

Navigating Complex HR Compensation and Staffing Issues

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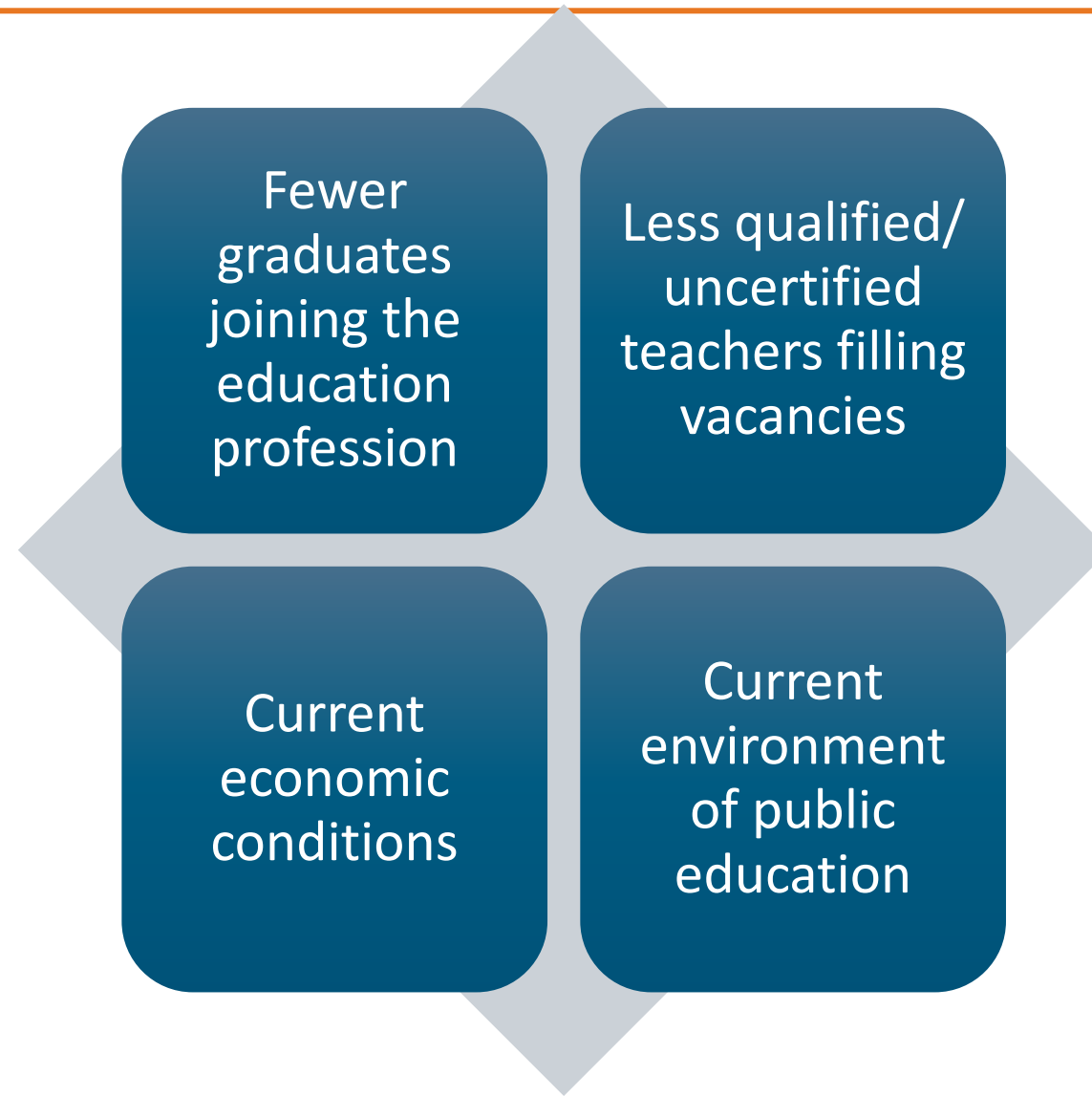
Connections Between Compensation and Staffing



What are the most
concerning
compensation and
staffing challenges
your district is
currently facing?

Staffing Challenges

Current staffing crisis



Newly Certified & New Teacher Hires

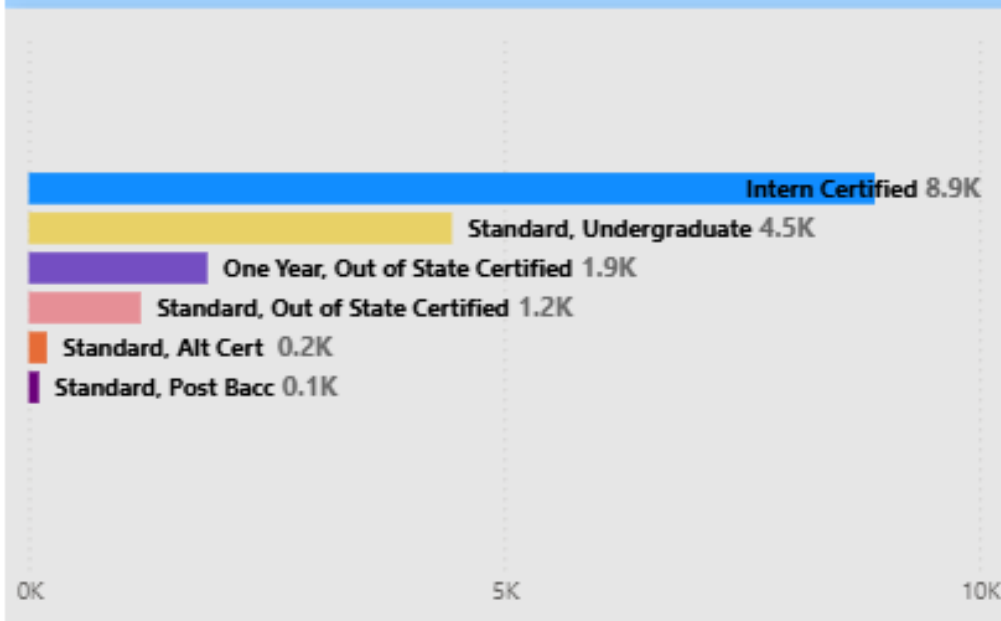
Year

2025-2026

Region

All

Newly Certified Teachers



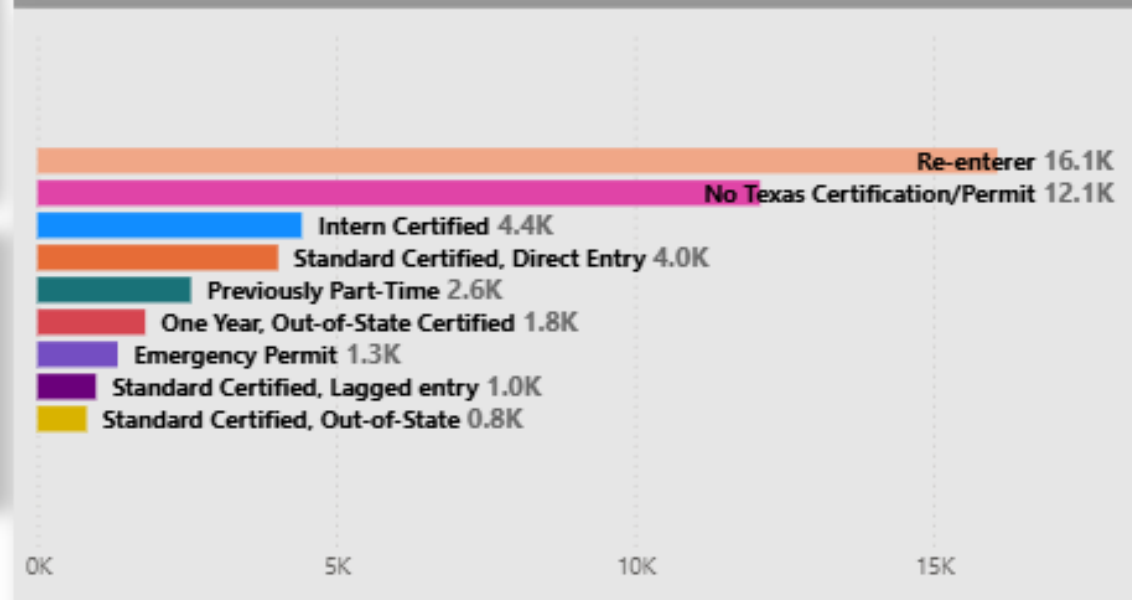
Newly Certified Teachers

16.7K

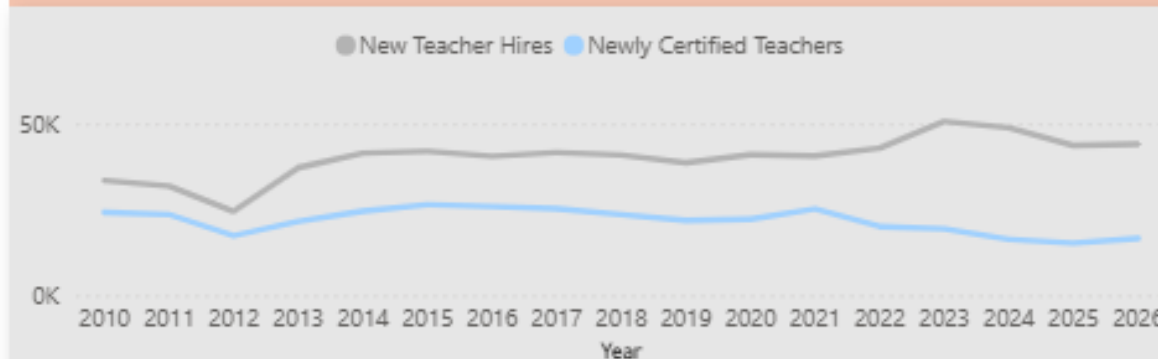
New Teacher Hires

44.1K

New Teacher Hires Breakdown



Longitudinal View of Newly Certified & New Teacher Hires



ALL

Newly Certified & New Teacher Hires

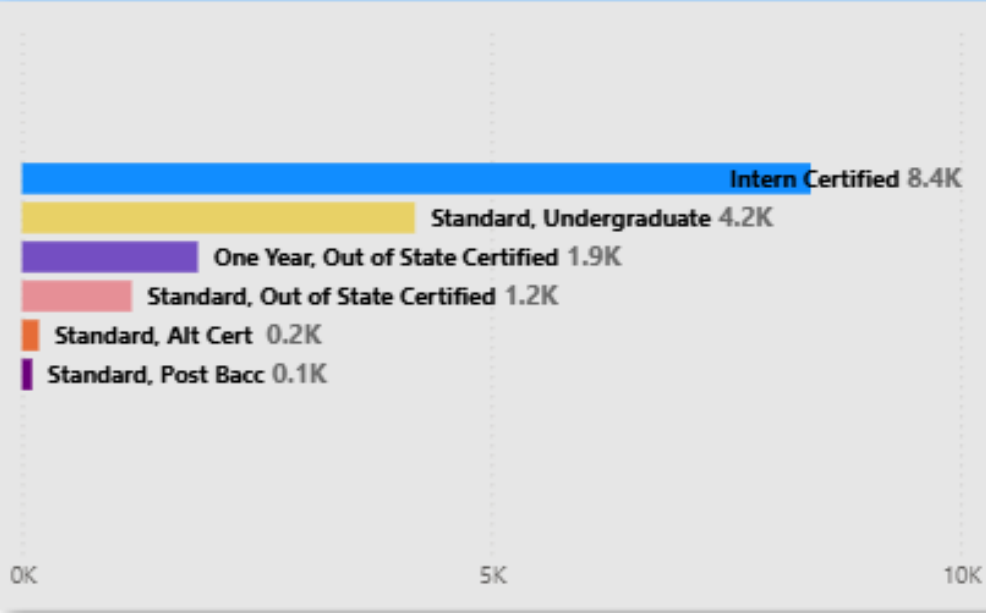
Year

2025-2026

Region

Multiple selections

Newly Certified Teachers



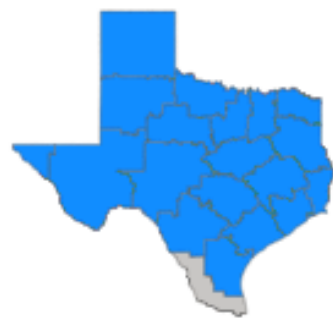
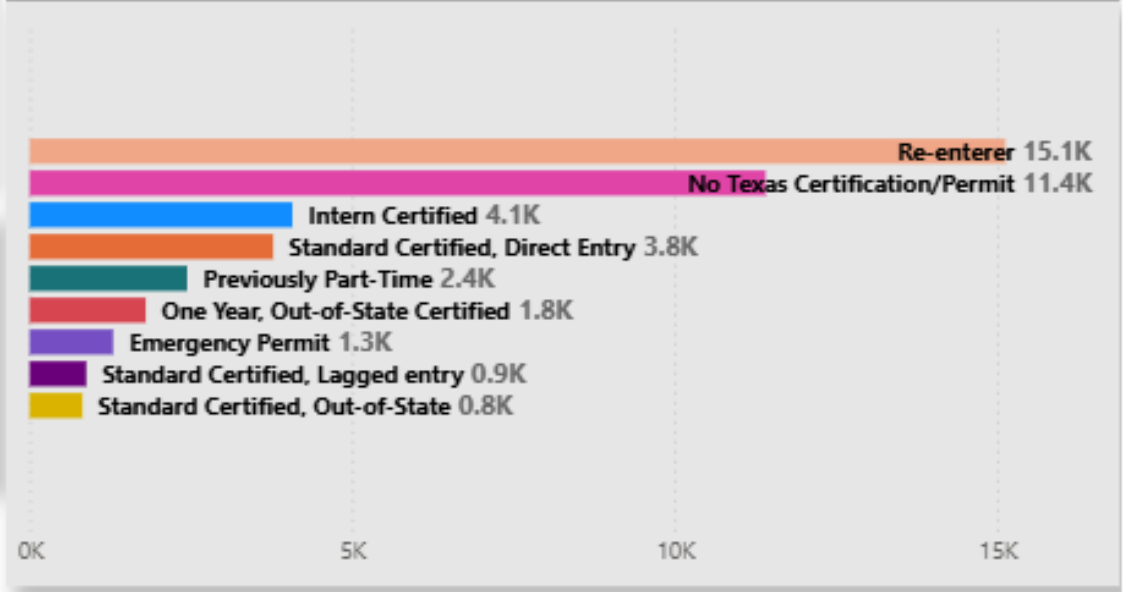
Newly Certified Teachers

15.9K

New Teacher Hires

41.6K

New Teacher Hires Breakdown



Longitudinal View of Newly Certified & New Teacher Hires



ESC 1

The impact of staffing shortages

Districts are hiring unqualified and inexperienced individuals

Vacancies remain unfilled which holds budgeted funds

Workload is shifting to veteran staff causing overload

Burnout and stress of employees is affecting retention

Reduction or elimination of programs and offerings causes turnover

Compensation Challenges

Current funding crisis



Available funds are not sufficient to support regular employee pay increases



Districts are experiencing increased turnover rates



Ability to recruit great talent is dwindling



Employees feel devalued and overworked with little reward

HB 2 – year two

Specific requirements for the 2026-2027 school year outlined in HB 2 for TRA

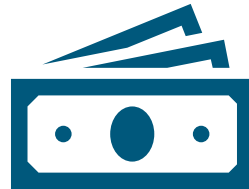
Districts are struggling on how to reward other staff

Allotments support some increases but not the rising costs of insurance

Educator career pathways



HB 2 impact

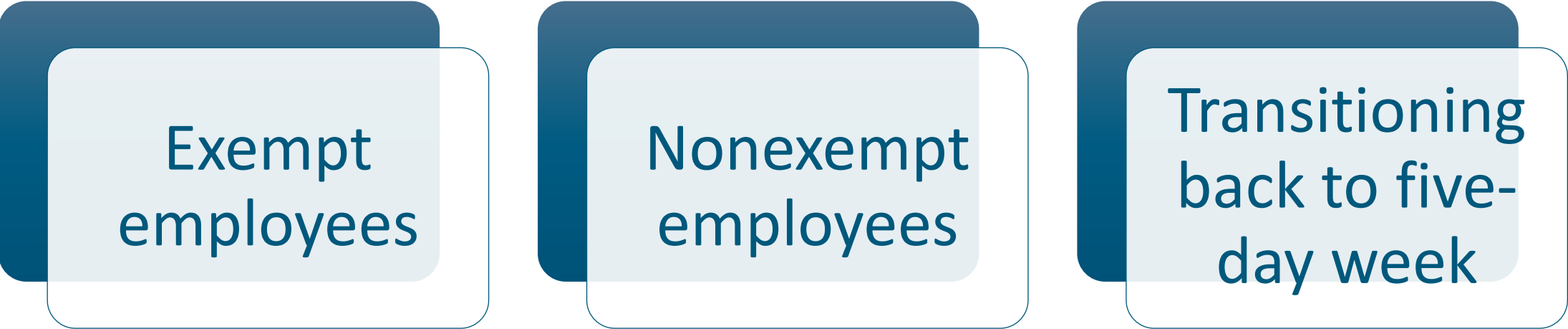


Budget impact



Potential shortages

Four-day weeks



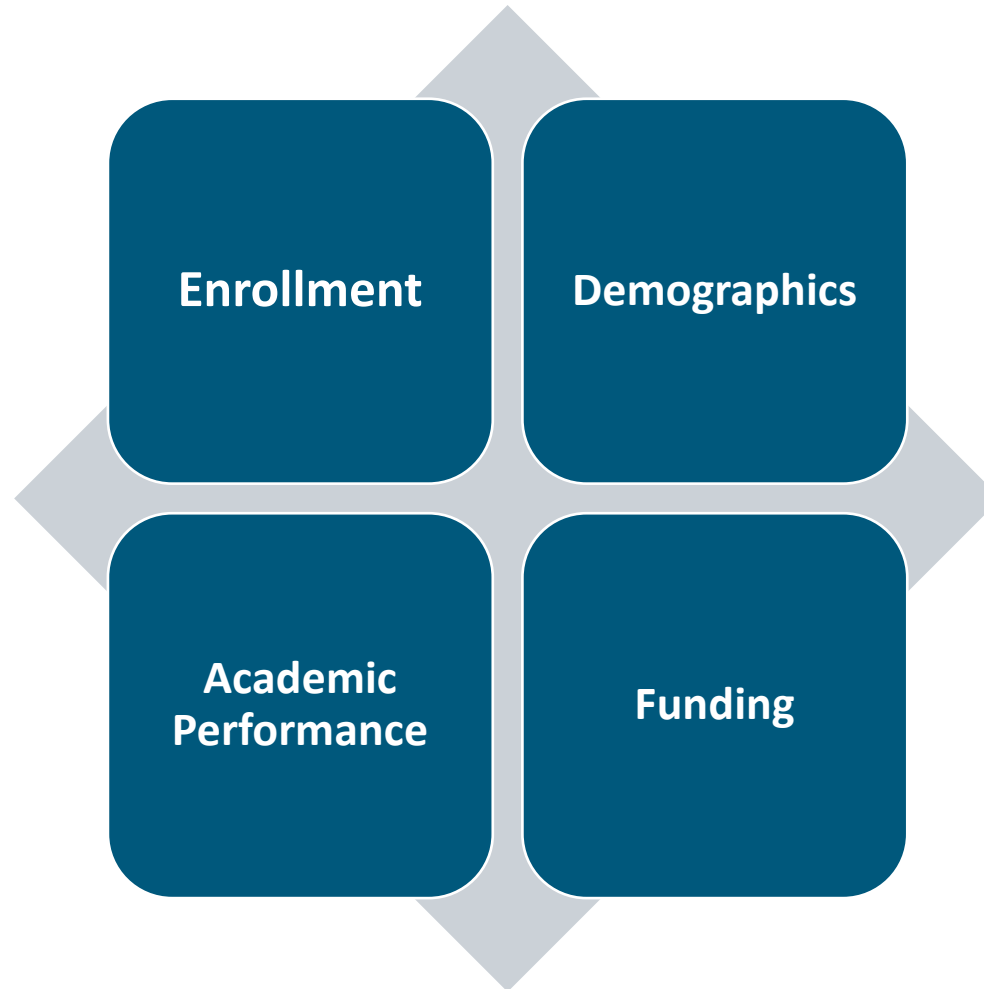
Exempt
employees

Nonexempt
employees

Transitioning
back to five-
day week

Understanding Your District's Staffing

Staffing



Historical comparison

Category	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5-year % change
Student Enrollment	14,428	14,086	13,824	13,517	13,376	-7.3%
Special Education Enrollment	1,490	1,612	1,840	2,214	2,471	65.8%
Percentage identified as Special Education	10.3%	11.4%	13.3%	16.4%	18.5%	
Total Teaching Staff	1,002.73	1,011.13	997.20	983.80	932.38	-7.0%
Teachers per 1,000 Students	69.50	71.80	72.10	72.80	69.70	0.3%
Total Support Staff	253.39	241.27	253.05	282.58	264.90	4.5%
Support Staff per 1,000 Students	17.60	17.10	18.30	20.90	19.80	12.5%
Total Campus Admin Staff	68.74	63.26	61.80	57.92	51.97	-24.4%
Campus Admin Staff per 1,000 Students	4.80	4.50	4.50	4.30	3.90	-18.8%
Total Central Admin Staff	28.00	44.01	49.73	48.88	43.89	56.8%
Central Admin Staff per 1,000 Students	1.90	3.10	3.60	3.60	3.30	73.7%
Total Educational Aides	395.48	374.23	308.88	313.28	287.46	-27.3%
Educational Aides per 1,000 Students	27.40	26.60	22.30	23.20	21.50	-21.5%
Total Auxiliary Staff	362.05	372.42	487.51	493.33	510.82	41.1%
Auxiliary Staff per 1,000 Students	25.10	26.40	35.30	36.50	38.20	52.2%
Total Personnel	2,110.39	2,106.32	2,158.17	2,179.79	2,091.42	-0.9%
Personnel per 1,000 Students	146.30	149.50	156.10	161.30	156.40	6.9%

*Data Source: PEIMS Standard Report for Staff FTE and Student Enrollment

State averages (per 1,000 students)

Teaching – 67.4 per 1,000 students

Support Staff – 15.5 per 1,000 students

Campus Admin – 4.0 per 1,000 students

Central Admin – 1.8 per 1,000 students

Educational Aide – 15.7 per 1,000 students

Auxiliary – 35.3 per 1,000 students

Compare to benchmarks

Common
practice across
Texas schools

Professional
organizations

APPA standards

Peer
comparisons

Other best
practices

Establish process differences



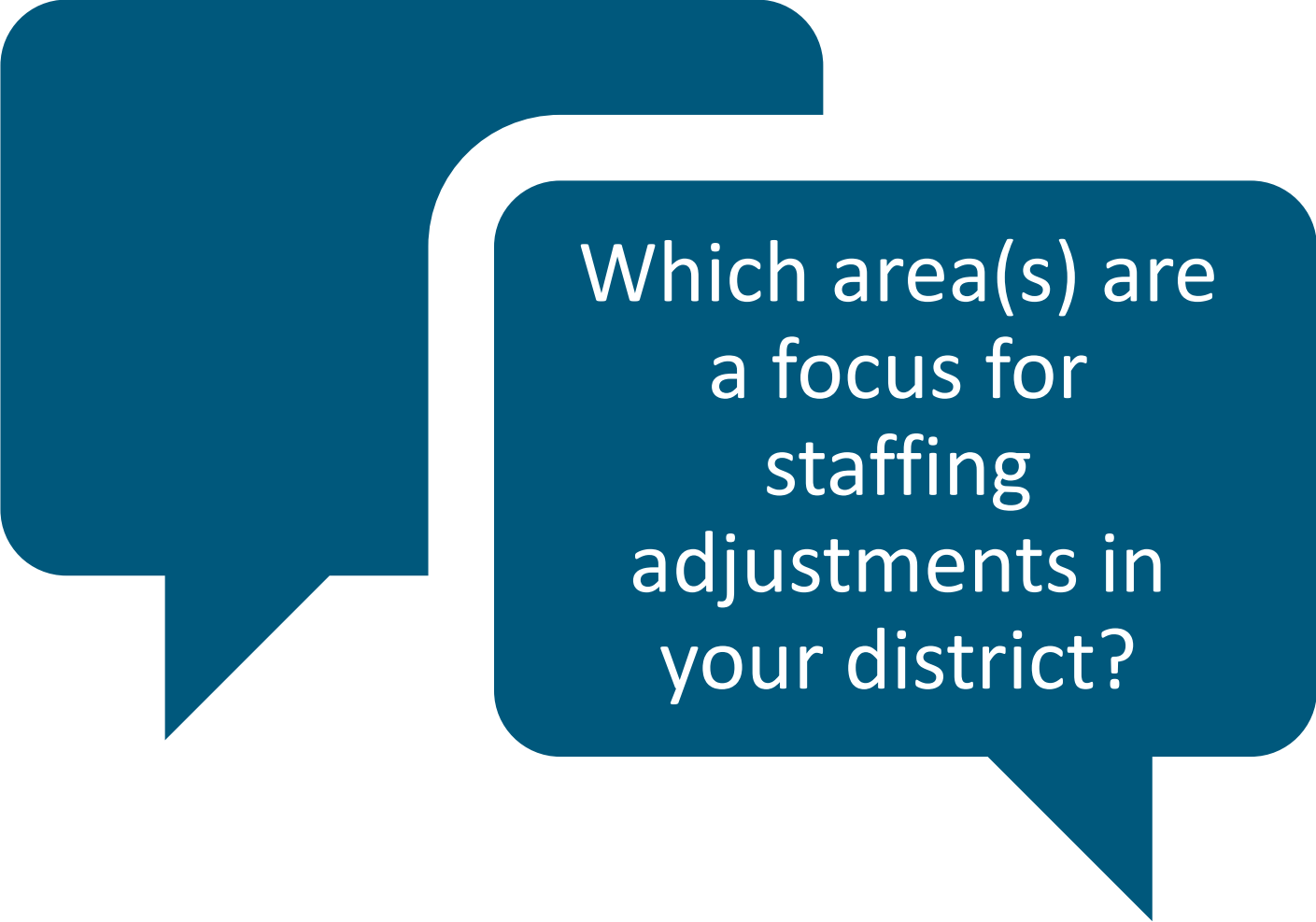
Justifications



Initiatives



Strategic goals



Which area(s) are
a focus for
staffing
adjustments in
your district?

Understanding Your District's Compensation

Pay system objectives

Recruit Employees

- Competitive entry rates
- Competitive pay for experienced new hires

Pay for Job Value

- Prevent overpayment or underpayment

Retain Employees

- Advance pay to market rates
- Market-competitive pay increases

Control Costs

- Salary plan and increases driven by budget

Teacher pay systems

Traditional salary schedule

Values experience only

Stipends + extra days + other add ins

Teacher salary structure example – HB2

2024-25		Most districts provided an increase to years 1 and 2		2025-26		2026-27		
Exp	Salary			Adj	Salary	Exp	TRA	Salary
		0	\$0		\$51,000	0		\$50,500
0	\$50,000	1	\$0	\$2,000	\$52,000	1		\$51,000
1	\$50,500	2	\$0	\$2,000	\$52,500	2		\$52,000
2	\$51,000	3	\$4,000		\$55,000	3	\$2,000	\$54,500
3	\$51,500	4	\$4,000		\$55,500	4		\$55,000
4	\$52,000	5	\$8,000		\$60,000	5	\$4,000	\$59,500
5	\$52,500	6	\$8,000		\$60,500	6		\$60,000
6	\$53,000	7	\$8,000		\$61,000	7		\$60,500
7	\$53,500	8	\$8,000		\$61,500	8		\$61,000
8	\$54,000	9	\$8,000		\$62,000	9		\$61,500
9	\$54,500	10	\$8,000		\$62,500	10		\$62,000
10	\$55,000	11	\$8,000		\$63,000	11		\$62,500
						12		\$63,000

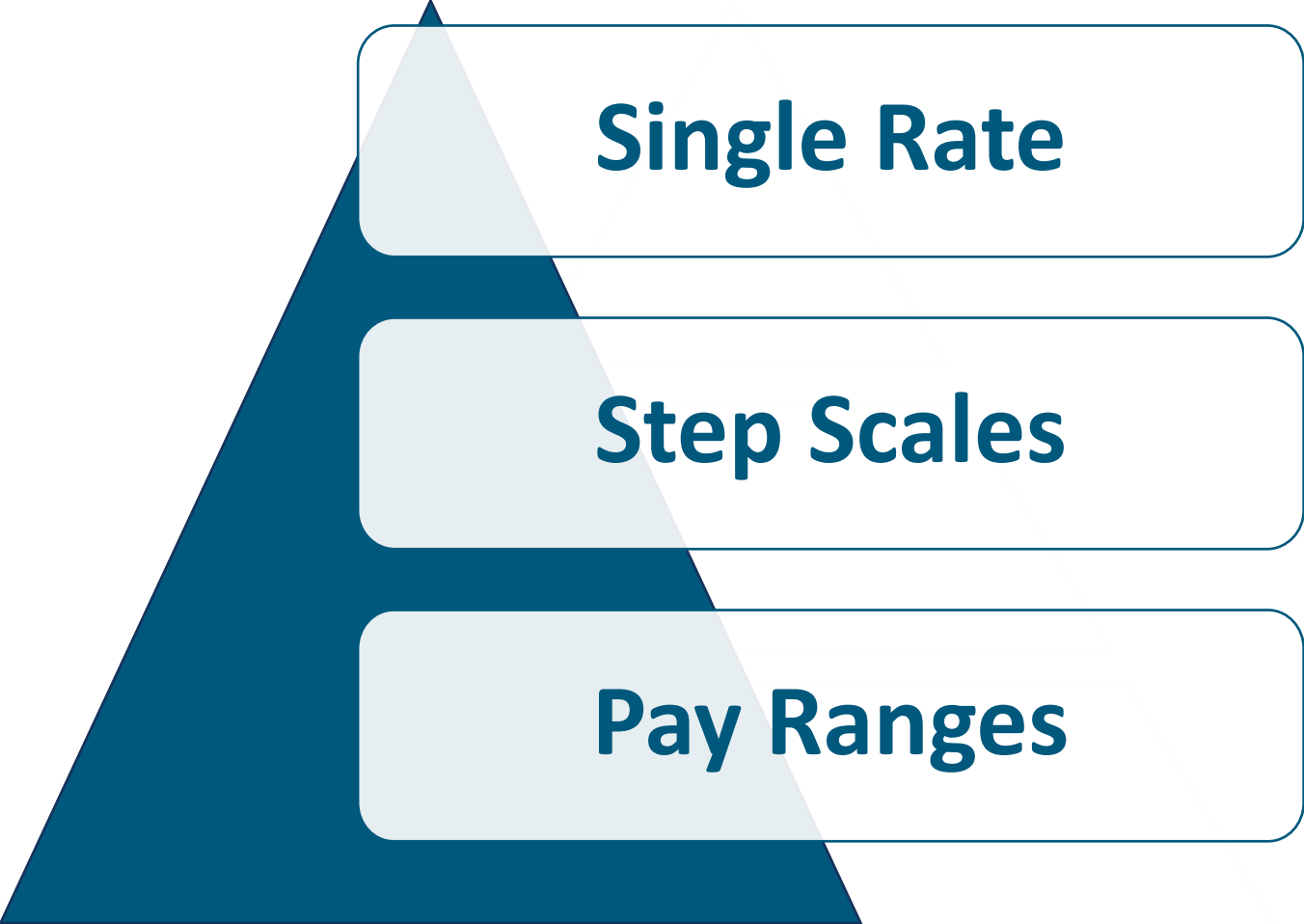
Starting teacher salary will decrease if no pay increase is adopted.

The adjustment in 2026-27 is remaining amount needed to increase salary above 2024-25 salary (\$4,000 or \$8,000).

Uncertified teacher salaries

- Certified 0-year teachers must be paid more than uncertified 0-year teachers in 2026-27
- School districts cannot adopt salary schedules that differentiate classroom teacher salaries based solely on a teacher's certification pathway for teachers with five or more years of experience in 2026-27

Types of pay systems for non-teachers



Single Rate

Step Scales

Pay Ranges

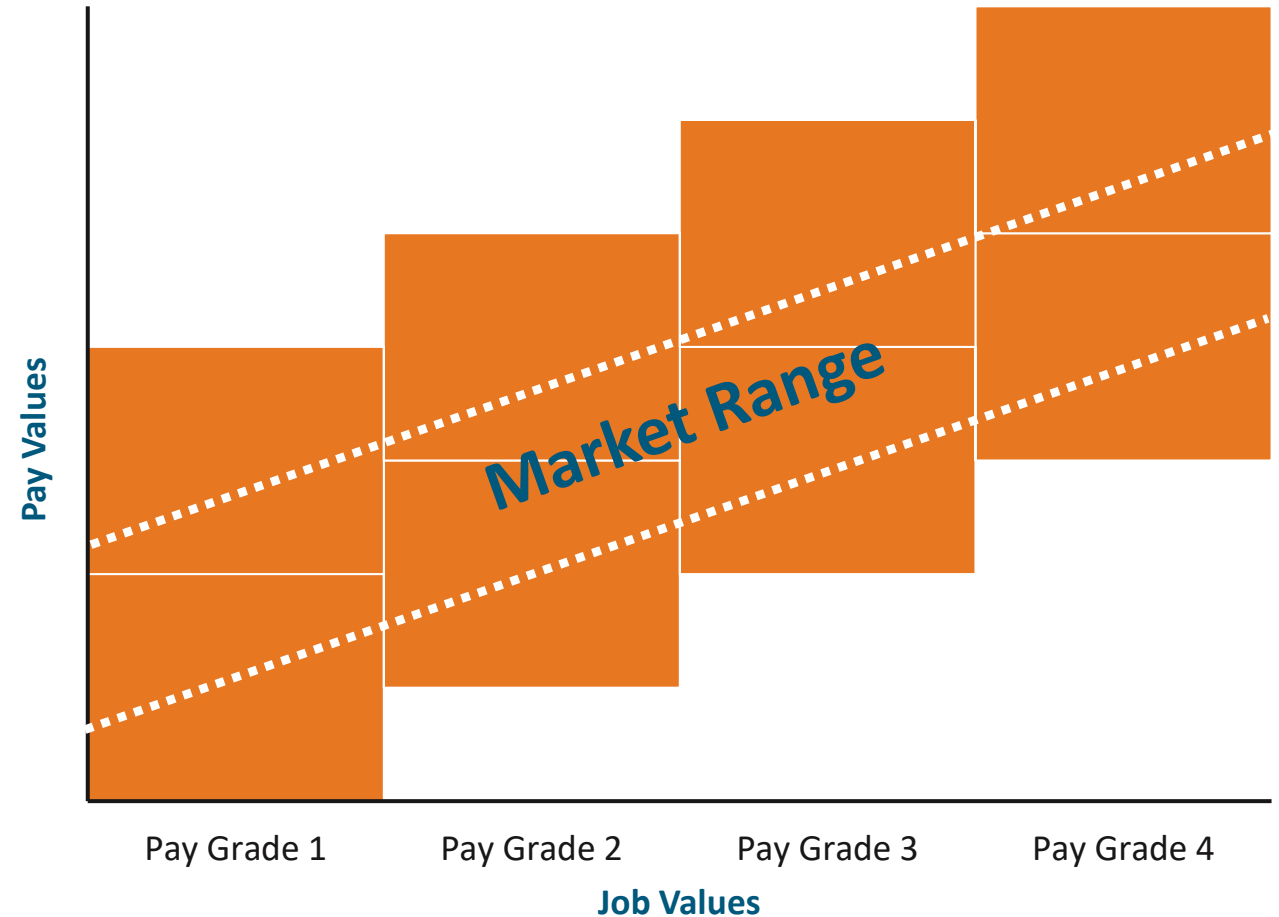
Pay ranges

Pay Range Control Points

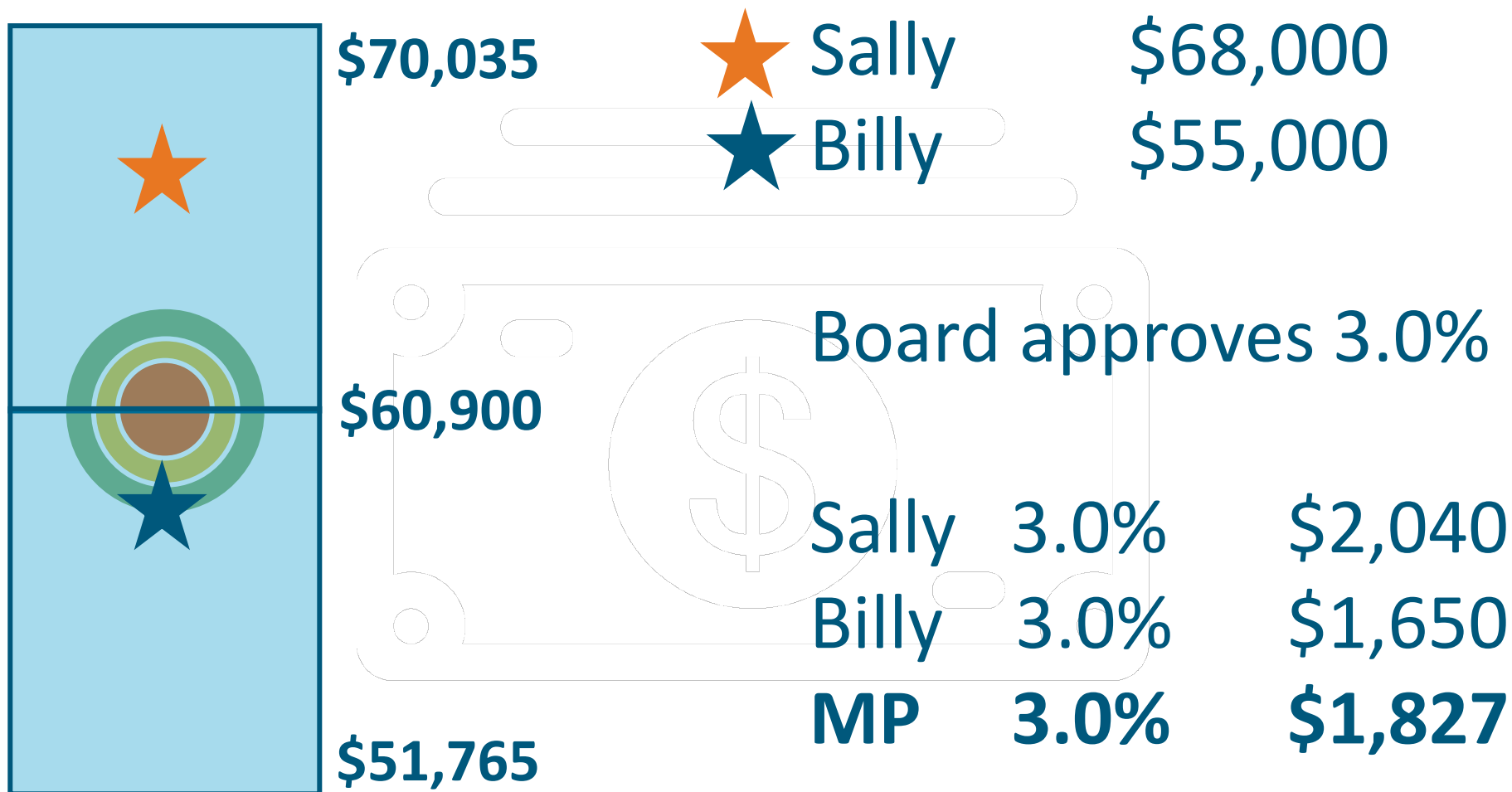
Maximum Rates —
maximum pay for job value

Midpoint Rates —
market target pay for job value

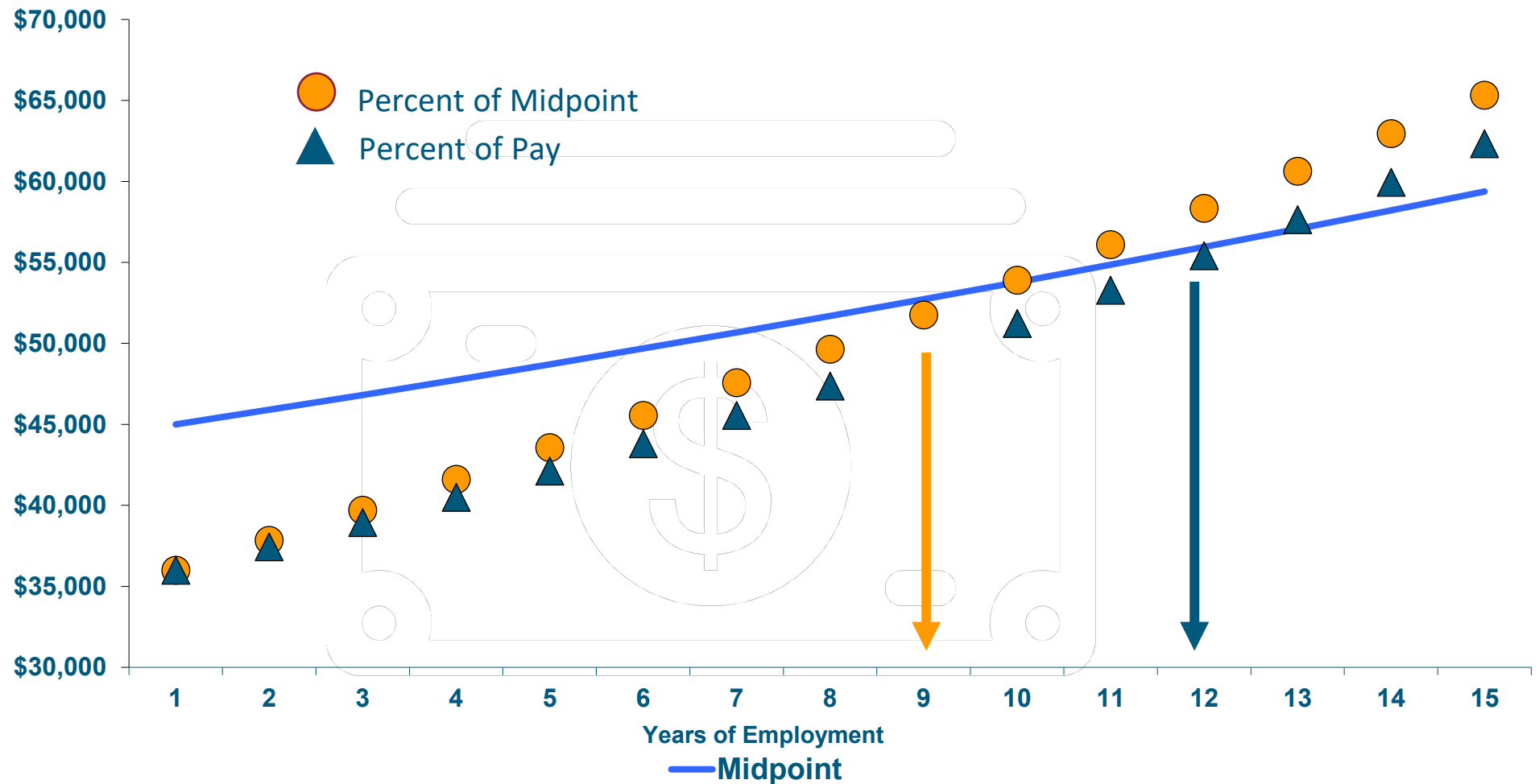
Minimum Rates —
lowest pay for job value



General pay increases



Why use the midpoint



Other increase types

Step
increase

Merit-
based
increase

Lump
sum
payment

Strategic Approaches to Staffing

Staffing comparison

- District staffing comparison to:
 - Student enrollment changes (+/-)
 - State averages (PEIMS)
 - Peer district averages
 - Benchmarks
 - Other standards

Adjustments

```
graph LR; A[Adjustments] --- B[Through attrition]; A --- C[Incrementally over time]; A --- D[Restructuring campuses]; A --- E[Financial need];
```

Through attrition

Incrementally over time

Restructuring campuses

Financial need

Considerations

Legal ramifications

Practical implications

Timing

Option 1: Increase class sizes

- Evaluate elementary class sizes
 - PK through grade 4 – 22:1 (statute)
 - Grade 5 – recommended 25:1
 - High quality PK – 1:11 (teacher and aide)
 - Tier class sizes based on campus needs
- Evaluate secondary class sizes
 - Master schedule analysis
 - Theoretical average

Option 2: Analyze master schedules

Secondary
campuses

High Schools
22 to 25 students

Middle Schools
22 to 24 students

Option 3: Evaluate workload

Special
programs

Athletics

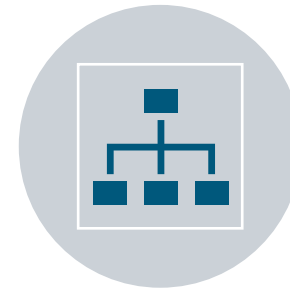
Fine arts

Curriculum

Option 4: Redirect job duties



Internal
assessment of job
descriptions



Determine job
duties available for
restructuring



Evaluate staff skill
sets to acquire
new job duties



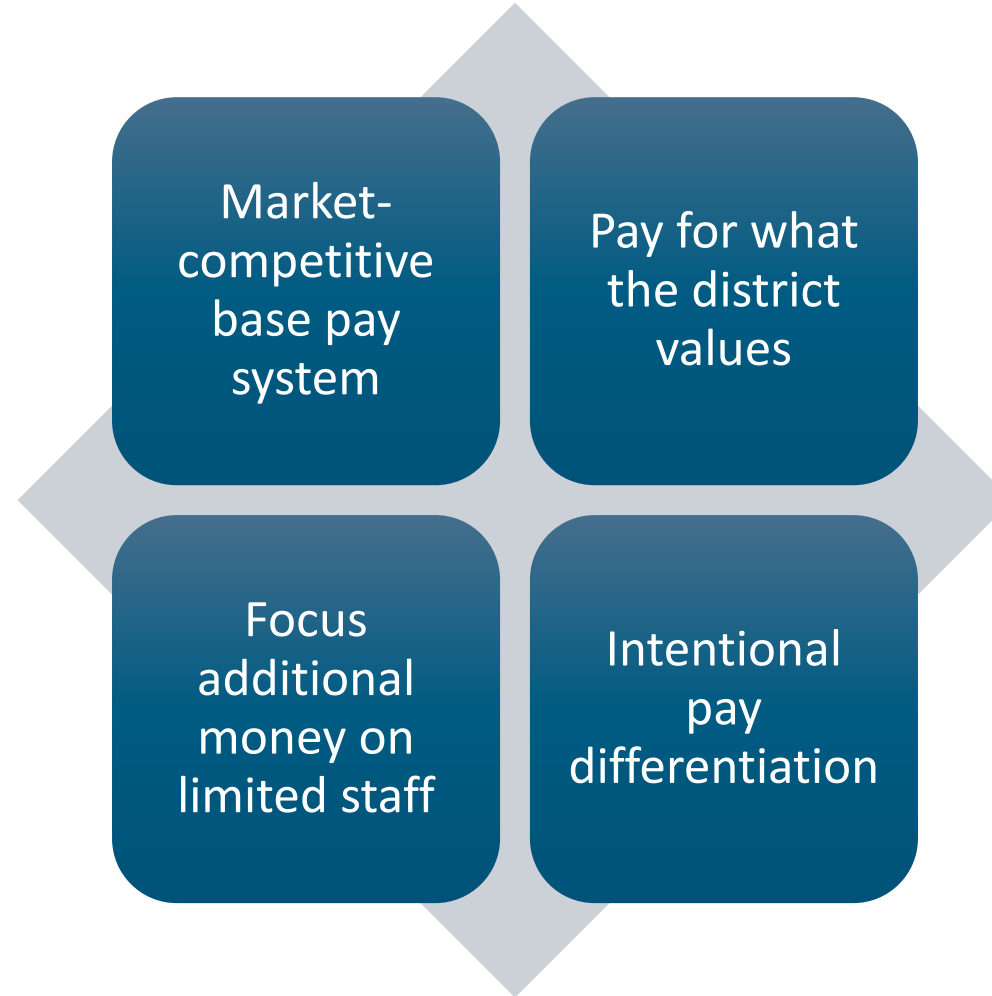
Reassign duties at
appropriate time
or through
attrition

Option 5: Analyze instructional models

- Intervention
- Gifted and talented
- Special education
- Bilingual & ESL
- CTE
- Extracurricular

Strategic Approaches to Compensation

Strategic compensation



Examples of differentiation

Team
achievement

Degree
attainment

Job assignment

Performance

Professional
development

Productivity

Addressing HB 2



**TEACHER CAREER
PATHWAY**



**REVIEW SALARY
DETERMINATION
PROCEDURES**

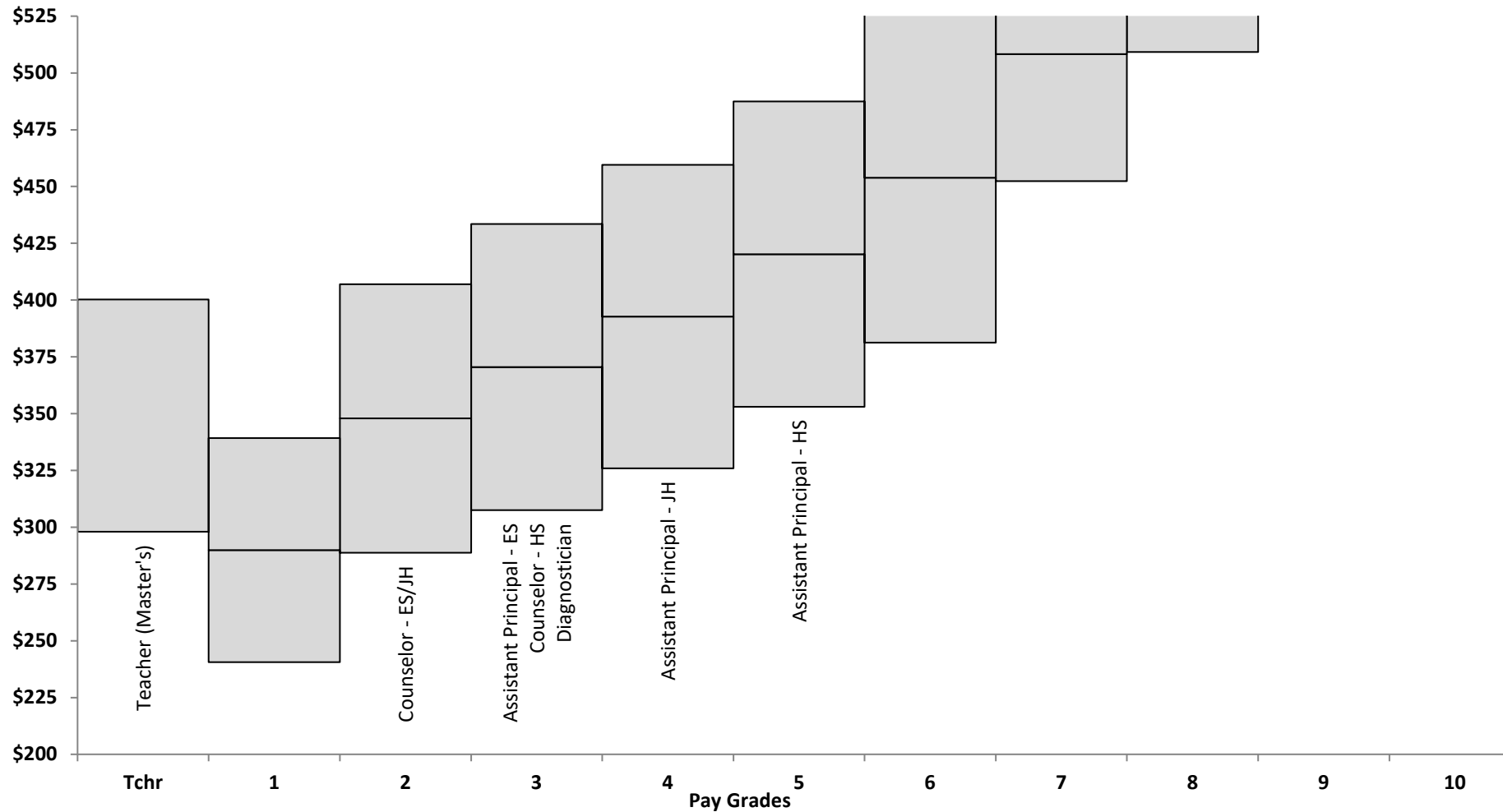


**PAY RANGE
ADJUSTMENTS**



**SET ASIDE FUNDS
TO ADDRESS THESE
CONCERNS**

Pay ranges and career pathways



Four-day weeks



Evaluate and analyze all aspects before moving to a four-day week



Who does it benefit?



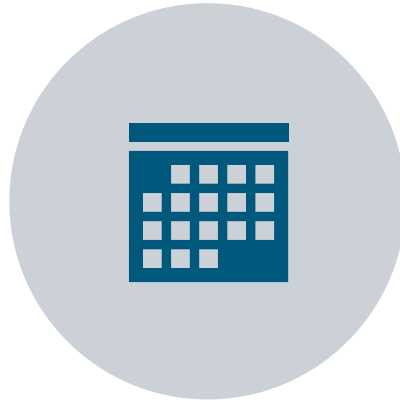
Have others seen benefits?

Next Steps

Plan



**FOCUS ON THE
CONNECTION BETWEEN
STAFFING AND PAY
DECISIONS**



**PREPARE BOTH SHORT-
TERM AND LONG-TERM
OPTIONS FOR BUDGET
AND STAFFING**



**IDENTIFY LEGAL
CONSIDERATIONS
RELATED TO STAFFING
AND PAY DECISIONS**

Consider

Impact	Politically charged decisions can impact staff, students, families, and communities
Collaboration	Involving stakeholders is necessary and it is important to avoid working in silos
Analysis	Use data analysis to evaluate the pros and cons of pay and staffing decisions
Alignment	Seek alignment of decisions with data, district needs, and budget

Communicate



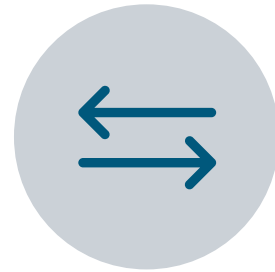
PROBLEM



SOLUTION



TIMELINE



TWO-WAY

TASB HR Services resources

- *The Administrator's Guide to Strategic Staffing*
- *The Administrator's Guide to Designing and Managing Pay Systems*
- HR Services Resource Library
- TASB News & Insights: Human Capital



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