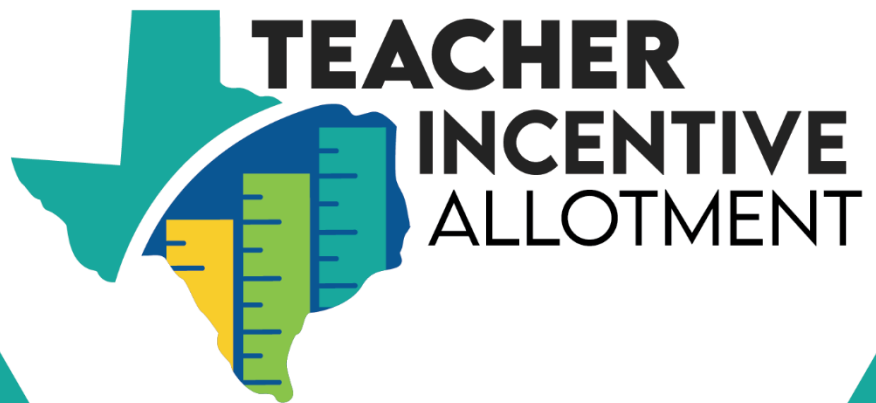


San Felipe-Del Rio CISD



**TEACHER BUY-IN
SURVEY REPORT**

Summer 2022

For questions about the analysis and results,

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Introduction

The Teacher Incentive Allotment (TIA) Teacher Buy-In Survey was developed by Texas Tech University and is intended to help school leaders gauge teachers' understanding of and support for the district's local designation system. Researchers have consistently found that few school reform efforts are successful without teacher commitment to the new policies. This is why teacher buy-in for the designation system is one of the key practices highlighted in the TIA Readiness Checklist.

The results contained in this report were derived from Cohort E teachers' responses to the Buy-In Survey which was administered prior to data capture and system implementation. These results are intended to be used by school leaders as part of a continuous improvement cycle ensuring that the local system is fair, accurate and reliable. The results from this report, however, will not affect the approval of your LEA's TIA application or local designation system.

Methods

Participants

Teachers from 196 LEAs in Texas responded to the TIA Buy-In Survey. Table 1 provides a profile of those responding from San Felipe-Del Rio CISD and Cohort E based on grade level groups (i.e., elementary, middle, secondary), and types of course taught. Participation was voluntary. All participants submitted their consent to participate and agreed that responses would be kept confidential to the extent permitted by law, and that reports would be presented in aggregate.

Table 1.
Demographic Profile of Responding Teachers in San Felipe-Del Rio CISD
and Cohort E

	San Felipe-Del Rio CISD (<i>n</i> = 202)	Cohort E (<i>n</i> = 18,839)
Teaching level		
Elementary	52 %	48 %
Middle	17 %	22 %
Secondary	31 %	30 %
Teaching assignment		
Core curriculum	61 %	61 %
Other curriculum	39 %	39 %

Description of the Survey

The Buy-In Survey is designed to gauge teachers' understanding and buy-in regarding the LEA's local designation system. Specifically, the survey is intended to gather teachers' views about their participation in stakeholder engagement events, how they were informed about the system, and their perceptions of the local system (see Appendix A for survey items).

The survey consists of four main sections. The first contains items intended to provide demographic information about the respondents. The second contains items reflecting teachers' knowledge of how the LEA gathered and shared information about the local designation system and whether the respondent took part in the LEA events. The third asks participants to indicate whether they expected to earn a designation in the local system. The fourth section contains items that specifically reflect teachers' understanding of and buy-in to the LEA's plan for making designations.

Four subscales are used in this final section:

- **Understanding** of the LEAs plan for the local designation system (e.g., how it will boost the salary of the most effective teachers) (9 items)
- Belief that the district plan will have a **positive effect** (e.g., recruitment and retention of teachers) (5 items)
- **Support** for implementation of the local designation system (e.g., overall, I support my district's participation) (5 items)
- **Fairness** of the district plan (e.g., ability to earn a designation regardless of subject or grade-level taught) (12 items)

Participants responded to perception items using a 5-point Likert scale (5 = strongly agree; 4 = somewhat agree; 3 = neither agree or disagree; 2 = somewhat disagree; 1 = strongly disagree). After each subscale, an open-response question invites participants to express their opinions reflecting the focus of the subscale.

Process for Administering the Survey

The survey was administered online. First, a list of teacher names and email addresses was submitted by the San Felipe-Del Rio CISD to Texas Tech University (TTU) by April 25, 2022. TTU then sent a link for the online survey (operated by Qualtrics®) to teachers. Participation was voluntary and consent was given prior to beginning the survey. Participants were informed that responses would be kept confidential to the extent permitted by law, and results would be presented in the aggregate. Results were masked to maintain anonymity in cases where sample or subsample sizes were less than 10 respondents.

TTU provided weekly aggregate updates to the LEA about the rate of response (% of teachers responding) to help ensure a representative sample of teachers. On average, participants completed the survey in less than 15 minutes.

Results for San Felipe-Del Rio CISD

Response Rate

The response rate to the Buy-In Survey was 34 % for San Felipe-Del Rio CISD compared to an overall response rate of 35 % by all participants in Cohort E of the Teacher Incentive Allotment. The rate of response for San Felipe-Del Rio CISD represents

- a low participation rate from teachers, thereby lowering the reliability with which administration leaders can base judgments about the district's level of buy-in. In the future, we highly recommend implementing measures to increase participation in all TIA related surveys.

Knowledge and Participation in the Planning Process

Tables 2a and 2b contain results from responses of teachers about their awareness of San Felipe-Del Rio CISD efforts to communicate and gather input about the plan for local designation, and the extent to which teachers participated in these events.

Table 2a.

Percentage of Teachers with Knowledge & Awareness about San Felipe-Del Rio CISD TIA Planning Process

	<i>Yes</i>	<i>No</i>	<i>I'm not sure ... maybe</i>
Has your district held information sessions with teachers about the TIA?	81 %	4 %	14 %
Has your district held focus groups with teachers about the TIA?	40 %	14 %	46 %
Have you participated in a district event concerning the TIA?	29 %	53 %	18 %
Do you currently have National Board Certification?	23 %	53 %	23 %

Table 2b.
Percentage of Teachers Receiving Information about TIA and Mode

	<i>Yes</i>	<i>No</i>
General information sessions	43 %	57 %
Faculty meetings	88 %	12 %
Professional development	6 %	94 %
Email	52 %	48 %
Online resources	14 %	86 %
Participation in teacher feedback group	10 %	90 %
Other	2 %	98 %

Buy-in to the local designation plan depends heavily on the extent to which efforts have been made to communicate with and gather input from constituents. The responses from teachers in San Felipe-Del Rio CISD suggest that efforts made to gather information and communicate plans

- may not have been broadly targeted enough for installing knowledge and awareness about the district's local designation system.

In terms of the mode of communication about the local designation plan, teachers reported receiving information most often through faculty meetings and least often through other methods. These results may indicate San Felipe-Del Rio CISD

- could improve buy-in by using a broader range of modes and/or events to communicate with teachers about the local designation system.

Likelihood of Earning a Designation

Teachers from San Felipe-Del Rio CISD were asked about whether and for what reason they expected to earn a designation next year based on the local designation system. Tables 3a and 3b contain a summary of these responses.

Table 3a.
Expectation for Earning Designation in San Felipe-Del Rio CISD

	<i>Yes</i>	<i>No</i>	<i>I'm not sure</i>
Do you expect to earn a designation this application year?	18 %	36 %	46 %

Overall, the percentage of teachers in San Felipe-Del Rio CISD expecting to earn designation during the application year

- is difficult to determine given the low response rate.

It is important to note, however, that the percentage of teachers who earn a designation will vary based on the effectiveness level of teachers. The results presented here reflect a statewide average so the results in your district may vary.

	<i>Yes</i>
Teachers expecting to earn designation during the application year (<i>n</i> = 33; <i>select all that apply</i>)	
Because of my teaching performance	100 %
Because I am National Board Certified	18 %
Other	6 %
Teachers <u>not</u> expecting to earn designation during the application year (<i>n</i> = 66; <i>select all that apply</i>)	
Because of my teaching performance	6 %
Because my teaching assignment is ineligible	67 %
Other	42 %

Of the teachers who anticipate earning a designation, 100 % indicated they would do so because of their high level of teaching performance (i.e., teaching appraisal and student growth), and 18 % indicated they would do so because of their current status as a National Board Certified Teachers. During the upcoming data capture year, these percentages may be relevant to district leaders' decisions to confirm or moderate expectations related to teacher designation and the positive outcome of Step 2 data validation of the local designation system.

Teachers' Perceptions of the Local Designation System

Teachers were also asked about the extent to which they buy into the local designation system proposed by San Felipe-Del Rio CISD. Their buy-in is reflected in the extent to which teachers understand the system, feel it will benefit the district, personally support the system, and perceive that all effective teachers in the LEA have a fair and equal opportunity to be designated. Assuming adequate participation in the survey, teachers' responses to these items provide ways for local leaders to judge the success of their efforts to build sufficient buy-in and (if necessary) data points to guide future efforts around building consensus around the value of the Teacher Incentive Allotment for San Felipe-Del Rio CISD. Tables 4a through 4d contain results from analyses of teacher responses and a comparison to results found among all participating teachers in Cohort E districts.

	San Felipe-Del Rio CISD	Cohort E
Understanding		
<i>M</i>	3.25	3.36
<i>SD</i>	0.94	1.09
Positive impact		
<i>M</i>	3.12	3.27
<i>SD</i>	1.12	1.12
Support		
<i>M</i>	3.22	3.36
<i>SD</i>	1.11	1.13
Fairness		
<i>M</i>	3.10	3.38
<i>SD</i>	1.00	0.99
Overall buy-in		
<i>M</i>	3.18	3.34
<i>SD</i>	0.92	0.97

Note. *M* = mean; *SD* = standard deviation.

The results in Table 4a seem to indicate that, among the teachers from San Felipe-Del Rio CISD who did respond,

- perceptions of buy-in are lower than might be desired.

In addition, teachers from San Felipe-Del Rio CISD seemed to have

- approximately the same level of buy-in as the larger Cohort E sample.

Next, differences were examined based upon teachers' participation in communication and input events related to planning for the local designation system (see Table 4b). In most cases, teachers who participated in a district event concerning the TIA had

- about the same degree of buy-in as teachers who did not participate in events.

Table 4b.

Perceptions of San Felipe-Del Rio CISD Teachers Compared with Cohort E Teachers based on Participation in District Communication and Input Events

	San Felipe-Del Rio CISD Participation in TIA Event			Cohort E Participation in TIA Event		
	<i>Yes</i>	<i>No</i>	<i>Unsure</i>	<i>Yes</i>	<i>No</i>	<i>Unsure</i>
Understanding						
<i>M</i>	3.22	3.26	3.22	3.85	3.00	3.49
<i>SD</i>	1.03	0.90	0.89	0.94	1.08	0.93
Positive impact						
<i>M</i>	2.77	3.28	3.23	3.56	3.04	3.44
<i>SD</i>	1.29	0.99	1.10	1.13	1.09	1.02
Support						
<i>M</i>	2.89	3.38	3.29	3.66	3.11	3.53
<i>SD</i>	1.25	1.00	1.10	1.13	1.10	1.01
Fairness						
<i>M</i>	2.93	3.13	3.30	3.65	3.15	3.55
<i>SD</i>	1.02	0.97	1.02	0.98	0.96	0.90
Overall buy-in						
<i>M</i>	3.00	3.24	3.28	3.69	3.07	3.50
<i>SD</i>	0.99	0.86	0.94	0.93	0.93	0.86

Differences were also examined based upon teachers' instructional assignment comparing those in core curriculum assignments to those in non-core assignments (see Table 4c). Though patterns of difference may exist, in most cases, teachers who taught in core-curriculum assignments

- expressed approximately the same level of buy-in as those teaching in non-core subject areas.

Table 4c.
Perceptions of San Felipe-Del Rio CISD Teachers Compared with Cohort E based on Teaching Assignment

	San Felipe-Del Rio CISD Teaching Assignment		Cohort E Teaching Assignment	
	<i>Core</i>	<i>Other</i>	<i>Core</i>	<i>Other</i>
Understanding				
<i>M</i>	3.27	3.21	3.40	3.30
<i>SD</i>	0.87	1.03	1.08	1.09
Positive impact				
<i>M</i>	3.20	3.01	3.30	3.23
<i>SD</i>	1.04	1.23	1.12	1.13
Support				
<i>M</i>	3.31	3.08	3.37	3.33
<i>SD</i>	1.08	1.16	1.13	1.13
Fairness				
<i>M</i>	3.14	3.04	3.41	3.34
<i>SD</i>	0.96	1.05	0.99	0.99
Overall buy-in				
<i>M</i>	3.23	3.10	3.37	3.29
<i>SD</i>	0.87	0.98	0.96	0.97

Finally, differences were examined based on teachers' expectation for earning a designation during the application year (see Table 4d).

- Consistent with previous cohorts, district teachers who anticipate earning a designation tended to report greater levels of buy-in than those not anticipating designation.

Table 4d.
Perceptions of San Felipe-Del Rio CISD Teachers Compared with Cohort E Teachers based on Designation Expectation

	San Felipe-Del Rio CISD Designation Expectation			Cohort E Designation Expectation		
	<i>Yes</i>	<i>No</i>	<i>Unsure</i>	<i>Yes</i>	<i>No</i>	<i>Unsure</i>
Understanding						
<i>M</i>	3.99	3.00	3.10	4.04	3.23	3.22
<i>SD</i>	0.56	1.03	0.84	0.86	1.08	1.07
Positive impact						
<i>M</i>	4.10	2.37	3.30	4.00	2.87	3.30
<i>SD</i>	0.59	1.06	0.98	0.94	1.16	1.01
Support						
<i>M</i>	4.17	2.55	3.35	4.09	2.98	3.37
<i>SD</i>	0.72	1.02	1.00	0.94	1.18	1.01
Fairness						
<i>M</i>	3.91	2.59	3.17	3.97	3.07	3.39
<i>SD</i>	0.71	0.96	0.89	0.87	1.00	0.90
Overall buy-in						
<i>M</i>	4.01	2.67	3.20	4.01	3.07	3.33
<i>SD</i>	0.53	0.88	0.82	0.79	0.97	0.88

Summary of Findings and Next Steps

Researchers have consistently found that few school reform efforts are successful without teacher commitment to the new policies. This is why teacher buy-in for the designation system is one of the key practices highlighted in the TIA Readiness Checklist. The Teacher Incentive Allotment (TIA) Teacher Buy-In Survey is intended to help school leaders gauge teachers' understanding of and support for the district's local designation system.

For San Felipe-Del Rio CISD, participation rates in the survey may reflect

- an inadequate sample of responses upon which administration leaders can base judgments about the level of buy-in. If this is the case, additional efforts may be needed to boost engagement and communication about the local designation system and to improve buy-in prior to designation decisions.

Finally, teachers' buy-in to the local designation system

- perceptions of buy-in are lower than might be desired. These results should be compared against participation rates and expectations for designation to identify causes for views that are less positive. After examination, leaders are likely to need additional opportunities to boost buy-in. This may mean more events, or events in different modes, or it could mean clarifying communication. Above all, teacher thinking around the local designation system should be taken into account if changes to the model are being considered.