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

| 598 | 96 | 34.4% | Black |
|:---:|:---:|:---:|:---:|
| Total Teachers (TAPR) | Total Separations (PIR) | Largest Exit Reason | Highest Risk Group |
| *District workforce* | *16.0% separation rate* | *Another District / Closer Home* | *22.9% separation rate* |

## Executive Summary

This report analyzes teacher separation data from Channelview ISD for the 2024-25 school year using two primary data sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). The PIR data includes all 96 recorded teacher departures for the year and contains demographic detail — including race/ethnicity, years of experience, degree level, school assignment, and reason for separation — that enables a multi-dimensional analysis of retention risk.

Channelview ISD serves a student body that is predominantly Hispanic and Black, and its 598-teacher workforce reflects the community's diversity. The district recorded 96 teacher separations this year, yielding an overall separation rate of 16.0% — above the typical Texas district benchmark of 13-15%. The dominant reason for departure was competitive recruitment from other districts (34.4%), followed by voluntary resignation (18.8%) and retirement (11.5%). Eight teachers (8.3%) departed due to certification issues, pointing to a preventable pipeline failure.

| Metric | Value | Context |
|---|---|---|
| Total Teachers in District (TAPR) | 598.4 | Majority-minority district in Harris County |

| Metric | Value | Context |
|---|---|---|
| Total Teacher Separations (PIR) | 96 | 16.0% overall separation rate |
| Black Teacher Separation Rate | ~22.9% | Highest among major racial groups |
| Hispanic Teacher Separation Rate | ~11.9% | Below district average |
| White (Caucasian) Separation Rate | ~17.1% | Slightly above district average |
| Largest Exit Reason | 34.4% (33 teachers) | Another District / Closer Home |
| Certification Issues | 8.3% (8 teachers) | Preventable pipeline failure |
| Special Ed (Resource/Inclusion) Departing | 12 teachers | Largest single specialty area loss |
| Bilingual Teachers Departing | 7 teachers | Critical shortage area |
| Mid-Year Departures | ~8+ | Pre-May exits causing instructional disruption |

# Section 1: Race & Ethnicity Analysis

Channelview ISD's teacher workforce is substantially more diverse than the Texas state average. Hispanic teachers represent 40.9% of the district's teaching staff — the single largest racial group — while Black teachers make up 24.1% and White teachers 27.3%. However, the separation data reveals starkly different attrition patterns across these groups, with Black teachers departing at nearly double the rate of Hispanic teachers.

| Race/Ethnicity | District Staff (TAPR) | % of Staff | Separations (PIR) | Sep. Rate | Attrition Index |
|---|---|---|---|---|---|
| African American / Black | 144.1 | 24.1% | 33 | 22.9% | 1.43 |
| White / Caucasian | 163.5 | 27.3% | 28 | 17.1% | 1.07 |
| Hispanic / Latino | 244.7 | 40.9% | 29 | 11.9% | 0.74 |
| American Indian | 2.0 | 0.3% | 3 | 150.0%* | — |
| Asian | 8.0 | 1.3% | 2 | 25.0% | — |
| Pacific Islander | 27.0 | 4.5% | 0 | 0% | 0.00 |
| Two or More Races | 9.2 | 1.5% | 0 | 0% | 0.00 |
| Other / Not Listed | — | — | 1 | — | — |
| **DISTRICT TOTAL** | 598.4 | 100% | 96 | 16.0% | 1.00 |

*\* American Indian rate appears distorted due to extremely small staff pool (n=2 per TAPR). Exercise caution in interpretation. Attrition Index = (% of separations) / (% of staff). Values above 1.0 indicate over-representation in departures.*

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> 🚨 **CRITICAL ALERT: BLACK TEACHER ATTRITION**
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> Black teachers represent 24.1% of Channelview ISD's teacher staff but account for 34.4% of all separations — an Attrition Index of 1.43. At a 22.9% separation rate, Black teachers are leaving at nearly double the rate of Hispanic colleagues (11.9%). The dominant exit reason for Black teachers is competitive recruitment from

other districts (36% of Black departures), suggesting salary, working conditions, or advancement opportunities may be drawing this group away.

## African American / Black Teachers — Critical Alert

With a 22.9% separation rate and an Attrition Index of 1.43, Black teachers in Channelview ISD are disproportionately exiting the district. This is the highest attrition index of any group and represents a structural equity risk for a district that serves a predominantly minority student population where Black teacher representation is essential for student outcomes.

- **Competitive Loss:** 12 of 33 Black teacher departures (36%) left for another district — the competitive recruitment signal is the single strongest driver of Black teacher attrition.
- **Certification Pipeline Failures:** 4 Black teachers (12%) departed due to certification issues — the highest raw count of any racial group — suggesting potential hiring pipeline or support failures for early-career Black educators.
- **Field Exits & Health Pressures:** 2 Black teachers left the education field entirely, and 2 departed for health/family reasons — representing involuntary exits that may reflect workload, stress, or insufficient support.
- **Experience Loss:** Black teachers with 7-21 years of experience are departing for other districts in high numbers, meaning the district is losing its most experienced and institutionally invested Black educators.
- **Special Education Concentration:** Black teachers held 12 of the 96 departures (12.5%) in Resource/Inclusion and other special education roles — a high-burnout, under-resourced area requiring additional support structures.

## White / Caucasian Teachers — Retirement & Competitive Drain

White teachers have the second-highest separation count (28) with a 17.1% separation rate, slightly above the district average. Unlike the Black teacher departure pattern, White teacher separations are more evenly distributed between competitive moves and retirement — suggesting a healthier overall profile, but one that contains a significant upcoming retirement wave.

- **Retirement Wave:** 8 of the 28 Caucasian separations (29%) were retirements — the highest volume of any racial group — with 7 retiring at 25 years of experience. This represents a near-simultaneous retirement wave concentrated in elementary (1st and 2nd grade) and high school (English, Dance, PE).
- **Health/Family Exits:** 4 Caucasian teachers departed citing health or family reasons — the highest count for any group — including 3 high school English teachers. This pattern may indicate workload or wellness concerns specific to secondary English assignments.
- **Competitive Departures:** 8 Caucasian teachers moved to other districts, particularly from CHS and AAJH, in Robotics, Construction Trades, Social Studies, and ISS roles.

## Hispanic / Latino Teachers — Bilingual Pipeline Crisis

Hispanic teachers represent 40.9% of the district's teaching staff and 30.2% of separations — yielding an Attrition Index of 0.74, the most favorable of any major group. However, the composition of Hispanic departures reveals a critical sub-crisis: the loss of bilingual-certified educators in a district with significant English Language Learner enrollment.

- **Bilingual Crisis:** 7 bilingual-certified teachers departed — all Hispanic females — including 4 departing for other districts and 2 via voluntary resignation. With bilingual teacher shortages endemic across Texas, these losses cannot be easily backfilled.

- **Competitive Vulnerability:** 12 of 29 Hispanic departures (41%) went to other districts — the highest proportion of any racial group — suggesting Channelview may not be competitive on salary or working conditions relative to neighboring districts for this population.
- **Early-Career Failures:** 4 Hispanic teachers departed with 0 years of experience, including 3 certification issues and 1 leaving the field — representing a first-year failure pipeline specific to this group.
- **Veteran Loss:** The single Hispanic retirement (a 19-year bilingual veteran at McGhee Elementary) represents the loss of deep institutional knowledge in a critical shortage specialty.

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### 💡 INSIGHT: BILINGUAL TEACHER RETENTION IS A DISTRICT-WIDE EMERGENCY

All 7 bilingual teacher departures in Channelview ISD were Hispanic females with 3-19 years of experience. The top exit reasons were competitive district recruitment and voluntary resignation. Given that bilingual-certified teachers are among the most difficult to recruit in Texas, the district should immediately evaluate a bilingual certification stipend, targeted retention bonuses, and reduced caseload policies for bilingual educators.

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# Section 2: Sex / Gender Analysis

**Female teachers account for 73.3% of Channelview ISD's teaching workforce (per TAPR) and represent 72.9% of all separations — a proportion largely consistent with their workforce share. Male teachers make up 26.7% of staff and 27.1% of separations, also proportional. While departures are broadly gender-balanced at the aggregate level, meaningful gender-specific patterns emerge at the subject and school-level analysis.**

| Sex | District Staff (TAPR) | % of Staff | Separations (PIR) | % of Separations | Approx. Sep. Rate |
|---|---|---|---|---|---|
| Female | 438.4 | 73.3% | 70 | 72.9% | ~16.0% |
| Male | 160.0 | 26.7% | 26 | 27.1% | ~16.3% |
| **DISTRICT TOTAL** | 598.4 | 100% | 96 | 100% | 16.0% |

## Female Teacher Departures

Female teachers constitute 70 of 96 departures. Their exits are concentrated in elementary classrooms (regular K-5 assignments, bilingual positions, and resource/inclusion) and reflect the broader patterns of competitive recruitment, health/family demands, and retirement that characterize the district's attrition overall.

- **Bilingual Concentration:** Female teachers account for all 7 bilingual teacher departures — representing an acute gender and subject concentration risk in a critical specialty area.
- **Special Education Burden:** 10 of the 12 Resource/Inclusion (Special Education) departures involved female teachers — underscoring that the emotional and workload demands of SpEd roles may be particularly unsustainable for this population.
- **Health/Family at Secondary Level:** 4 female teachers at CHS (all Caucasian, in English) departed for health/family reasons — suggesting that secondary English assignments specifically may carry stress factors that are pushing women out of the profession mid-career.
- **Retirement Wave:** Female teachers drove all 11 retirements — reflecting the veteran demographic profile of the female workforce — with 7 at the 25-year mark in elementary and secondary roles.

## Male Teacher Departures

26 male teachers departed across all three school levels. Their exits are more concentrated at Channelview High School (CHS) and cluster in vocational/CTE, social studies, athletics-linked roles, and electives — roles where external career pathways are most accessible.

- **CHS Competitive Loss:** 4 male teachers left for other districts from CHS: in Construction Trades, ISS, Social Studies, and Resource/Inclusion — roles where salary and assignment competition from neighboring districts is strongest.
- **Specialized Credential Loss:** The only male teacher who departed via ROTC (a 6-year veteran) voluntarily resigned — representing a specialized credential loss that is particularly difficult to replace.
- **Certification Barriers for Early-Career Males:** 3 male teachers departed for certification-related reasons (all Black or Hispanic, all with 0 years of experience) — indicating that male early-career minority teachers face specific certification completion barriers.

# Section 3: Age Analysis

The PIR data includes teacher date of birth, enabling career-stage analysis across age cohorts. Channelview ISD's departing teacher population spans ages approximately 22-79, with the largest concentration of exits in the 30-39 age range (29.2% of all separations) — the most costly group to lose in terms of institutional investment and remaining career potential.

| Age Cohort | Career Stage | Separations | % of Total | Dominant Exit Type | Key Concern |
|---|---|---|---|---|---|
| 22-29 | Early Career | 23 | 24.0% | Cert. Issues / Another District | Pipeline failures & early attrition |
| 30-39 | Mid Career (Building) | 28 | 29.2% | Another District / Resignation | LARGEST COHORT LOSS — critical |
| 40-49 | Mid Career (Peak) | 16 | 16.7% | Another District / Resignation | Competitive recruitment targets |
| 50-59 | Pre-Retirement | 19 | 19.8% | Another District / Resignation | Unexpected non-retirement exits |
| 60+ | Retirement-Eligible | 10 | 10.4% | Retirement | Expected but needs succession plan |

## The 30-39 Cohort — Most Critical Loss

Teachers aged 30-39 account for 28 of 96 departures (29.2%) — the single largest age cohort. These teachers have navigated the hardest early years, built classroom competence, and begun to develop the institutional relationships that make them most valuable. Losing them to other districts or voluntary resignation represents the highest return-on-investment loss the district can suffer.

- **Competitive Vulnerability:** Competitive recruitment (another district) is the dominant exit mode for this age group, suggesting Channelview ISD's salary scale and working conditions are not competitive enough to retain mid-career teachers once they have developed market value.
- **Cross-Racial Pattern:** Both Black and Hispanic teachers in their 30s are represented in this loss cohort — including experienced special education and ELA teachers — underscoring that retention failures are not race-specific but are concentrated in this career stage.
- **Subject-Area Concentrations:** Several 30-39 teachers in this band departed specifically from AJJH and AAJH in Science, Math, and ELA — high-demand content areas where competing districts offer signing bonuses and higher base salaries.

## The 22-29 Cohort — Pipeline Failures

23 teachers under age 30 departed, representing 24.0% of all separations. This group is characterized by certification issues, voluntary resignations from high-need roles, and moves to other districts within the first 1-3 years of their career. Many of these exits are preventable with stronger early-career support structures.

- **Certification Crisis:** The majority of certification issue departures fall in this age band — 8 teachers left specifically due to unresolved certification — suggesting that the district is placing provisionally certified teachers in classrooms without adequate pathways to full certification completion.
- **First-Year Failures:** Several teachers aged 22-23 (born 2001-2002) departed in their very first year — from roles including 3rd Grade Regular at Brown, 8th Science at AJJH, and English at CHS — representing costly no-return hires that failed to convert into long-term placements.

## The 50-59 Cohort — Unexpected Pre-Retirement Exits

19 teachers aged 50-59 departed, but notably, not all via retirement. Several in this age range left for other districts or via voluntary resignation — suggesting dissatisfaction or competitive pull factors are affecting even pre-retirement-age teachers who might otherwise be expected to remain for pension eligibility purposes.

- **Competitive Loss at Pre-Retirement:** Multiple teachers in their 50s departed citing another district — meaning Channelview is losing experienced near-retirement teachers to competitors who may offer better end-of-career conditions or salary schedules.
- **Health/Wellness Concerns:** Health and family reasons appear among this age cohort as well, which may indicate that workplace health and wellness support systems are insufficient for older teachers managing chronic health concerns or family caregiving burdens.

> ### 📊 DATA POINT
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> The 30-39 age cohort represents Channelview ISD's most significant retention failure: 28 teachers — nearly 30% of all separations — are in the prime of their careers and leaving primarily for competing districts. Addressing mid-career compensation and advancement pathways is the single highest-leverage intervention the district can make.

# Section 4: Years of Teaching Experience Analysis

Teaching experience data from the PIR reveals a district losing teachers across all experience bands, with particular over-representation in the 0-year and 1-5 year ranges — both of which carry the highest preventable attrition. Experienced teachers with 11+ years are leaving at below-average rates, but even within this group, departures for other districts are occurring at alarming frequency.

| Experience Band | District Staff (TAPR) | % of Staff | Separations (PIR) | % of Sep. | Attrition Index |
|---|---|---|---|---|---|
| 0 Years (Beginning) | 27.6 | 4.6% | 14 | 14.6% | 3.17 |
| 1-5 Years | 203.8 | 34.0% | 31 | 32.3% | 0.95 |
| 6-10 Years | 116.0 | 19.4% | 19 | 19.8% | 1.02 |
| 11-20 Years | 158.3 | 26.4% | 16 | 16.7% | 0.63 |
| 21-25+ Years | 92.9 | 15.5% | 15 | 15.6% | 1.00 |
| **DISTRICT TOTAL** | 598.4 | 100% | 96 | 100% | 1.00 |

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### 🚨 CRITICAL: BEGINNING TEACHERS — ATTRITION INDEX OF 3.17

Teachers with zero years of recorded experience account for 14.6% of all separations despite representing only 4.6% of the workforce — an Attrition Index of 3.17, the highest of any band. Of the 14 departures in this group, 8 involved certification issues, making this the most concentrated and most preventable attrition category in the district. Channelview ISD is hiring teachers who cannot complete certification requirements — and those placements are failing before they begin.

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## Beginning Teachers (0 Years) — Preventable Crisis

- **Certification Failures:** 8 of 14 beginning teacher departures (57%) were due to certification issues — all in high-need roles: Science, Math, ELA, Teen Leadership, Career Investigations. These teachers are being placed in classrooms without the credentials to remain.
- **Racial Disparity in Failures:** Beginning teacher failures were concentrated among Black (4 teachers) and Hispanic (4 teachers) candidates — indicating that the district's alternative/emergency certification pipeline is failing minority early-career teachers at a disproportionate rate.
- **Retention Beyond Certification:** Even removing certification departures, 6 beginning teachers departed for voluntary resignation, another district, health/family reasons, or left the field — suggesting that onboarding and early mentoring support is insufficient to retain those who do arrive fully certified.

## 1-5 Year Experience Band — The Cliff

31 teachers with 1-5 years of experience separated, representing 32.3% of all departures. This is a near-proportional attrition rate (Attrition Index 0.95) but represents a very high raw volume from the district's newest permanent cohort. Within this group, competitive recruitment to other districts dominates.

- **Competitive Recruitment Target:** Teachers with 1-5 years of experience are the most common target of inter-district recruitment — once certified and past the hardest first year, they become attractive hires for neighboring districts with better compensation.

- **High-Need Role Departures:** Multiple 1-5 year teachers departed from bilingual, elementary regular, and resource/inclusion roles — each of which has chronic statewide shortages and where backfilling is most difficult and costly.

## Veteran Teachers (21+ Years) — Retirement and Resignation

15 teachers with 21 or more years of experience separated in 2024-25. Roughly half retired (expected attrition) but several others departed via voluntary resignation or another district move — indicating that even late-career teachers are finding reasons to leave before reaching maximum retirement benefit levels.

- **Non-Retirement Veteran Exits:** 4 veteran teachers (21+ years) departed via voluntary resignation rather than retirement, including a 25-year Black teacher with a Doctorate at CHS — representing high-status veteran educators who chose to leave rather than remain through natural retirement.
- **Veteran Competitive Losses:** 3 veteran teachers moved to other districts despite their deep tenure, suggesting that compensation or administrative conditions at Channelview ISD are not sufficient to retain experienced teachers approaching retirement eligibility.

# Section 5: Highest Degree Earned Analysis

Degree level analysis across Channelview ISD's 96 departing teachers reveals that both Bachelor's and Master's degree holders are leaving at rates consistent with their workforce representation. However, the subset of Master's degree holders leaving for other districts or voluntary resignation — rather than retirement — suggests that advanced-credential teachers are finding more attractive opportunities elsewhere.

| Degree Level | District Staff (TAPR) | % of Staff | Separations (PIR) | % of Sep. |
|---|---|---|---|---|
| No Degree | 10.0 | 1.7% | 1 | 1.0% |
| Bachelor's | 430.6 | 72.0% | 57 | 59.4% |
| Master's | 152.8 | 25.5% | 36 | 37.5% |
| Doctorate | 5.0 | 0.8% | 2 | 2.1% |
| **TOTAL** | 598.4 | 100% | 96 | 100% |

## Master's Degree Holders — Overrepresented in Departures

Master's degree teachers represent 25.5% of the district's teaching staff but account for 37.5% of all separations — a disproportionate attrition share. While some of this reflects the retirement of veteran Master's-holding teachers, a substantial portion represents mid-career exits from educators with the district's highest formal qualifications.

- **Advanced Credential Market Value:** Master's degree holders were the most common race-experience group to move to another district, appearing in 15+ of the 33 competitive departure cases — indicating that teachers with advanced degrees have the strongest external market value.
- **Voluntary Resignation Cluster:** 10+ Master's degree teachers departed via voluntary resignation — from roles including ELA, Math, SLC, Social Studies, and AVID — suggesting that career ceiling and compensation dissatisfaction are driving out the district's most qualified non-retirement-age teachers.
- **Doctorate-Level Losses:** Both teachers with Doctorates who departed did so via voluntary resignation (one Black female with 25 years, Life Skills at CHS; one Black male with 6 years, ROTC at CHS) — representing two of the district's most credentialed educators choosing to leave rather than retire.

## Bachelor's Degree Holders — Certification Risk

Bachelor's degree holders account for 59.4% of separations, slightly below their 72.0% workforce representation. However, all 8 certification issue departures occurred within this group — confirming that the certification pipeline crisis is entirely a Bachelor's-level hiring problem, not a Master's-level one.

- **Certification Issue Concentration:** Every certification issue departure involved a teacher with a Bachelor's degree — suggesting the district's alternative/emergency certification pathway is specifically failing Bachelor's-level candidates who are placed in classrooms before completing credential requirements.
- **Early-Career Support Gap:** Early-career Bachelor's teachers (0-3 years experience) are the most likely to both fail certification and depart for other districts — indicating that the district's onboarding and mentorship systems are not adequately supporting this numerically dominant group.

# Section 6: Subject Area & Role Analysis

Analysis of teaching roles and subjects in the PIR data reveals severe concentration in several critical shortage areas. Special Education (Resource/Inclusion), ELA, Science, and Math account for a disproportionate share of departures, while bilingual roles represent a concentrated specialty loss with long-term district-wide consequences.

| Subject / Role Area | # Departing | Notable Pattern |
| --- | --- | --- |
| Resource/Inclusion (Special Ed) | 12 | Highest single category — all school levels affected |
| ELA / English | 8 | Both elementary and secondary; 4 at CHS alone |
| Pre-K / Bilingual | 8 | All Hispanic female; critical specialty certification loss |
| Science | 7 | 7th, 8th grade & HS; certification issues common |
| Math | 5 | Certification issues + competitive moves |
| Social Studies | 4 | CHS and AAJH concentrated |
| Regular Elementary (Grade-Level) | 10+ | Scattered across ES; high replacement cost |
| Construction Trades / CTE | 3 | Specialized; hard to backfill |
| Robotics / Engineering | 3 | STEM-specific shortage area |
| Student Support (Dyslexia/ELAR) | 3 | Specialized support roles being hollowed out |

> 🚨 **ALERT: SPECIAL EDUCATION (RESOURCE/INCLUSION) — 12 DEPARTURES**
>
> 12 teachers in Resource/Inclusion roles departed across all school levels (ES, MS, HS) and all major racial groups. This represents the single largest subject-area loss in the district. Resource/Inclusion roles are among the most regulated, most demanding, and most chronically understaffed positions in Texas education. Losing 12 in a single year is not sustainable — each departure requires IEP compliance continuity, qualified-replacement hiring, and student reassignment, all of which carry legal and educational risk.

## Bilingual & Pre-K Bilingual — Specialty Crisis

Eight teachers in bilingual roles (Pre-K Bilingual, 1st Bilingual, 3rd Bilingual) or related ESL/bilingual support positions departed this year — all of them Hispanic female educators. This represents a concentrated, hard-to-replace specialty loss in a district where the student population's language needs are significant.

- **Demographics of Loss:** All 7 bilingual classroom teachers who departed were Hispanic females with 3-19 years of experience — a demographic that is critically underrepresented statewide and cannot be quickly recruited from outside.
- **Avoidable Losses:** 4 departed for other districts, 2 resigned voluntarily, and 1 retired — meaning 6 of 7 bilingual departures were non-retirement exits from active-career teachers who chose to leave Channelview.
- **Veteran ESL Loss:** An ESL teacher at AAJH with 17 years of experience departed for another district — representing accumulated institutional knowledge in ELL instruction that is particularly valuable and particularly irreplaceable.

## ELA / English — Secondary Concentration

Eight English/ELA teachers departed, with four concentrated at CHS (three White females citing health/family reasons, one Hispanic female non-renewed). This pattern — four departures in a single subject at a single campus — represents a curriculum continuity crisis for high school English.

- **Workload-Driven Attrition at CHS:** Three CHS English teachers cited health or family reasons for departing — suggesting that secondary English workload (AP courses, essay grading demands, extracurricular sponsorships) may be creating unsustainable conditions for this group.
- **Middle School Literacy Risk:** ELA departures also appeared at AJJH and AAJH in 7th and 8th grade positions — creating a vertical alignment challenge if experienced middle school ELA teachers are being replaced by less-experienced hires in foundational literacy roles.

## STEM (Science, Math, Engineering, Robotics) — Certification & Competition

Science and Math roles account for 12 combined departures, many involving certification issues (particularly in Math at CHS) and competitive moves to other districts. STEM teachers are among the most highly sought by neighboring districts and private sector employers.

- **STEM Certification Pipeline:** 4 teachers with Math or Science certifications departed due to certification issues — all entry-level, all Hispanic or Black — suggesting Channelview ISD is hiring STEM candidates through alternative pathways who are not completing certification requirements.
- **Paired STEM Elective Loss:** Robotics teachers at both CHS and AJJH departed in the same year — a paired loss in a specialized CTE-adjacent area that leaves both campuses without experienced STEM elective faculty.

> 💡 **INSIGHT: SUBJECT-AREA INTERVENTION PRIORITY**
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> Channelview ISD's highest-priority subject areas for targeted retention intervention are: (1) Resource/Inclusion / Special Education — where workload, compensation, and burnout are driving 12 exits per year; (2) Bilingual / Pre-K Bilingual — where specialty credential loss is irreplaceable; and (3) Secondary ELA — where a campus-level concentration of health-related exits at CHS signals systemic workload issues. These three areas together account for 28 of 96 departures (29.2%).

# Section 7: School Level & Campus Analysis

Separations are distributed across all three school levels with Middle School and Elementary campuses each absorbing approximately one-third of all departures, and CHS (the district's only high school) accounting for the remaining 28%. Among specific campuses, CHS and the AJJH/AAJH middle schools bear the heaviest loss burden.

| School Level | Separations | % of Total | Primary Departure Reason |
|---|---|---|---|
| High School (CHS) | 27 | 28.1% | Competitive moves, health/family, voluntary resignation |
| Middle School (AJJH / AAJH) | 34 | 35.4% | Another district, certification issues, voluntary resignation |
| Elementary (All Campuses) | 33 | 34.4% | Another district, retirement, bilingual specialty loss |
| District/Unassigned | 2 | 2.1% | Various |
| **TOTAL** | 96 | 100% | — |

| Campus | Separations | Notable Pattern |
|---|---|---|
| Channelview High School (CHS) | 27 | Largest single campus; English concentration; STEM losses |
| AJJH (Middle School) | 19 | Science, ELA, Math, SpEd; diverse racial departures |
| AAJH (Middle School) | 15 | Certification issues; social studies; bilingual ESL |
| McGhee Elementary | 8 | Bilingual retirement; SpEd; 1st-grade regular |
| Hamblen Elementary | 5 | Retirement concentrated; bilingual departures |
| Crenshaw Elementary | 5 | Voluntary resignations; PASS/SLC; health/family |
| McMullan Elementary | 4 | Competitive moves; SLC program |
| Brown Elementary | 4 | Bilingual; 2nd/4th grade regular |
| DeZavala Elementary | 2 | Dyslexia support loss |

## Channelview High School — Multi-Vector Attrition

CHS experienced 27 departures — the most of any single campus. Unlike elementary schools where retirements are significant, CHS departures are driven by a more complex mix of competitive recruitment, health-related exits from English teachers, voluntary resignations, and certification failures in Math. The campus is experiencing multi-vector attrition that requires campus-level targeted intervention.

- **English Department Crisis:** 4 English teachers at CHS departed in a single year — 3 for health/family reasons and 1 via non-renewal — leaving the campus with a critical need to rebuild its English department with consecutive-year hiring.
- **Math Certification Failures:** Certification failures in CHS Math (2 teachers with 0 years) represent a failed STEM hiring strategy, as the campus placed un-credentialed candidates in core instructional roles.
- **Voluntary Resignation Breadth:** Voluntary resignations at CHS spanned diverse roles: Foreign Language (19-year Asian female veteran), Social Studies (23-year Hispanic male), AVID is at AAJH but CHS lost English, ROTC, and other specialty roles — indicating broad campus culture or compensation dissatisfaction.

## Middle Schools (AJJH & AAJH) — The District's Highest-Loss Tier

Combined, the district's two middle school campuses account for 34 departures — the highest total of any school level. AJJH lost 19 teachers across Science, ELA, Math, Art, SpEd, and PE. AAJH lost 15 across Social Studies, ELA, ESL, SpEd, and Career Investigations. Together, these two campuses represent the district's most urgent retention challenge.

- **Science Pipeline Fragility:** Middle school Science departures at both AJJH and AAJH — including certification failures — suggest that the district's middle school science pipeline is particularly fragile, relying on alternatively-certified candidates who do not complete credentialing.
- **Support Role Erosion:** Social/emotional and student support roles (BSS, SLC, PASS, Student Support) saw departures across both MS campuses, hollowing out the wraparound support infrastructure that is most critical for middle school student success.

> ### 💡 INSIGHT: CAMPUS-LEVEL RETENTION PLANS NEEDED
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> The concentration of departures at CHS (27) and combined middle schools (34) suggests that campus-level retention plans — not just district-wide policies — are needed. CHS specifically needs targeted workload review for English teachers and immediate STEM certification support for new Math hires. Middle school campuses need structured mentoring for early-career teachers and competitive compensation review to prevent continued district-to-district flight.

# Section 8: Reason for Separation Analysis

Channelview ISD's PIR records provide explicit separation reasons for all 96 departures. The dominant reason — departure to another district or closer home (34.4%) — is both a competitive and geographic signal that demands a salary and working conditions benchmarking response. Certification issues (8.3%) represent the most preventable category.

| Reason for Separation | Count | % of Total | Preventability | Primary Affected Groups |
|---|---|---|---|---|
| Another District / Closer Home | 33 | 34.4% | Moderate-High | Black (36%), Hispanic (41%), all levels |
| Voluntary Resignation | 18 | 18.8% | Moderate | All groups; Caucasian and Black concentrated |
| Retirement | 11 | 11.5% | Low (expected) | Caucasian (7), Black (2), Hispanic (1) |
| Certification Issue | 8 | 8.3% | HIGH — Preventable | Black (4), Hispanic (3), Caucasian (1) |
| Health / Family Reasons | 8 | 8.3% | Low-Moderate | Caucasian English teachers; mid-career |
| Promotion | 7 | 7.3% | Low (positive exit) | Black (3), Hispanic (3) |
| Moving | 5 | 5.2% | Low | Black (2), Caucasian (2), Hispanic (1) |
| Leaving Education Field | 4 | 4.2% | Moderate | Black (2), Caucasian (1), Hispanic (1) |
| Death | 1 | 1.0% | None | Black female veteran at CHS |
| Nonrenewal | 1 | 1.0% | N/A (district decision) | Hispanic female at CHS |

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**🚨 CRITICAL: 'ANOTHER DISTRICT / CLOSER HOME' = 34.4% OF ALL DEPARTURES**

One-third of all Channelview ISD teacher departures are explicitly attributed to competitive recruitment from other districts or geographic proximity preferences. This is not attrition — it is poaching. 33 teachers actively chose a different employer. Without salary benchmarking data against neighboring Harris County districts, this number will only grow. This finding demands an immediate compensation competitiveness audit.

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## Competitive District Departures — Breakdown by Group

- **Hispanic Teachers:** Hispanic teachers account for 12 of 33 competitive departures (41% of Hispanic separations) — the highest proportion of any racial group. This suggests Channelview ISD's compensation is particularly uncompetitive for the Hispanic teacher market, which has broader options in Harris County's large district ecosystem.
- **Black Teachers:** Black teachers account for 12 competitive departures (36% of Black separations) — combined with certification-related exits, Channelview ISD is losing Black teachers through multiple simultaneous pathways.
- **Caucasian Teachers:** Caucasian teachers account for 8 competitive departures (29% of Caucasian separations) — lower proportion but still significant, especially in CTE, ISS, and Social Studies roles at CHS.

## Certification Issues — 100% Preventable

Eight teachers left specifically due to unresolved certification requirements. Every one of these departures is a preventable system failure. These teachers were placed in classrooms, occupied positions that could have been filled by fully-certified candidates, and then departed mid-year or at year-end when certification requirements could not be met — leaving students and campuses without stable instructors.

- **Racial Disparity:** 4 Black teachers and 3 Hispanic teachers had certification issues — all with 0 years of experience — indicating the district's alternative certification hiring pipeline is failing minority candidates at the highest rate.
- **Subject Concentration:** Certification failures occurred in high-need subjects: Science (3), Math (2), ELA (1), Career Investigations (1), Teen Leadership (1) — roles where qualified alternatives are hardest to find mid-year.
- **Mid-Year Impact:** Mid-year certification departures (February 2025: Career Investigations at AAJH) cause the most disruption, forcing campus administrators to find substitutes or reassign students mid-semester.

## Health / Family Reasons — Workload Signal

Eight teachers cited health or family reasons — 4 of them at CHS in the English department, 2 in bilingual/support roles, and 2 in mid-career general education positions. While these exits appear personal, the concentration in specific roles (high school English) and age groups (40s-50s) suggests a systemic workload and wellness issue that the district can address structurally.

## Leaving the Education Field — Systemic Concern

Four teachers explicitly left the education profession entirely: 2 Black females (8th ELA and Resource/Inclusion), 1 Caucasian female (7th Social Studies), and 1 Hispanic female (7th ELA). This is the most alarming exit category because these teachers are not being lost to a competitor — they are being lost to education entirely, often due to burnout, compensation dissatisfaction, or an irreversible career shift.

- **Gender & Role Pattern:** Three of four field-leavers were female ELA or special education teachers at the middle school level — suggesting that AJJH/AAJH working conditions or workload in these roles may be driving early career exits from the profession.
- **Experience Window for Intervention:** All four field-leavers had 0-8 years of experience — meaning the district is losing teachers who are past the hardest early years but have not yet fully committed to a long-term career in education. Mentorship and career pathway programs could address this cohort.

# Section 9: Date & Timing of Separation Analysis

The timing of teacher departures reveals important patterns about instructional continuity and the district's vulnerability to mid-year disruption. The vast majority of separations (88+) occurred at the end of the school year in May-June 2025, consistent with standard contract expiration patterns. However, a meaningful cluster of mid-year exits created significant instructional disruptions.

| Departure Period | Count | Context |
|---|---|---|
| August-October 2024 (Early Year) | 4 | Voluntary resignation, health/family — early departures before term stabilizes |
| November-December 2024 (Mid-Year) | 3 | Health, retirement, death — each requiring rapid mid-year replacement |
| January-February 2025 (Deep Mid-Year) | 4 | Certification failure, leaving field, promotion — most disruptive period |
| March-April 2025 (Late Mid-Year) | 1 | Promotion departure — planned but still requires coverage |
| May-June 2025 (End of Year) | 84 | Standard contract end; majority of separations occur here |

## Mid-Year Departures — Instructional Risk

8 teachers departed before the standard May 2025 end-of-year period. While this represents a minority of total separations, mid-year departures carry disproportionate institutional cost: students lose classroom continuity, campuses must secure qualified substitutes or force re-assignments, and IEP compliance for special education students is put at risk.

- **February Cluster:** February 2025 departures include a certification failure in Career Investigations at AAJH and a teacher leaving the education field from AJJH — both mid-semester exits that required urgent staffing response from campus administration.
- **Tragic Mid-Year Loss:** The November 2024 death of a 20-year veteran Black female English teacher at CHS — while not preventable — represents one of the most significant single-event losses, removing a highly experienced educator mid-semester from a role that was already experiencing broader departmental attrition.
- **October Resignations:** October 2024 saw a voluntary resignation from a 9-year Caucasian teacher at Crenshaw and a voluntary resignation from an Other Race Math teacher at AAJH — both in high-need roles, both occurring well before standard end-of-year transition planning begins.

## End-of-Year Concentration — Planning Implications

The concentration of 84 departures at the May-June 2025 end-of-year point represents both an opportunity and a challenge. End-of-year separations are easier to plan for and backfill in advance — but only if the district has sufficient lead time and active succession planning. The district should treat all 84 of these vacancies as known in advance by March 2025 (when retention conversations and hiring typically begin) and activate replacement hiring proactively.

- **Middle School Rebuilding Scale:** AJJH and AAJH together lost 34 teachers at end of year — requiring both campuses to rebuild approximately 25-30% of their teaching staff before fall 2025, a recruitment challenge of extraordinary scale for mid-size campuses.
- **CHS Systemic Replacement Need:** CHS lost 27 teachers at year-end across a wide range of subjects — including English, Science, Social Studies, Math, Electives, and CTE — requiring a comprehensive department-by-department replacement strategy rather than isolated position fills.

**DATA SOURCES**

Texas Education Agency — 2024-25 Staff Information (TAPR) | Channelview ISD (101905) — Harris County
Channelview ISD Personnel Information Report (PIR) | 2024-25 Academic Year | 96 Teacher Separations