



## Input on HB 2243

Regarding creation of the Texas Commission on Teacher  
Job Satisfaction and Retention

April 8, 2025

The **Association of Texas Professional Educators (ATPE)** offers the following input on HB 2243 by Rep. Oliverson:

We want to acknowledge and thank Rep. Oliverson for his interest in studying the challenges faced by educators in the state as well as ways to increase educator satisfaction and retention. Texas is currently facing a teacher retention crisis, with 13.4% of educators leaving the classroom between fall 2021 and fall 2022, according to the [Texas Education Agency \(TEA\)](#). Per research from [Raise Your Hand Texas](#), 78% of educators considered leaving the classroom in 2024.

With regard to teacher retention, work to study this issue has already taken place in Texas. The Teacher Vacancy Task Force, a panel of teachers and administrators, made multiple recommendations in its [spring 2023 report](#), including increasing overall compensation, supporting teacher well-being, and improving the teacher pipeline by increasing training and support for new educators in order to retain them. **Many of the Teacher Vacancy Task Force's recommendations have yet to be passed into law.**

ATPE also conducted a [study](#) of our members in 2022 in order to provide recommendations to the Teacher Vacancy Task Force. Our teachers reported that they do not feel respected, that they have an unrealistic workload, that their sacrifices of time and energy lead to burnout and health issues, that they are not treated or compensated as professionals, and that lawmakers seem out of touch with classroom realities. Based on our members' responses, ATPE made several policy recommendations, including reducing educator workloads, increasing educator pay and benefits, supporting educators' ability to meet the needs of their students, and promoting a culture of respect for educators.

### **Recommendation No. 1: Include Educators in the Commission and Reduce the Number of Legislators**

If another study is needed, it is important to gather information straight from the source, which means talking to educators directly. Section 21.752 of the bill establishes who will constitute the commission's membership, and currently the commission would include six members of the Legislature but not any educators. As stated above, many educators feel there is a disconnect between their realities and what legislators think is needed in classrooms. **ATPE would recommend that either a significant number of educators be added to the commission or, if there is desire not to grow its overall size, that the number of legislators on the commission be reduced and those seats be allotted to classroom educators. This would ensure that the issues being studied are addressed in a way that positively affects educators on the ground and prevents unintended consequences.**

*The Association of Texas Professional Educators (ATPE) is the leading educator association in Texas and has been a strong voice for Texas educators since 1980. With its strong collaborative philosophy, ATPE speaks for classroom teachers, administrators, future, retired and para-educators and works to create better opportunities for the more than 5 million Texas public schoolchildren. ATPE is the ally and the voice of Texas public school educators.*

## **Recommendation No. 2: Increase the Issues Being Studied**

Additionally, the issues to be studied by the commission, according to Section 21.757 of the bill, would include the following:

1. Methods to reduce the paperwork and other administrative burdens placed on teachers, including by evaluating the effectiveness of Section 7.060 and other laws in reducing paperwork for teachers;
2. The impact of requirements in this code and commissioner rules on administrative staffing levels in public schools;
3. Methods to lessen administrative burdens in public schools to focus more resources on supporting teachers;
4. The impact of state and federal education law regarding discipline on teacher job satisfaction and effectiveness; and
5. The impact of compliance with federal education law on teacher job satisfaction and retention, including the impact on teachers, public school students, and public primary and secondary education programs in this state if this state were to decline federal education funding.

While these are important issues to address regarding educator satisfaction and retention, it seems wholly incongruent not to also study the issues educators report as underlying their burnout and exodus, including:

1. The need to improve educator work/life balance to improve mental health, reduce burnout, and increase overall satisfaction.
2. Paying educators as professionals, including pay commensurate with experience and workload, as well as a well-rounded overall compensation package.
3. How class sizes lead to increased burnout.
4. The need for support staff to help accomplish the many tasks that need to be done outside of teaching.
5. Emphasis on state testing and the impact on teacher morale.
6. How to improve respect for and cooperation with educators from policy makers and the community stakeholders.

**In order to produce a well-researched, well-rounded study of the issue of teacher satisfaction and retention, ATPE recommends adding these issues to the list of issues to be studied under 21.757.**

For additional information, contact ATPE Governmental Relations at (800) 777-2873 or [government@atpe.org](mailto:government@atpe.org).