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Testimony of the Texas Classroom Teachers Association to the House Public Education Committee September 20, 2022 By Lonnie Hollingsworth, Jr., General Counsel

TCTA appreciates the opportunity to provide testimony on the topic of retaining high-quality teachers.

Key Comments and Recommendations:

TCTA recommends that lawmakers fund a salary increase and require districts to use the money for that purpose. These salary increases should be implemented as follows:

1. Increase the basic allotment.
2. Add a provision to Section 21.402, Texas Education Code that guarantees a minimum increase to each covered educator above their local salary schedule step.
3. Add a funding provision to provide flexible funding to districts that receive insufficient funding to pay for the required salary increases and provide for other needs.

The state should not rely on the Teacher Incentive Allotment program to attract and retain teachers, but must ensure that all salaries are raised to competitive levels.
Increasing the state's contribution to active employee health insurance must be part of the teacher compensation discussion.

Improve working conditions by eliminating nonteaching duties and encroachments on teacher autonomy. This could be done by legislation that limits the time that teachers can be assigned to duties outside a reasonable workday. At the very least, districts should be required to give teachers reasonable notice of when they will be expected to attend meetings and training outside of normal working hours

The state should investigate ways to incentivize good managerial behavior at the local level. One way to do this is to restore funding for the TELL working conditions survey on an ongoing basis and make sure districts participate in the survey.

Student discipline must be addressed, including the following:

1. Strengthen and enforce the provisions of the Texas Education Code that allow teachers to receive support from campus administration and behavioral specialists.

2. Eliminate the ability of districts of innovation to exempt themselves from the requirement to have a campus behavior coordinator, and ensure that the CBC participates in and shares appropriate information with the threat assessment team.
3. Increase the school safety allotment to provide funding for campus behavioral specialists to assist classroom teachers and improve the quality of disciplinary alternative education programs.

We wish to start with a quote that we believe speaks directly to the issues at hand:

> ***"At the statewide level, many solutions are short-term at best — marketing campaigns, licensure test waivers, emergency certifications, retiree hiring, small pay raises, one-time bonuses and the like. Some immediate response strategies, like allowing more uncertified teachers in the classroom, result in lower quality instruction for students. District policies and practices play into the equation as states navigate which short- or long-term strategies to employ. Patchwork repairs are not solving our leaky pipeline problem, nor are they attracting new talent."***

A Blueprint to Solve Teacher Shortages, Southern Regional Education Board, April 2022
https://www.sreb.org/sites/main/files/file-attachments/blueprint_2022_links.pdf?1651168612

Teacher dissatisfaction is at an all-time high. In a 2021 RAND survey, 66% of teachers said they had seriously considered leaving their jobs in the past year; and among teachers planning to leave, 64% said their pay was not sufficient, making low teacher pay the #1 reason for staff departures. In 2022, the Merrimack College Teacher Survey found 74% of teachers do not think their salary is fair for the work that they do, and more than half of teachers said they likely would not advise their younger self to pursue a career in teaching.

The low satisfaction levels of teachers already in the classroom may impact the pipeline of future teachers. Enrollment in teacher preparation programs has declined by about a third over the past decade, and experts say that is likely in part due to the perception of teaching as a low-paid, thankless career (The American Association of Colleges for Teacher Education 2022). According to an ACT survey, the top reasons high school and college students say they want to become teachers – but do not – are low pay and a lack of career advancement.[i]

Teacher Attrition

High stress levels are causing teachers to leave the profession, which creates instability among staff, students, and the community.[ii] Indeed, Texas teachers are leaving the profession at rates not seen since the great recession, causing schools to face significant staffing shortages.

Replacing teachers is time-consuming, costly, and disruptive to student learning. Although the financial costs within a district or school can vary substantially – more than $20,000 per teacher in an urban district – the most significant costs are those associated with separation, recruiting and hiring new teachers, and training replacements.[iii]

> ***"What people want is to be able to teach and teach well, and if they can't do it because they can't afford to do it or because they have a toxic work environment, that discourages them from acting as teachers who are learning and growing and getting better and increasing their commitment to the work, that's the side of satisfaction we need to pay attention to—it's not just keeping people in their positions.*"**
> Susan Moore Johnson, Harvard University professor of education

Teacher Pay

Texas Education Commissioner Mike Morath, in announcing the Teacher Vacancy Task Force in March, declared that teachers are the "single most important school-based factor affecting student outcomes."[iv]

Teachers in Texas make an average of $7,449 less than the national average teacher salary. Even when accounting for costs of living, teacher wages in Texas rank 29th out of the 50 states and Washington, D.C. (Every Texan Report 2022). In addition, when accounting for inflation the average salary for Texas teachers remained essentially unchanged in the past decade (2010-2021).

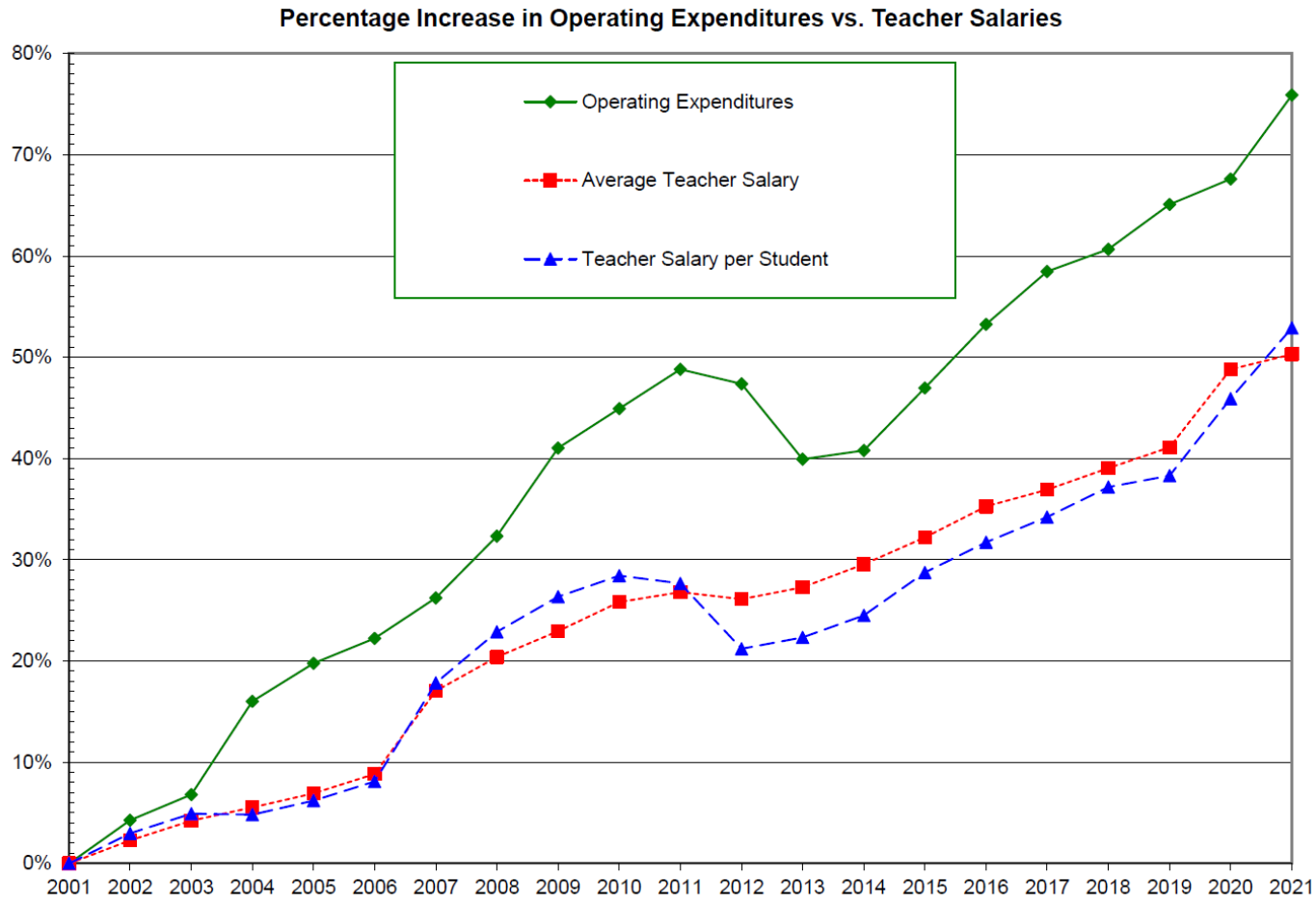
Texas teachers face what the Economic Policy Institute calls the "Teacher Pay Penalty," which is "how much less, in percentage terms, public school teachers are paid in weekly wages relative to other college educated workers (after accounting for factors known to affect earnings such as education, experience, and state residence)." For the latest findings in 2019, the national average penalty was 19.2%, but these similar college graduates made 21.9% more than Texas teachers (Every Texan Report 2022).

The Texas Education Agency stated in its latest Legislative Appropriations Request that a recent increase in school funding "represents an investment first and foremost in teachers, where school systems spend the bulk of their funds."[v] Yet teachers have not been taking home their fair share of that investment, according to a TCTA analysis of school districts' operating expenditures over the past two decades.

The analysis shows that teacher pay has not kept pace with overall increases in school funding. In 2001, teacher salaries accounted for 43.8 percent of school districts' per-pupil operating expenditures. Two decades later, that figure has dropped to 38.1 percent.

If teacher pay had remained in line with increases in school expenditures over that same period, the average teacher salary would have been 15 percent higher in 2021 — lifting the average teacher salary of $57,641 by an additional $8,660. The TCTA analysis and chart showing the growing disparity in operational expenditures and teacher salaries per pupil follow:

School Year	Operating Expenditures per Pupil	Teacher Salary per Pupil	Teacher salaries per pupil as a percentage of operating expenditures per pupil	Average Teacher Salary
2001	$5,915	$2,592	43.8%	38,361
2002	$6,167	$2,669	43.3%	39,232
2003	$6,317	$2,719	43.0%	39,974
2004	$6,861	$2,717	39.6%	40,478
2005	$7,084	$2,752	38.9%	41,011
2006	$7,229	$2,802	38.8%	41,744
2007	$7,466	$3,054	40.9%	44,897
2008	$7,826	$3,185	40.7%	46,179
2009	$8,342	$3,275	39.3%	47,159
2010	$8,572	$3,328	38.8%	48,263
2011	$8,802	$3,309	37.6%	48,638
2012	$8,717	$3,141	36.0%	48,375
2013	$8,276	$3,170	38.3%	48,821
2014	$8,327	$3,227	38.8%	49,692
2015	$8,692	$3,337	38.4%	50,715
2016	$9,065	$3,414	37.7%	51,891
2017	$9,373	$3,478	37.1%	52,525
2018	$9,503	$3,556	37.4%	53,334
2019	$9,766	$3,584	36.7%	54,122
2020	$9,913	$3,781	38.1%	57,091
2021	$10,406	$3,964	38.1%	57,641
Teacher salary if average teacher salary per pupil had kept up with increases in operating expenditures per pupil				**$66,301**
Difference (amount by which teacher salaries have fallen behind due to insufficient dedication of revenues to salary increases)				**$8,660**



The Texas Legislature has, at times, recognized the singular importance of teachers when crafting school finance legislation by explicitly directing school districts to raise teacher salaries. Going forward, **TCTA recommends that lawmakers fund a salary increase and require districts to use the money for that purpose**. Otherwise, history suggests that teachers will not get it. An appendix at the end of this testimony shows the history of significant teacher salary increases in the past two decades and the legislation through which those increases were accomplished.

TCTA appreciates the provisions of HB 3 providing for increases in teacher salaries. HB 3 made significant increases in the minimum salary schedule, which raised salaries for teachers in districts paying at or close to the schedule. HB 3 also included provisions intended to increase compensation and benefits for non-administrative employees as districts receive additional funding through increases in the basic allotment. Unfortunately, this provision did little to encourage districts to pass along increases in funding to educators. The compensation analysis conducted by TEA shows that teacher salary increases were greatest in smaller districts that had been paying at or close to the minimum salary schedule.

Simple Average by District Enrollment Size			
Enrollment	Teachers, Nurses, Librarians, Counselors Gains	Teacher Salary Increase 0-5 years of experience	Teacher Salary Increases greater than 5 years of experience
under 500	$ 153,388	$ 4,613	$ 6,352
500-999	$ 307,944	$ 4,233	$ 6,115
1000-1999	$ 560,766	$ 3,587	$ 4,735
2000-2999	$ 817,826	$ 3,151	$ 4,017
3000-3999	$ 1,005,375	$ 3,087	$ 4,236
4000-5999	$ 1,358,817	$ 3,452	$ 4,459
6000-7999	$ 2,003,563	$ 2,947	$ 3,692
8000-9999	$ 2,240,668	$ 2,831	$ 3,533
over 10000	$ 7,353,807	$ 2,781	$ 3,487

https://tea.texas.gov/sites/default/files/2019-2020_compensation_analysis_published_report.pdf

The language in Section 48.051, Education Code that requires districts to use 22.5% of increased funding on teacher compensation increases is inadequate to ensure that teachers will actually receive appropriate increases. First, teacher salaries should constitute a much higher percentage of district operation budgets than 22.5%, so the percentage of increased funding dedicated to compensation increases should be proportionately higher. Additionally, the required increase cannot be calculated until TEA determines the final settle-up for districts in the summer after the year for which the increase should have been paid. By then, there is no remedy for teachers in districts that have failed to increase compensation as required by the statute. Generally, although there has been an increase in funding invested in public education over the last decade, teacher salaries are not keeping pace. For this reason, **state law should include a provision that specifically and proportionately increases teacher salaries as funding for schools is increased**.

Compensation is not limited to teacher pay. School employees are facing a crisis of health insurance unaffordability that must be recognized as a factor in low morale. An employee participating in the TRS-administered ActiveCare insurance plan who needs family coverage will pay a median premium of $1,002/month in regional-based premiums for the LOWEST level of coverage. And that premium cost per month includes a $5,000 family deductible in addition to co-pays, with most benefits not kicking in until after the deductible is met. The state's $75 monthly per-member contribution has not changed since the inception of the program two decades ago. **Increasing the state's contribution to active employee health insurance must be part of the teacher compensation discussion.**

Teacher Incentive Allotment (TIA)

Since its inception in 2019, the rollout of the TIA program has been slow. Currently, there are only 57 participating districts with approved local designation systems, out of roughly 1,200 school districts in Texas. (In total, 157 districts are participating; the 100 districts that do not have approved local designation systems are receiving funds for "inherited" teachers or National Board Certified teachers.) Per TEA, the TIA program only covers 1.6% (6,205) of

teachers. In its legislative appropriations request for 2024-2025, TEA requests funds for approximately 5% of Texas teachers to benefit from the TIA program.

If the goal of the committee is to attract and retain teachers, prospective employees need assurances, not "chances." Minimum salaries need to be raised to competitive levels, as do benefits. The data show that fewer people are willing to make the choice to be in a profession that puts them at a financial disadvantage.[vi] Incentive pay is simply not a substitute for overall compensation increases.

If the TIA is to be continued and expanded, we recommend that it be made less complex. Districts should have the flexibility to use TIA funds to pay teachers who take on more challenging assignments and responsibilities, and funds should not be limited to teachers who are identified by unproven measures of effectiveness based on standardized student test scores.

Working Conditions

A large body of evidence shows there is a strong link between teacher working conditions and teacher turnover and attrition.[vii] There is also a significant link between teaching and learning conditions and school performance.[viii]

The six facets of working conditions that appear to be the driving factors behind teachers' decisions to stay in or leave the profession are: support for new teachers, generous salary schedules, fewer student discipline problems, adequate resources and classroom supplies, effective school leadership, and enhanced faculty input into school decision-making.[ix]

Although many facets of teacher working conditions may be under the control of local school districts and administrators, the state still has a significant role to play. First, the state should engage in comprehensive and systematic data collection regarding teacher working conditions. This step is foundational to enabling state policymakers as well as local school district leadership to develop an understanding of the facets of teacher working conditions that impact teacher job satisfaction and retention. Many states engage in this kind of data collection via a routinely administered survey of teachers.[x]

Texas TELL survey: Texas's own version of a climate survey (for educators) was established when the Texas legislature passed a law several sessions ago which included provisions requiring the commissioner of education to administer a biennial statewide survey to certified educators regarding teaching and learning conditions (TEC Sec. 7.065). The results were to be made public and used to inform district and campus improvement plans, and at the state level to inform state teacher retention and professional development initiatives, and standards for principals and superintendents. The idea behind the survey was that the results would serve as a useful tool for the state and local districts to inform teacher quality, support policies, and initiatives. States like Colorado, Illinois, Kansas, Kentucky, North Carolina and Tennessee have been administering surveys like this with success for a number of years. In Texas, Austin ISD has

administered the survey successfully for several years now. For a good example of how the survey has been used successfully in Colorado, visit https://www.cde.state.co.us/tlcc.

Texas contracted with the chief architect of a widely used, validated teaching and learning conditions survey, and adapted it to Texas standards. The Texas Teaching, Empowering, Leading and Learning (TELL) survey was administered online to Texas educators in April 2014.

However, the 84th Legislature discontinued funding for the survey, and it has not been administered again. Given the importance of data collection on school climate to inform state and local district policy, we recommend that policymakers reinstate funding for the TELL survey, which is still in law but was only funded for one biennium.

Additional Mandatory School Day Duties

School districts have long asked teachers to do more than teach, but the additional demands exploded during the pandemic— cover for sick colleagues, tutor struggling students, prepare for both online and in-person instruction, etc. Anticipating additional staffing shortages, school districts are now making the extra responsibilities mandatory, typically without additional compensation.

The following is an excerpt from a school district communication to teachers regarding contract changes, which include several new extra-duty mandates:

- Professional staff will **offer after school tutorials (# of days, start date, and end date will be determined)**
- Professional staff will **attend all curriculum previews for the content you teach (SC teachers will at least attend Reading and Math), all staff meetings/trainings, PLC meetings, grade level plannings, department/committee meetings; everyone will be on a committee that will meet 1x a month**
- Professional staff will either **sponsor a club, coach for UIL, or judge for UIL**
- Staff will **have morning/arrival and afternoon/dismissal duties;** no tutorials, clubs, practices, etc. should be scheduled during duty times
- Contract time for professional staff is 7:30am-4:00pm; if morning duty starts at 7:15am, contract time ends at 3:45pm.

In a recent survey of our members, one TCTA member offered this suggestion to improve working conditions:

"More time for quality planning and less "non-teacher" responsibilities (arrival duty, dismissal duty, lunch duty, recess duty, hallway duty, bathroom duty, meetings that could be emails, irrelevant trainings, etc.). As a graduate-level professional, it's frustrating that I can't do what I need to for my job (during paid work time) because the district won't hire a couple part-time people for duties."

Additional Required Duties Outside School Days/School Year
Many contracts now are also including language requiring teachers to perform duties on weekends and during the summer without compensation. As an example, the following is new contractual language that specifies performance on days not traditionally included in a contract:

- Graduation Ceremonies and Professional Learning. As part of this Contract and the compensation provided for hereunder, **you shall be required to attend any applicable school graduation ceremonies and any requested professional learning, regardless of when conducted.**
- Salary. The district shall pay you according to the compensation plan adopted by the Board each school year. Your salary includes consideration for all assigned duties, responsibilities, and tasks, including your dual assignment, **regardless of the actual number of hours or days (including days not designated on the school calendar) that you work during this Contract.**

Encroachment on Planning Period
One common issue is that districts are telling teachers that they must perform extra duties during their planning time, which is not allowed under statute unless a district exempts itself as a District of Innovation. If the teachers decline to give up their planning time, the duty is scheduled after hours.

Planning periods are essential for every teacher but even more so for those who have been filling in for colleagues or backing up substitutes. One TCTA member, for example, had 18 preps last year and had to grade all classwork for two additional classes that were being covered by substitutes.

Another member has described this experience as follows:
"I have lost countless hours of planning time due to the way my district routinely and systematically uses teacher planning times for ARDs, 504 meetings, PLCs, data meetings, TTESS conferences, technology meetings, and other trainings. Although I am scheduled to receive 45 minutes of planning time per day, I am rarely permitted to utilize that time for planning. I began speaking up about this issue at my campus two years ago. My administrator at the time made some concessions, but by and large teachers were still asked many times to give up their planning periods for ARDs, 504s, data meetings, PLCs, and 'group planning.'"

Excessive Paperwork
Paperwork related to special education, in particular, can be overwhelming for teachers. There is little that can be done at the state level to address that issue, but it is important to understand that any state and local requirements are added to the already heavy burden of federal mandates.

Teachers report that local demands related to lesson plans can be onerous and prescriptive, sometimes forcing teachers to develop one lesson plan to be used for teaching and another to appease administrators. Teachers often say that required lesson plan formats ask for

information that can readily be viewed elsewhere on other required paperwork, including data regarding student performance.

Other time-consuming duties are clerical. For example, teachers are often asked to collect data such as benchmarks, STAAR results, grades, etc. and put them into databases or spreadsheets. Much of the data is already contained in the district's computer and the collection and recording process is redundant. The commissioner, through a number of decisions, has asserted that the Paperwork Reduction Act's prohibition against requiring redundant paperwork only applies if the teacher has to create the same record twice.

Some administrators also give teachers homework of their own. One superintendent required teachers to read a particular book and then submit a report to prove it was read. This would not be legal under the Paperwork Reduction Act, but like many other laws with which districts are not in compliance, this is not enforced unless a grievance is filed over the issue.

Ensuring that teachers are provided with adequate time for planning, grading, and working with colleagues, and are not burdened with unnecessary duties outside of normal school hours, would represent a marked improvement in working conditions that could be expected to encourage teachers to remain in the classroom.

Student Discipline

Teachers consistently cite student discipline problems as a top reason for leaving the teaching profession, as noted by Commissioner Morath in his PowerPoint presentation to the Senate Education Committee during its May 24, 2022, hearing, as well as numerous studies which have examined this issue. One study found that of the 50% of teachers who leave the field permanently, almost 35% report the reason is related to problems with student discipline. Researchers find that "Those schools that do a far better job of managing and coping with and responding to student behavioral issues have far better teacher retention."

TCTA was hopeful when provisions establishing a campus behavior coordinator at every campus were put into law, so that there would be a designated person who would "take ownership" of student discipline on a given campus and who would "respond by employing appropriate discipline management techniques consistent with the student code of conduct adopted under Section 37.001 that can reasonably be expected to improve the student's behavior before returning the student to the classroom." Additionally, TEC Section 37.0012 provides that "If the student's behavior does not improve, the campus behavior coordinator shall employ alternative discipline management techniques, including any progressive interventions designated as the responsibility of the campus behavior coordinator in the student code of conduct."

Unfortunately, state law also allows districts of innovation to exempt themselves from most provisions in Ch. 37, including the CBC, which a number of districts have done.

We recommend that school districts be prohibited from exemptions under Chapter 37 of the Texas Education Code.

Part of our concern about districts exempting themselves from Chapter 37 provisions regarding the campus behavior coordinator is tied to the issue of school safety. Having a CBC at every campus was intended to ensure there would be a person in a position to scrutinize the landscape of student behavior on a campus, and in doing so, be able to flag concerning behavior that was escalating. **The CBC has a critical role in relaying any signs of escalating concerning behavior to the threat assessment teams that are required on every campus. We also see the CBC being a natural fit as one of the members of the threat assessment team and would encourage legislation to accomplish both of these concepts.**

Other means of support for teachers and students

Behavior intervention specialists: Given the increases in student behavior problems, a key investment that the Legislature should make is in behavior interventionists. Campus behavior coordinators are not behavior intervention experts, and these experts would ideally be employed on every campus and in DAEPs. The school safety allotment should be increased, and a portion dedicated to funding the hiring of behavior intervention specialists.

Reducing lost instructional time due to removals: One key concern about removing students from the classroom is lost instructional time for the student. A system that provides for temporary, short-term removals that allow for a student's needs and behavior to be addressed so they can return to the classroom can help address this concern. For removals that are longer, in-school placements for students in which the district provides a designated space where the student can continue to receive educational instruction while getting help for behavioral issues is imperative.

TCTA recommends that the Texas School Safety Allotment be increased and be used in part to fund behavioral intervention specialists to support teachers at the campus level and improve the quality of disciplinary alternative education programs.

Endnotes

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[iv] Texas Education Agency. (March 10, 2022). *TEA establishes Teacher Vacancy Task Force to address ongoing staffing challenges in public education.* https://tea.texas.gov/about-tea/news-and-multimedia/news-releases/news-2022/tea-establishes-teacher-vacancy-task-force-to-address-ongoing-staffing-challenges-in-public-education

[v] Texas Education Agency. (September 2022) *Texas Education Agency Legislative Appropriations Request.* https://tea.texas.gov/about-tea/agency-finances/legislative-appropriations-request

[vi] *Low relative pay and high incidence of moonlighting play a role in the teacher shortage, particularly in high-poverty schools*, Emma García, Elaine Weiss, Economic Policy Institute, May 9, 2019 https://files.epi.org/pdf/161908.pdf: Paying adequate overall salaries is critical to each district's being able to recruit and retain a quality teacher in every classroom, despite the school's location, education challenges it presents, or subjects that must be taught. In short, teacher wage levels need to be competitive.
REWARDING TEACHER EXCELLENCE A teacher compensation handbook for state and local policymakers, Allan Odden and Marc Wallace, Consortium for Policy Research in Education Wisconsin Center for Education Research University of Wisconsin February 2007, http://picusodden.com/wp-content/uploads/2013/09/tcomp-handbook-feb-28-07-final-3-05-07.pdf: "Average salaries are critical for retention; average teacher salaries should be set at some competitive level to enable the education system to retain teachers that have entered teaching and at some point decide whether or not they want to remain in the profession."
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[x] *ON THE PATH TO EQUITY: IMPROVING THE EFFECTIVENESS OF BEGINNING TEACHERS*, Alliance for Excellent Education, July, 2014 (pg 10) https://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf; Ohio: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/TELL-Ohio/TELL-main-survey.pdf.aspx?lang=en-US; Tennessee: http://tn.gov/education/topic/educator-survey

Appendix

Past teacher salary increases

SB 4, 76th Regular Session had a $3000 salary increase using the following language:

(c-1) Notwithstanding Subsection (a), for the 1999-2000 and 2000-2001 school years, a classroom teacher, full-time librarian, full-time counselor certified under Subchapter B, or full-time school nurse is entitled to a monthly salary that is at least equal to the greater of:

(1) the sum of:

(A) the monthly salary the employee would have received for the 1999-2000 or 2000-2001 school year, as applicable under the district's salary schedule for the 1998-1999 school year, if that schedule had been in effect for the 1999-2000 or 2000-2001 school year, including any local supplement and any money representing a career ladder supplement the employee would have received in the 1999-2000 or 2000-2001 school year; and

(B) $300; or

(2) the salary to which the employee is entitled under Subsection (a).

(c-2) Subsection (c-1) and this subsection expire September 1, 2001.

(d) A classroom teacher, full-time librarian, full-time counselor certified under Subchapter B, or full-time school nurse employed by a school district in the 2000-2001 school year is, as long as the employee is employed by the same district, entitled to a salary that is at least equal to the salary the employee received for the 2000-2001 school year.

The salary increase was funded by an increase in the basic allotment, guaranteed wealth level and Tier 2 guaranteed yield and by additional state aid through the following provision:

Sec. 42.2512. ADDITIONAL STATE AID FOR PROFESSIONAL STAFF SALARIES. (a) A school district, including a school district that is otherwise ineligible for state aid under this chapter, is entitled to state aid in an amount, as determined by the commissioner, equal to the difference, if any, between:

(1) an amount equal to the product of $3,000 multiplied by the number of classroom teachers, full-time librarians, full-time counselors certified under Subchapter B, Chapter 21, and full-time school nurses employed by the district and entitled to a minimum salary under Section 21.402; and

(2) an amount equal to 80 percent of the amount of additional funds to which the district is entitled due to the increases made by S.B. No. 4, Acts of the 76th Legislature, Regular Session, 1999, to:

(A) the equalized wealth level under Section 41.002;

(B) the basic allotment under Section 42.101; and

(C) the guaranteed level of state and local funds per weighted student per cent of tax effort under Section 42.302.

(b) A determination by the commissioner under this section is final and may not be appealed.

(c) The commissioner may adopt rules to implement this section.

A similar funding mechanism was used to establish state support for health care in H.B. 3343, 77th Regular Session. This funding has not been increased since this time.

H.B. 1, 79th Third Called Session increased salaries by $2500 through the following mechanism:

(c-1) Notwithstanding Subsection (a), for the 2006-2007 school year, a classroom teacher, full-time librarian, full-time counselor certified under Subchapter B, or full-time school nurse is entitled to a monthly salary that is at least equal to the sum of:
(1) the monthly salary the employee would have received for the 2006-2007 school year under the district's salary schedule for the 2005-2006 school year, if that schedule had been in effect for the 2006-2007 school year, including any local supplement and any money representing a career ladder supplement the employee would have received in the 2006-2007 school year; and
(2) $250.
(c-2) Subsection (c-1) and this subsection expire September 1, 2007.
(d) A classroom teacher, full-time librarian, full-time counselor certified under Subchapter B, or full-time school nurse employed by a school district in the 2006-2007 [2000-2001] school year is, as long as the employee is employed by the same district, entitled to a salary that is at least equal to the salary the employee received for the 2006-2007 [2000-2001] school year.

H.B. 3646, 81st Regular Session increased salaries through a mechanism that varied by district with a minimum $800 increase using the following language:

(c-1) Notwithstanding Subsection (a), for the 2009-2010 and 2010-2011 school years, each school district shall increase the monthly salary of each classroom teacher, full-time speech pathologist, full-time librarian, full-time counselor certified under Subchapter B, and full-time school nurse by the greater of:
(1) $80; or
(2) the maximum uniform amount that, when combined with any resulting increases in the amount of contributions made by the district for social security coverage for the specified employees or by the district on behalf of the specified employees under Section 825.405, Government Code, may be provided using an amount equal to the product of $60 multiplied by the number of students in weighted average daily attendance in the school during the 2009-2010 school year.
(c-2) An increase in salary under Subsection (c-1) does not include:
(1) any amount an employee would have received for the 2009-2010 or 2010-2011 school year, as applicable, under the district's salary schedule for the 2008-2009 school year, if that schedule had been in effect for the 2009-2010 or 2010-2011 school year, including any local supplement and any money representing a career ladder supplement the employee would have received in the 2009-2010 or 2010-2011 school year; or
(2) any part of the salary to which an employee is entitled under Subsection (a).
(c-3) Subsections (c-1) and (c-2) and this subsection expire September 1, 2011.
(d) A classroom teacher, full-time speech pathologist, full-time librarian, full-time counselor certified under Subchapter B, or full-time school nurse employed by a school district in the 2010-2011 [2006-2007] school year is, as long as the employee is employed by the same district, entitled to a salary that is at least equal to the salary the employee received for the 2010-2011 [2006-2007] school year.

H.B. 3646 increased the basic allotment and provided a minimum increase of $120 per WADA to every district. The salary increase constituted 50 percent of each district's minimum entitlement.