



April 4, 2023

To: House Public Education Committee

Re: **House Bill 100**

Position: On

Chairman Buckley and honorable members of the House Public Education Committee,

My name is Jonathan Feinstein, Texas State Director for The Education Trust. I'm here today to testify on the provisions of House Bill 100 proposing updates to the minimum salary schedule, specifically for classroom teachers with less than five years of experience.

Our state's teacher vacancy challenges are not new and have been largely driven by high and climbing levels of attrition. Over the past decade, Texas has outpaced national teacher attrition averages by approximately 25%. In 2021-22, nearly the entire statewide demand for teachers was to offset attrition.¹

These trends continue to have very real consequences for Texas students, especially students from low-income backgrounds and students of color as they are more likely to be taught by novice teachers (see Appendix A). And just like there are no shortcuts for our students, there are no shortcuts for teachers. The sustainable approach to address issues of teacher supply is to steadily improve retention, and high-quality preparation is at the core of that work.

Unfortunately, the state's current approach to teacher compensation has sent a clear signal to aspiring educators: your preparation is not valued. The current salary schedule makes no distinction between those entering the classroom with a standard certification, an intern or probationary certificate, or no certification at all.

Why then should we be surprised that a large majority of new teachers are now hired before they complete preparation? In 2021-22, 57% of first-time teachers in Texas held either an intern certificate or emergency permit (30%) or no certification at all (27%).² These prospective teachers are making a rationale financial decision to forego more costly, time-intensive, and higher-quality preparation pathways in favor of alternative routes that leave them less-prepared, less effective, and less likely to stay in the profession.

As recommended by the Teacher Vacancy Task Force, now is the time for Texas to send a clear signal to future educators that quality preparation pays – literally. This incentive is especially necessary for teachers within their first five years – when data shows they are most likely to leave the profession (see Appendix B) and when their effectiveness is most likely to improve dramatically (see Appendix B).

Thank you for your time and to the authors for including this important, thoughtful provision within HB 100.

Sincerely,

Jonathan Feinstein

Texas State Director, The Education Trust

¹ https://learningpolicyinstitute.org/media/3959/download?inline&file=Texas_Teacher_Workforce_BRIEF.pdf

² Ibid.

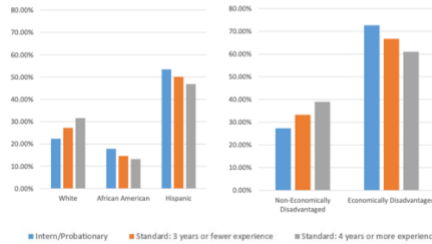
APPENDIX A



There are a lot of novice teachers, and they are more likely to serve low income and students of color



Median Campus Demographics by Teacher Certificate Type and Experience



2020-2021 TAPR

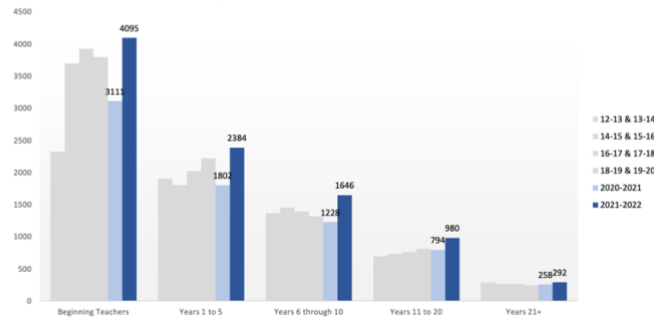
2018-2019 TAPR

APPENDIX B



Particularly for novice teachers

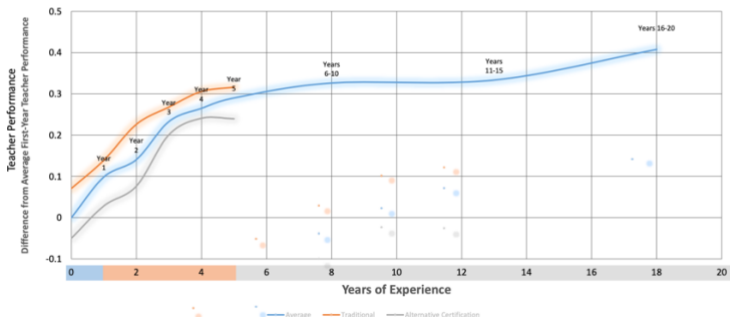
Average Count of Exiting Teachers by Experience Level



APPENDIX C



These novice teachers achieve less academic growth with students than more experienced teachers



Based on 2018-2019 STAAR progress measure