year but left within their first two months. This is the most operationally disruptive exit pattern possible: classrooms that begin the year with a teacher and then lose that teacher before the first grading period concludes.

- Several records show hire dates in September or October 2024 with termination dates the same month — teachers who were hired and separated within days or weeks. These represent failed placements or emergency hires who proved incompatible with the role before any instructional relationship could be established.
- The named-role staff data shows a parallel pattern: multiple SPED aides (Alt Academic, Resource, SD/PASS) hired in August or September 2024 and departing by October or November — consistent with acute early-year burnout or poor placement-fit in specialized settings.

## Section 6: Campus & Subject-Area Analysis (Named Roles)

While teacher separation records in CCISD are anonymized to 'DISTRICT-WIDE' without campus or subject identifiers, the named-role staff records DO include campus names and specific role titles. This section analyzes the 77 named-role separations for campus-level patterns and subject-area vacancy risks.

### High-Concern Campus Patterns

Campus	Named-Role Separation	Roles Affected	Concern Level
Clear Springs High School	5+	Math (3), Science, PE, Drama	CRITICAL
Clear Brook High School	4+	Art, English, Social Studies (3)	HIGH
Mossman Elementary	4+	SPED Alt Academic (4)	HIGH
Clear Lake Intermediate	4+	SPED SD, Science, Spanish, Band, CTE, JROTC	HIGH
Clear Falls High School	4+	Science, Social Studies, Art, German, SPED, Coach	HIGH
Clear Lake High School	4+	Band, PE, SPED Alt Acad (2), Aide-ESL, Aide-Library	MOD-HIGH
Clear Creek Intermediate	3+	SPED RES/INCL, Math, SPED Alt Acad	MOD-HIGH
Bayside Intermediate	3+	Band, ISS, Spanish	MOD
Westbrook Intermediate	3+	Asst Principal, PE, JROTC, Int Coach	MOD

## Clear Springs High School — Highest Single-Campus Concern

Clear Springs High School appears in more named-role separation records than any other CCISD campus. The departures span Math (3 teachers — one in November, one in December, one end-of-year), Science, PE/Health, and Drama/Theatre — a comprehensive loss of instructional capacity across core and elective areas in a single year.

- Three Math teacher separations at a single high school in one year — including two mid-year (November and December) — creates a compounding vacancy problem that is nearly impossible to solve with quality replacements mid-semester.
- The Drama/Theatre departure occurred in November — mid-semester, before school productions could be completed, leaving students without a program director.
- The PE/Health departure in April/May creates a coaching continuity gap for both the health curriculum and athletic programming heading into the summer.

## Clear Brook High School — Social Studies Cluster

Clear Brook High School lost three Social Studies teachers in a single year — in February, April, and June. A department losing three of its educators in 12 months represents a severe program stability risk. Combined with departures in Art and English, Clear Brook's academic program continuity is significantly compromised heading into 2025-26.

## SPED — District-Wide Aide Turnover Crisis

The named-role data reveals that Special Education aide turnover is the most pervasive non-teacher retention problem across CCISD's campuses. SPED aide roles account for the largest single category of named-role separations, spanning at least 12 different campuses and four different aide types: Alt Academic, Resource, SD/PASS, and SLL.

- SPED Alt Academic aides: 16 separations across 11+ campuses. This role supports students with significant disabilities and requires specialized training — each departure creates immediate IEP service gaps.
- SPED SD/PASS aides: 9 separations across 7 campuses. The SD/PASS program serves students with severe disabilities; aide continuity is essential for behavioral stability and safety.
- SPED SLL aides: 4 separations across 4 campuses. The SLL (Structured Learning Language) program requires specific communication-focused training.
- SPED Resource aides: 5 separations including a 'Moved to Other District' exit — confirming competitive recruitment of specialized support staff from CCISD.
- Multiple SPED aide separations occurred mid-year (September through March), creating the most operationally disruptive vacancy pattern: specialized roles vacated during active IEP service delivery.

**ALERT:** CCISD's SPED aide workforce is experiencing a system-wide retention crisis. With 35+ aide separations across SPED programs in a single year — many mid-year, many concentrated at individual campuses — the district faces recurring IEP service delivery interruptions, legal compliance risk, and cumulative student impact. SPED aide compensation and working conditions should be urgently reviewed.

## GBCDHH — A Unique Program at Risk

CCISD operates a Greater Bay Coastal District for the Deaf and Hard of Hearing (GBCDHH) program — a specialized regional facility serving students from multiple districts. The PIR records two GBCDHH separations:

an Interpreter and a Student Support Aide, both departing mid-year (January and December 2024). Losing both an interpreter and a support aide from a program specifically designed for deaf and hard-of-hearing students in the same year represents a significant service continuity risk. Sign language interpreting certification is rare, and replacements cannot be hired from general education candidate pools.

- The GBCDHH Sign Language Interpreter at Clear Creek High School also separated mid-year (March 2025) — a third departure of a sign language-credentialed staff member in a single year.
- These losses should be treated as a program-level emergency. GBCDHH student services are dependent on a very small number of highly specialized professionals, and a single vacancy can disrupt services for the entire enrolled population.

### Secondary Subject-Area Vacancies (Named Roles)

Subject Area	Departures	Mid-Year?	Notes
Mathematics	6	YES — Dec, Jan, Mar	Clear Springs (3), Clear Creek Int, Seabrook Int, District-Wide
Science	6	YES — Aug, Jan, Feb, Mar	Clear Springs, Clear Falls, Brookside Int, Clear Lake Int, Clear View (2)
Social Studies	5	YES — Feb, Apr	Clear Brook (3), Clear Creek High, Clear Falls
Spanish / Foreign Language	5	YES — Aug, Oct, Jan	Clear Creek High (2), Clear Lake Int, Victory Lakes Int, Bayside Int
English / ELA	3	YES — Jun (3x)	Brookside Int, Clear Brook HS, Clear Lake Int (all June)
Band / Orchestra	2	YES — Sep	Bayside Int (Sep), Clear Lake High (Dec)
Art	3	YES — Jan, Mar	Clear Brook HS, Clear Falls HS, Space Center Int
SPED (teacher level)	7	YES — Sep, Oct, Jan, Feb	Across 6 campuses
PE / Health	3	YES — Apr, May	Clear Lake HS, Clear Springs HS, Westbrook Int

Mathematics and Science are the highest-risk subject areas with 6 departures each and significant mid-year concentration. Spanish/Foreign Language is notable for losing 5 teachers with two departing in the first semester. These are all certification-shortage areas where CCISD competes with neighboring districts, private employers, and the private sector for talent.

## Section 7: Support Staff Specific Patterns

The named-role staff data reveals patterns that are distinct from the teacher workforce and that illuminate working conditions across different support functions in CCISD.

### Instructional Coaches — A Leadership Loss

Three Instructional Coaches departed during the year: from Brookwood Elementary, McWhirter Elementary, and Space Center Intermediate. McWhirter's coach departed in October (mid-year) with only two months of tenure in the role — suggesting either a placement mismatch or an unsustainable workload. Brookwood's coach departure was recorded with a June 2025 hire date (potentially a data anomaly) and a 'Personal Reasons' exit. Space Center Intermediate's coach, with 7.5 years of tenure, left in January — a significant mid-year loss of an experienced campus instructional leader.

- Losing an Instructional Coach mid-year is a compound loss: it removes both the direct coaching support and the informal campus leadership that coaches provide to beginning and developing teachers. At campuses also experiencing teacher turnover, this creates a cascading support deficit.

### Counselors — Capacity Loss at Critical Schools

Clear Falls High School lost a counselor in December 2024 (via Retirement, 17.5-year tenure). Space Center Intermediate lost a counselor at year-end to 'Took Other Employment.' Both losses are significant: Clear Falls is a large, comprehensive high school where counselor continuity is essential for college advising, crisis response, and 504/IEP coordination. Space Center Intermediate losing a counselor to a competitive offer suggests CCISD's counselor compensation may not be keeping pace with the market.

### Bilingual Instruction — An Ongoing Shortage

CCISD's PIR shows three Bilingual teacher/aide departures: a 1st Grade Bilingual teacher at Stewart Elementary (moved to another district), a 4th Grade Bilingual teacher at McWhirter Elementary (Deceased), and a PreK Bilingual teacher at Brookwood Elementary. Three Bilingual departures from a district that already has below-average Hispanic teacher representation represents a compounding shortage risk. Bilingual certification is among the hardest to replace in the Texas teacher market.

#### Prepared for Clear Creek ISD Leadership

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