WEST RUSK COUNTY CONSOLIDATED ISD

TIA TEACHER BUY-IN SURVEY REPORT Fall 2025

For questions about the analysis and results,
contact TIA@ttu.edu.

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Introduction

The Teacher Incentive Allotment (TIA) Teacher Buy-In Survey is designed to help school leaders gauge teachers' understanding of and support for the LEA's TIA local designation system. Developed by Texas Tech University (TTU), the survey was administered online through Qualtrics®. First, the LEA submitted a list of teacher names and email addresses to TTU by August 22, 2025. TTU then sent a link for the online survey to teachers. Participation was voluntary, and consent was obtained prior to commencing the survey. TTU provided weekly updates to the LEA about the running percentages of respondents to encourage a representative sample of teachers. On average, participants completed the survey in less than 15 minutes.

The findings in this report are based on teachers' responses to the TIA Teacher Buy-In Survey, which was conducted before data capture and system implementation. These results are intended to assist school leaders as part of a continuous improvement cycle, ensuring that the TIA local designation system is fair, accurate, and reliable. It is important to note that the results from this report will not influence the approval of the LEA's TIA application or local designation system. The anonymity of all participants is preserved, and data from groups or subgroups with fewer than 10 respondents are masked to protect confidentiality.

This report is divided into seven sections. Each section presents data for three teacher groups—elementary, middle, and high school teachers—within the LEA, along with collective results from all LEAs with accepted TIA applications for new local designation systems in the 2025-26 school year.

- ***Section 1*** provides an overview of the characteristics of the survey respondents, categorized by teaching level and assignment.
- ***Section 2*** presents the respondents' opinions on LEA communication regarding the TIA.
- ***Section 3*** examines how the respondents' understanding of how the TIA local designation system impacts them, how designations are determined, and how funds will be allocated.
- ***Section 4*** relates to the respondents' beliefs about their LEA TIA's potential for recruiting and retaining teachers, the merits of linking bonuses to effectiveness, the fairness of the designation process, teachers' ability to earn a designation, and the consistency of the evaluation procedures.
- ***Section 5*** presents the respondents' opinions on the accuracy of teacher designations, and their confidence in the reliability and validity of the LEAs' observation and student growth measures.
- ***Section 6*** offers evidence regarding the respondents' faith in the quality and accuracy of the observations used for evaluations of teacher performance.
- ***Section 7*** addresses the respondents' plans for their professional future.

These data displays enable LEA personnel to readily identify areas for improvement and benchmark their results against those of all LEAs with accepted TIA applications for new local designation systems in the 2025-26 school year.

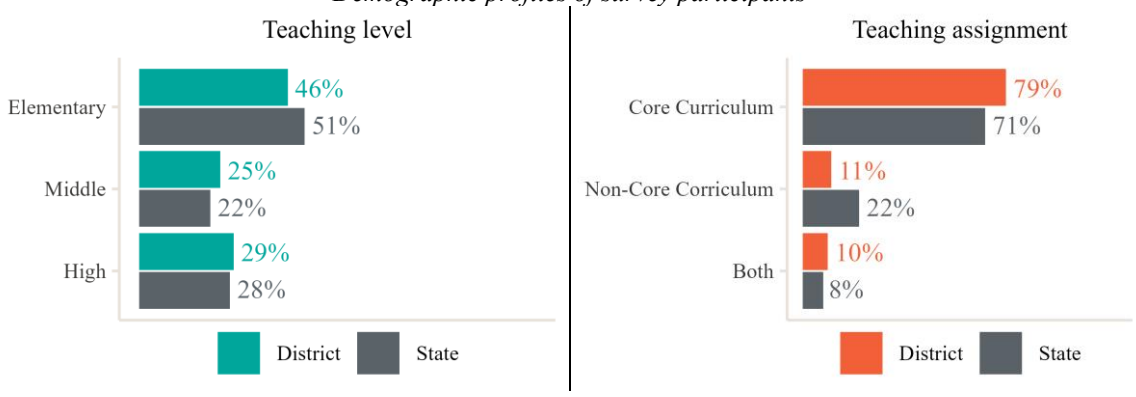
Section 1

Participant Characteristics

Teachers from 210 LEAs in Texas participated in the 2025-26 TIA Teacher Buy-In Survey. Participation was voluntary. All participants gave 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. Figure 1 provides a profile of those responding from WEST RUSK COUNTY CONSOLIDATED ISD and the state based on grade level groups (i.e., elementary, middle, high) and types of course taught (i.e., core, non-core, both).

Figure 1.

Demographic profiles of survey participants



A total of 72 WEST RUSK COUNTY CONSOLIDATED ISD teachers responded to this survey. This number represents a 94% response rate for the LEA, compared to an overall response rate of 51% by all participants in the state. Response rates of 70% or higher are sufficiently large for results to be interpreted with confidence. For rates between 40% and 70%, results should be interpreted with caution. Rates below 40% signal LEA leaders to work on improving participation in future surveys. At the lowest end, LEAs may need to gather additional data of their own to determine the true beliefs of their teachers regarding their buy-in to the TIA local designation system. Please note that, when sample sizes are small, results should be interpreted with caution.

Section 2

LEA Communication

Participants responded to the questions in Section 2 using a 5-point Likert-type scale (Strongly Agree = 5; Strongly Disagree = 1).

Results

LEA Efforts to Communicate about the TIA Local Designation System

Figure 2 displays the (a) mean and (b) percent responses to the two questions about LEA communication and feedback, showing comparisons among the three teacher groups and comparisons with the respondents from all other participating LEAs. Scores at the lower end of each scale suggest that more effort should be devoted to disseminating information about the LEA's local designation system and the TIA program.

Figure 2.

[Fig2-1] The information my district has provided about its TIA local designation system was adequate

Fig 2-1a

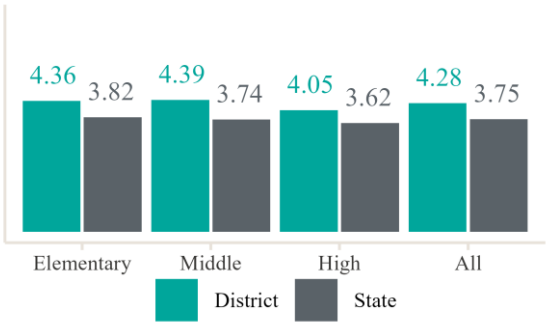
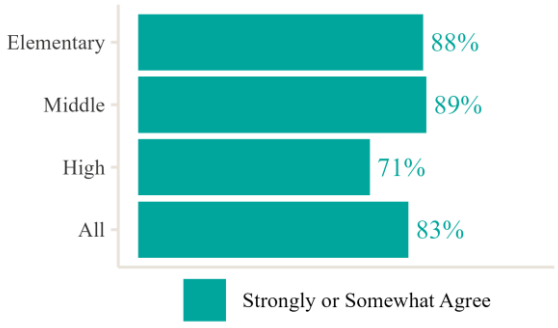


Fig 2-1b



[Fig2-2] My opportunities to provide feedback to my district about its TIA local designation system were adequate

Fig 2-2a

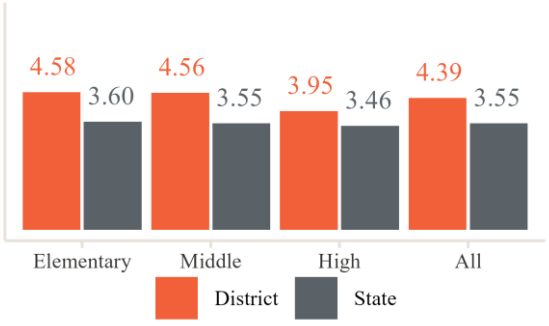
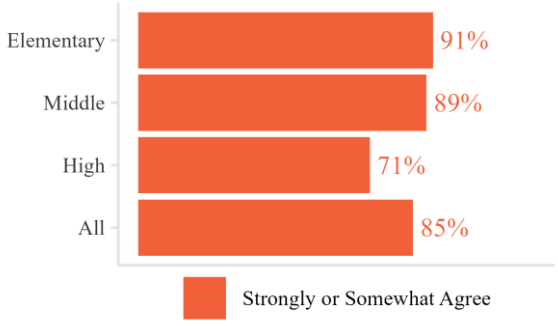


Fig 2-2b



Section 3

Understanding of TIA

Participants responded to the questions in Section 3 using a 5-point Likert-type scale (Strongly Agree = 5; Strongly Disagree = 1).

Results

Understanding Effects of the LEA's TIA Local Designation System

Figure 3 displays the (a) mean and (b) percent responses to the three questions related to understanding the TIA, highlighting comparisons among the three teacher groups and with the respondents from all other participating LEAs. Scores at the lower end of each scale indicate a need for more effort in informing LEA personnel about the outcomes and benefits of the TIA program.

Figure 3.

[Fig3-1] I understand how my district's TIA local designation system will affect me

Fig 3-1a

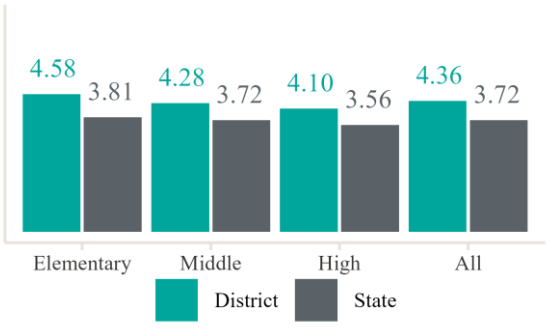
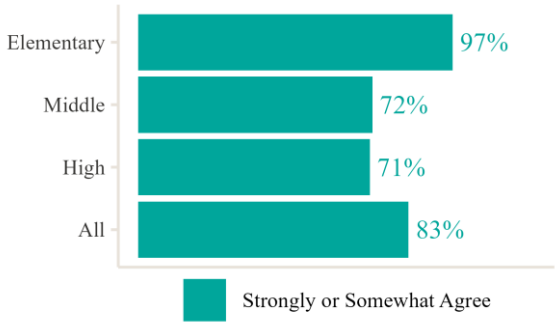


Fig 3-1b



[Fig3-2] I understand how my district's TIA local designation system designates teachers at each designation level

Fig 3-2a

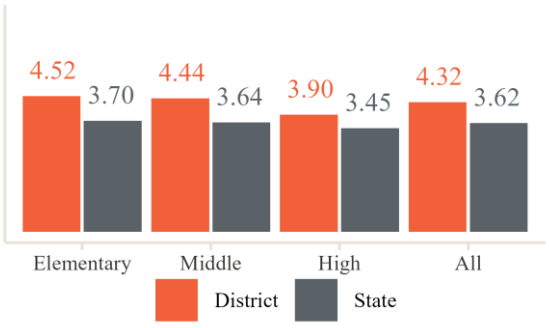
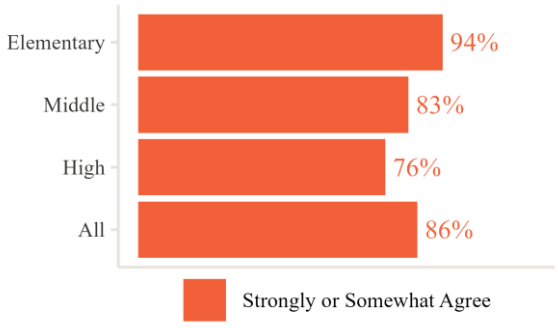


Fig 3-2b



[Fig3-3] I understand how the TIA funds will be spent according to our local designation system

Fig 3-3a

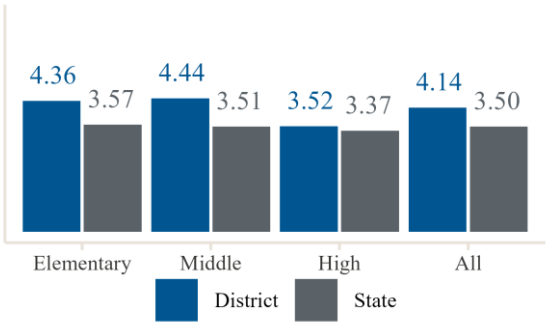
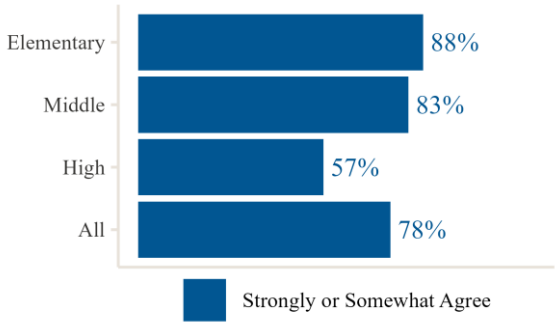


Fig 3-3b



Section 4

Beliefs about TIA

Participants responded to the questions in Section 4 using a 5-point Likert-type scale (Strongly Agree = 5; Strongly Disagree = 1).

Results

Beliefs about the LEA's TIA Plan

Figure 4 displays the (a) mean and (b) percent responses to the seven questions related to beliefs about the TIA. It compares the three teacher groups and contrasts them with the respondents from all other participating LEAs. Scores at the lower end of each scale suggest that the LEA may need to focus on highlighting the potential benefits of the TIA program or on improving some aspects of the LEA's designation system.

Figure 4.

[Fig4-1] Teachers' pay should be tied to their classroom effectiveness

Fig 4-1a

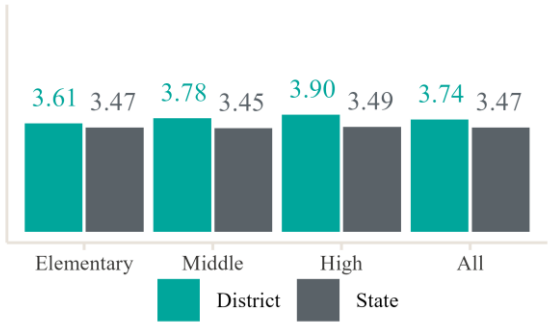
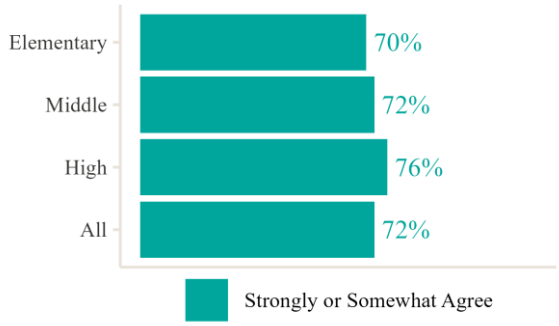


Fig 4-1b



[Fig4-2] Teachers' pay should be tied to their students' growth

Fig 4-2a

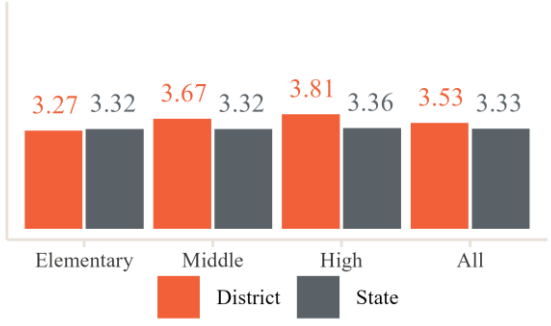
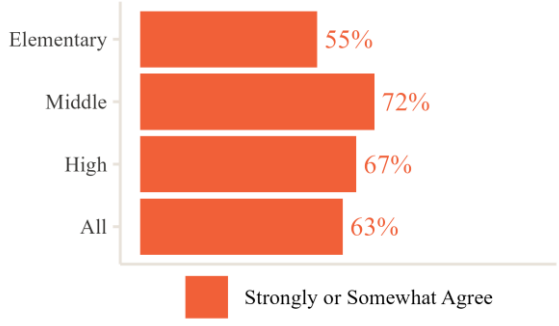


Fig 4-2b



[Fig4-3] My district's TIA local designation system will help us recruit and/or retain highly effective teachers

Fig 4-3a

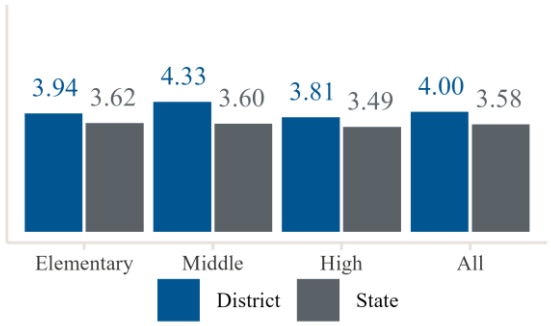
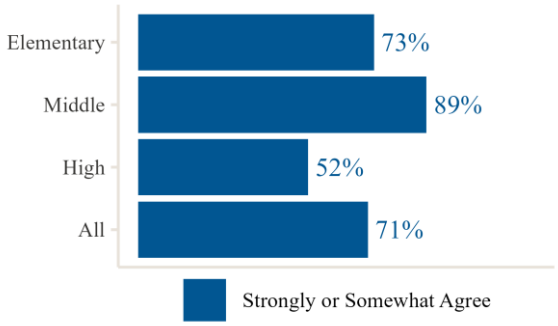


Fig 4-3b



[Fig4-4] I will benefit professionally from my district's participation in the TIA

Fig 4-4a

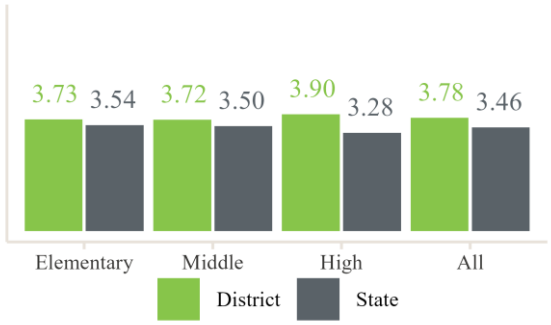
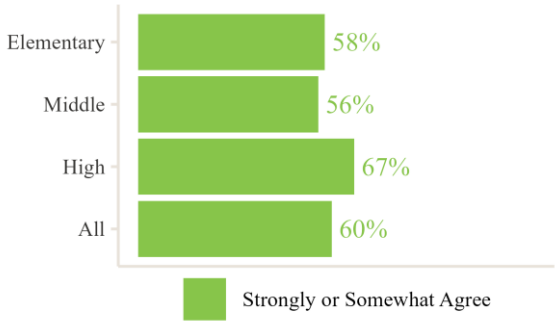


Fig 4-4b



[Fig4-5] My district's TIA local designation system is fair to all teachers in the district

Fig 4-5a

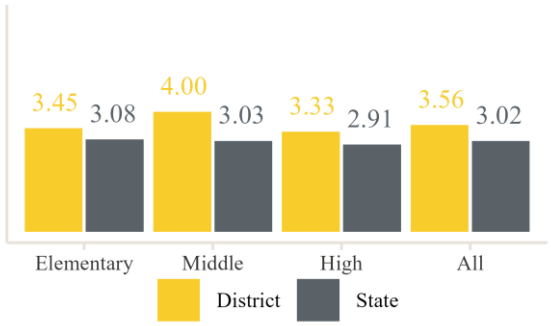
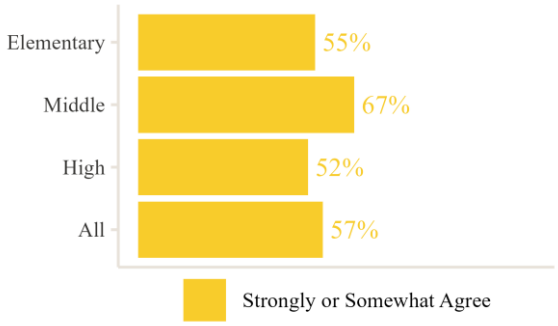


Fig 4-5b



[Fig4-6] Teachers are able to earn a designation regardless of campus, subject, or grade level

Fig 4-6a

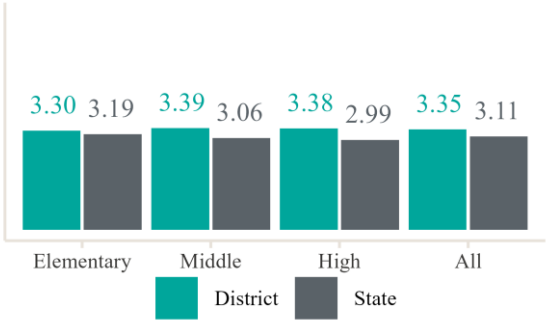
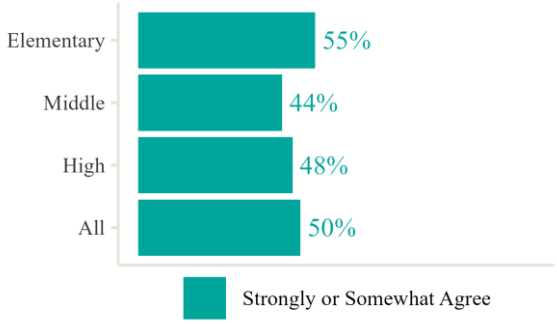


Fig 4-6b



[Fig4-7] Teachers are evaluated consistently across the district

Fig 4-7a

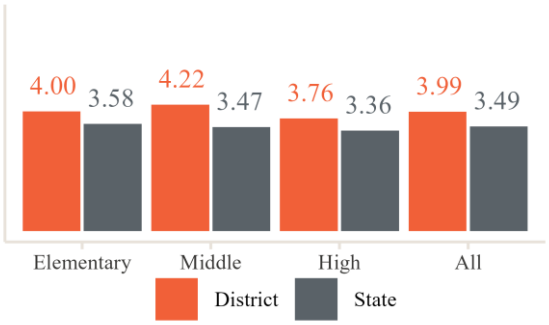
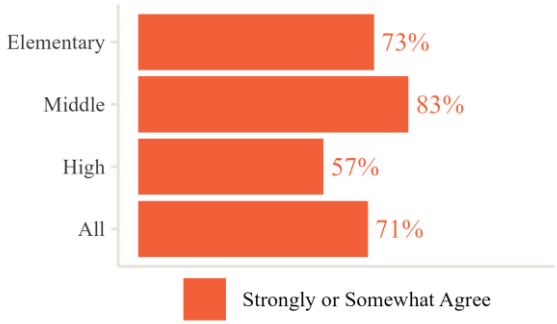


Fig 4-7b



Section 5

Accuracy of Designation

Participants responded to the questions in Section 5 using a 5-point Likert-type scale (Strongly Agree = 5; Strongly Disagree = 1).

Results

Accuracy of Designation

Figure 5 displays the (a) mean and (b) percent responses to the two questions related to the reliability and validity of the LEA's observation and student growth measures. It compares the three teacher groups and contrasts them with the respondents from all other participating LEAs. Scores at the lower end of each scale indicate that respondents lack confidence in the processes for estimating either teaching performance or student growth. Conversely, scores at the upper end of the scale reflect satisfaction with the designation measures.

Figure 5.

[Fig5-1] The designations for teachers will be based on an accurate appraisal of classroom teaching performance

Fig 5-1a

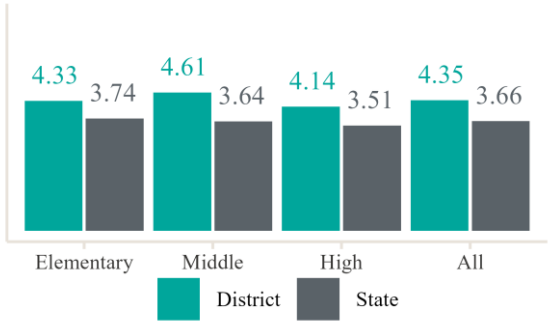
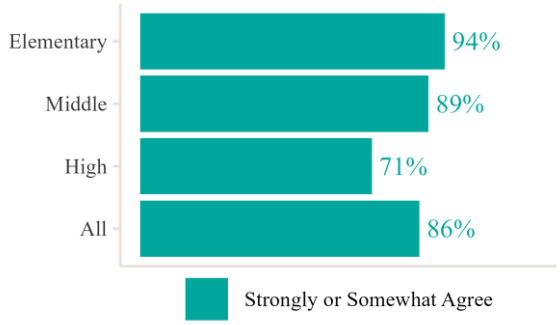


Fig 5-1b



[Fig5-2] The designations for teachers will be based on an accurate measure of student growth

Fig 5-2a

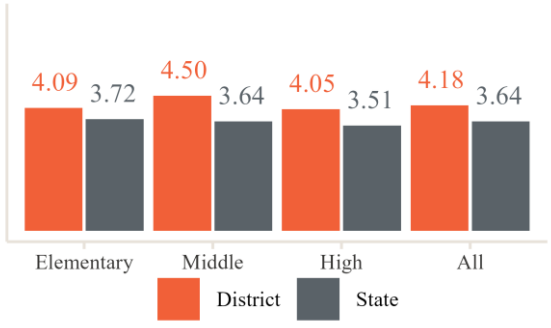
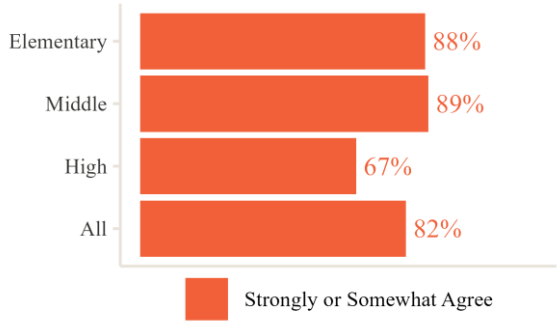


Fig 5-2b



Section 6

Quality of Classroom Observations

Participants responded to the questions in Section 6 using 5-point Likert-type scales (Strongly Agree = 5 to Strongly Disagree = 1; Very Confident = 5 to Very Doubtful = 1), as well as response options for the number of classroom observations (0 to 3+) and perceived quality (High = 3 to Low = 1).

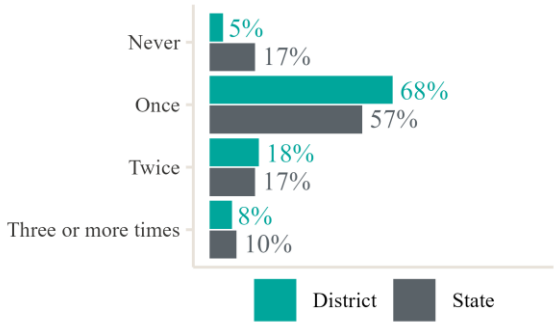
Results

Quality of Classroom Observations

Figure 6 illustrates the frequency of teacher observations for evaluations during the previous school year, and the number of formal observations teachers believe should be required for TIA purposes. These are then compared with responses from teachers in other LEAs across the state. These responses will help LEAs verify that, according to the teachers, their observation system is being implemented as planned.

Figure 6.

[Fig 6-1] During the last school year, how many times did you receive a formal (~45-minute) observation?



[Fig 6-2] How many formal observations would an eligible teacher need to have for TIA-purposes in the current school year?

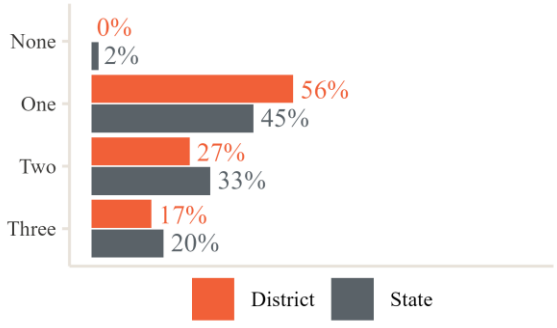


Figure 7 displays the teachers' perceptions of the accuracy of the scores from their most recent observation, comparing the three teacher groups and their responses with those from all other participating LEAs. Confidence in the accuracy of observation scores reflects respondents' opinions about the system or rubric being used and the person conducting the observation. The lower the scores, the greater the doubt about the validity of the observation system. Higher scores suggest that teachers are comfortable with the system for measuring teaching performance.

Figure 7.

Thinking about your last observation, how confident were you that the scores were accurate?

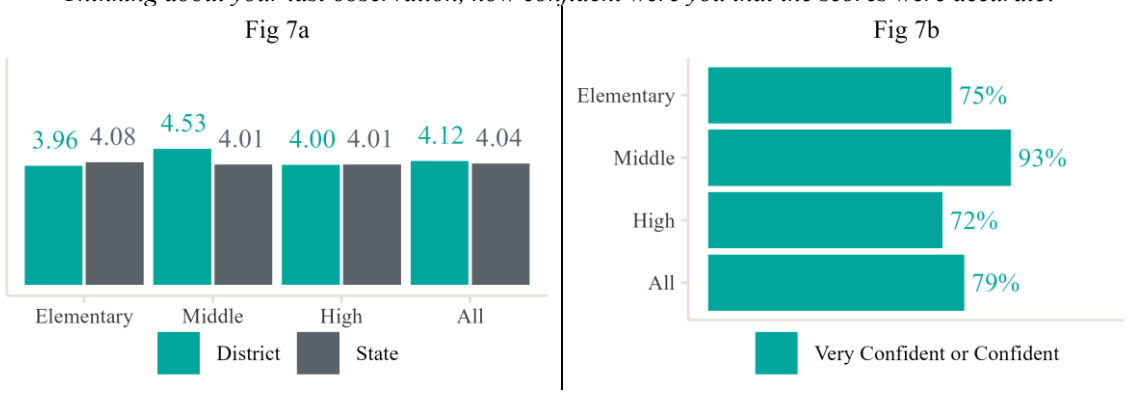
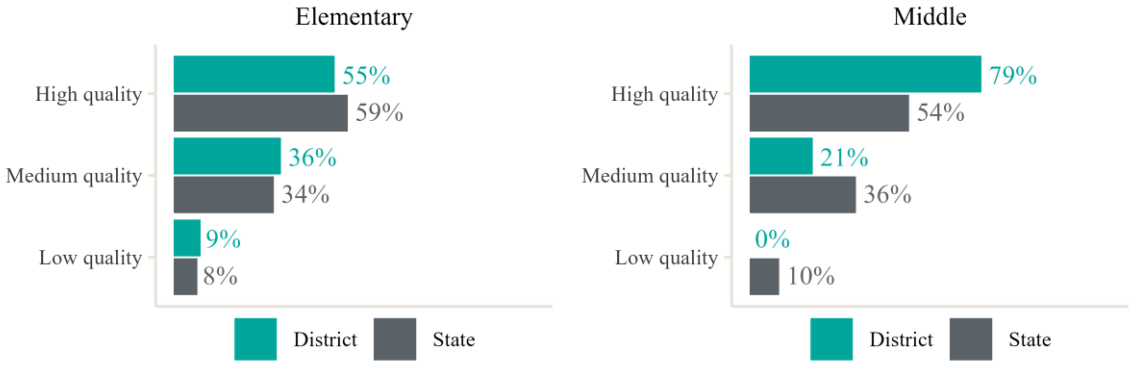
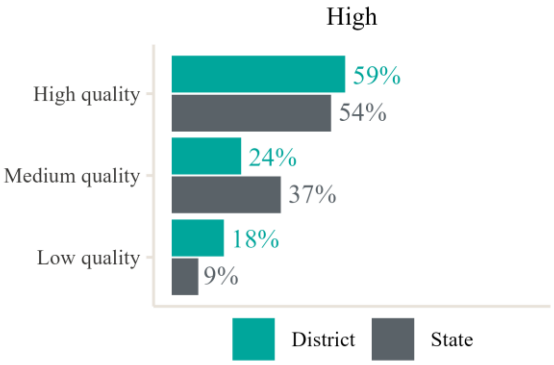


Figure 8 displays how teachers rated the quality of observation feedback, comparing the three teacher groups and their responses with those from all other participating LEAs. This information will help LEAs to determine whether improvement in the feedback process is needed.

Figure 8.

[Fig8-1] Thinking about your last observation, how would you describe the quality of the feedback that was given?





[Fig8-2] In general, teacher appraisers make impartial judgements during classroom observations

Fig 8-2a

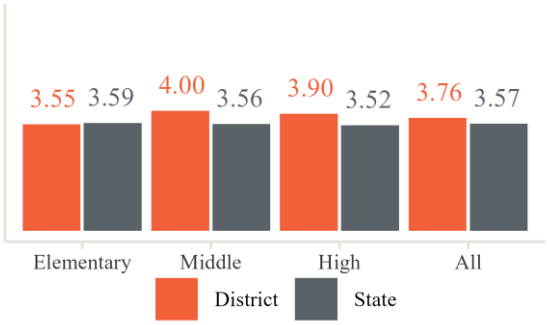
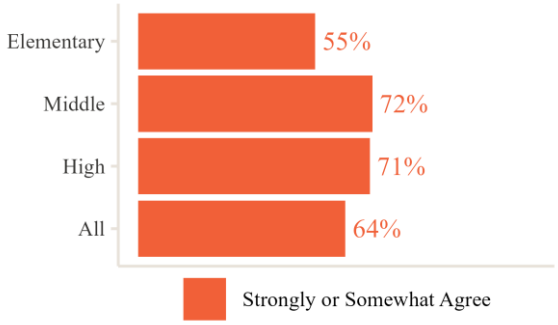


Fig 8-2b



Section 7

Future Plans

Section 7 has three questions about how long the teacher plans to remain in their current role and LEA. There are four response options, ranging from one year or less to 11 years or more. Additionally, teachers were asked whether they believed they were likely to receive a TIA designation. Participants responded to this question using a 5-point Likert-type scale (Strongly Agree = 5; Strongly Disagree = 1).

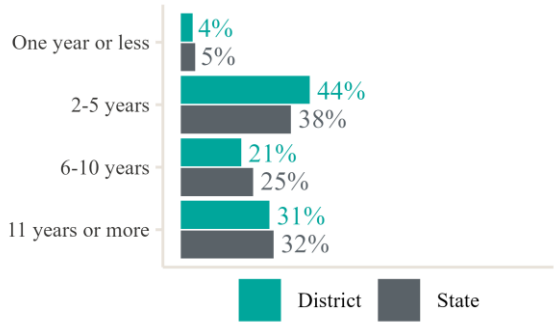
Results

Plans for Remaining in Current Role and LEA

Figure 9 displays how long respondents plan to remain in their current role and LEA, with comparisons for respondents from other LEAs across the state. This information may be useful for long-term planning.

Figure 9.

[Fig9-1] Number of years I plan to remain in my current role



[Fig9-2] Number of years I plan to remain in my current school district

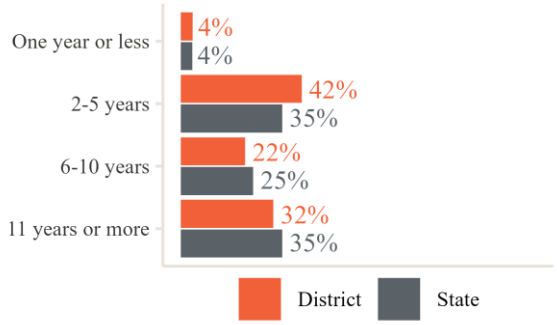


Figure 10 displays the likelihood of teachers earning a TIA designation, comparing the three teacher groups and respondents from all other participating LEAs. This information may explain some of the earlier responses regarding beliefs, support, and fairness of the TIA local designation system.

Figure 10.

Under my district's TIA local designation system, I am likely to earn a designation

Fig 10a

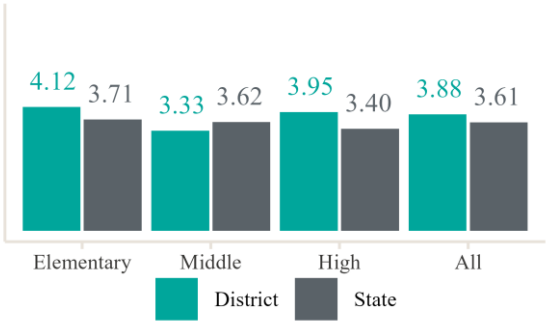
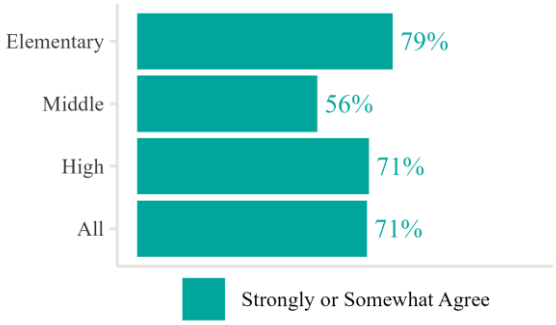


Fig 10b



Next Steps

Research consistently indicates that school reform initiatives are rarely successful without teacher commitment to the new policies. Therefore, gaining teacher buy-in for the designation system is one of the key practices highlighted in the TIA Readiness Checklist. The TIA Teacher Buy-In Survey is designed to help school leaders evaluate teachers' understanding of and support for the LEA's TIA local designation system. High scores in the above sections will give LEA leaders confidence that their teachers are fully committed to the TIA program as established in their LEA. Conversely, low scores in any area may prompt leaders to identify features of their program that could benefit from improvement. These results should help to point the way forward.