

## Abstract

Teacher turnover rates continue to grow since the release of *A Nation at Risk* in 1983 and is an increasingly serious issue for schools. Schools that experience heightened turnover never fully capitalize on the benefits of strong organizational efficacy that negatively effects student growth. Three major external factors contribute to teacher turnover: 1) the growing challenges of teaching low socio-economic, at-risk students; 2) inequities in school finance; and 3) tightening accountability measures.

The purpose of the study is to investigate: 1) the relationship between teacher turnover and student academic growth in Texas schools; and 2) the impact of instructional expenditures per student and number of students identified as at-risk on a Texas district's teacher turnover rate. The study analysis used a linear and multiple regression to investigate if a predictable relationship existed among the targeted variables using accountability data from 1,203 Texas Public and Charter Schools from the 2016/2017 school year. Both models proved statistically significant with a small effect size. Results from the study will support district leaders seeking to understand and address factors that promote teacher retention and student academic growth.

*Keywords:* Teacher Turnover, attrition, *A Nation at Risk 1983*, burnout, support, stress, accountability, high states testing, financial impact, cultural impact, academic impact, regression analysis, The Coleman Report, *Every Student Succeeds Act, No Child Left Behind 2001*, *Elementary and Secondary Education Act 1965*, self-efficacy, effective school correlates, teacher strikes, moral, job satisfaction, student discipline, and organizational leadership.