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An Overview of Nevada Educator Data Results

What are we hearing from Nevada's educators?

Presenters from the American Institutes for Research

Nevada Commission on Recruitment and Retention | January 2026

Meet the AIR Presenters



Lisa Merrill

*Senior
Researcher*



Cheryl Krohn

*Senior Technical
Assistance
Consultant*



Kyosin Kang

*Senior Project
Specialist*

Agenda

- Background of Nevada Educator Data Collections
- High-level findings from Staff School Climate Survey
- High-level findings from School Staff Working Conditions Survey
- High-level findings from Teacher Exit/Transfer Survey and Interviews
- Questions and comments



Advancing Evidence.
Improving Lives.

Background

Nevada's Educator Data

Educator Workforce Data Dashboard

- Vacancies
- Assignment and Licensure
- Years experience

Teacher Exit/Transfer Survey and Interviews

- Reasons for exit/transfer
- Factors that could keep them
- Future plans

Informed Decisions

School Staff Working Conditions Survey

- Facilities and Resources
- Leadership and Autonomy
- Workload and Salary/Benefits

School Staff Climate Survey

- Cultural & Linguistic Competence
- Relationships
- Emotional and Physical Safety
- Bullying

Purpose of the Surveys and Interviews

The purpose of these surveys are to gather data to inform systemic efforts to drive continuous improvement of school, district, and statewide educator wellbeing and recruitment/retention efforts.

We will accomplish this purpose by:

- Enabling district/charter administrators and policymakers to better understand and respond to the factors influencing educator retention.
- Collecting important uniform statewide evidence to better advocate for resources and/or policy changes.
- Informing policies and recommendations on educator recruitment and retention, including funding programs to better support educators.

Findings From Staff School Climate Survey: Fall 2024

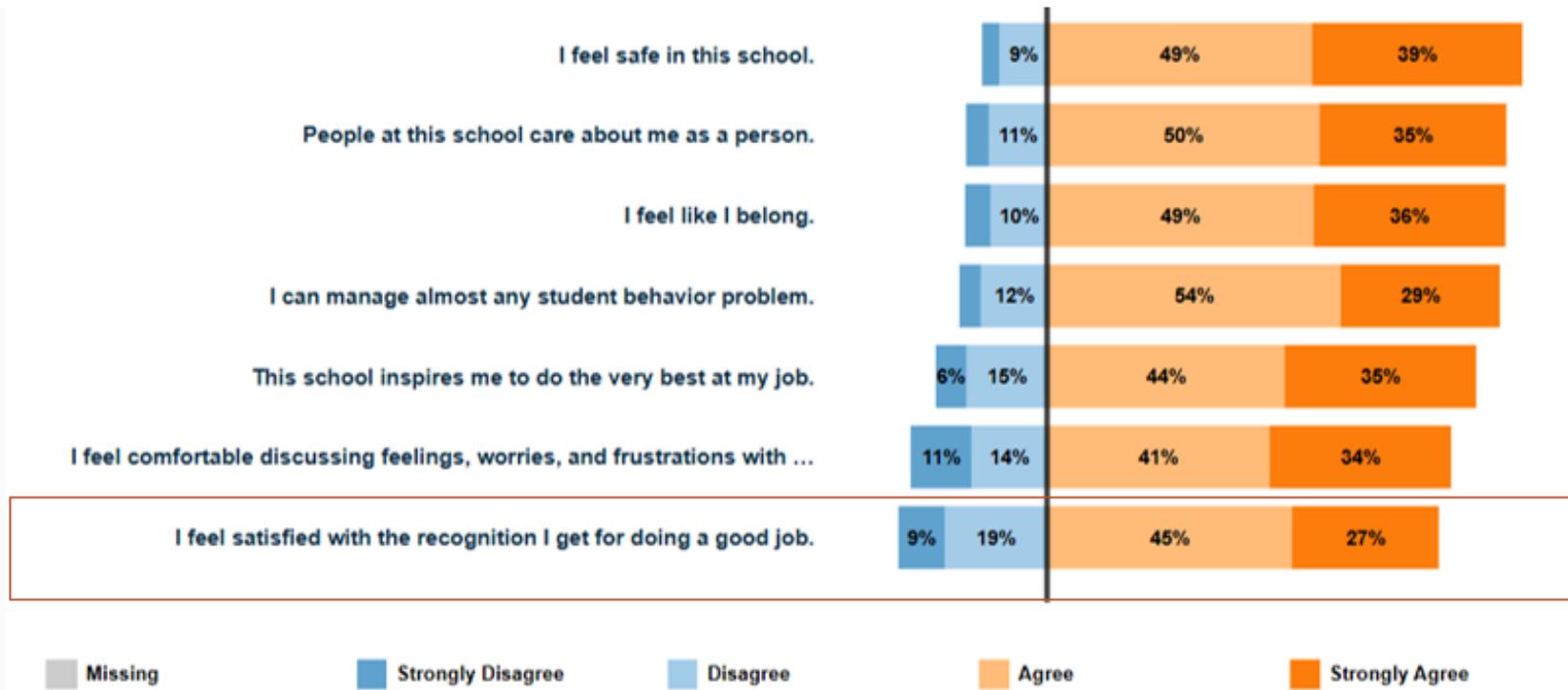


Historic NV-SCSEL Staff School Climate Scores

Survey Administration	Cultural & Linguistic Competence	Relationships	Emotional Safety	Physical Safety	Bullying
Fall 2023 N = 3,879	395	379	393	377	401
Fall 2022 N = 3,593	395	382	395	380	404
Spring 2022 N = 2,749	386	369	384	372	397
Spring 2021 N = 1,252	396	380	397	407	416

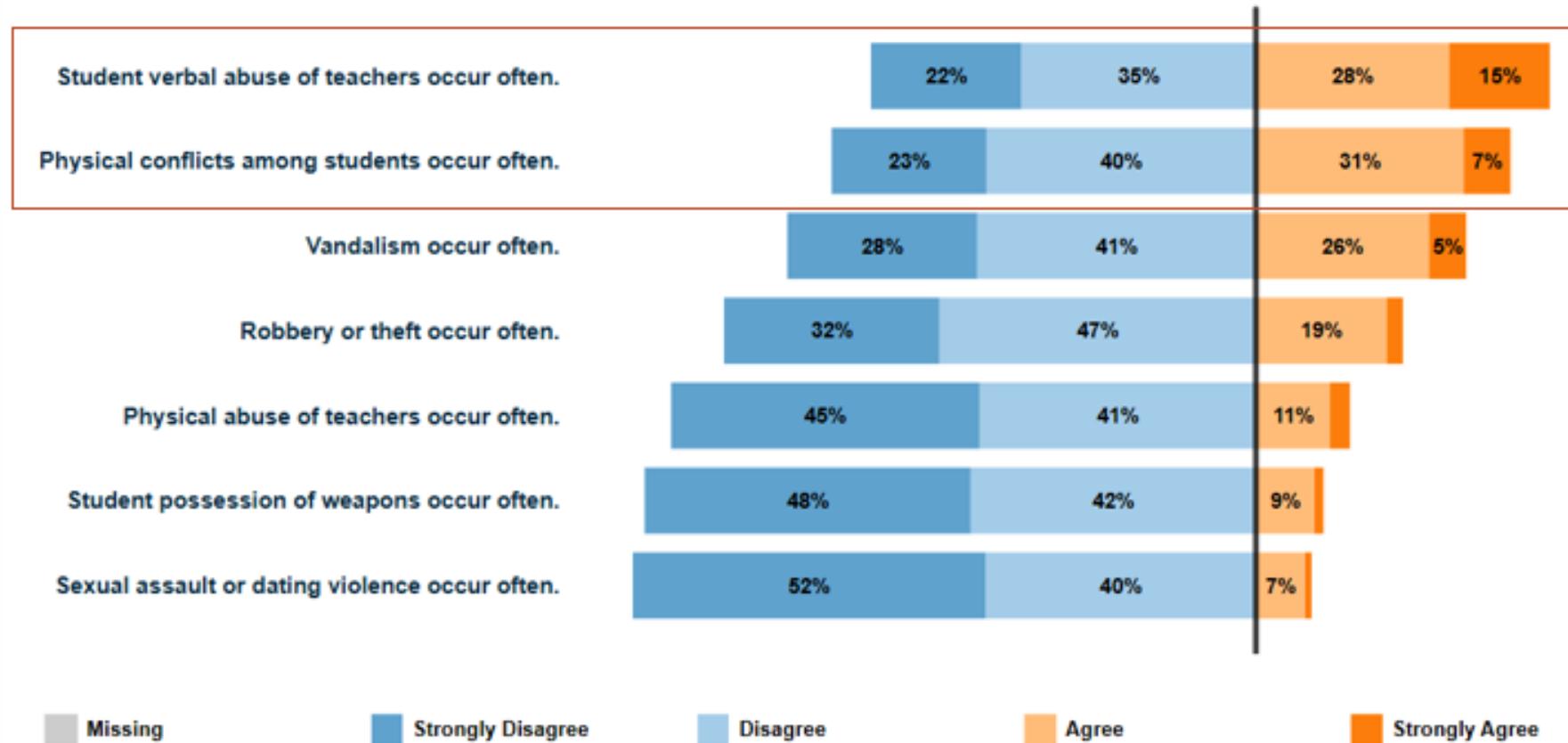
Excellent Adequate Needs Improvement

School Staff feel *Emotionally Safe* in their schools, but not enough feel recognized for doing a good job.



Note: These are Staff School Climate Survey questions included in the School Staff Working Conditions Survey in fall 2024 (N = 2,423 respondents).

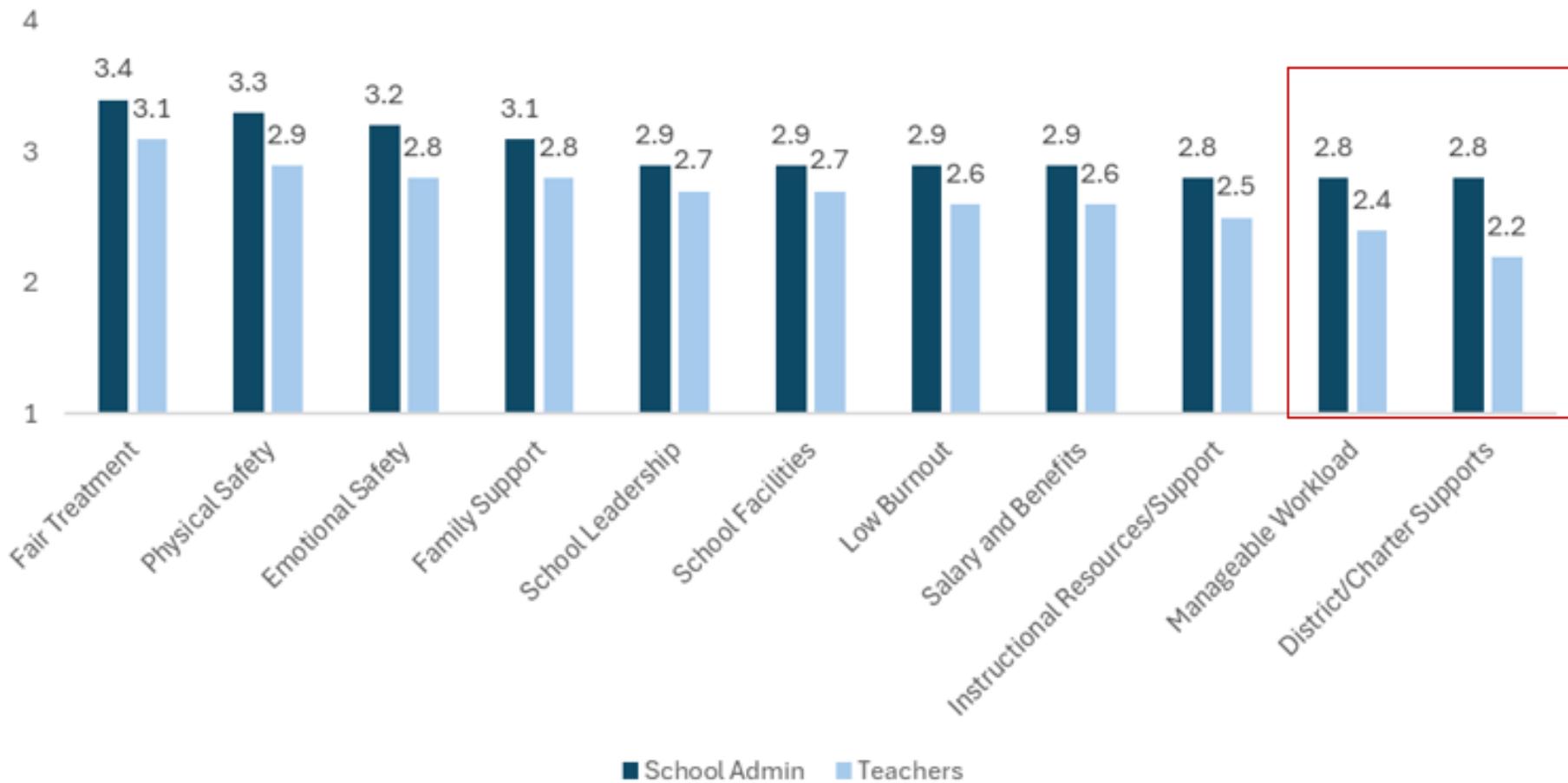
School Staff feel *Physically Safe* in their schools, yet verbal abuse of teachers and physical conflict occurs too often.



Note: These are Staff School Climate Survey questions included in the School Staff Working Conditions Survey in fall 2024 (N = 2,423 respondents).

Findings From School Staff Working Conditions Survey: Fall 2024

Working Conditions topics ranked from best to worst by different groups of educators



Note: N = 2,423 respondents from the Fall 2024 School Staff Working Conditions Survey

School Staff do not feel like they have a *manageable workload*.

I can focus on serving students with minimal interruptions from adults.

10% 21% 45% 24%

I have time for meaningful collaboration with colleagues.

18% 26% 38% 18%

I feel protected from other duties that interfere with my essential role.

20% 25% 37% 18%

The prep time at this school is adequate.

25% 21% 35% 18%

Class sizes are reasonable.

30% 24% 29% 17%

Missing

Don't Agree

Slightly Agree

Agree

Strongly Agree

Note: N = 2,423 respondents from the Fall 2024 School Staff Working Conditions Survey

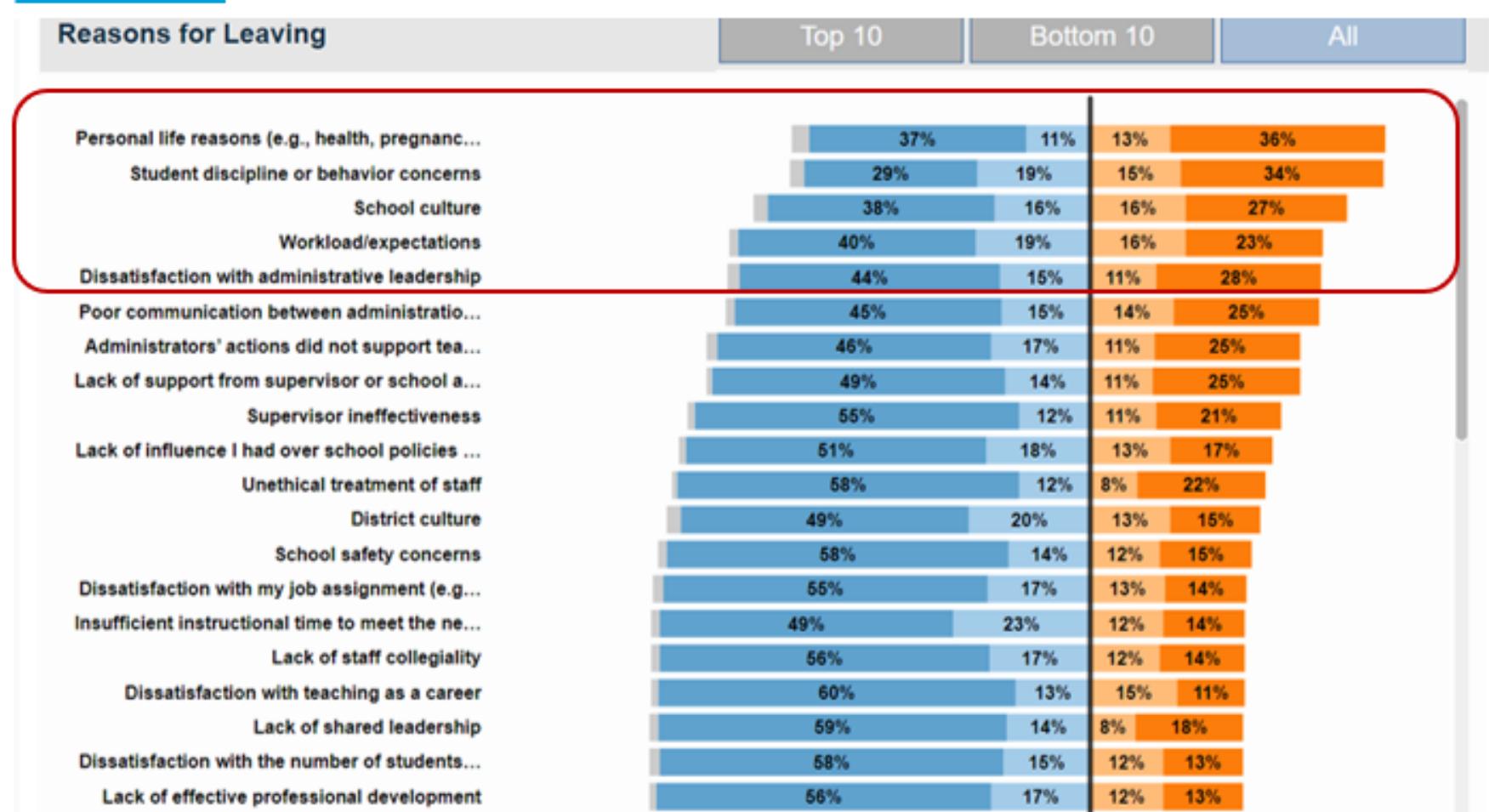
School Staff do not feel supported by their *district/charter leadership*.



Note: N = 2,423 respondents from the Fall 2024 School Staff Working Conditions Survey

Findings From Teacher Exit/Transfer Survey and Interviews: 2023-2024

Top Reasons Teachers Leave from 2023-24 school year



Note: N = 358 respondents from the 2023-2024 Teacher Exit/Transfer Survey

Student Behavior and School Discipline

Participants reported:

- Extreme student behaviors, including violence and threats
- Technology has led to increased student distraction and disengagement
- Frustration over lack of administrative support with student behavior
- Ineffectiveness and inconsistency of current discipline policies
- Unprepared for classroom and behavior management

“I've had a lot of **behavior challenges**, ranging from just simply students not participating. They'll just kind of come in and slouch in their chair and anytime I would address them, they just simply **ignore me, getting on their phones**. And so ranging from just complete **non-compliance and absolute apathy**, all the way through the spectrum to **students getting in fistfights in class**.”

School Culture

- Unhealthy social dynamics and team structures led to the isolation of teachers
- Teachers observed favoritism within their schools
- Teachers faced various forms of discrimination

“There’s a lot of, you know, **talking behind each other’s back and gossiping** and, and it was just **not a very healthy group**. And so usually I try, I always try to stay out of it and just stay in my classroom and continue on. But, you know, you can still **feel the tension**. ”

Workload/Expectation

- Teachers struggle with long hours and insufficient prep time
- Large class sizes lead to teacher burnout and behavior issues
- Administrative demands increase teacher workload

"I don't think that teachers get enough time in their day to do all the things that they need to do to be effective teachers. You know, we have to plan, we have to assess, we have to check those assessments. We have to go and replan, you know, the whole learning cycle. It takes time. And when you're only getting 50 minutes a day, because all the rest of your time is taken up by meetings and PDs that are pointless."

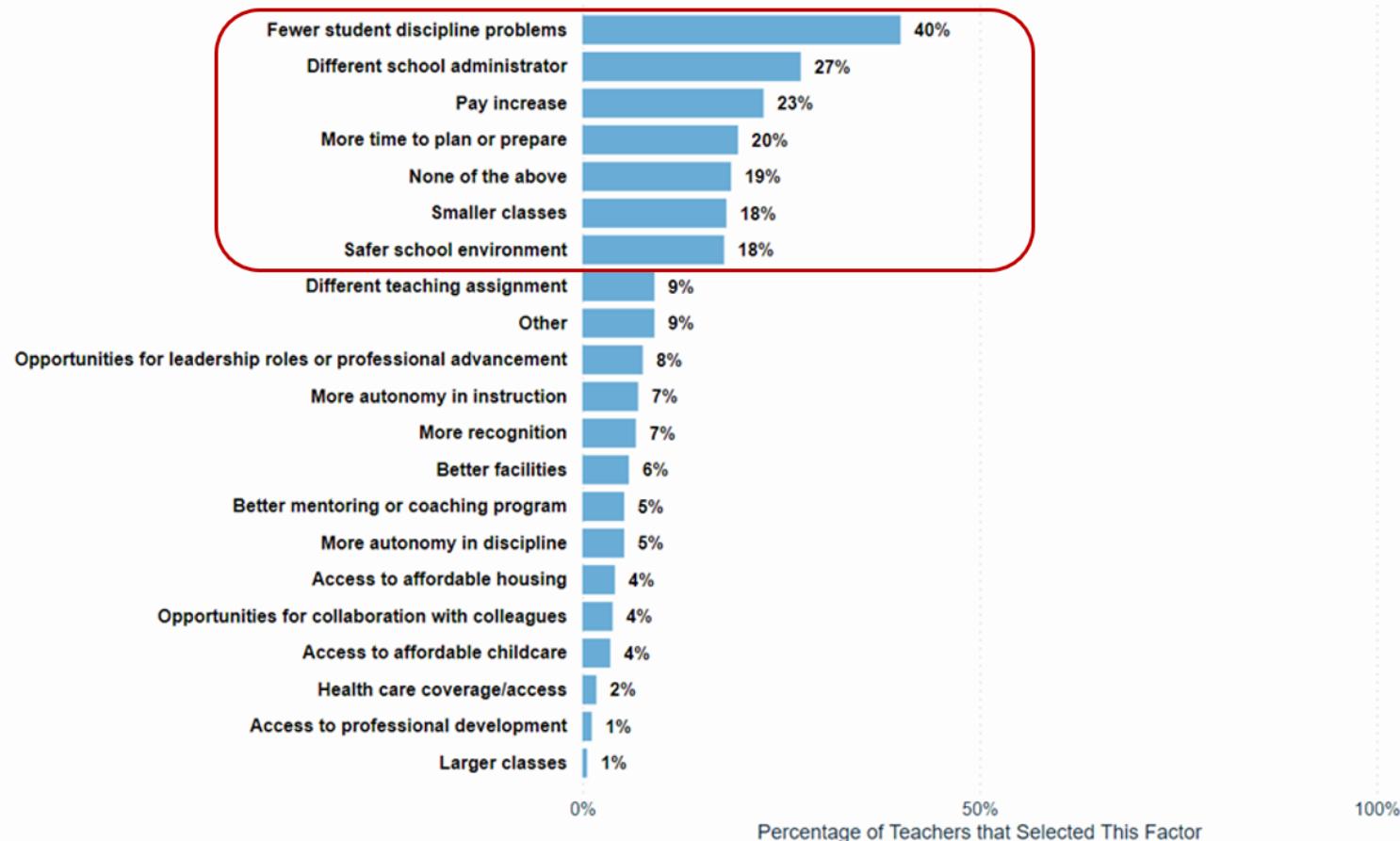
School Leadership

- Teachers reported that school leaders:
 - Did not provide the necessary resources and direct feedback to deliver high-quality instruction
 - Did not develop and sustain a positive school culture and environment
 - Lacked the necessary interpersonal skills to communicate effectively and build trust with staff

“It never felt like there was a **clear direction** of where we were going because we would have these big staff meetings where **everything had to change**. And then next month at the staff meeting, we'd have to **change it to something else**. And so as a **first year teacher**, and I'm sure as any teacher, it felt like a very bumpy ride and it felt **very unnavigable**. And it also felt like they didn't really know what the goal was, was at the end either. So there **wasn't anyone you could really ask for help about the process of all of these changes with curriculum** that we were doing.”

How to Keep Teachers

Factors for Staying



Note: N = 358 respondents from the 2023-2024 Teacher Exit/Transfer Survey

Salary

- 60 percent of teachers¹ who transfer out-of-state and 37 percent of teachers who transfer across districts reported that a pay increase would've encouraged them to stay.
- Salary increases were insufficient given cost of living and working conditions.
- Some manage adequately on a NV teacher salary.

“The pay, like, I know we just got like a **cost of living wage**. It was negotiated by the union, but it's **not enough to meet actual cost of living increases**. I've always lived in one bedrooms, and when I first started teaching, I got my first one bedroom and it was like **\$900 a month**. And I'm living in the same neighborhood as I did back then, and now I'm paying **\$1,600**. Well, **they didn't raise the salary that much, but they've raised apartments**, you know? So it's just like not super easy to do. anymore. Um, it's just, **it's hard, you know, to like live.**”

¹ Percent of survey respondents, not of all teachers in Nevada.

Questions or Comments?

Email us at nveducatorsurvey@air.org

NEVADA EDUCATOR SURVEYS

Lisa Merrill, Cheryl Krohn, and Kyosin Kang

Nevada Educator Surveys
+1.866.261.2295 (option 6)
nveducatorsurvey@air.org

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