Introduction

Much effort, policy development, and media coverage has been devoted to the teacher shortage in Clark County School District over the past few years. Nationwide, teacher shortages have been on the rise since the mid-1980s.1 Approximately 60% of teacher turnover nationally is a result of teachers moving between schools, while an estimated 40% is the result of teachers leaving the profession.2 When teachers move between schools, even if they remain in the profession, vacancies endure in their wake. The result is essentially the same as if the teacher leaves the profession altogether; schools must cope with their departure. In times of shortage, teacher turnover-including teacher attrition and school transiency-exacerbates the ability to recruit teachers to the most challenging schools, those serving our diverse and low-performing students.


Teacher turnover matters. Although modest turnover might positively impact schools if the departing teachers are ineffective, patterns of chronic turnover are instructionally, financially, and organizationally detrimental. This discontinuity destabilizes professional communities and negatively impacts student outcomes.³ Commonly, schools who experience patterns of chronic turnover employ a disproportionately large amount of novice teachers and lack the social capital created within collegial relationships.⁴

Federal, state, and local policymakers have grappled with developing and implementing strategies to curb the teacher turnover. A multitude of policies have been commonly implemented across the nation, including monetary incentives and strengthening school leadership. Nevada has devoted substantial energy to the recruitment and retention of teachers, but the prevalence of teacher shortages remains problematic. A nationwide shortage of high-quality teachers exists and is projected to become more widespread.⁵ From a state perspective, Nevada’s school-age populations continues to grow and become more diverse, while simultaneously the number of enrollments in teacher preparation programs decrease. Not only are these trends troubling to Nevada, but specifically to the largest district in the state, Clark County School District. Without an examination into the root causes of Clark County School District’s current teacher shortage the problem will remain, and our students will continue to bear the brunt of this crisis.

**State of the Teaching Profession**

The success of our nation’s education system at large hinges on teachers. For decades, educational research has asserted that a teacher’s influence on student outcomes is more influential than any other component of the school community.⁶ Given the primary importance of teachers, educational reformers have focused in varying capacities on improving teacher practice and student learning through strategies aimed at increasing recruitment, retention, and development. These efforts may result in an increase in the number of teachers employed but seldom positively influence teacher practice and student performance.

---


National teacher shortages are growing and recommendations to curb the high rates of teacher attrition, or those leaving the profession, are ever present.7 Across the nation, 90% of the annual demand for teachers is a result of those leaving the profession, with retirement explaining merely one-third of that population. Additionally, 60% of all teachers hired annually across the nation are replacing teachers who are retiring prematurely.8 Model projections of future supply and demand trends in teaching have been examined, leading the Learning Policy Institute to project approximately 300,000 new teachers will be needed by 2020.9

Teacher turnover is a combined measure of attrition, or those teachers leaving the profession, and school transiency, or those who move between schools. National teacher turnover rates are currently at approximately 15%, which includes the average attrition rate of 7% and school transiency rate of 8%.10

A brief examination of the national school and student populations most commonly impacted by teacher turnover can guide our understanding of Nevada’s plight.

National Perspective

Approximately 3.2 million public school elementary and secondary teachers were employed in the United States in 2016.11 The number of teachers employed in the fall of 2016 was reported to be 1 percent lower than in the fall of 2006, demonstrating the stagnation of the overall teaching profession. Annually, a quarter of a million new teacher hires have been needed to maintain the projected 3.2 million employed teachers.12 The dominant policy response to this persistent national shortage is the creation of multiple avenues designed to ease entry into the teaching profession (e.g., Teach for America, Troops to Teachers).

---


8 Retrieved from https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive


Exacerbating this issue, teacher turnover rates-including both attrition and transiency-have continued to increase. Nationally, teacher turnover rates vary by geographic location, type of school, teaching assignments, and experience.\(^\text{13}\) Attrition rates for teachers within the first five years of the profession have been estimated to be as high as 41 percent.\(^\text{14}\) Additionally, teachers who enter into the profession without sufficient preparation, often through alternative routes to licensure programs, are 2 to 3 times more likely to leave the profession, than those teachers who have completed a traditional program.\(^\text{15}\)

Teacher shortages are not experienced equitably across school types (e.g., low-income, high-diversity). Since the needs of our education system change as the diversity of our student population increases,\(^\text{16}\)\(^\text{17}\) teachers serving in urban schools experience even higher rates of transiency and attrition.\(^\text{18}\) Teacher turnover negatively impacts student outcomes, particularly within schools that serve diverse and low-performing students.\(^\text{19}\) Further, data from the Teacher Attrition and Mobility Report indicate that school transiency in high-poverty schools occurs at a rate of two times that of our moderate or low poverty schools.\(^\text{20}\)

Studies show there are three detrimental effects that occur as a result of high teacher turnover:

1. high levels of turnover undermine student achievement;
2. turnover negatively impacts teacher quality when an inadequate supply of teachers exists; and
3. turnover is accompanied by significant financial costs.\(^\text{21}\)


State and Local Perspectives

Nevada’s teacher shortages are a function of the reduction of teachers entering the field and high rates of teacher attrition. There has been declining interest in the pursuit of teaching as a profession over the past four decades. Nevada has experienced a 25% decrease in the number of teachers enrolled in education programs between 2010 and 2016, with a completion rate decrease of 20% during this same period of time. For more details surrounding Nevada’s teacher workforce trends, please refer to Nevada Teacher Workforce Report, 2nd Edition. State and local policymakers are challenged with determining how to attract, recruit, and retain a teacher workforce that is responsive to the changing, diverse, and complex needs of our current and future student population.

Challenge: Annual Teacher Turnover

Nevada has made significant gains toward improving education outcomes in recent years. In 2017, Nevada increased education funding $152 million, with $20 million specifically dedicated to the recruitment and retention of teachers. Federal and state funding has been specifically appropriated to increase the number of teacher education students through TEACH grants, Teach Nevada scholarships, Nevada Institute on Teacher and Educator Preparation (NITEP).

Demonstrated through the various recruitment strategies described above, Nevada has long approached the problem of teacher shortages through increasing the supply of teachers without long term efforts to combat attrition. Research has demonstrated that teacher shortages are more likely due to “excess demand” in the labor market resulting from a “revolving door” of teachers leaving the profession for reasons other than retirement. In other words, Nevada’s recruitment strategies alone will not address the source of teacher turnover. Annual turnover rates in Nevada exceed the average national turnover rates, as well as the turnover rates of states where the five largest school districts are located (see table below).

Annual Turnover Rates by State:

<table>
<thead>
<tr>
<th>U.S.</th>
<th>California</th>
<th>Florida</th>
<th>Illinois</th>
<th>Nevada</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>16%</td>
<td>10.5%</td>
<td>14%</td>
<td>9%</td>
<td>19.5%</td>
<td>11%</td>
</tr>
</tbody>
</table>


---


Additionally, teacher turnover is costly and negatively impacts student outcomes. Annually, an estimated 9% of the teaching population leaves the Clark County School District with an additional annual school transiency rate of 19.4%. In August 2017, CCSD reported that 1,736 teachers chose to leave the Clark County School District during the 2016-17 academic year. High teacher attrition rates result in school systems expending resources on recruitment and induction services. In a recent report, Linda Darling-Hammond estimated the cost of recruiting and inducting a teacher in an urban school district at $21,000. This estimate would result in a projected annual cost to the Clark County School District of $35.7 million.

**Challenge: Inequitable Teacher Turnover Rates**

The cost of teacher turnover, including attrition and transiency, is disproportionately borne by students in our most challenging schools. Research suggests that urban schools who serve large concentrations of low-achieving and high poverty students experience higher teacher turnover than their non-urban counterparts. To exacerbate this issue, those teachers who leave these low-performing schools tend to have better qualifications and more experience and are replaced with less qualified and experienced teachers. According to this research, it is logical to deduce that Nevada’s low performing schools employ many of the least experienced and qualified teachers to meet the needs of our most challenging population. An annual report was recently published quantifying the percentage of inexperienced teachers, or those in their first or second year of teaching, serving in high minority schools (see table below). This report further supports the inequitable staffing of CCSD schools.

**Percentage of Inexperienced Teachers in High Minority Schools:**

<table>
<thead>
<tr>
<th></th>
<th>U.S.</th>
<th>California</th>
<th>Florida</th>
<th>Illinois</th>
<th>Nevada</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.31%</td>
<td>14.52%</td>
<td>14.18%</td>
<td>14.84%</td>
<td>16.57%</td>
<td>17.81%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Understanding Teacher Shortages, 2018 Update; Learning Policy Institute

Furthermore, schools categorized as Title I, Tier I or Tier II, or those primarily serving

---


students of color and those living in poverty, suffer from teacher vacancies at a higher rate than other schools. The resulting teacher vacancies are filled with substitutes or uncertified teachers who often serve as a last resort. Similar data has been found by the University of Chicago’s Urban Education Institute where under served schools lose, on average, 20% of their teachers annually.\textsuperscript{28} Annual school transiency within CCSD’s most challenging schools (i.e., Title I, Tier I) has been found to be 22.39%, which is disproportionately different than the reported transiency rate of 16.15% found in CCSD’s non-title schools (see chart below).\textsuperscript{29} Demographically, Las Vegas mirrors the projected racial and ethnic diversity of the United States 40 years in the future.\textsuperscript{30} This is an important context for all education policy discussions, since Las Vegas is home to a student population that has both social and educational needs that the current teaching profession is not yet designed to serve at scale.

### Licensed Personnel Transiency Rates 2016-17:

<table>
<thead>
<tr>
<th>School Type</th>
<th>Transiency Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Tier I</td>
<td>24.00%</td>
</tr>
<tr>
<td>Title I, Tier II</td>
<td>22.00%</td>
</tr>
<tr>
<td>Title I, Tier III</td>
<td>20.00%</td>
</tr>
<tr>
<td>Non-Title</td>
<td>18.00%</td>
</tr>
<tr>
<td>Title I, Tier III</td>
<td>16.00%</td>
</tr>
</tbody>
</table>

---

\textsuperscript{28} Consortium on Chicago School Research, June 2009. The Schools Teachers Leave: Teacher Mobility in CPS. University of Chicago, Urban Education Institute.

\textsuperscript{29} Clark County School District (2017). Clark County School District Human Resources Unit: Licensed Personnel Transiency Rates Over 5 Years as of 11/9/17.

Common Policy Strategies

The notion of attracting, recruiting, and retaining a high-quality teaching force has been examined by many educational researchers. Additionally, national, state, and local policymakers have implemented policies in an effort to reduce annual teacher turnover rates. Two such policy strategies will be discussed, economic incentives and school leadership, which will be followed by a discussion proposing a holistic and systematic strategy for reducing turnover while simultaneously increasing student achievement.

Policy Strategy: Economic Incentives

The main goal of economic incentives is to attract, recruit, and retain a talented pool of individuals who are prepared to serve in all schools, including our most challenging schools. Through these incentives, individuals will be motivated to engage in meaningful professional development, work more efficiently, and invest considerable effort in these settings. Conceivably, these changes will improve student outcomes and transform the structure of the teaching force by supplanting a more effective and committed population of teachers.

Financial incentives are appealing to teachers, but money alone is not sufficient to alter a teacher’s instructional or professional performance. These incentives have produced short-term impacts on teacher attraction, recruitment, and retention; but there is relatively little evidence of long-term impact. The State of Nevada appropriated funds during the 2015 78th Legislative Session and 2017 79th Legislative Session to support the recruitment and attraction of new teachers to the most challenging schools. Among these are the New Teacher Incentive Fund (Senate Bill 511), Pay Performance and Enhanced Compensation (Assembly Bill 434) and Title I Incentive Pay (Assembly Bill 434). The overall impact of these policies is yet to be determined but will be presented through the Nevada Department of Education External Outcomes Evaluation after May 31, 2019.

---


Policy Strategy: Strengthening School Leadership

Multiple studies have identified the large effect that quality of school leadership has on teacher turnover.\(^{33}\) One recent study identified a correlation between improvements in school leadership and reductions in teacher turnover.\(^{34}\) When teachers view their school’s leader negatively, turnover rates are two times higher as compared to those teachers who view their school’s leader positively.\(^{35}\) Nationally, research has demonstrated that teachers in high-poverty and low-achieving schools tend to rate their administrator as less effective.\(^{36}\) Teacher perceptions of school leaders strongly impact their decisions to remain in a school, and this relationship is even larger in high-poverty and low-achieving schools.

Ultimately, the school leader has one of the highest leverage points shaping the organizational context, including school practices and school culture and climate.\(^{37}\) In fact, effective school leaders who remain in schools have been associated with the retention of high-quality teachers, regardless of school type or Title status. The State of Nevada appropriated funds during the 2015-2017 79th Legislative Session to strengthening the support of school administrators through various means. Among these are the establishment of a Model Code of Ethics for administrators, educators (Assembly Bill 124), the formation of an endorsement in culturally responsive educational leadership (Assembly Bill 196), the appropriation of fund for educational leadership training programs (Senate Bill 155), and the creation of an Advisory Task Force on School Leader Management (Senate Bill 497).

---


Critical Issues Facing Nevada’s 2019 Legislative Session

Moving Nevada Forward

There is no question that teacher turnover is a significant issue plaguing Nevada and Clark County. With the local Clark County community experiencing disproportionate levels of teacher turnover in underserved schools, the negative influence of turnover on student achievement, and a significant annual fiscal impact resulting from the revolving door of teachers entering and leaving our schools, it is imperative that state and local policy makers understand the magnitude and totality of this instability on our schools.

Solutions are not simple. Education researchers and lawmakers have long sought to implement policy-based solutions to curb teacher turnover and the consequences thereof. These policy-based solutions have not been felt long-term or consistently. The benefit of economic incentives has been in the attraction and recruitment of teachers to schools, but retention has been a continued problem. Strengthening school leadership efforts has positively impacted pockets of schools, with little to no continuity across all schools. Strengthening school leadership should be part of the solution, not the whole solution.

Moving Nevada forward means that we need to look at our school system from a “30,000 foot view.” Teacher turnover is a symptom of the problem, not the problem itself. Creating a systemic and holistic solution aimed at improving the comprehensive school system will lead Nevada forward.
A Holistic Solution

The solution to Nevada’s crisis cannot consist of siloed efforts, such as one time offers of monetary incentives or focused on impacting the skills of a handful of teachers or administrators. What is currently warranted is a holistic solution that braids together systemic strategies and structures aimed at impacting the symptoms of teacher turnover. Nevada needs to refocus our policy efforts away from the individual teacher, and instead examine the conditions and characteristics of the schools in which teachers serve. Turnover, from this perspective, is not only an indicator of teacher stability and staffing issues, but it also serves as an indicator of the quality of the school-community relationship and student performance (see model).

This holistic solution introduces the notion that schools are organizations responsible for the effective performance of teachers and measured by student achievement and the quality of school-community relationships.

Redefining Schools

Schools have long been thought of as an organizational microcosm. Teacher turnover is not a product of teacher and student characteristics, but the result of a dynamic organization influenced by relationships, interactions, collective values, and commitment. The dynamics operating at the organizational level emphasize the social nature of schools. Strong organizations foster the exchange of resources and support, and weak organizations foster isolation. The organizational conditions formed in schools influence teachers’ decisions to remain in schools and the teaching profession.

Supporting Research

One groundbreaking study utilized a nationally representative dataset of schools and staff to gain an understanding of the interdependencies of teacher and student characteristics and organizational conditions on teacher turnover. The researcher found that factors such as working conditions and school leadership are associated with teacher turnover, regardless of school type (e.g., Title I, Non-Title), geographic location, or student demographics. A multitude of studies have replicated these findings, concluding that a school’s organizational conditions are strong predictors of teacher turnover. Evidence from these studies can help contextualize the potential root causes of teacher turnover in Nevada and inform policy-based strategic efforts.

---


School Organizations

One of the general premises of school organizations is that to understand teacher turnover, we must examine the conditions and characteristics of the school in which teachers serve. A brief examination into three components of a school’s context, including school cohesion, working conditions, and school leadership, will follow.

1. **School Cohesion**
   A school organization’s cohesion refers to the conditions that are present in a school’s environment that assist in shaping the values and beliefs of teachers.⁴¹ Education researchers recently examined the motivational impact of school cohesion on teacher turnover in thirteen urban schools within Los Angeles.⁴² The targeted schools historically experienced high rates of turnover and served high-minority and low-income students. One method of reducing turnover is to ensure that school leadership is supported, collaboration and trust are nurtured between colleagues, and that collective beliefs and values inform a school’s day-to-day work. This study suggests that teachers are more loyal to their school, thus reducing teacher turnover, when they are meaningfully engaged with each other.

2. **Working Conditions**
   Another layer of a school’s context that needs to be addressed is the physical working conditions in which a teacher serves. Working conditions (e.g., class sizes, facilities, availability of resources) play an integral role in teachers’ decisions to remain in schools and the teaching profession.⁴³ There is no doubt great variability in the working conditions between schools across the nation. Empirical research has found that high rates of teacher turnover in low-income or low-achieving schools are influenced by poorer working conditions.⁴⁴ Given the confluence of poorer working conditions and low-income, high-minority students, policymakers need to prioritize the disentanglement of student demographics from teacher turnover.

One such study has attempted to understand the co-morbidity of these factors. Research was conducted of California teachers serving in low-income and high-minority schools indicating a strong relationship between teacher turnover problems and working conditions. Teachers serving in these schools experienced less availability of resources and fewer administrative supports. When teachers were surveyed, they reported that concerns about working conditions and dissatisfaction with salaries far outweighed student demographic characteristics in predicting teacher turnover. In other words, the predictive relationship between student demographics and teacher turnover is minimized when working conditions are taken into account, suggesting that working conditions explain some of the relationship between high teacher turnover in low-income and high-minority schools.⁴⁵

---


3. **School Leadership**

The last component of a school's context to be briefly examined is the role and influence of school leadership. Multiple studies have identified the large effect that quality of school leadership has on teacher turnover. One recent study identified a correlation between improvements in school leadership and reductions in teacher turnover. When teachers view their school's leader negatively, turnover rates are two times higher as compared to those teachers who view their school's leader positively. Nationally, research has demonstrated that teachers in low-income and low-achieving schools tend to rate their administrator as less effective. Teacher perceptions of school leaders strongly impact their decisions to remain in a school, and this relationship is even larger in low-income and low-achieving schools. Ultimately, the school leader has one of the highest leverage points shaping the organizational context, including school practices and school culture and climate. In fact, effective school leaders who remain in schools have been associated with the retention of high-quality teachers, regardless of school type or Title status.

---


Linking School Organizations to Student Achievement

Overwhelming evidence suggests that the problem of teacher turnover, primarily in our most challenging schools, does not rest in the students—but in the school system. Organizational conditions are malleable, and the quality of these conditions impacts a school’s organizational effectiveness and, therefore, student achievement. Reframing our view of teacher turnover as a product of the school organization is imperative. Researchers across multiple fields support the premise that staff or employee turnover is vital due to its link to both organizational effectiveness and performance. How schools are organized and operated directly affects instructional exchanges that occur within a classroom. In other words, classroom learning depends largely on how a school context supports teaching and learning.

Supporting Research

Research has drawn a direct connection between school organizational effectiveness and student achievement. Researcher Anthony Bryk has identified five essential indicators of a school organization that lead to greater student achievement and include such measures as the strength of parent–community–school ties and leadership that drives change. Bryk’s research suggests that schools with strong organizational indicators are ten times more likely to improve than schools with weak organizational indicators. Additionally, a supporting study conducted by the Consortium on Chicago School Research found that how schools are organized and how they interact with the community can help determine progress toward school improvement goals.

Research in school organization has been informed by investigations into effective schools, as well as studies on school culture and climate. James Griffith proposed a dual impact model aligning staff job satisfaction and school achievement progress. Griffith’s model is built upon the premise that schools value teachers and believe that satisfied and committed teachers perform better. In other words, satisfied teachers teach more effectively and, in turn, have students who learn effectively and achieve more academically. Districts and schools that share in this belief devote considerable effort to ensuring that teachers are supervised and coached, have professional autonomy, are involved in decision-making, and can pursue opportunities for advancement.

---


Moving Nevada Forward

The teacher turnover crisis is well-documented across our nation and state of Nevada. Clark County School District feels the implications of this crisis on a daily basis. The Clark County Education Association offers that Nevada’s policy solutions have long been focused on impacting the individual teacher instead of the larger school system. Solutions such as economic incentives and targeted support efforts have short term benefits but fail to make the systematic impact that Nevada sorely needs. Solutions reside in the school organization-the hub of our community.

Teacher turnover is but a symptom of a larger problem—one that is demonstrated by the lack of strong and consistent culture and climate, the distrust in our school system by teachers and parents, and the gap between graduation and college and career ready students. Nevada is ready to move forward.

A State and Local Model

Teacher turnover is a symptom of the quality of the school organization and contributes to student achievement outcomes. Nevada’s initial stage of implementation of a state and local model begins with an assessment of the current state of our schools, leaders, and performance. The next stage of implementation brings the needs of students to the forefront through the alignment of talent and expertise. The following stage focuses on fostering growth within schools through systems of collaboration. The final stage of this model concentrates on developing and strengthening a pipeline of school and classroom leaders through systematic and comprehensive leadership development.

The Clark County Education Association believes that the four components described below will not only combat teacher turnover but will influence student achievement and the school-community relationship.

1. Assessing School Needs
   Teachers need supportive school conditions where they feel valued and empowered to collaborate, in order to improve instruction. Valid and reliable measures of school effectiveness and performance exist and are currently being used in states and districts across the country (e.g., Oregon, Maryland, Kentucky). Both the New Teacher Center’s Teaching, Empowering, Leading, and Learning Survey (TELLS) and the University of Chicago Consortium on School Research’s 5 Essential Supports survey enable state and local education agencies to gather robust data. This robust data can guide Nevada policymakers and educational leaders to strategically developing and implementing teacher supports leading to improved outcomes for students. At the local level, districts can produce individualized school reports using data from school organization surveys (e.g., TELLS, 5 Essential Supports) to gain an understanding of the average levels and trends in teachers’ perceptions of the school organization, leadership support, and school effectiveness. A comparison across similar schools can be conducted to further understand the strengths and weaknesses of schools by geographic location and type. These reports and comparisons can then be used to develop targeted and strategic goals for school improvement and a reduction of teacher turnover.

2. Aligning Talent and Expertise
   Educators and administrators should serve in schools whose needs are aligned with their professional expertise and competencies. For example, schools with a highly diverse population should be staffed with teachers who are competent in culturally responsive teaching. This alignment of human capital will ensure that schools are structured to meet the needs of their specific student population.
This component will also enable districts to leverage administrator expertise to properly support the student population. For example, low-achieving schools should actively recruit teachers with expertise and skills in the areas in which they are deemed academically deficient. Aligning the talent and expertise of teachers and administrators to the needs of our students ensures that the education system is responsive and adaptive to the changing needs of our community.

3. **Fostering Growth**
School reforms are deemed less effective when they merely focus on the system’s structure instead of considering human and social elements, such as collaboration. Collaboration impacts not only teachers and students, but also the school as a whole. Teachers who engage in professional collaboration exchange ideas and resources, strengthen their knowledge and skills, and learn strategies that enable them to better meet the needs of their students and community. The mere addition of the element of collaboration in schools increases effectiveness and efficiency, as well as influences teacher retention. During Nevada’s 79th Legislative Session, Assembly Bill 469 solidified the reorganization of the Clark County School District into school-based precincts managed by School Organizational Teams. These School Organizational Teams advice and assist school leadership through collaborative decision-making, which is key to the success of our students and schools.

4. **Developing a Pipeline of School and Classroom Leaders**
National Center on Education and the Economy reviewed principal leadership in high-performing countries and concluded that these systems rely on a systematic and comprehensive leadership development program, whereby educators enter into leadership programs that are formed on a continuum. This continuum offers opportunities for teacher leadership experiences and development throughout a teacher’s career. For example, teachers may be involved in sharing the responsibility for school improvement through the development of professional learning opportunities. This structure of scaffolded leadership experiences forms a career ladder system that offers schools an avenue for advancement, whereby school organizational effectiveness is positively impacted.

**Projected Outcomes**

The Clark County Education Association asserts that the alignment of policy initiatives focused on improving the effectiveness of the school organization should be a meaningful part of a larger district and state-wide effort aimed at reducing teacher turnover and increasing student achievement.

**Reducing Teacher Turnover**
A school’s context has been historically viewed as components (e.g., teacher characteristics, student characteristics, leadership) of a whole, rather than as the whole itself. Reframing our view of teacher turnover as a result of the school organization is well supported by educational research. Teachers have a great impact on student


outcomes. Reducing teacher turnover in the Clark County School District is imperative to the development of a well-prepared and committed teaching force. Our students, families, and community deserve a stabilized teacher workforce prepared to serve all Clark County and Nevada students.

**Increasing Student Achievement**

Although evidence of increased teacher turnover in challenging schools is problematic on the surface, the likelihood that greater turnover rates contributes to the lower student outcomes experienced by these schools is an even greater concern. The negative impact of teacher turnover is felt at all levels of the education system: the state, the district, the school, and ultimately, students. Teacher turnover disrupts continuity and impedes the development of community within schools, exacerbating the disparity in performance between school types (i.e., Title I, Tier I; Title I, Tier II; Title I, Tier III; Non-Title). High rates of turnover complicate school efforts to implement new programs, facilitate ongoing professional learning, and employ supports for new or struggling teachers. These efforts are directly associated with the quality of teacher instructional and professional practices, therefore impacting the academic outcomes of our students.

**Final Conclusions**

The nation as a whole is grappling with a changing teacher workforce. The consequence of a reduction in those entering the teacher pipeline and the compounding issue of teacher turnover has brought this crisis to the forefront. Nevada is not uniquely plagued by this crisis, but the pressure of discovering a solution falls squarely in the laps of our education leaders and state and local policymakers.

Each and every day students across Nevada sacrifice learning because departing teachers leave empty classrooms in their wake. Schools staff these classes with long-term substitutes or pile students into already full classes in hope that some learning will continue. According to a recent article in the Wall Street Journal, teachers are leaving their positions at the highest rate on record.  

This turnover crisis does not only severely affect our students, but it also can be felt by taxpayers across out state. An annual estimated fiscal impact of $35.7 million is absorbed by the Clark County School District to attract, recruit, and on-board teachers. This fiscal hit influences the number of teachers serving in our schools and the resources schools are able to purchase to meet the diverse needs of our students. The end result of this crisis-student learning suffers.

The era of short-term policy solutions has passed. Economic incentives may bring teachers to our state or to our most challenging schools, but what has Nevada done to retain these teachers? The Clark County Education Association proposes a solution aimed at assessing current organizational conditions, aligning expertise, fostering growth, and developing a pipeline of leaders. This systemic solution begins by understanding the organizational conditions in which teachers serve and learning occurs. Teacher turnover is only a symptom of a larger problem.

---

59 Wall Street Journal, December 28, 2018. Teachers Quit Jobs at Highest Rate on Record  
https://www.wsj.com/articles/teachers-quit-jobs-at-highest-rate-on-record-11545993052?shareToken=st9cda2e11efd84a188f0eb7a1fe8f34e&ref=article_email_share  