

# TEACHER SEPARATION ANALYSIS

Crosby Independent School District

2024-2025 Academic Year | Retention Risk & Demographic Insights

<b>400</b> Total Teachers (TAPR) <i>District workforce</i>	<b>68</b> Total Separations (PIR) <i>17.0% separation rate</i>	<b>94.1%</b> Dominant Exit Reason <i>Resignation (64 of 68 teachers)</i>	<b>13</b> Highest-Risk Role <i>Special Ed departures — single largest role</i>
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## Executive Summary

This report analyzes teacher separation data from Crosby ISD for the 2024-25 school year using two primary data sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). The PIR records 68 teacher departures for the year — reflecting an overall separation rate of 17.0%, which exceeds the typical Texas district benchmark of 13-15% and demands focused attention.

Crosby ISD is a predominantly White-staffed district (53.1%) serving a diverse Harris County community, with meaningful representation from Black (19.8%) and Hispanic (24.8%) teachers. The separation data reveals an alarming uniformity: 94.1% of all departures were resignations, not retirements — meaning the district is not experiencing a natural attrition wave, but a sustained wave of teachers choosing to leave. The top role areas losing staff are Special Education (13 departures), Math (9), and Interventionist (8) — a trifecta of high-need, hard-to-replace instructional positions.

Metric	Value	Context
Total Teachers in District (TAPR)	400.1	Harris County district; 17.6 students per teacher
Total Teacher Separations (PIR)	68	17.0% overall separation rate — above state average
Resignation Rate	94.1% (64 of 68)	Near-total resignation dominance; only 4 retirements

Metric	Value	Context
Black Teacher Separation Rate	~13.9%	Slightly below White; SpEd heavily represented
Hispanic Teacher Separation Rate	~8.1%	Best retention rate among known racial groups
White Teacher Separation Rate	~13.2%	Near district average; large retirement cohort included
Special Ed Teachers Departing	13	Single largest role category; cross-campus, cross-race
Math Teachers Departing	9	CHS and CMS both heavily affected
Interventionist Teachers Departing	8	Critical reading/support role hollowed out district-wide
30-39 Age Cohort	32 of 68 (47.1%)	Dominant departure cohort — mid-career educators leaving en masse
Mid-Year Departures (before May)	8	Instructional continuity disrupted across campuses

## Section 1: Race & Ethnicity Analysis

Crosby ISD's teacher workforce is majority White (53.1%), with meaningful Black (19.8%) and Hispanic (24.8%) representation. Race data in the PIR is partially withheld for 20 of 68 departures (29.4%), limiting full precision. Among the 48 teachers with known race, White teachers represent the largest absolute departure count while Black teachers show a slightly elevated separation rate relative to their workforce share. Hispanic teachers demonstrate the strongest retention of any identifiable racial group.

### NOTE ON DATA WITHHELD

29.4% of PIR departure records have race listed as 'Withheld.' This limits the precision of racial attrition analysis. The 20 withheld-race records follow similar demographic patterns (predominantly female, ages 25-52, 2-15 years experience, ES/MS/HS spread) to the broader dataset. All separation rates below are calculated using TAPR total staff as the denominator and should be understood as minimum estimates for each racial group.

Race/Ethnicity	District Staff (TAPR)	% of Staff	Separations (PIR)	Sep. Rate	Attrition Index
African American / Black	79.1	19.8%	11	13.9%	0.70
White	212.3	53.1%	28	13.2%	0.67
Hispanic / Latino	99.2	24.8%	8	8.1%	0.41
American Indian	0.0	0.0%	1	—	—
Asian	1.9	0.5%	0	0%	0.00
Two or More Races	7.5	1.9%	0	0%	0.00
Withheld	—	—	20	—	—
<b>DISTRICT TOTAL</b>	400.1	100%	68	17.0%	1.00

*Attrition Index = (% of known-race separations) / (% of staff). Values above 1.0 indicate over-representation in departures. Index not calculable for withheld-race group.*

## African American / Black Teachers — Special Education Concentration

Black teachers in Crosby ISD represent 19.8% of the teaching staff and account for 16.2% of all separations (11 teachers) — a slightly below-proportional share. However, the subject-area concentration of Black teacher departures is alarming: 4 of 11 Black teacher separations (36%) were in Special Education roles, the highest proportion of any racial group. This suggests Black teachers are concentrated in the district's most demanding and under-supported instructional positions.

- **Special Ed Over-Assignment:** 4 of 11 Black teacher departures were in Special Education — at CMS (2), DES (1), and CHS (1). This 36% concentration in SpEd far exceeds Black teachers' overall district proportion and signals disproportionate assignment to high-burnout, under-resourced roles.
- **Interventionist Exits:** 2 additional Black teachers departed as Interventionists (at CMS and BES) — another high-demand student support role. Combined with SpEd, 55% of Black teacher exits were from intensive student-support positions.
- **Veteran Retirement Loss:** The single Black teacher retirement — a 61-year-old female Math teacher at CHS with 29 years of experience — represents one of the district's most significant institutional knowledge losses of the year.
- **High-Credential Early Exit:** A 61-year-old Black male teacher with a Doctorate resigned from a 3rd Grade position at DES after only 1 year — a highly credentialed educator who did not find conditions suitable to remain, representing a significant waste of advanced talent.
- **Male Teacher Attrition:** Black male teachers account for 4 of 11 Black departures (36%) — higher than the district's overall male representation rate (13.2%) — including Specialty/Elective, Social Studies, and SpEd roles at CMS.

## Hispanic / Latino Teachers — Strongest Retention, ES Elementary Risk

Hispanic teachers show the strongest retention of any identifiable racial group, with only 8 separations against a staff base of 99.2 — an 8.1% rate well below the district average of 17.0%. All 8 Hispanic departures were female, and 6 of 8 were in elementary roles — a pattern that may reflect younger average tenure and the structural fragility of early-career ES placements.

- **Elementary Concentration:** 6 of 8 Hispanic departures (75%) were elementary teachers across DES, CES, BES, and NES — in 3rd, 4th, and 5th grade as well as Interventionist roles. The district's most culturally responsive ES classroom pipeline is thinning.
- **23-Year Veteran Resignation:** A 49-year-old Hispanic female teacher with 23 years of experience resigned from CES — representing one of the highest-seniority voluntary resignations in the dataset. Losing a 23-year veteran to resignation (not retirement) signals serious dissatisfaction.
- **Early-Career Exits:** Two Hispanic teachers in their mid-20s with 1-3 years of experience departed — one from Special Ed at CHS and one from 5th Grade at DES — matching the district-wide pattern of early-career attrition from high-need roles.
- **Math Pipeline Loss:** The single Hispanic Math departure (a 38-year-old female, 9 years experience at CMS) is particularly significant given the district's Math teacher shortage signal across CMS and CHS.

## White Teachers — Volume Leader with Retirement Wave

White teachers account for 28 of 68 departures (41.2%) — consistent with their 53.1% workforce share. Their Attrition Index of 0.67 reflects below-proportional departure rates overall. However, the raw volume of White teacher resignations across Math, Special Education, ELA, Interventionist, and Specialty roles represents a multi-subject staffing crisis. White teachers also account for all 3 retirements among known-race teachers.

- **STEM & SpEd Concentration:** 7 White teacher departures were in Math (at CMS: 5, CHS: 1) and Special Ed (at CHS: 2, BES: 1, CES: 1) — the two most critical shortage areas in the district. These represent difficult-to-replace certified positions.

- **Retirement Cohort:** 3 White teachers retired at ages 54, 60, and 60 — in Special Ed (BES), CTE (CHS), and Special Ed (CHS). The CHS Special Ed retirement of a 60-year-old Doctorate-holder with 12 years represents significant credential loss.
- **Early-Career Resignations:** Several early-career White teachers (ages 27-30 with 1-6 years experience) resigned from ES and MS positions — including 2nd Grade at NES and Math at CMS — contributing to the district's young-teacher attrition challenge.
- **Instructional Coach Loss:** A White female Instructional Coach at CHS with 9 years of experience resigned — a notable loss since instructional coaches represent embedded professional development capacity that takes years to rebuild.

**🚩 CRITICAL FINDING: SPECIAL EDUCATION ACROSS ALL RACIAL GROUPS**

Special Education is Crosby ISD's single largest departure category with 13 exits spanning all racial groups and all school levels. Black teachers account for 4 of these (31%), White for 5 (38%), Hispanic for 1 (8%), and 3 are withheld-race. This is not a racially isolated problem — it is a district-wide institutional failure to retain Special Education personnel. At 13 SpEd departures against a district of 400 teachers, Crosby ISD is experiencing a Special Education staffing emergency.

## Section 2: Sex / Gender Analysis

Female teachers constitute 81.8% of Crosby ISD's workforce (per TAPR) and account for 86.8% of departures — a modestly over-proportional share that reflects their high concentration in the district's most attrition-prone roles: elementary classroom, Special Education, and Interventionist positions. Male teachers are strikingly underrepresented in the departure pool (13.2% of exits vs. 18.2% of staff), suggesting a relative gender stability advantage for male teachers — but that advantage is specific and role-concentrated.

Sex	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Separations	Sep. Rate
Female	327.4	81.8%	59	86.8%	~18.0%
Male	72.7	18.2%	9	13.2%	~12.4%
<b>DISTRICT TOTAL</b>	400.1	100%	68	100%	17.0%

### Female Teacher Departures — Concentrated in High-Need Roles

59 female teachers departed — the overwhelming majority via resignation. Their exits span all campuses and levels but are concentrated in four critical role types: Special Education, Interventionist, Math, and elementary grade-level classrooms. The breadth and depth of female teacher departure across Crosby ISD suggests structural workload, compensation, and working-condition issues rather than individual life-circumstance exits.

- **Student Support Role Dominance:** Female teachers account for 9 of 13 SpEd departures (69%) and all 8 Interventionist departures — placing the full weight of Crosby ISD's student support staffing crisis on female educators.
- **Mid-Career Female Loss:** The 30-39 age band accounts for the majority of female departures — teachers who are past the hardest early years and are leaving at the peak of their professional development. This is the most economically costly resignation cohort.

- **Veteran Female Resignations:** Multiple female teachers with 11-22 years of experience resigned voluntarily — including a 51-year-old Interventionist at CES with 21 years of service, a 52-year-old CTE teacher at CMS with 22 years, and a 52-year-old ELA teacher at CHS with 15 years. These are not early-career mismatches; they are experienced professionals who chose to leave.
- **Mid-Year Elementary Disruptions:** Three female teachers departed mid-year in fall 2024 — from 4th Grade at BES, 4th Grade at DES, and 4th Grade at BES (November) — causing significant instructional disruption to elementary classrooms during the academic year.

## Male Teacher Departures — Small but STEM-Concentrated

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Only 9 male teachers departed — fewer than their 18.2% workforce share would predict — yielding a ~12.4% separation rate vs. ~18.0% for females. However, their departures cluster in critical STEM and administrative roles: Math (3, including 2 at CHS and 1 at CMS), Social Studies (1 at CMS), and a 4th Grade elementary teacher. Male teacher departures are numerically small but disproportionately impactful in subject areas where male representation is lowest and specialist replacement is hardest.

- **Math Pipeline Collapse:** 3 of 9 male departures (33%) were Math teachers — at CHS (2, including a 22-year-old with 0 years and a 33-year-old with 3 years, both Withheld-race) and a 41-year-old White male with 17 years at CHS. Losing an experienced male Math teacher with 17 years simultaneously with two entry-level male Math hires reflects a pipeline collapse at both ends.
- **Black Male Teacher Loss:** A 36-year-old Black male Social Studies teacher (4 years experience, CMS) and a 27-year-old Black male Specialty/Elective teacher resigned — representing the loss of two younger Black male educators whose presence in classrooms has documented positive effects on Black male student engagement and outcomes.
- **American Indian Teacher Exit:** A 37-year-old American Indian male teacher resigned from 4th Grade at BES — the only American Indian departure in the dataset and a notable representation loss in the elementary student-facing role.

### **INSIGHT: GENDER AND ROLE INTERSECTION**

Crosby ISD's gender pattern reveals a structural assignment problem: female teachers dominate Special Education, Interventionist, and elementary positions — the district's highest-stress, highest-attrition roles. Male teachers dominate STEM shortage areas (Math, CTE) where their departure is equally disruptive. The district needs differentiated retention strategies: workload and support improvements for female teachers in intensive student-facing roles, and competitive compensation and advancement pathways for male STEM teachers.

## Section 3: Age Analysis

Age analysis of Crosby ISD's 68 departing teachers reveals a crisis concentrated in the 30-39 age cohort, which accounts for 47.1% of all separations — nearly half the district's teacher losses from a single decade of the career lifecycle. This is not a retirement wave, a certification pipeline failure, or a first-year dropout. Crosby ISD is systematically losing its most experienced, most institutionally invested, and most professionally productive teachers.

Age Cohort	Career Stage	Separations	% of Total	Dominant Exit	Key Concern
22-29	Early Career	10	14.7%	Resignation	Early mismatch / limited support
30-39	Mid Career (Building)	32	47.1%	Resignation	CRITICAL — largest single cohort loss
40-49	Mid Career (Peak)	12	17.6%	Resignation	Competitive departure / burnout
50-59	Pre-Retirement	9	13.2%	Resignation	Unexpected non-retirement exits
60+	Retirement Eligible	5	7.4%	Retirement / Resignation	Mixed — only 3 of 5 actually retired

### CRITICAL: THE 30-39 COHORT — 47.1% OF ALL DEPARTURES

Teachers aged 30-39 account for 32 of 68 departures — nearly half of the district's entire separation pool. These are Crosby ISD's mid-career educators: past the hardest years, certified, experienced (most with 2-15 years), and generating full instructional value. Every resignation from this cohort represents a compounded loss — the district invested in onboarding, mentoring, and professional development for these teachers, and they are choosing to leave. This is Crosby ISD's defining retention crisis.

## The 30-39 Cohort — Crosby ISD's Core Crisis

With 32 departures, the 30-39 age band is the epicenter of Crosby ISD's retention problem. Teachers in this age range typically have 3-15 years of experience — the 'building' phase of a career where workload has normalized, classroom competency is established, and teachers begin evaluating whether their current employer offers the compensation, advancement, and working conditions that match their career ambitions. Crosby ISD is losing this evaluation.

- **Cross-Campus, Cross-Subject:** The 30-39 cohort spans all school levels and subjects: ES elementary (4th Grade, 3rd Grade, Kinder), MS (Social Studies, ELA, Math, CTE, Interventionist, Specialty/Elective), and HS (ELA, Math, Special Ed, Instructional Coach). No campus or department is insulated.
- **High-Need Role Burnout:** Special Education and Interventionist roles are disproportionately represented in this cohort — teachers in demanding student-support roles reaching mid-career and choosing not to continue. Workload, compensation for specialized credentials, and caseload management are likely driving factors.
- **Advanced Credential Flight:** Several 30-39 teachers held Master's degrees and resigned voluntarily — including Interventionists and CTE educators — suggesting that advanced-credential teachers in this age range are finding better compensation elsewhere.

## The 22-29 Cohort — Early Career Fragility

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10 teachers under age 30 departed, all via resignation and all within the first 1-5 years of their career. These are the teachers most likely to represent the district's future workforce — and their exit in the early career phase is the most preventable category of attrition.

- **Year-Zero Failure:** A 22-year-old male with 0 years of experience resigned from CHS Math — a first-year placement failure in Crosby ISD's most critical shortage subject. This teacher may have been placed in a high-stakes role without adequate support.
- **High-Need Placements Without Support:** Early-career teachers in the 22-29 cohort appear in SpEd (CKC: 2), Math (CHS), 1st Grade (CES), 2nd Grade (NES), and 5th Grade (DES) — the youngest teachers in the most demanding placements. First-year mentorship and placement support appear insufficient.
- **25-Year-Old Exits:** Two 25-year-old teachers resigned — one Hispanic female from Special Ed at CHS (3 years exp.) and one White female from 1st Grade at CES (2 years exp.) — both in high-demand roles that typically require veteran support structures to sustain early-career educators.

## The 50-59 and 60+ Cohorts — Non-Retirement Exits

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9 teachers aged 50-59 departed, but only 2 did so via retirement. The remaining 7 in this pre-retirement age band resigned — meaning experienced, late-career teachers are choosing to leave before reaching maximum pension benefit. Of the 5 teachers aged 60+, only 3 retired; 2 resigned in their early 60s, including a 61-year-old female with 14 years of experience (Withheld race, BES 3rd Grade) and a 61-year-old Black male Doctorate-holder at DES.

- **Pre-Retirement Resignations:** 7 of 9 teachers aged 50-59 resigned rather than retiring — suggesting late-career educators are experiencing working conditions or compensation circumstances that make resignation preferable to remaining through retirement eligibility.
- **Doctoral SpEd Retirement Loss:** A 60-year-old CTE teacher at CHS retired after 20 years, and a 60-year-old Special Ed Doctorate-holder retired from CHS after 12 years. Both represent significant curriculum and credential losses in CTE and SpEd — roles where coverage is hardest to arrange.

## Section 4: Years of Teaching Experience Analysis

Experience-band analysis of Crosby ISD's separating teachers reveals a dominant attrition zone in the 1-5 year band, which accounts for 48.5% of all departures. However, unlike many districts where early-career attrition reflects first-year mismatch or certification failures, Crosby ISD's 1-5 year departures are dominated by teachers aged 28-39 who have survived the hardest years and are leaving with their professional value at peak — a competitive loss to other districts and professions.

Experience Band	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Sep.	Attrition Index
0 Years (Beginning)	8.6	2.2%	1	1.5%	0.68
1-5 Years	130.1	32.5%	33	48.5%	1.49
6-10 Years	109.1	27.3%	15	22.1%	0.81
11-20 Years	101.5	25.4%	15	22.1%	0.87
21-30 Years	44.2	11.0%	3	4.4%	0.40
Over 30 Years	6.6	1.6%	1	1.5%	0.94
<b>DISTRICT TOTAL</b>	400.1	100%	68	100%	1.00

*Attrition Index = (% of separations) / (% of staff). Values above 1.0 indicate over-representation in departures. The 1-5 year band at 1.49 is the only band with meaningful over-representation.*

### **CRITICAL: 1-5 YEAR BAND — ATTRITION INDEX OF 1.49**

Teachers with 1-5 years of experience account for 48.5% of all departures while representing only 32.5% of the workforce — an Attrition Index of 1.49, the only band significantly above 1.0. Critically, these are not certification failures or first-year mismatches. These are teachers in their second through fifth years — past the hardest transition, demonstrably certified and capable, and choosing to leave. Crosby ISD is failing to convert early investment into long-term retention at the most critical career juncture.

### The 1-5 Year Experience Cliff

33 teachers with 1-5 years of experience resigned in 2024-25. These teachers span all campuses and subjects, but cluster in Special Education, Math, elementary grade-level, and Interventionist roles — positions that are simultaneously the hardest to perform with limited experience and the most poorly compensated relative to their demands. The 1-5 year cliff is not a mystery: Crosby ISD is not providing the compensation, support, or advancement structures that make staying rational.

- **SpEd Concentration:** Special Education accounts for a disproportionate share of 1-5 year departures — teachers who entered a demanding specialty area and found the caseload, compliance burden, and compensation insufficient to sustain a career there.
- **Math Competitive Loss:** Math teachers in the 1-5 year band resigned from both CMS (multiple) and CHS — suggesting that Math compensation and support at Crosby ISD are not competitive with neighboring districts, especially for teachers who have cleared the early-career hurdle and are now marketable.
- **Interventionist Role Sustainability:** Interventionist teachers appear at multiple campuses with 4-11 years of experience — not truly 'early career' but below the district's median experience — and resigned en masse, suggesting the Interventionist role itself may be structurally unsustainable.

### The 6-10 Year Band — Stable but Vulnerable

15 teachers with 6-10 years of experience departed — a proportional share (22.1% of exits vs. 27.3% of staff, Index 0.81). While not over-represented, this band contains some of the district's most experienced classroom practitioners, and any competitive poaching in this group represents disproportionate instructional quality loss.

- **Interventionist Maturity Loss:** Experienced Interventionists (9 years at BES, 9 years at CMS) resigned in this band — representing the loss of fully developed reading/math intervention specialists who typically serve as informal mentors and program leaders on their campuses.
- **Instructional Coach Loss:** A 9-year White female Master's-level teacher resigned as Instructional Coach at CHS — the kind of embedded professional development leader that multiplies teacher effectiveness across an entire campus. Her departure represents a systemic loss beyond her individual classroom.

## The 11-20 Year Band — Veteran Resignations

15 teachers with 11-20 years of experience departed, with the majority resigning rather than retiring. Veteran teachers choosing resignation in this experience band represent some of the district's deepest institutional knowledge losses — educators who have seen the district across multiple leadership cycles and curricular shifts.

- **Long-Service Voluntary Resignations:** A 51-year-old female with 21 years of experience (Interventionist, CES) and a 52-year-old female with 22 years (CTE, CMS) resigned — both in non-retirement exit patterns that suggest dissatisfaction rather than career completion.
- **ELA and Interventionist Veterans:** A 52-year-old ELA teacher at CHS (15 years, WITHHELD race) and a 49-year-old Interventionist at NES (15 years) both resigned in this band — losing secondary and elementary instructional veterans simultaneously.

## Section 5: Highest Degree Earned Analysis

Degree analysis across Crosby ISD's 68 departing teachers shows that Master's degree holders are over-represented in separations relative to their workforce share — an Attrition Index of 1.25 — indicating that the district's most credentialed teachers are disproportionately choosing to leave. This is a market competitiveness signal: educators with advanced degrees have the strongest external options, and Crosby ISD is not retaining them at proportional rates.

Degree Level	District Staff (TAPR)	% of Staff	Separations (PIR)	% of Sep.	Attrition Index
No Degree / Associate	2.8	0.7%	1	1.5%	2.14*
Bachelor's	283.0	70.7%	41	60.3%	0.85
Master's	110.5	27.6%	24	35.3%	1.28
Doctorate	3.8	0.9%	2	2.9%	3.22*
<b>DISTRICT TOTAL</b>	400.1	100%	68	100%	1.00

\* No Degree and Doctorate indices are elevated by small pool sizes (n=1 and n=2 respectively). Exercise caution in interpretation.

## Master's Degree Holders — Overrepresented in Departures

Master's degree holders represent 27.6% of Crosby ISD's teacher workforce but account for 35.3% of departures — an Attrition Index of 1.28. This over-representation is driven primarily by voluntary resignations from mid-career Master's holders in Interventionist, Special Education, CTE, and ELA roles. These teachers have the deepest credential investment and the strongest external market value, making their departure particularly difficult to prevent without competitive compensation action.

- **Interventionist and Masters:** Interventionist departures heavily favor Master's degree holders — 5 of 8 Interventionists who resigned held Master's degrees. This suggests that the Interventionist role is attracting advanced-credential educators but failing to retain them through workload, compensation, or professional growth structures.
- **SpEd Masters Loss:** Multiple Master's-holding Special Education teachers resigned across CMS, DES, NES, and CHS — educators who combined advanced credentials with high-demand specialist experience. Their external market value is extremely high and their departure is extremely costly.
- **Doctorate Departures:** Both Doctorate-level departures were resignations — a 61-year-old Black male from DES (1 year experience) and a 60-year-old White female from CHS (12 years, SpEd). Doctorate-level educators in K-12 settings are rare and their departure represents outsized institutional loss.

## Bachelor's Degree Holders — Volume-Driven Departures

Bachelor's degree teachers account for 41 of 68 departures (60.3%) — below their 70.7% workforce representation, yielding a healthy Attrition Index of 0.85. However, the raw volume (41 departures) represents a massive backfill burden. Bachelor's-level departures are spread across elementary grade-level, Math, Specialty/Elective, and Social Studies — subject areas where replacement hiring is more straightforward but no less resource-intensive.

- **Math Bachelor Concentration:** Math departures are dominated by Bachelor's-level teachers — 7 of 9 Math resignations involved Bachelor's-degree holders. While these are more replaceable in credential terms, the loss of trained and placed Math teachers in mid-year or end-of-year creates a recurring recruitment cycle that is costly and destabilizing.
- **Elementary Instability:** Elementary grade-level Bachelor's teachers (4th Grade, 3rd Grade, 2nd Grade, 1st Grade, Kinder) represent a large share of the Bachelor's departure cohort — teachers who are often the first point of contact with the district for families, and whose stability directly affects student and family retention in Crosby ISD.

### **INSIGHT: ADVANCED DEGREE COMPENSATION GAP**

Crosby ISD's Master's Attrition Index of 1.28 suggests the district's salary schedule does not adequately compensate for advanced degree attainment relative to neighboring Harris County districts. The district should conduct an immediate review of its Master's and Doctorate degree salary differentials compared to Channelview ISD, Goose Creek CISD, Galena Park ISD, and other proximate districts. A Master's degree stipend increase of even \$1,000-\$2,000 annually, combined with a defined career ladder for advanced-credential teachers, could measurably reduce this attrition band.

## Section 6: Subject Area & Role Analysis

The subject and role distribution of Crosby ISD's 68 departures reveals a dangerous concentration in the district's three most critical instructional support categories: Special Education (13 departures), Math (9), and Interventionist (8). Together, these three roles account for 30 of 68 departures — 44.1% of the district's total teacher loss — from positions that are simultaneously the hardest to recruit for, the most expensive to train, and the most directly connected to student academic and behavioral outcomes.

Subject / Role Area	# Departing	% of Total	Notable Pattern
Special Education	13	19.1%	All school levels; all racial groups; cross-campus crisis
Math	9	13.2%	CMS (5) and CHS (4); both entry-level and veteran losses
Interventionist	8	11.8%	District-wide; experienced teachers leaving a critical support
Specialty / Elective	6	8.8%	CMS and CHS; hard-to-replace elective pipeline
4th Grade (Elementary)	8	11.8%	Concentrated across BES, DES, NES, CES: systemic ES issue
ELA / Language Arts	4	5.9%	CHS and CMS; mid-career and veteran losses
CTE	3	4.4%	2 at CMS, 1 CHS retirement; career/tech pipeline thinning
3rd Grade	4	5.9%	BES, NES, DES; elementary continuity risk
Social Studies	2	2.9%	CMS; both experienced teachers
Kinder / Pre-K	3	4.4%	CKC and BES; early childhood entry-point weakened
Instructional Coach	1	1.5%	High-leverage campus leadership role lost at CHS

### **EMERGENCY: 30 OF 68 DEPARTURES (44.1%) FROM SPECIAL ED, MATH & INTERVENTIONIST**

Nearly half of Crosby ISD's teacher departures in 2024-25 came from just three role categories — Special Education, Math, and Interventionist — which together represent the district's core academic intervention and remediation infrastructure. Each of these roles is governed by specific certification requirements, serves students with the highest needs, and carries the largest individual workload relative to compensation. Without targeted, role-specific retention strategies for these three categories, Crosby ISD will face a compounding staffing crisis in its most vulnerable instructional areas.

### Special Education — District-Wide Emergency

13 Special Education teachers resigned or retired across every school level (EC: 2, ES: 3, MS: 4, HS: 4). These exits span 6 different campuses (CKC, NES, BES, DES, CMS, CHS) and all major racial groups. No campus is insulated, and no pattern of overconcentration at a single site explains the pattern — this is a district-wide institutional failure to sustain Special Education staffing.

- CHS SpEd Crisis:** CHS lost 4 Special Education teachers in a single year — 3 via resignation (including a 60-year-old Doctorate-holder who retired) and across experience ranges from 2 to 17 years. A high school campus losing this volume in one specialty area faces serious IEP compliance and student continuity risk.
- Early Childhood SpEd Loss:** CKC (early childhood) lost 2 SpEd teachers — both young females (ages 27 and 30) with only 2-7 years of experience in their first placements. Early childhood SpEd is among the most specialized and credentialed of all teaching roles; these losses are not easily backfilled.

- **CMS SpEd Department Collapse:** CMS lost 3 Special Education teachers with 10-18 years of combined experience in a single year — hollowing out the middle school's Special Education department and threatening multi-year IEP implementation continuity.
- **Racial Assignment Equity Concern:** Black teachers account for 4 of 13 SpEd departures (31%) while representing 19.8% of district staff — suggesting that Black educators may be disproportionately assigned to SpEd roles and experiencing higher burnout in those assignments.

## Math — CMS and CHS Pipeline Collapse

9 Math teachers departed across CMS (5) and CHS (4) — every single Math departure was from one of the district's two largest campuses. The Math departure profile spans ages 22-61, experience levels from 0-29 years, and both Bachelor's and Master's degrees. This is not a demographic-specific problem — it is a subject-matter compensation and working conditions failure across the full range of Math teacher profiles.

- **CMS Math Department Hollowing:** CMS lost 5 Math teachers: a 30-year-old (6 years), 34-year-old (4 years), 29-year-old (4 years), 46-year-old (4 years), and a 38-year-old Hispanic female (9 years). The campus is losing Math teachers at every experience level simultaneously — a replacement hiring challenge that will require multiple consecutive years to stabilize.
- **Year-Zero CHS Math Failure:** A 22-year-old male Math teacher with 0 years of experience resigned from CHS — a Year-Zero failure in the district's most critical shortage subject. A teacher who did not complete even one year in a Math role represents a failed hiring and onboarding process.
- **Veteran Math Retirement:** A 61-year-old Black female CHS Math teacher with 29 years of experience retired mid-year (January 2025) — the most significant single veteran departure in the dataset, removing nearly three decades of Math instructional expertise from Crosby ISD's high school mid-semester.
- **Mid-Career Competitive Loss:** A 41-year-old White male with 17 years of Math experience resigned from CHS — a mid-career, highly experienced male Math teacher representing exactly the profile most sought by competing districts and private sector employers.

## Interventionist — The Invisible Crisis

8 Interventionist teachers resigned across 6 campuses (NES, CHS, CMS [2], BES [2], DES, CES). The Interventionist role is among the highest-leverage positions in any school district — dedicated reading and math intervention specialists who serve students most at risk of academic failure. Losing 8 in a single year across every level of the district's school system represents a collapse of the student support infrastructure that will directly affect test scores, graduation rates, and academic achievement.

- **Experienced Professionals Leaving:** Interventionist departures span 4-21 years of experience — these are not early-career teachers leaving due to role mismatch. They are established professionals who have committed to the Interventionist role and chosen to leave it. Workload, caseload size, and compensation relative to the specialization required are the most likely drivers.
- **Cross-Racial Attrition:** The 8 Interventionist departures include Black, Hispanic, White, and Withheld-race teachers — making this the most racially diverse departure category. The role is failing to retain teachers across all demographic groups, confirming that the Interventionist role itself — not its demographics — is the problem.
- **21-Year Veteran Resignation:** An Interventionist at CES with 21 years of experience (age 51, White female) resigned — one of the most senior departures in the entire dataset. A 21-year veteran choosing resignation over retirement from an Interventionist role is an unambiguous signal of professional dissatisfaction.

## 4th Grade Elementary — Grade-Level Pipeline Issue

8 teachers in 4th Grade positions departed — the highest volume of any single elementary grade level, representing losses at BES (2), DES (2), CES (1), NES (1), and CKC (via Kinder equivalent). 4th grade is a pivotal academic transition year in Texas (STAAR accountability), and the loss of 8 teachers at this single grade level creates longitudinal student achievement risk.

- **Experience Range:** 4th Grade departures span experience levels from 4 to 23 years — including a 49-year-old Hispanic female with 23 years of experience who resigned from CES. The breadth of experience in this single grade-level departure cluster confirms a systemic campus culture or workload issue, not a demographic one.
- **BES Specific Risk:** Multiple 4th Grade departures occurred at BES (2 departures: ages 37 and 51), creating a campus-level 4th Grade staffing crisis that affects student continuity for an entire cohort moving toward 5th grade and STAAR.

## Section 7: School Level & Campus Analysis

Crosby ISD's teacher departures are distributed across all school levels, with Elementary (41.2%) and Middle School (27.9%) absorbing the most exits by volume. CMS is the single highest-loss campus, followed by CHS. Every campus in the district lost at least 5 teachers in 2024-25 — there are no insulated campuses in Crosby ISD, making this a district-wide rather than campus-specific crisis.

School Level	Separations	% of Total	Primary Pattern
Elementary (BES, DES, CES, NES)	28	41.2%	4th Grade, Interventionist, SpEd; cross-campus losses
Middle School (CMS)	19	27.9%	Math (5), SpEd (3), Interventionist (2), Social Studies (2)
High School (CHS)	16	23.5%	SpEd (4), Math (4), ELA (2), Specialty/Elective (2)
Early Childhood (CKC)	5	7.4%	SpEd (2), Kinder (2), Pre-K (1)
<b>DISTRICT TOTAL</b>	<b>68</b>	<b>100%</b>	—

Campus	Separations	Notable Pattern
Crosby Middle School (CMS)	19	Largest campus loss; Math (5), SpEd (3), Social Studies (2), CTE, Interventionist
Channelview High School (CHS)	16	SpEd (4) and Math (4) dominate; ELA, Specialty/Elective, Coach
Beasley Elementary (BES)	9	4th Grade (2), 3rd Grade (2), Kinder, Interventionist; mid-year departures
Domingo Elementary (DES)	8	4th/5th Grade, SpEd, Interventionist; mid-year exits in fall 2024
Crosby Elementary (CES)	6	5th Grade, Interventionist, SpEd, 2nd Grade; veteran resignations
Crosby Kindergarten Center (CKC)	5	SpEd (2), Kinder (2), Pre-K; youngest-teacher concentration
Newport Elementary (NES)	5	Interventionist (2), 3rd Grade, 4th Grade, 2nd Grade

### Crosby Middle School (CMS) — Highest Single-Campus Loss

CMS lost 19 teachers — the most of any campus. The loss profile is particularly alarming: Math (5 departures), Special Education (3), Social Studies (2), Interventionist (2), CTE (1), ELA (1), and Specialty/Elective (3). This is not a targeted subject-area problem — CMS is experiencing comprehensive departmental attrition that threatens academic program continuity across nearly every core and elective subject.

- **CMS Math Department:** 5 Math teachers resigned from CMS in a single year — at experience levels of 4, 4, 6, and 9 years respectively. Rebuilding a Math department from this level of loss requires 3-5 consecutive years of successful replacement hiring and retention.
- **CMS Student Support Collapse:** 3 Special Education teachers left CMS (18-year Black female veteran, 10-year Black male, and 4-year Black female Interventionist). Combined with 2 Interventionist exits, CMS lost 5 student-support specialists — a catastrophic loss for a middle school student population.
- **Campus Stability Crisis:** CMS's 19 departures represent an approximately 35-40% turnover of the campus's teaching staff in a single year — a level of campus instability that research consistently links to declining student achievement, increased discipline incidents, and family withdrawal.

## Crosby High School (CHS) — Dual Shortage Crisis

CHS lost 16 teachers with a particularly dangerous two-subject concentration: 4 Special Education and 4 Math teachers departed in the same year. These two subjects are the hardest to staff in Texas education and Crosby ISD's high school has experienced simultaneous, compounding vacancies in both.

- **SpEd Rebuilding Scale:** 4 SpEd departures from CHS span 2-17 years of experience — including a Doctorate-holder (60F, 12 years) who retired and two resigners with 4 and 6 years. Rebuilding CHS SpEd to this level will require 4+ new hires with valid certifications in a statewide shortage field.
- **ELA Dual-Level Loss:** CHS's ELA departures include a 52-year-old with 15 years experience and a 28-year-old with 4 years — a veteran and an early-career teacher both choosing to leave in the same year, suggesting CHS English conditions are problematic across the experience spectrum.
- **Instructional Coach:** The resignation of an Instructional Coach from CHS (9 years experience, Master's) removes embedded professional development capacity that supports all other teachers on campus — a multiplier loss that will reduce overall instructional quality beyond the coach's individual contribution.

## Elementary Campuses — 4th Grade and Interventionist Patterns

The four elementary campuses (BES, DES, CES, NES) together lost 28 teachers. The defining patterns are 4th Grade attrition (8 total across ES campuses) and Interventionist departures (5 at ES level) — two critical instructional roles that directly determine reading and math proficiency outcomes for Crosby ISD's elementary students.

- **BES Mid-Year Disruptions:** BES experienced 3 mid-year or early-year resignations (November 4, November 7, November 7) across 3rd Grade and Interventionist positions — mid-semester instructional disruptions requiring emergency coverage during the district's most intensive instructional period.
- **DES Mid-Year 4th Grade Loss:** DES experienced a December 2, 2024 resignation from a 4th Grade teacher with a Master's degree — a mid-year exit during the STAAR preparation window that directly affects 4th grade student readiness.
- **CKC Early Childhood Crisis:** CKC lost all 5 teachers from Early Childhood roles (Pre-K, Kinder x2, SpEd x2) — an entire cohort of young teachers (ages 27-47) choosing to leave the district's youngest learners. The early childhood pipeline is particularly important for long-term district student outcomes.

### INSIGHT: CAMPUS-LEVEL ACTION PLANS REQUIRED

The scale and breadth of campus departures in Crosby ISD — every campus losing 5+ teachers, with CMS losing 19 — means that district-level retention policies alone are insufficient. Each campus

principal should develop a campus-specific Teacher Retention Action Plan by January of each school year, identifying the 5-10 teachers most at risk of departure, the specific levers available to retain them (workload, mentoring, professional development, compensation conversations), and a targeted outreach schedule for January-March retention interviews.

## Section 8: Reason for Separation Analysis

Crosby ISD's separation data presents one of the most analytically striking patterns in Harris County: 94.1% of all 68 teacher departures — 64 teachers — separated via resignation. Only 4 teachers retired. This near-total resignation dominance is not typical. It means Crosby ISD is not losing teachers to natural career endpoints; it is losing them to active dissatisfaction, competitive recruitment, or professional circumstances that make leaving the preferred choice. This is the most important single finding in this report.

Reason for Separation	Count	% of Total	Preventability	Key Pattern
Resigned	64	94.1%	Moderate-High	Near-universal; spans all campuses, roles, demographics
Retired	4	5.9%	Low (expected)	Only 4 retirements in 68 departures — suppressed retirement rate
<b>DISTRICT TOTAL</b>	68	100%	—	—

### **CRITICAL: 94.1% RESIGNATION RATE — FAR ABOVE TYPICAL DISTRICT NORMS**

In a typical Texas school district, voluntary resignations account for 60-75% of teacher separations, with retirements, non-renewals, and other exits making up the remainder. Crosby ISD's 94.1% resignation rate is a significant outlier — suggesting either (a) the district's retirement-eligible workforce is substantially smaller than average (consistent with the TAPR experience data), or (b) teachers who might otherwise stay through retirement are choosing to resign. Either interpretation demands urgent examination of working conditions, compensation, and administrative culture.

## Understanding the Resignation Dominance

The near-total resignation pattern in Crosby ISD's PIR is unusual enough to warrant structural analysis. Three contributing factors are evident from the data:

- Workforce Age Structure:** Crosby ISD's TAPR experience data shows a district workforce skewed toward the 1-10 year range (59.8% of staff have 10 or fewer years of experience) and away from the 21+ year band (only 12.6% have 21+ years). This structural youth means the district's workforce simply hasn't reached retirement age in large numbers — but it also means the resignation rate among early- and mid-career teachers is particularly alarming.
- Mid-Career Veteran Resignations:** Multiple teachers with 11-22 years of experience resigned voluntarily — including veterans who have cleared retirement eligibility windows (in Texas, TRS full retirement typically requires 30 years or age 65 with 5 years). Their resignation rather than retirement suggests active career decisions rather than passive attrition.
- Teacher-Initiated Pattern:** The absence of any non-renewal, termination, or other district-initiated exit in the visible PIR data (beyond the typical retirement category) means that all 64 resignations were teacher-initiated. The district is not managing out underperformers — it is watching its workforce choose to leave.

## The 4 Retirements — Context and Loss

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Only 4 teachers retired in 2024-25 — a remarkably low number for a district of 400 teachers. Their profiles are individually significant:

- **29-Year Math Veteran:** A 61-year-old Black female Math teacher at CHS with 29 years of experience retired January 31, 2025 — mid-year, representing both a retirement milestone and significant instructional disruption. 29 years of Math expertise is irreplaceable.
- **Mid-Year SpEd Retirement:** A 54-year-old White female Special Education teacher at BES with 17 years of experience retired April 14, 2025 — also mid-year, leaving an elementary SpEd position vacant during STAAR preparation season.
- **CTE Retirement:** A 60-year-old White female CTE teacher at CHS with 20 years retired at year-end — a natural and plannable transition, but one that removes CTE program continuity in a growing workforce-readiness initiative.
- **Doctoral SpEd Retirement:** A 60-year-old White female Special Education Doctorate-holder at CHS with 12 years retired at year-end — the highest-credentialed retirement in the dataset, leaving CHS SpEd without its most advanced specialist.

## Section 9: Date & Timing of Separation Analysis

The timing of Crosby ISD's 68 teacher separations reveals a strong end-of-year concentration (87.7% of exits at May 30, 2025) with a meaningful mid-year cluster (8 departures before May) that caused real instructional disruption. The mid-year exits are particularly concerning because they occurred during the most academically intensive periods of the school calendar: fall STAAR preparation and the November-December instructional window.

Departure Period	Count	% of Total	Context
August 2024 (Back-to-School)	2	2.9%	Early-year resignations before fall routines stabilize
September-October 2024	1	1.5%	Mid-fall; ELA teacher at CMS departed mid-semester
November 2024	3	4.4%	3 ES departures: BES 4th Grade, BES 4th Grade, DES 4th Grade
December 2024	2	2.9%	DES 4th Grade Master's teacher; CHS Interventionist
January 2025	1	1.5%	CHS Math 29-year veteran retirement (mid-year)
April 2025	1	1.5%	BES SpEd retirement (pre-STAAR window)
May-June 2025 (End of Year)	58	85.3%	Standard contract-end cluster; bulk of annual separations

### Mid-Year Departures — Concentrated in Elementary

8 teacher departures occurred before the standard May 2025 end-of-year date. Strikingly, 5 of these 8 mid-year departures occurred at elementary campuses in November-December — a two-month window that is among the most instructionally critical of the school year, when STAAR benchmark assessments are typically administered and intervention planning is at its peak intensity.

- November 7 BES Double Exit:** November 7, 2024 saw two departures simultaneously: a 39-year-old female (4th Grade, BES) and a 33-year-old Black female Interventionist (BES). The co-departure of a classroom teacher and an Interventionist from the same campus on the same date represents a significant single-day campus disruption.
- December 4th Grade Loss:** December 2, 2024: A 47-year-old female with a Master's degree resigned from 4th Grade at DES — a mid-semester departure from a pivotal grade level. Students in this class experienced a teacher change during the November-December STAAR benchmark window.
- Mid-Year Interventionist Exit:** December 20, 2024: A 36-year-old female Interventionist at CHS (5 years experience) resigned — the loss of an active math/reading interventionist mid-year, leaving identified at-risk students without their primary academic support through the winter break transition.
- Back-to-School Exits:** Two August 2024 departures (Special Ed at CHS: August 6, and Specialty/Elective at CHS: August 7) occurred before the 2024-25 school year had meaningfully begun — suggesting these teachers resigned during the back-to-school transition week, likely after teacher preparation days revealed working conditions or assignments they found untenable.

### End-of-Year Concentration — Planning Implications

58 of 68 departures (85.3%) clustered at the May 30-31, 2025 year-end mark — the standard Texas teacher contract expiration point. This concentration is both predictable and planning-actionable. The district had, in principle, advance notice of the scale of these vacancies — but only if retention conversations, exit interviews, and replacement hiring were activated early enough in the spring term.

- **Replacement Scale:** The district faces the challenge of replacing approximately 58 teachers across 7 campuses simultaneously — requiring CMS to fill ~18 positions, CHS to fill ~13 positions, and each ES to fill 3-7 positions before fall 2025. This is a massive concurrent recruiting operation that requires centralized HR capacity well beyond typical spring hiring cycles.
- **CMS Rebuilding Burden:** CMS's 19 end-of-year departures mean the campus must rebuild nearly 35-40% of its faculty before August 2025 — a destabilizing level of year-over-year turnover that research consistently links to declining student achievement and campus culture deterioration.
- **January-March Retention Window:** The district should treat January 1 through March 15 as its critical retention window — the period when teachers are most likely to be considering resignation decisions. Proactive retention conversations, workload reviews, and compensation discussions during this window can intercept a meaningful proportion of end-of-year resignations.

## Closing Note

Crosby ISD faces a teacher retention challenge that is both acute and systemic. The 94.1% resignation rate, the 47.1% concentration of departures in the 30-39 age cohort, and the simultaneous collapse of Special Education, Math, and Interventionist staffing across every campus are not coincidental patterns — they are the outputs of structural conditions that make staying in Crosby ISD less attractive than leaving. The district has the data to understand this. The next step is to act on it with urgency, specificity, and adequate investment. Teacher retention is not an HR function — it is a student achievement function. Every teacher who stays is a student whose learning is not disrupted. Every strategic dollar spent on retention returns multiples in avoided recruiting, onboarding, and performance costs. Crosby ISD's path to improved student outcomes runs directly through the retention of the educators it already has.

### DATA SOURCES

Texas Education Agency — 2024-25 Staff Information (TAPR) | Crosby ISD (101906) — Harris County  
Crosby ISD Personnel Information Report (PIR) | 2024-25 Academic Year | 68 Teacher Separations