

# **2008 Report on Customer Service Texas Education Agency**

**Office for Planning, Grants, and Evaluation  
Division of Evaluation, Analysis, and Planning  
Planning and Performance Measures Unit  
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## **I. Executive Summary**

The *2008 Customer Service Survey* is a tool to assess how well the Texas Education Agency (TEA) is meeting the needs of its external customers and educational partners. In addition, feedback received from the survey respondents is a catalyst for driving change and improving agency processes.

A total of 5,466 surveys were completed in October, 2007. Superintendents, Business Managers, Principals, and Teachers and Staff from throughout the state were represented in the sample.

Superintendents tend to have the most contact with the agency, with 97.7% of Superintendents reporting they have contacted TEA, followed by Business Managers (90.7%). Principals (57.6%) and Teachers and Staff (27.5%) have considerably less contact with the agency.

Regardless of their level of contact, all four groups consistently rate TEA highly on the quality of its customer service and the information it provides. For the majority of customer service questions, over 70% of respondents in each customer group reported customer satisfaction with TEA.

“High School Completion and College Readiness” was found to be the most important key policy issue for Superintendents, Business Managers, and Teachers and Staff. According to the Principals’ responses, both “High School Completion and College Readiness” and “Elementary Student Performance” are about evenly ranked as their most important key policy.

The web continues to be a critical component in providing timely information to system participants. TEA customers rate its website highly and use it to obtain information and material on a wide variety of topics.

## **II. Introduction**

The Office for Planning, Grants and Evaluation (OPGE) at the Texas Education Agency (TEA) conducted the Customer Satisfaction Survey for the *2008 Report on Customer Service*. The customer groups included in the survey included school district superintendents and business managers, campus principals, and teachers and staff. The purpose of the survey was to assess levels of satisfaction with several dimensions of TEA services including:

- Contact with TEA,
- Customer Service Attributes,
- Key Issues,
- TEA Website, and
- Overall satisfaction with TEA.

## **III. Methodology**

### *Instrument*

Using the 2006 survey as a starting point, TEA revised the survey instrument to reflect changes within the organizational structure of the agency. In addition, the survey was modified to allow respondents to identify key concerns for their schools or students. The final survey instrument is presented in Appendix A.

### *Population Definitions and Sampling Procedures*

The population for the survey was comprised of all customers served by TEA, which included:

- Independent School District Superintendent Offices,
- Independent School District Business Offices, and
- Individual Campuses (both public and charter schools).

### *Data Collection*

All data for the survey were collected using a web-based survey software program. Potential respondents were notified about the survey through an e-mail that included a link to the questionnaire posted on the Web.

On October 1, 2007, e-mail notifications were sent to 1,022 Superintendents, 778 Business Managers, 5,206 Principals, and 729 Teachers.

The agency had a limited number of e-mail addresses for teachers. In order to reach additional teachers, each principal who was sent a notification was also given a flyer to distribute to teachers and staff. The flyer invited teachers and other staff persons to go to the questionnaire website to complete the survey.

Throughout the data collection process, OPGE staff responded to e-mail inquiries regarding the survey and any technical questions that the respondent may have had. The survey closed on October 31, 2007.

### *Report Format*

The remainder of the report is divided into six sections. The first is “Contact with TEA,” which presents information on how often various customers contact the agency and the preferred method of customer contact. The next section, “Customer Service Attributes,” provides ratings on a number of customer contact and program content areas, followed by “Key Issues” which ranks the importance of critical policy areas. This section is followed by an assessment of the TEA website. Next, “Overall Satisfaction with TEA” rates services as a whole. The last section provides a summary of the key findings of the study.

#### IV. Contact with TEA

Respondents were asked if they had been in contact with TEA since September 1, 2006, and were asked to indicate their preferred method of contacting TEA.

**Table 1. Contact with TEA**

	Contact with TEA	Preferred Method of Contact				
		In person	Telephone-Voice	Telephone-Fax	Regular Mail	E-mail
Superintendents (n=261)	97.7%	10.7%	59.4%	0%	1.1%	28.7%
Business Managers (n=150)	90.7%	2.0%	53.7%	1.4%	1.4%	41.5%
Principals (n=655)	57.6%	8.1%	46.1%	0.4%	1.3%	44.1%
Teachers and Staff (n=3,715)	27.5%	5.4%	29.8%	0.2%	2.1%	62.6%

- Superintendents (97.7%) and Business Managers (90.7%) were much more likely to have contacted TEA in the past year than Principals (57.6%) or Teachers and Staff (27.5%). Superintendents largely preferred to contact TEA primarily via telephone, while Business Managers demonstrated a moderate preference for telephone contact rather than e-mail. Principals were fairly evenly split between telephone and e-mail methods, while Teachers and Staff clearly preferred e-mail over telephone contact.

## V. Customer Service Attributes

Respondents were asked to rate TEA on a variety of customer service attributes by indicating whether they agreed or disagreed with a given statement, or were neutral. Respondents were asked to rate their response on a five point scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The percentages of responses are presented below in tables, along with summary findings below each table. Responses are reported by customer group, i.e., Superintendent, Business Manager, Principal, and Teacher and Staff.

Specific ratings for attributes related to *customer contact* follow in Tables 2-10; ratings for attributes related to *program content* follow in Tables 11-19.

### *Customer Contact Questions*

Respondents were asked to rate their level of agreement with the statement, “When I contacted the TEA, I was routed to the proper person.” As Table 2 indicates, the majority of respondents felt that they were routed to the proper TEA staff person when contacting the agency.

**Table 2. Routed to the Proper Person**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=257)	2.7%	7.0%	9.7%	60.7%	19.8%
Business Managers (n=135)	3.0%	3.0%	8.1%	57.8%	28.1%
Principals (n=339)	1.1%	3.8%	9.8%	62.6%	22.8%
Teachers and Staff (n=991)	3.1%	4.8%	10.3%	58.2%	23.5%

- While all four groups demonstrated a high rate of agreement with this statement, Business Managers (85.9%) and Principals (85.4%) were slightly more likely to agree or strongly agree that they were routed to the proper TEA staff person, relative to Teachers and Staff (81.7%) and Superintendents (80.5%).

- Of the 257 Superintendents who responded to this question, 80.5% either agreed (60.7%) or strongly agreed (19.8%) with the statement that they were usually routed to the proper person when contacting TEA.
- Of the 135 Business Managers who responded, 85.9% either agreed (57.8%) or strongly agreed (28.1%) with the statement.
- Of the 339 Principals who responded to this question, 85.4% either agreed (62.6%) or strongly agreed (22.8%) that they were usually routed to the proper staff member.
- Of the 991 Teachers and Staff who responded, 81.7% either agreed (58.2%) or strongly agreed (23.5%) that they were usually routed to the right person when contacting the agency.

Respondents were asked to rate their level of agreement with the statement, “My questions were answered in a reasonable amount of time” (see Table 3). The majority of respondents agreed or strongly agreed that TEA staff responses were generally timely.

**Table 3. Questions Are Answered in a Reasonable Amount of Time**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=257)	4.3%	7.8%	10.5%	61.5%	16.0%
Business Managers (n=137)	1.5%	6.6%	8.8%	56.9%	26.3%
Principals (n=386)	2.8%	6.7%	9.6%	57.0%	23.8%
Teachers and Staff (n=1,089)	5.5%	6.7%	9.9%	54.3%	23.6%

- While all four groups demonstrated a high rate of agreement with this statement, Business Managers (83.2%) were slightly more likely to feel that their questions to TEA were answered in a reasonable amount of time, followed by Principals (80.8%), Superintendents (80.5%), and Teachers and Staff (77.9%).
- Of the 257 Superintendents who responded to this question, 77.5% either agreed (61.5%) or strongly agreed (16.0%) with the statement that their questions were answered in a reasonable amount of time.

- Of the 137 Business Managers who responded, 83.2% either agreed (56.9%) or strongly agreed (26.3%) with the statement.
- Of the 386 Principals who responded to this question, 80.8% either agreed (57.0%) or strongly agreed (23.8%) that their questions were answered in a reasonable amount of time.
- Of the 1,089 Teachers and Staff who responded to this question, 77.9% either agreed (54.3%) or strongly agreed (23.6%) that their questions were answered in a timely manner.

Respondents were asked to rate their level of agreement with the statement, “When I contacted the TEA, I received reliable and useful information that met my need” (see Table 4). All four respondent groups indicated that they found TEA information to be reliable and useful.

**Table 4. TEA Provides Reliable and Useful Information**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=257)	2.7%	5.1%	11.7%	64.2%	16.3%
Business Managers (n=137)	0.0%	6.6%	5.8%	59.1%	28.5%
Principals (n=395)	1.0%	3.8%	9.4%	58.5%	27.3%
Teachers and Staff (n=1,136)	3.7%	5.6%	9.7%	55.8%	25.2%

- All four groups demonstrated a high rate of agreement with this statement. Business Managers (87.6%) and Principals (85.8%) were most likely to agree or strongly agree that they the received reliable and useful information that met their need after contacting the agency, followed by Teachers and Staff (81.0%) and Superintendents (80.5%).
- Of the 257 Superintendents who responded to this question, 80.5% either agreed (64.2%) or strongly agreed (16.3%) with the statement that they received reliable and useful information.
- Of the 137 Business Managers who responded, 87.6% either agreed (59.1%) or strongly agreed (28.5%) with the statement.

- Of the 395 Principals who responded to this question, 85.8% either agreed (58.5%) or strongly agreed (27.3%) that they received reliable and useful information that met their needs.
- Of the 1,136 Teachers and Staff who responded, 81.0% either agreed (55.8%) or strongly agreed (25.2%) that the information they received was reliable and useful.

Respondents were asked to rate their level of agreement with the statement, “TEA staff members acted in a professional manner.” As Table 5 shows, the perceived professionalism of TEA staff garnered some of the highest scores of the survey.

**Table 5. TEA Staff Members Act in a Professional Manner**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=257)	1.2%	0.8%	6.6%	59.9%	31.5%
Business Managers (n=136)	0.7%	0.0%	4.4%	53.7%	41.2%
Principals (n=378)	0.0%	0.5%	6.3%	56.9%	36.2%
Teachers and Staff (n=1,006)	1.5%	1.5%	9.9%	57.7%	29.6%

- All four groups demonstrated the highest rate of agreement with this statement. Business Managers (94.9%) and Principals (93.1%) were most likely to agree or strongly agree that TEA staff members acted in a professional manner, followed by Superintendents (91.4%) and Teachers and Staff (87.3%).
- Of the 257 Superintendents who responded to this question, 91.4% either agreed (59.9%) or strongly agreed (31.5%) with the statement that TEA staff members acted in a professional manner.
- Of the 136 Business Managers who responded, 94.9% either agreed (53.7%) or strongly agreed (41.2%) with the statement.
- Of the 378 Principals who responded to this question, 93.1% either agreed (56.9%) or strongly agreed (36.2%) that agency staff members acted in a professional manner.

- Of the 1,006 Teachers and Staff who responded, 87.3% either agreed (57.7%) or strongly agreed (29.6%) that staff members acted professionally.

In order to examine “timeliness” more closely, respondents were asked to rate their level of agreement with the statement, “TEA responded to my requests within 24 hours” (see Table 6). The majority of respondents indicated that TEA staff typically responded within this timeframe. However, overall scores were not as high as in previous questions due to a slight increase in “Neutral” and “Disagree” responses.

**Table 6. TEA Staff Members Respond within 24 Hours**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=254)	6.3%	13.0%	15.0%	48.4%	17.3%
Business Managers (n=137)	1.5%	10.9%	16.1%	41.6%	29.9%
Principals (n=369)	2.4%	11.7%	12.7%	47.2%	26.0%
Teachers and Staff (n=1,022)	5.1%	11.1%	13.7%	46.3%	23.9%

- While all four groups demonstrated a high rate of agreement with this statement, Principals (73.2%) and Business Managers (71.5%) were most likely to agree or strongly agree that TEA responded to their requests within 24 hours, followed by Teachers and Staff (70.2%) and Superintendents (65.7%).
- Of the 254 Superintendents who responded, 65.7% either agreed (48.4%) or strongly agreed (17.3%) with the statement.
- Of the 137 Business Managers who responded, 71.5% either agreed (41.6%) or strongly agreed (29.9%) that TEA staff members responded to their requests within 24 hours.
- Of the 369 Principals who responded to this question, 73.2% either agreed (47.2%) or strongly agreed (26.0%) that TEA staff responded to their requests within 24 hours.

- Of the 1,022 Teachers and Staff who responded, 70.2% either agreed (46.3%) or strongly agreed (23.9%) that TEA staff members responded to their requests within 24 hours.

Respondents were asked to rate their level of agreement with the statement, “TEA was responsive to my e-mail communications/requests” (see Table 7). The majority responded affirmatively to TEA’s handling of e-mailed information requests.

**Table 7. TEA Staff Members Are Responsive to My E-mail Communications**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=224)	2.2%	3.1%	11.6%	62.9%	20.1%
Business Managers (n=113)	0.0%	5.3%	8.0%	60.2%	26.5%
Principals (n=315)	2.2%	3.2%	9.5%	59.7%	25.4%
Teachers and Staff (n=885)	4.4%	3.9%	11.6%	56.8%	23.3%

- All four groups demonstrated a high rate of agreement with this statement. Business Managers (86.7%) and Principals (85.1%) were most likely to agree or strongly agree that TEA was responsive to their e-mail communication/requests, followed by Superintendents (83.0%) and Teachers and Staff (80.1%).
- Of the 224 Superintendents who responded to this question, 83.0% either agreed (62.9%) or strongly agreed (20.1%) with the statement that TEA is responsive to their e-mail communications/requests.
- Of the 113 Business Managers who responded, 86.7% either agreed (60.2%) or strongly agreed (26.5%) with the statement.
- Of the 315 Principals who responded, 85.1% either agreed (59.7%) or strongly agreed (25.4%) that the agency is responsive to their e-mail communications/requests.
- Of the 885 Teachers and Staff who responded to this question, 80.1% either agreed (56.8%) or strongly agreed (23.3%) that TEA is responsive to their e-mail communications/requests.

Respondents were asked to rate their level of agreement with the statement, “The process for filing a complaint was clear and understandable” (see Table 8). Although noticeably fewer respondents rated this statement, the majority agreed that the complaint filing process is clear.

**Table 8. TEA’s Process for Filing a Complaint is Clear**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=79)	7.6%	11.4%	31.6%	34.2%	15.2%
Business Managers (n=36)	5.6%	2.8%	33.3%	47.2%	11.1%
Principals (n=94)	5.3%	5.3%	29.8%	41.5%	18.1%
Teachers and Staff (n=327)	4.9%	8.9%	27.8%	41.0%	17.4%

- All four groups agreed with this statement, however, there is a noticeable increase in “Neutral” ratings relative to other Customer Service questions. Of the four groups, Principals (59.6%), Teachers and Staff (58.4%), and Business Managers (58.3%) were most likely to agree or strongly agree that TEA’s process for filing a complaint is clear and understandable, followed by Superintendents (49.4%).
- Of the 79 Superintendents who responded to this question, 49.4% either agreed (34.2%) or strongly agreed (15.2%) with the statement that the process for filing a complaint was clear and understandable.
- Of the 36 Business Managers who responded, 58.3% either agreed (47.2%) or strongly agreed (11.1%) with the statement.
- Of the 94 Principals who responded, 59.6% either agreed (41.5%) or strongly agreed (18.1%) that the process for filing a complaint was clear and understandable.
- Of the 327 Teachers and Staff who responded, 58.4% either agreed (41.0%) or strongly agreed (17.4%) that the process for filing a complaint was clear and understandable.

Respondents were asked to rate their level of agreement with the statement, “My complaint was addressed in a timely manner” (see Table 9). Although noticeably fewer respondents rated this statement, the majority agreed that their complaint was addressed by TEA in a timely manner.

**Table 9. Complaint Was Addressed in a Timely Manner**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=83)	6.0%	10.8%	26.5%	45.8%	10.8%
Business Managers (n=39)	0.0%	7.7%	28.2%	48.7%	15.4%
Principals (n=99)	2.0%	10.1%	33.3%	38.4%	16.2%
Teachers and Staff (n=339)	6.8%	7.7%	28.3%	42.2%	15.0%

- All four groups agreed with this statement. However, as with the last question, there is a noticeable increase in “Neutral” ratings relative to other Customer Service questions. Of the four groups, Business Managers (64.1%) were most likely to agree or strongly agree that their complaint was addressed by TEA in a timely manner, followed by Teachers and Staff (57.2%), Superintendents (56.6%), and Principals (54.6%).
- Of the 83 Superintendents who responded to this question, 56.6% either agreed (45.8%) or strongly agreed (10.8%) with the statement that their complaint was addressed in a timely manner.
- Of the 39 Business Managers who responded, 64.1% either agreed (48.7%) or strongly agreed (15.4%) with the statement.
- Of the 99 Principals who responded, 54.6% either agreed (38.4%) or strongly agreed (16.2%) that their complaint was addressed in a timely manner.
- Of the 339 Teachers and Staff who responded to this question, 57.2% either agreed (42.2%) or strongly agreed (15.0%) that their complaint was addressed timely.

Respondents were asked to rate their level of agreement with the statement, “Overall, I was satisfied with my contacts at the TEA.” As Table 10 indicates, the majority of TEA customers reported satisfaction with their contact experience.

**Table 10. Satisfied with TEA Contacts**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=256)	2.3%	7.0%	12.1%	60.2%	18.4%
Business Managers (n=138)	1.4%	5.1%	10.1%	52.9%	30.4%
Principals (n=396)	1.3%	4.5%	11.1%	55.8%	27.3%
Teachers and Staff (n=1,113)	3.6%	4.9%	13.2%	53.5%	24.7%

- While all four groups demonstrated a high rate of agreement with this statement, Business Managers (83.3%) and Principals (83.1%) were most likely to agree or strongly agree that they were satisfied with their contacts, followed by Superintendents (78.6%) and Teachers and Staff (78.2%).
- Of the 256 Superintendents who responded to this question, 78.6% either agreed (60.2%) or strongly agreed (18.4%) with the statement that they were satisfied overall with their contacts at TEA.
- Of the 138 Business Managers who responded, 83.3% either agreed (52.9%) or strongly agreed (30.4%) with the statement.
- Of the 396 Principals who responded, 83.1% either agreed (55.8%) or strongly agreed (27.3%) that they were satisfied overall with their agency contacts.
- Of the 1,113 Teachers and Staff who responded to this question, 78.2% either agreed (53.5%) or strongly agreed (24.7%) that they were satisfied.

### ***Program Content Questions***

Respondents were asked to rate their level of agreement with the statement, “TEA provides thorough and accurate information” (see Table 11). The majority of respondents provided high ratings for the quality of information.

**Table 11. Information Provided by TEA is Thorough and Accurate**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=258)	1.9%	7.8%	16.7%	59.3%	14.3%
Business Managers (n=141)	1.4%	6.4%	14.2%	60.3%	17.7%
Principals (n=584)	1.4%	7.4%	13.5%	58.6%	19.2%
Teachers and Staff (n=2,310)	1.6%	5.0%	20.1%	57.6%	15.7%

- All the groups demonstrated a high rate of agreement with this statement. Business Managers (78.0%) and Principals (77.8%) were most likely to agree or strongly agree that information provided by TEA is thorough and accurate, followed by Superintendents (73.6%) and Teachers and Staff (73.3%).
- Of the 258 Superintendents who responded to this question, 73.6% either agreed (59.3%) or strongly agreed (14.3%) with the statement that TEA information is thorough and accurate.
- Of the 141 Business Managers who responded, 78.0% either agreed (60.3%) or strongly agreed (17.7%) with the statement.
- Of the 584 Principals who responded, 77.8% either agreed (58.6%) or strongly agreed (19.2%) that TEA information is thorough and accurate.
- Of the 2,310 Teachers and Staff who responded, 73.3% either agreed (57.6%) or strongly agreed (15.7%) that the agency provides thorough and accurate information.

Respondents were asked to rate their level of agreement with the statement, “Electronic correspondence and exchange of information is more effective and efficient than traditional

paper processes.” As Table 12 shows, the majority of respondents in all four groups agreed with this statement.

**Table 12. Electronic Correspondence is More Effective and Efficient than Traditional Paper Processes**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=255)	2.4%	9.4%	11.8%	47.8%	28.6%
Business Managers (n=138)	2.2%	4.3%	12.3%	58.7%	22.5%
Principals (n=567)	1.1%	2.1%	12.2%	53.6%	31.0%
Teachers and Staff (n=2,147)	1.8%	4.4%	16.7%	52.5%	24.6%

- While all four groups demonstrated a high rate of agreement with this statement, Principals (84.6%) and Business Managers (81.2%) were most likely to agree or strongly agree that electronic correspondence is more effective and efficient than traditional paper processes, followed by Teachers and Staff (77.1%) and Superintendents (76.4%).
- Of the 255 Superintendents who responded to this question, 76.4% either agreed (47.8%) or strongly agreed (28.6%) with the statement that electronic correspondence and exchange of information is more effective and efficient than traditional paper processes.
- Of the 138 Business Managers who responded, 81.2% either agreed (58.7%) or strongly agreed (22.5%) with the statement.
- Of the 567 Principals who responded, 84.6% either agreed (53.6%) or strongly agreed (31.0%) that electronic correspondence and exchange of information is more effective and efficient than traditional paper processes.
- Of the 2,147 Teachers and Staff who responded, 77.1% either agreed (52.5%) or strongly agreed (24.6%) with the statement.

Respondents were asked to rate their level of agreement with the statement, “School financial information is reliable and useful” (see Table 13). All four groups responded affirmatively to the statement.

**Table 13. Financial Information Provided by TEA is Reliable and Useful**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=244)	4.5%	10.7%	23.0%	47.1%	14.8%
Business Managers (n=138)	1.4%	7.2%	16.7%	58.7%	15.9%
Principals (n=326)	0.0%	1.2%	28.8%	54.3%	15.6%
Teachers and Staff (n=1,491)	1.9%	5.0%	34.9%	46.3%	11.8%

- All four groups demonstrated a relatively high rate of agreement with this statement. Business Managers (74.6%) and Principals (69.9%) were most likely to agree or strongly agree that financial information provided by TEA is reliable and useful, followed by Superintendents (61.9%) and Teachers and Staff (46.3%). Principals and Teachers/Staff indicated a relatively higher degree of neutrality regarding financial information possibly because they are less likely to work with TEA financial information.
- Of the 244 Superintendents who responded to this question, 61.9% either agreed (47.1%) or strongly agreed (14.8%) with the statement that school financial information is reliable and useful.
- Of the 138 Business Managers who responded to this question, 74.6% either agreed (58.7%) or strongly agreed (15.9%) with the statement.
- Of the 326 Principals who responded, 69.9% either agreed (54.3%) or strongly agreed (15.6%) that school financial information is reliable and useful.
- Of the 1,491 Teachers and Staff who responded, 58.1% either agreed (46.3%) or strongly agreed (11.8%) that school financial information is reliable and useful.

Respondents were asked to rate their level of agreement with the statement, “Program guidance information is reliable and useful.” As Table 14 indicates, the majority of respondents agreed

with that statement. However, there is a higher degree of neutrality on this question, especially among Teachers and Staff and Business Managers.

**Table 14. TEA’s Program Guidance Information is Reliable and Useful**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=252)	0.8%	4.0%	19.0%	63.9%	12.3%
Business Managers (n=105)	0.0%	6.7%	22.9%	59.0%	11.4%
Principals (n=474)	1.3%	5.5%	18.6%	56.8%	17.9%
Teachers and Staff (n=1,779)	2.1%	6.9%	27.8%	50.8%	12.4%

- While all four groups demonstrated a high rate of agreement with this statement, Superintendents (76.2%) and Principals (74.7%) were most likely to agree or strongly agree that TEA’s program guidance information is reliable and useful, followed by Business Managers (70.4%) and Teachers and Staff (63.2%).
- Of the 252 Superintendents who responded to this question, 76.2% either agreed (63.9%) or strongly agreed (12.3%) with the statement that TEA program guidance information is reliable and useful.
- Of the 105 Business Managers who responded, 70.4% either agreed (59.0%) or strongly agreed (11.4%) with the statement.
- Of the 474 Principals who responded to this question, 74.7% either agreed (56.8%) or strongly agreed (17.9%) that the agency’s program guidance information is reliable and useful.
- Of the 1,779 Teachers and Staff who responded, 63.2% either agreed (50.8%) or strongly agreed (12.4%) with the statement.

Respondents were asked to rate their level of agreement with the statement, “Program curriculum information is reliable and useful” (see Table 15). The majority of respondents agreed with that statement about the agency’s program curriculum information; however, as in the previous question, there was a relatively higher degree of neutrality on this issue.

**Table 15. TEA’s Program Curriculum Information is Reliable and Useful**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=241)	0.0%	2.9%	21.2%	64.3%	11.6%
Business Managers (n=75)	0.0%	4.0%	26.7%	57.3%	12.0%
Principals (n=503)	0.8%	5.4%	15.1%	61.8%	16.9%
Teachers and Staff (n=1,990)	2.2%	5.4%	22.9%	55.1%	14.4%

- All groups demonstrated a high rate of agreement with this statement. Principals (78.7%) and Superintendents (75.9%) were most likely to agree or strongly agree that TEA’s program curriculum information is reliable and useful, followed by Teachers and Staff (69.5%) and Business Managers (69.3%).
- Of the 241 Superintendents who responded to this question, 75.9% either agreed (64.3%) or strongly agreed (11.6%) with the statement that the agency’s program curriculum information is reliable and useful.
- Of the 75 Business Managers who responded, 69.3% either agreed (57.3%) or strongly agreed (12.0%) with the statement.
- Of the 503 Principals who responded to this question, 78.7% either agreed (61.8%) or strongly agreed (16.9%) that TEA program curriculum information is reliable and useful.
- Of the 1,990 Teachers and Staff who responded, 69.5% either agreed (55.1%) or strongly agreed (14.4%) that program curriculum information is reliable and useful.

Respondents were asked to rate their level of agreement with the statement, “School accountability information is reliable and useful” (see Table 16). The majority of respondents replied positively to that statement.

**Table 16. TEA’s Accountability Information is Reliable and Useful**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=248)	1.2%	5.6%	15.3%	62.5%	15.3%
Business Managers (n=124)	0.0%	7.3%	19.7%	59.7%	13.3%
Principals (n=556)	1.3%	5.4%	9.4%	58.6%	25.4%
Teachers and Staff (n=975)	3.0%	5.1%	23.0%	53.7%	15.1%

- While all four groups demonstrated a high rate of agreement with this statement, Principals (84.0%) were most likely to agree or strongly agree that school accountability information provided by TEA is reliable and useful, followed by and Superintendents (77.8%), Business Managers (73.0%), and Teachers and Staff (68.8%).
- Of the 248 Superintendents who responded to this question, 77.8% either agreed (62.5%) or strongly agreed (15.3%) with the statement that school accountability information is reliable and useful.
- Of the 124 Business Managers who responded, 73.0% either agreed (59.7%) or strongly agreed (13.3%) with the statement.
- Of the 556 Principals who responded, 84.0% either agreed (58.6%) or strongly agreed (25.4%) that school accountability information is reliable and useful.
- Of the 975 Teachers and Staff who responded to this question, 68.8% either agreed (53.7%) or strongly agreed (15.1%) with the statement.

Respondents were asked to rate their level of agreement with the statement, “Grant information is reliable and useful” (see Table 17). A majority of respondents affirmed the reliability and usefulness of TEA’s grant information. The high percentage of neutral responses from teachers and staff may indicate a lack of direct contact with grant staff.

**Table 17. TEA’s Grant Information is Reliable and Useful**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=251)	2.4%	4.0%	15.9%	61.4%	16.3%
Business Managers (n=132)	0.8%	6.8%	15.9%	62.1%	14.4%
Principals (n=435)	0.2%	3.9%	20.9%	54.8%	20.2%
Teachers and Staff (n=1,439)	2.6%	4.1%	35.2%	45.4%	12.7%

- While all four groups demonstrated a high rate of agreement with this statement, Superintendents (77.7%), Business Managers (76.5%), and Principals (75.0%) were most likely to agree or strongly agree that TEA grant information is reliable and useful, followed by Teachers and Staff (58.1%).
- Of the 251 Superintendents who responded to this question, 77.7% either agreed (61.4%) or strongly agreed (16.3%) with the statement that grant information is reliable and useful.
- Of the 132 Business Managers who responded, 76.5% either agreed (62.1%) or strongly agreed (14.4%) with the statement.
- Of the 435 Principals who responded to this question, 75.0% either agreed (54.8%) or strongly agreed (20.2%) that grant information is reliable and useful.
- Of the 1,439 Teachers and Staff who responded, 58.1% either agreed (45.4%) or strongly agreed (12.7%) that grant information is reliable and useful.

Respondents were asked to rate their level of agreement with the statement, “Information related to the implementation of House Bill 1<sup>1</sup> programs was timely and useful” (see Table 18). Most respondents agreed with this statement, though at lower levels than in previous questions.

**Table 18. TEA’s Information Related to Implementation of House Bill 1 Programs**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=253)	3.2%	13.0%	23.7%	51.4%	8.7%
Business Managers (n=133)	1.5%	13.5%	24.8%	51.9%	8.3%
Principals (n=450)	1.6%	7.1%	27.3%	51.1%	12.9%
Teachers and Staff (n=1,515)	3.4%	5.6%	38.7%	42.0%	10.4%

- While all four groups affirmed this statement, Principals (64.0%), Business Managers (60.2%), and Superintendents (60.1%) were most likely to agree or strongly agree that information provided by TEA on House Bill 1 program implementation is reliable and useful, while only a little more than half of Teachers and Staff (52.4%) registered agreement.
- Of the 253 Superintendents who responded to this question, 60.1% either agreed (51.4%) or strongly agreed (8.7%) with the statement that information related to implementation of House Bill 1 programs is reliable and useful.
- Of the 133 Business Managers who responded, 60.2% either agreed (51.9%) or strongly agreed (8.3%) with the statement.
- Of the 450 Principals who responded, 64.0% either agreed (51.1%) or strongly agreed (12.9%) that House Bill 1 information is reliable and useful.
- Of the 1,515 Teachers and Staff who responded, 52.4% either agreed (42.0%) or strongly agreed (10.4%) with the statement.

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<sup>1</sup> House Bill (HB) 1 is a comprehensive school reform and finance bill that passed during the 3<sup>rd</sup> called session of the 79<sup>th</sup> Legislature. HB 1 included several provisions related to teacher incentives and retention and initiatives to decrease dropout rates, promote graduation, and prepare students for post-secondary success.

Respondents were asked to rate their level of agreement with the statement, “TEA’s requests for information are reasonable” (see Table 19). Respondents in all groups reported agreement with this statement, though at lower levels than previous survey questions and with higher degrees of neutrality.

**Table 19. TEA’s Requests for Information are Reasonable**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=255)	6.7%	18.8%	22.4%	45.1%	7.1%
Business Managers (n=137)	1.5%	11.7%	25.5%	53.3%	8.0%
Principals (n=508)	4.1%	9.7%	26.8%	49.0%	10.4%
Teachers and Staff (n=1,776)	2.9%	7.5%	31.8%	47.0%	10.8%

- While all four groups demonstrated agreement with this statement, Business Managers (61.3%), Principals (59.4%), and Teachers and Staff (57.8%) were most likely to agree or strongly agree that TEA’s requests are reasonable, followed by a little more than half of Superintendents (52.2%).
- Of the 255 Superintendents who responded to this question, 52.2% either agreed (45.1%) or strongly agreed (7.1%) with the statement that the agency’s requests for information are reasonable.
- Of the 137 Business Managers who responded, 61.3% either agreed (53.3%) or strongly agreed (8.0%) with the statement.
- Of the 508 Principals who responded to this question, 59.4% either agreed (49.0%) or strongly agreed (10.4%) that TEA’s requests for information are reasonable.
- Of the 1,776 Teachers and Staff who responded, 57.8% either agreed (47.0%) or strongly agreed (10.8%) with the statement.

Respondents were asked to rate their level of agreement with the statement, “Overall, I am satisfied with the information I received from TEA.” As Table 20 shows, the majority of respondents expressed satisfaction with TEA’s information.

**Table 20. Satisfied with Information Received from TEA**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Superintendents (n=258)	2.3%	6.2%	14.0%	66.1%	11.3%
Business Managers (n=141)	0.7%	7.1%	16.3%	63.1%	12.8%
Principals (n=584)	1.0%	4.3%	17.0%	60.9%	16.8%
Teachers and Staff (n=2,310)	2.2%	4.7%	24.9%	54.6%	13.6%

- While all four groups demonstrated a high rate of agreement with this statement, Principals (77.7%), Superintendents (77.4%), and Business Managers (75.9%) were most likely to agree or strongly agree that they were satisfied with the information they received from TEA, followed by Teachers and Staff (68.2%).
- Of the 258 Superintendents who responded to this question, 77.4% either agreed (66.1%) or strongly agreed (11.3%) with the statement that overall, they are satisfied with the information they received from TEA.
- Of the 141 Business Managers who responded, 75.9% either agreed (63.1%) or strongly agreed (12.8%) with the statement.
- Of the 584 Principals who responded to this question, 77.7% either agreed (60.9%) or strongly agreed (16.8%) that overall, they are satisfied with the information they received from the agency.
- Of the 2,310 Teachers and Staff who responded, 68.2% either agreed (54.6%) or strongly agreed (13.6%) with the statement.

## VI. Key Issues

Respondents were asked to rank the importance of a series of policy issues on a scale of 1 to 5, with 5 being extremely important and 1 being not important. This information helps the agency focus its resources on key areas of concern and assists in the development of long range strategic planning. Separate tables were created for each group of respondents so that the issues most important to each group could be identified.

**Table 21.1. Ranking of Policy Issues – Superintendents**

	Percentage Responding				
	Not Important 1	2	Somewhat Important 3	4	Extremely Important 5
Early Start (Childhood Development, School Readiness, Transitions)	4.3%	6.7%	23.2%	28.0%	37.8%
Elementary Student Performance	1.6%	2.4%	7.8%	32.5%	55.7%
Junior High/Middle School – (High School Readiness)	2.0%	1.2%	7.1%	33.6%	56.1%
High School Completion and College Readiness (includes Student Success, Math and Science Initiatives)	2.0%	2.0%	5.9%	31.3%	59.0%
LEP Student Success	2.4%	2.0%	20.6%	38.3%	36.8%
Charter Schools/Educational Alternatives	40.4%	19.6%	18.8%	7.1%	14.1%
School Safety (including Disciplinary Alternative Education Program (DAEP), Juvenile Justice Alternative Education Program (JJAEP))	3.5%	7.8%	24.2%	37.1%	27.3%
Technology (Online Instruction, Distance Learning, etc.)	1.6%	2.4%	18.4%	43.9%	33.7%
Teaching Excellence (Compensation, Mentoring, Recruitment and Retention, Certification, etc.)	1.6%	3.1%	22.0%	37.4%	35.8%
Highly Qualified Teachers	3.5%	7.0%	19.9%	35.5%	34.0%
State Accountability – Ratings	2.7%	4.3%	20.2%	30.7%	42.0%
Federal Adequate Yearly Progress (AYP) designation	8.9%	9.7%	23.7%	26.5%	31.1%
Professional-Based Monitoring System	7.4%	10.5%	27.7%	26.6%	27.7%

- The top three areas Superintendents ranked as “extremely important” were:
  - “High School Completion and College Readiness” (59.0%),
  - “Junior High/Middle School – (High School Readiness)” (56.1%), and
  - “Elementary Student Performance” (55.7%).

**Table 21.2. Ranking of Policy Issues – Business Managers**

	Percentage Responding				
	Not Important 1	2	Somewhat Important 3	4	Extremely Important 5
Early Start (Childhood Development, School Readiness, Transitions)	4.4%	5.1%	29.9%	27.7%	32.8%
Elementary Student Performance	2.2%	1.5%	18.5%	26.7%	51.1%
Junior High/Middle School – (High School Readiness)	2.2%	1.5%	16.3%	27.4%	52.6%
High School Completion and College Readiness (includes Student Success, Math and Science Initiatives)	2.9%	0.7%	14.0%	26.5%	55.9%
LEP Student Success	3.7%	1.5%	26.9%	32.8%	35.1%
Charter Schools/Educational Alternatives	27.3%	14.4%	25.0%	18.9%	14.4%
School Safety (including DAEP, JJAEP)	2.2%	5.9%	25.9%	31.9%	34.1%
Technology (Online Instruction, Distance Learning, etc.)	2.2%	1.5%	21.2%	37.2%	38.0%
Teaching Excellence (Compensation, Mentoring, Recruitment and Retention, Certification, etc.)	1.5%	2.2%	20.4%	32.1%	43.8%
Highly Qualified Teachers	1.5%	0.0%	20.4%	27.7%	50.4%
State Accountability – Ratings	3.6%	5.8%	19.7%	24.8%	46.0%
Federal Adequate Yearly Progress (AYP) designation	8.0%	8.8%	21.9%	26.3%	35.0%
Professional-Based Monitoring System	5.9%	7.4%	28.1%	28.9%	29.6%

- The top three issues Business Managers rated as “extremely important” were:
  - “High School Completion and College Readiness” (55.9%),
  - “Junior High/Middle School – (High School Readiness)” (52.6%), and
  - “Elementary Student Performance” (51.1%).

**Table 21.3. Ranking of Policy Issues – Principals**

	Percentage Responding				
	Not Important 1	2	Somewhat Important 3	4	Extremely Important 5
Early Start (Childhood Development, School Readiness, Transitions)	5.3%	1.9%	12.8%	27.2%	52.7%
Elementary Student Performance	2.8%	0.8%	7.7%	24.0%	64.7%
Junior High/Middle School – (High School Readiness)	1.6%	1.1%	8.7%	29.7%	59.0%
High School Completion and College Readiness (includes Student Success, Math and Science Initiatives)	1.9%	1.3%	7.5%	25.3%	64.1%
LEP Student Success	1.6%	1.9%	10.2%	31.2%	55.1%
Charter Schools/Educational Alternatives	25.7%	17.0%	26.9%	16.2%	14.2%
School Safety (including DAEP, JJAEP)	1.9%	3.1%	15.5%	28.5%	50.9%
Technology (Online Instruction, Distance Learning, etc.)	1.9%	3.1%	21.3%	36.6%	37.2%
Teaching Excellence (Compensation, Mentoring, Recruitment and Retention, Certification, etc.)	1.3%	1.7%	11.9%	31.5%	53.7%
Highly Qualified Teachers	1.7%	2.2%	12.2%	30.5%	53.4%
State Accountability – Ratings	2.8%	5.8%	15.1%	29.2%	47.0%
Federal Adequate Yearly Progress (AYP) designation	6.8%	6.1%	18.4%	28.8%	39.8%
Professional-Based Monitoring System	5.1%	6.2%	23.4%	34.1%	31.1%

- The top three areas Principals rated as “extremely important” were:
  - “Elementary Student Performance” (64.7%),
  - “High School Completion and College Readiness (64.1%)”, and
  - “Junior High/Middle School – (High School Readiness)” (59.0%).

**Table 21.4. Ranking of Policy Issues – Teachers and Staff**

	Percentage Responding				
	Not Important 1	2	Somewhat Important 3	4	Extremely Important 5
Early Start (Childhood Development, School Readiness, Transitions)	2.2%	2.1%	12.7%	23.5%	59.6%
Elementary Student Performance	1.5%	1.6%	9.6%	26.2%	61.1%
Junior High/Middle School – (High School Readiness)	1.1%	0.7%	6.5%	26.0%	65.8%
High School Completion and College Readiness (includes Student Success, Math and Science Initiatives)	1.1%	0.9%	5.7%	21.1%	71.1%
LEP Student Success	1.6%	2.1%	13.3%	30.5%	52.5%
Charter Schools/Educational Alternatives	10.3%	11.9%	29.1%	23.5%	25.3%
School Safety (including DAEP, JJAEP)	1.3%	2.6%	13.0%	26.3%	56.8%
Technology (Online Instruction, Distance Learning, etc.)	1.8%	2.6%	16.5%	33.7%	45.5%
Teaching Excellence (Compensation, Mentoring, Recruitment and Retention, Certification, etc.)	1.3%	1.4%	9.0%	25.2%	63.1%
Highly Qualified Teachers	1.1%	1.4%	7.4%	21.1%	69.1%
State Accountability – Ratings	5.0%	7.1%	25.7%	30.0%	32.2%
Federal Adequate Yearly Progress (AYP) designation	6.0%	7.4%	28.5%	29.8%	28.3%
Professional-Based Monitoring System	4.9%	7.9%	30.7%	30.1%	26.4%

- Teachers rated a higher number of policy issues as “extremely important”, with a top three of:
  - “High School Completion and College Readiness” (71.1%),
  - “Highly Qualified Teachers” (69.1%), and
  - “Junior High/Middle School – (High School Readiness)” (65.8%).

“High School Completion and College Readiness” was clearly the most important single issue, with Superintendents, Business Managers, and Teachers and Staff ranking it as their highest concern; Principals ranked that issue very slightly below “Elementary Student Performance,” though the two scores were so close as to be a virtual tie.

There was a high degree of consistency in the identification of key issues, especially among Superintendents, Business Managers, and Principals who focused on broad performance/advancement issues. Teachers and Staff, by contrast, spread their priorities over a more expansive range of issues, adding teacher quality areas to their list of concerns.

## VII. TEA Website

Respondents were asked how many times they had visited TEA’s website since September 1, 2006 to seek information on the topics listed in Table 22.

**Table 22. Percentage that Visited the Website Five or More Times for Content Areas**

	Percentage Responding			
	Superintendents	Business Managers	Principals	Teachers and Staff
State Board of Education	32.6%	11.7%	21.8%	7.2%
General TEA Information (Strategic Plan, Contact Information, Job Opportunities)	55.6%	32.6%	32.8%	9.4%
School Accountability Ratings	79.8%	30.5%	69.1%	11.7%
Assessment & Testing (TAAS/TAKS Info.)	72.8%	15.7%	69.4%	37.4%
Curriculum and Educational Programs	55.6%	19.1%	32.7%	12.8%
Teacher Resources	45.2%	16.4%	29.7%	17.9%
Communication and Publications	51.2%	31.4%	17.5%	3.8%
Data Resources and Research (PEIMS)	65.1%	23.6%	46.8%	6.3%
School Finance/ Permanent School Fund	70.9%	83.1%	15.3%	3.6%
Grant Opportunities	62.2%	59.3%	18.1%	4.1%
Education Law and Rules	58.3%	36.9%	36.0%	7.0%

Note: The percentages for each respondent group represent five or more visits for each topic.

- The top web content areas sought by Superintendents were: “School Accountability Ratings” (79.8%), “Assessment and Testing” (72.8%), and “School Finance/Permanent School Fund” (70.9%).
- The vast majority of Business Managers sought web information on “School Finance/Permanent School Fund” (83.1%), with “Grant Opportunities” (59.3%) next in interest.
- Principals were primarily interested in web access to “Assessment and Testing” (69.4%) and “School Accountability Ratings” (69.1%).
- Teachers and Staff primarily sought web information on “Assessment and Testing” (37.4%). In general, teachers and staff do not seem to use the website as often (for these topics) as other customers.

Respondents were also asked to rate their level of agreement with statements regarding various attributes of TEA’s website. Table 23 represents the overall percentages for all four respondent groups combined. Assessments were consistently positive in all areas.

**Table 23. Overall Ratings of Website Attributes**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Easy to find needed information on TEA website (n=3,715)	4.3%	12.7%	17.4%	53.5%	12.2%
Website contains accurate and timely information on events and services (n=3,623)	1.7%	4.3%	18.8%	60.4%	14.8%
Website contains clear information on how to contact TEA (n=3,629)	2.2%	4.2%	14.5%	61.4%	17.8%
Satisfied with the TEA website (n=3,695)	2.3%	5.5%	17.5%	59.4%	15.3%

- Almost two-thirds of the respondents (65.7%) either agreed (53.5%) or strongly agreed (12.2%) with the statement that it is easy to find the information they need on the TEA website.
- Three-quarters of all respondents (75.2%) either agreed (60.4%) or strongly agreed (14.8%) with the statement that the TEA website contains accurate and timely information on events and services.
- The vast majority of respondents (79.2%) either agreed (61.4%) or strongly agreed (17.8%) with the statement that the TEA website contains clear information on how to contact TEA.
- Overall, most respondents (74.7%) either agreed (59.4%) or strongly agreed (15.3%) that they are satisfied with the TEA website.

## VIII. Overall Satisfaction with TEA

Respondents were asked to rate their level of satisfaction for each TEA department listed below. Table 24 represents the overall percentages for all four respondent groups combined. There is a noticeable increase in Neutral scores in this measure, possibly indicating that respondents have not had an opportunity to interact with particular TEA departments.

**Table 24. Overall Satisfaction with TEA Departments**

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
<b>Chief Deputy Commissioner</b> Permanent School Fund; General Counsel; Governmental Relations; Interagency Coordination; Sr. Policy Advisor; Internal Audit; Inspector General; Communications; State Board of Education Support	3.3%	3.1%	43.2%	41.6%	8.7%
<b>Statewide Policy and Programs</b> Education Initiatives	2.8%	4.6%	34.4%	49.3%	8.9%
<b>Educator Quality and Standards</b> Educator Certification and Standards; Educator Standards; Educator Credentialing; Investigations; Educator Excellence	3.1%	4.5%	21.3%	56.9%	14.3%
<b>Standards and Programs</b> Standards and Alignment; Curriculum; Instructional Materials and Educational Technology; P-16 Coordination; Special Programs, Monitoring and Interventions; IDEA Coordination; Program Monitoring and Interventions; NCLB Program Coordination	2.9%	4.7%	25.1%	55.2%	12.1%
<b>Assessment, Accountability and Data Quality</b> Data Development, Analysis and Research; Accountability Research; PEIMS; Information Analysis; Policy Coordination; Accountability and Performance Monitoring; Performance Reporting; Performance-Based Monitoring; Student Assessment	3.4%	5.4%	23.9%	54.0%	13.3%
<b>Health and Safety</b>	2.0%	3.6%	37.8%	44.5%	12.1%
<b>Finance and Administration</b> Organizational Development; Human Resources	3.4%	3.1%	38.7%	44.0%	10.8%
<b>School District Services</b>	2.9%	3.8%	38.3%	44.1%	10.9%

	Percentage Responding				
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Governance and Charter Schools; Governance and General Inquiries; Charter Schools; Financial Audits; School Services; Student Support; Driver Training; Education Services					
<b>Planning, Grants and Evaluation</b> Grants and Evaluation; Evaluation, Analysis, and Planning; Discretionary Grants Administration; Formula Grants Administration	3.3%	4.0%	33.1%	46.6%	13.0%
<b>Finance and Operations/CFO</b> Chief Financial Officer (CFO); Budget; Accounting; Purchasing and Contracts; School Finance; State Funding; Forecasting and Fiscal Analysis; Chief Information Officer (CIO); Project Management Office; Agency Infrastructure	4.1%	4.3%	37.4%	43.5%	10.8%

- The department with the highest customer satisfaction was the Educator Quality and Standards department, with 71.2% of agency customers responding that they agree (56.9%) or strongly agree (14.3%) that they were satisfied with the services from this department.
- The departments with the second highest customer satisfaction rating were the Standards and Programs Department and the Assessment, Accountability, and Data Quality department. Of all of the customers responding to this question, 67.3% agreed that they were satisfied with the services from each of these two departments.
- All other departments had slightly lower customer satisfaction ratings, but for each department listed in Table 24, over 50% of respondents agreed with the statement that they were satisfied with the services they received.

## **IX. Summary and Conclusion**

TEA consistently received favorable ratings from its customers throughout the survey. Nineteen customer service questions were included on the survey, and in all but one over 50% of respondents in each customer group rated TEA highly. For the majority of questions, over 70% of customer groups reported customer satisfaction with TEA.

All four groups agreed or strongly agreed with the statement that they were satisfied overall with their TEA contacts. Business Managers (83.3%) and Principals (83.1%) responded with slightly higher agreement than Superintendents (78.6%) and Teachers and Staff (78.2%).

Similarly, all four groups either agreed or strongly agreed with the statement, “Overall, I am satisfied with the information I receive from TEA.” Principals (77.7%) and Superintendents (77.4%) were most likely to agree or strongly agree that they were satisfied with the information they received from TEA, followed by Business Managers (75.9%) and Teachers and Staff (68.2%).

As in previous years of this survey’s administration, the highest marks were garnered in the area of Staff Professionalism, with three out of four groups demonstrating above 90% agreement with the statement, “TEA staff members acted in a professional manner.” Business Managers (94.9%) and Principals (93.1%) were most likely to agree or strongly agree that TEA staff members acted in a professional manner, followed by Superintendents (91.4%) and Teachers and Staff (87.3%).

There were two areas that had lower rates of agreement among the four customer service groups. Less than 60% of all four groups indicated agreement that the process for filing a complaint with TEA was clear and understandable. Interestingly, there were not a high number of respondents who disagreed with this statement, but rather a higher number of respondents indicating a neutral response. There were also noticeably fewer respondents to this question than for other customer service questions, indicating the respondents may not be familiar with the process for filing a complaint.

The other area that did not rate as highly as the others was in the area of TEA’s requests for information. Less than 62% of all four groups indicated agreement that TEA’s requests for information are reasonable. It is worth noting that there were not a high number of respondents

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who disagreed with the statement, but rather a higher number of respondents indicating a neutral response. This result is consistent with past years of survey administration, indicating the need for future attention on this issue.

“High School Completion and College Readiness” was ranked the most important policy issue by Superintendents, Business Managers, and Teachers and Staff. Principals ranked this issue second to “Elementary Student Performance” but only by a very slim margin (64.7% to 64.1%).

Strong ratings were observed for the statement, “Overall, I am satisfied with the TEA website.” Of all the survey respondents who answered this question, 74.7% either agreed or strongly agreed. When asked to rate various attributes of TEA’s website, all four groups had the highest agreement (79.2%) with the statement, “The TEA website contains clear information on how to contact TEA.” The vast majority of survey respondents (75.2%) also indicated they felt that the TEA website has accurate and timely information on events and services.

Both Principals (69.4%) and Teachers and Staff (37.4%) were primarily interested in utilizing TEA’s website to obtain information about “Assessment and Testing” (i.e., TAAS and TAKS information). Superintendents (79.8%) were mainly interested in using TEA’s website to obtain information about “School Accountability Ratings”, while Business Managers (83.1%) visited the website most often for information on “School Finance/Permanent School Fund.” Teachers were the least likely group overall to frequently visit the TEA website for information.

In conclusion, TEA receives consistently excellent marks from its customers, who rely on the agency for a broad range of programs and services. Among its customer types, the agency is most successful in meeting the needs of Superintendents, Business Managers, and Principals. Though highly rated by Teachers and Staff, they are more likely to indicate a neutral response in some areas, perhaps because TEA services are not as applicable to their daily classroom activities compared to those in higher administrative functions.

## Appendix A: Survey Instrument

Texas Education Agency  
Customer Satisfaction Survey

Please answer the following questions to the best of your ability. If you have any questions, you may call Andrea Lewis at 512-463-1391.

NOTE: This questionnaire refers to your experience with TEA since September 1, 2006.

### A. Contact with TEA: Frequency and Method

1. Have you contacted TEA since September 1, 2006?
  - Yes
  - No
2. How many times have you contacted TEA, since September 1, 2006 using the following methods?

	Number of Times			
	0	1	2-4	5 or more
In Person				
Telephone - Voice				
Fax				
Regular Mail				
E-mail				

3. Which of these methods was your most preferred method of contact? (Please check only ONE.)
  - In Person
  - Telephone-Voice
  - Fax
  - Regular Mail
  - E-mail

4. What methods have you used to contact the following TEA departments since September 1, 2006? Please make only one selection per line. If you have had no contact with a listed department, please select "No Contact".

	Contact Methods					
	In Person	Telephone - Voice	Fax	Regular Mail	E-mail	No Contact
Chief Deputy Commissioner Permanent School Fund; General Counsel; Governmental Relations; Interagency Coordination; Sr. Policy Advisor; Internal Audit; Inspector General; Communications; State Board of Education Support						
Statewide Policy and Programs Education Initiatives						
Educator Quality and Standards Educator Certification and Standards; Educator Standards; Educator Credentialing; Investigations; Educator Excellence						
Standards and Programs Standards and Alignment; Curriculum; Instructional Materials and Educational Technology; P-16 Coordination; Special Programs, Monitoring and Interventions; IDEA Coordination; Program Monitoring and Interventions; NCLB Program Coordination						
Assessment, Accountability and Data Quality Data Development, Analysis and Research; Accountability Research; PEIMS; Information Analysis; Policy Coordination; Accountability and Performance Monitoring; Performance Reporting; Performance-Based Monitoring; Student Assessment						
Health and Safety						
Finance and Administration Organizational Development; Human Resources						
School District Services Governance and Charter Schools; Governance and General Inquiries; Charter Schools; Financial Audits;						

School Services; Student Support; Driver Training; Education Services						
Planning, Grants and Evaluation Grants and Evaluation; Evaluation, Analysis, and Planning; Discretionary Grants Administration; Formula Grants Administration						
Finance and Operations/CFO Chief Financial Officer (CFO); Budget; Accounting; Purchasing and Contracts; School Finance; State Funding; Forecasting and Fiscal Analysis; Chief Information Officer (CIO); Project Management Office; Agency Infrastructure						

### B. Contacts with TEA: Details

Please make one selection on each of items 5 through 13 to indicate the extent to which you agree or disagree with each of the following statements. If you have had no contact experience that would relate to a specific item, please select "N/A".

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
5. When I contacted the TEA I was routed to the proper person.						
6. My questions were answered in a reasonable amount of time.						
7. When I contacted the TEA, I received 8. TEA staff members acted in a professional manner. reliable and useful information that met my need.						
9. TEA responded to my requests within 24 hours.						
10. TEA was responsive to my e-mail communications/requests.						
11. The process for filing a complaint was clear and understandable.						
12. My complaint was addressed in a timely manner.						
13. Overall, I was satisfied with my contacts at the TEA.						

### C. Information from TEA

Please make one selection on each of items 14 through 22 to indicate the extent to which you agree or disagree with each of the following statements. If you have not received information that would relate to a specific item, please select "N/A".

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
14. TEA provides thorough and accurate information.						
15. Electronic correspondence and exchange of information is more effective and efficient than traditional paper processes.						
16. School financial information is reliable and useful.						
17. Program guidance information is reliable and useful.						
18. Program curriculum information is reliable and useful.						
19. School accountability information is reliable and useful.						
20. Grant information is reliable and useful.						
21. Information related to the implementation of House Bill 1 programs was timely and useful.						
22. TEA's requests for information are reasonable.						
23. Overall, I am satisfied with the information I received from TEA.						

## D. TEA Strategic Planning

24. Rate each policy issue listed below on a scale of 1 to 5 (where 1 is Not Important and 5 is Extremely Important):

	1 Not Important	2	3 Somewhat Important	4	5 Extremely Important
Early Start (Childhood Development, School Readiness, Transitions)					
Elementary Student Performance					
Junior High/Middle School - (High School Readiness)					
High School Completion and College Readiness; Student Success; and Math and Science Initiatives					
LEP Student Success					
Charter Schools/Educational Alternatives					
School Safety (Technology (Online Instruction, Distance Learning, etc.) including DAEP, JJAEP)					
Teaching Excellence (Compensation, Mentoring, Recruitment and Retention, Certification, etc.)					
Highly-Qualified Teachers					
State Accountability-Ratings					
Federal Adequate Yearly Progress (AYP) designation					
Professional-Based Monitoring System (PBMS)					

25. Are there any other policy issues not listed above that are key concerns for your school or your students? If yes, please describe them in the space provided.

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## E. TEA Website

26. Have you visited the TEA website anytime since September 1, 2006?
- Yes (Go to #27)
  - No (Skip to F. Overall Satisfaction)
27. Since September 1, 2006, how many times have you visited the TEA's website seeking information for the following topics?

	0	1	2-4	5 or more
State Board of Education and Commissioner				
About TEA: General TEA Information: Press Releases, Strategic Plan, Job Opportunities, Contact Information				
Accountability: Academic Excellence Indicator System (AEIS), Alternative Education Accountability (AYP), Adequate Yearly Progress, Dropout Prevention, Performance-Based Monitoring				
Assessment / Testing: TAKS, TAAS				
Curriculum and Educational Programs: Adult Basic and Secondary Education, Education Technology, Equal Educational Opportunity, General Educational Development, No Child Left Behind, Textbooks				
Teacher Resources: Educator Excellence, Advanced Academics, Teacher Certification				
Communications and Publications: askTED, Comprehensive Annual Report on Public Schools				
Data Resources and Research: AEIS Reports, Disciplinary Action Reporting System, Dropout Report				

Finance: Child Nutrition, Foundation School, Funding Opportunities / Grants, State Funding, School Finance				
Grants and Program Evaluation: Evaluation of Grant Programs and Key Education Initiatives, TEA Grant Opportunities				
Education Law and Rules: Administrative Rules, Texas Education Code				

Please make one selection on each of items 28 through 31 to indicate the extent to which you agree or disagree with each of the following statements. If you have had no TEA website experience that would relate to a specific item, please select "N/A".

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
28. It is easy to find the information that I need on the TEA website.						
29. The website contains accurate and timely information on events and services.						
30. The website contains clear information on how to contact TEA.						
31. Overall, I am satisfied with the TEA website.						

## F. Overall Satisfaction

For each the following TEA departments with which you have been in contact since September 1, 2006, please indicate the extent to which you agree or disagree with the following statement: I am/was satisfied with the services that I received in the following areas. If you have had no contact with a listed department, please select "N/A".

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Chief Deputy Commissioner Permanent School Fund; General Counsel; Governmental Relations; Interagency Coordination; Sr. Policy Advisor; Internal Audit; Inspector General; Communications; State Board of Education Support						
Statewide Policy and Programs Education Initiatives						
Educator Quality and Standards Educator Certification and Standards; Educator Standards; Educator Credentialing; Investigations; Educator Excellence						
Standards and Programs Standards and Alignment; Curriculum, Instructional Materials and Educational Technology; P-16 Coordination; Special Programs; Monitoring and Interventions, IDEA Coordination; Program Monitoring and Interventions; NCLB Program						

Coordination						
Assessment, Accountability and Data Quality Data Development; Analysis and Research; Accountability Research; PEIMS; Information Analysis; Policy Coordination; Accountability and Performance Monitoring; Performance Reporting; Performance-Based Monitoring; Student Assessment						
Health and Safety						
Finance and Administration Organizational Development; Human Resources						
School District Services Governance and Charter Schools; Governance and General Inquiries; Charter Schools; Financial Audits; School Services; Student Support; Driver Training; Education Services						
Planning, Grants and Evaluation Grants and Evaluation; Evaluation, Analysis, and Planning; Discretionary Grants Administration; Formula Grants Administration						
Finance and Operations/CFO Chief Financial Officer (CFO); Budget;						

Accounting; Purchasing and Contracts; School Finance; State Funding; Forecasting and Fiscal Analysis; Chief Information Officer (CIO); Project Management Office; Agency Infrastructure						
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If you have any other comments or would like to recognize a division within the Agency for outstanding customer service, please write below:

### **G. Demographic Information**

Please select the category which best describes your position:

- School superintendent/assistant superintendent
- School business office
- School principal
- Teacher, Counselor, or Librarian
- Other

Additional Comments:

Thank you for taking the time to fill out this survey.  
We appreciate your input!