

2010 Report on Customer Service Texas Education Agency

June 1, 2010

Executive Summary

Results from the 2010 Texas Education Agency (TEA) Customer Satisfaction Survey indicate that in general, TEA customers are satisfied with their interaction with TEA. Results varied somewhat across the domains surveyed and the job classification of the respondents, but overall satisfaction levels were positive. A total of 3,804 school- and district-based personnel across the State of Texas, representing a variety of job classifications including superintendents, assistant superintendents, principals, teachers, office personnel, counselors, and librarians, completed the online survey between February 19, 2010, and March 21, 2010. This represented a 19% response rate based on the total number of individuals who were invited to participate in the survey.

Key Findings

Frequency of Contact

Of the 3,804 respondents who reported recent contact with TEA, 69% ($n = 2276$) were teachers, 11% ($n = 344$) were principals, 8% ($n = 263$) were superintendents, assistant superintendents, or other district office administrators, 4% ($n = 132$) were school business office personnel, 2% ($n = 73$) were counselors, 1% ($n = 28$) were librarians, and 5% ($n = 170$) reported their role within the school or district as falling into the “other” category.¹ Individuals from all 20 of the education service center regions within the state were represented within the sample.

Areas of Contact

Of the respondents who reported having contact with TEA, 47% contacted TEA to seek information about the State Board for Education Certification and exam administration, with teachers having the most contact in this area. District-based personnel reported the most contact with TEA regarding the Foundation School Program and information systems/technology. Principals had the most contact with TEA regarding the school accountability system. Counselors had the most contact with TEA in seeking information about the state assessment system as well as curriculum and graduation plans. Taken together, areas of contact aligned well with job function.

Satisfaction with Contacting TEA

Of those respondents who had contact with TEA since September 1, 2008, 80% expressed overall satisfaction. Respondents provided their highest satisfaction ratings on average, to the interaction with TEA staff (an average of 4.3 out of 5.0, where 5.0 represents a strong positive response). Contact with TEA staff by telephone and in person received high satisfaction ratings on average (4.1). Although ratings were in the positive range for all domains surveyed, TEA’s complaint procedures garnered the lowest satisfaction ratings from respondents (average rating of 3.5). Respondents also gave relatively low average satisfaction ratings to navigating the new TEA Web site (3.8) and locating information on the Web site (3.9). Qualitative findings supported these results.

¹ Of the 3,804 respondents who reported recent contact with TEA, 518 did not indicate what their role was within the school or district.

Satisfaction with Contacting TEA by Job Classification

There was little variation in satisfaction levels among the different job positions of the respondents within each of the domains surveyed. Librarians as well as superintendents/assistant superintendents/other district administrators gave the highest satisfaction rating to visiting TEA in person (4.6 and 4.4, respectively). Although the ratings were still positive, school business office personnel reported the lowest satisfaction regarding TEA's complaint procedures (3.3). The most varied response was generated by the survey item regarding the effectiveness of webinars in comparison to the effectiveness of face-to-face meetings. District-based personnel and principals were less likely to agree that webinars were as effective as face-to-face meetings (3.4) than were school business office personnel and librarians (3.7–3.9).

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Introduction

As mandated by Texas Government Code § 2114.002, the Texas Education Agency's (TEA's) Office for Planning, Grants and Evaluation (OPGE) conducted the 2010 Customer Satisfaction Survey to assess the satisfaction level of customers who have had recent contact with the agency. Texas Government Code § 2114.002 specifies that each agency and institution of higher education (IHE) within the state will collect feedback from its customers along several dimensions of customer service that may include, but are not limited to, the following:

- Facilities, including the customer's ability to access the agency; the office location; signs; and cleanliness
- Staff, including employee courtesy, friendliness, and knowledge ability, and whether staff members adequately identify themselves to customers by name, including the use of name plates or tags for accountability
- Communications, including toll-free telephone access; the average time a customer spends on hold; call transfers; access to a live person; letters and e-mail
- Web sites, including ease of use; information on the location of the site and the agency; and information accessible through the site, such as listing of services and programs and who to contact for further information or to complain
- Complaint handling process, including whether it is easy to file a complaint and whether responses are timely
- Timely service of customers, including the amount of time a customer waits for service in person, by phone, by letter, or at a Web site
- Brochures or other printed information, including the accuracy of that information

In accordance with these requirements, and in an effort to obtain valuable feedback about the services it provides, TEA conducted the Customer Satisfaction Survey with school district- and campus-based personnel within the State of Texas between February and March of 2010. The Texas Government Code § 2114.002 also states that Texas state agencies and IHEs are required to submit a report on customer service to the Governor's Office of Budget, Planning and Policy and the Legislative Budget Board (LBB) no later than June 1 of every even-numbered year. This report presents the findings from the TEA 2010 Customer Satisfaction Survey in fulfillment of this reporting requirement.

Methods

This section describes the customer satisfaction survey instrument, survey participants, and data collection procedures.

Survey Content

The TEA Customer Satisfaction Survey was developed based on suggested content from Texas Government Code §2114.002, as well as agency-specific requests. The survey included a range of questions to seek the level of customer satisfaction within the following domains (see Appendix A for the full survey):

- Contacting TEA via telephone
- Visiting TEA in person
- General contact with TEA staff
- Provision of information and information requests
- Experience with the TEA Web site
- Printed information from TEA
- Webinar access and experience with webinars
- Experience with TEA complaint procedures
- Overall satisfaction with contacting TEA

These domains include the most common modes of contact that TEA customers use when contacting TEA or being contacted by TEA.

Procedures

Participant Selection

For the purposes of this evaluation, TEA customers were defined as district- and campus-based personnel who may have had contact with TEA since September 1, 2008. This included superintendents, assistant superintendents, other district administrators, school principals, teachers, school business office personnel, counselors, and librarians. In order to obtain a wide sample of respondents from across the state, a list of e-mail addresses for all individuals with those titles listed in the AskTED directory were obtained.² Additional e-mail addresses were obtained from the State Board for Educator Certification (SBEC) in an attempt to fill in any potential missing data from the AskTED directory. This resulted in a possible respondent pool of 52,107 individuals. Of these individuals, 84% were teachers, 12% were principals, 2% were superintendents, and 2% were business managers. Respondents volunteered for participation in the evaluation by responding to the survey.

² AskTED is a continually updated online directory of contact information for district- and campus-based personnel from Texas public schools.

Data Collection Time Frame and Survey Administration

Requests for participation in the Customer Satisfaction Survey were e-mailed to all possible respondents on February 19, 2010. The e-mail included a hyperlink to the online survey delivered through Survey Monkey, a Web-based survey administration system. A second notification was sent two weeks later to remind those potential respondents who had not yet responded. The survey remained open through March 21, 2010.

Respondents

A total of 9,730 individuals responded to the Customer Satisfaction Survey, a response rate of 19%. Of those who responded, 5,926 (61%) indicated that they had not contacted or been contacted by TEA since September 1, 2008. Because TEA was primarily interested in feedback from those customers who had contacted or had been contacted by TEA in the recent past, those respondents were excluded from the analyses with one exception. Because an individual may have not perceived using the TEA Web site as “contacting” TEA itself, the responses regarding experience with the TEA Web site were kept for all respondents. For all other analyses, only responses from those individuals who indicated they had contacted or been contacted by TEA were included. There were 3,804 respondents who reported they had contacted or been contacted by TEA since September 1, 2008. This group of respondents constituted the main analytical sample for this report.

As shown in Table 1, more teachers responded to the survey than any other occupational group. More than two-thirds of the respondents who provided an answer to the question regarding job description were teachers (69%), with the next largest defined group being school principals (11%). A noteworthy number of respondents reported their role within the school or district as falling into the “other” category (5%). Within this category, respondents indicated they filled multiple roles simultaneously within the school/district or reported their role fell within the following categories:

- Assistant principals
- Curriculum directors
- Interventionists/specialists
- Coaches (math/literacy)
- Testing coordinators/diagnosticians
- Special education coordinators/facilitators
- Teacher aides/assistants/paraprofessionals
- Bilingual/ESL coordinators
- Special program coordinators (Response to Intervention, 21st Century, Even Start)
- Grant coordinators
- Office staff (administrative assistants/nurses)
- Retired teachers

The percentages of respondents across the possible job categories within the main analytical sample were only somewhat representative of the original potential respondent pool. The notable differences were that the final analytical sample contained a smaller percentage of teachers (69% compared to 84%) and a larger percentage of superintendents/associate superintendents/other district administrators (8% compared to 2%) and other school-based

personnel (6% compared to 2%). One possible explanation for this difference may be that district-based personnel such as superintendents/associate superintendents/other district administrators and business office personnel might have the need to have more frequent and broader contact with TEA than teachers. This finding is corroborated in the response rate within these job categories as well. A higher percentage of superintendents/associate superintendents/other district administrators (21%) and business office personnel (25%) respondents responded to the survey than teachers (5%).

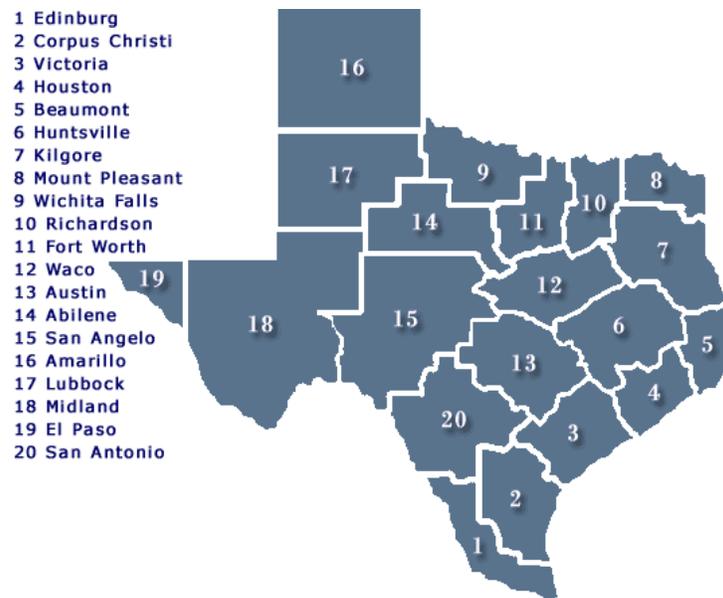
Table 1: Job Classification of Survey Respondents

Role	Respondents (n = 3,286)*	
	Percentage	n
Teacher	69.3%	2276
School principal	10.5%	344
School superintendent or assistant superintendent or other district office administrator	8.0%	263
School business office	4.0%	132
Counselor	2.2%	73
Librarian	0.9%	28
Other	5.2%	170

*Note. Of the possible respondents from the analytic sample (n = 3,804), 518 did not provide an answer this question.

Texas is divided up into 20 regional ESCs that provide educational support services to school districts within their region (see Figure 1). In order to determine if the main analytical sample was representative of the state as whole, respondents were asked to report their regional ESC.

Figure 1. Map of Texas Education Service Center Regions



As shown in Table 2, although individuals responded to the Customer Satisfaction Survey from every region within the state, the largest percentage of respondents was from Region 4 (17%), which serves the Houston area. The next two largest response rates came from Region 10 (13%) and 11 (10%), which serve the Richardson/Dallas area and Fort Worth areas, respectively. These are also some of the more densely populated regions within the state so more respondents from these areas would be expected in a representative sample.

Table 2: Education Service Center Regions of Respondents

Education Service Center Region	Respondents (<i>n</i> = 3,239)*	
	Percentage	<i>n</i>
ESC Region 1	5.4%	176
ESC Region 2	3.7%	120
ESC Region 3	1.4%	46
ESC Region 4	17.2%	556
ESC Region 5	2.1%	69
ESC Region 6	4.6%	146
ESC Region 7	3.4%	109
ESC Region 8	3.0%	96
ESC Region 9	1.7%	55
ESC Region 10	13.4%	433
ESC Region 11	9.8%	316
ESC Region 12	3.3%	107
ESC Region 13	4.2%	136
ESC Region 14	1.5%	48
ESC Region 15	2.0%	65
ESC Region 16	5.2%	169
ESC Region 17	3.9%	127
ESC Region 18	3.1%	99
ESC Region 19	5.1%	165
ESC Region 20	6.2%	201

*Note. Of the possible respondents from the analytic sample (*n* = 3,804), 565 did not provide an answer this question.

Results

Respondents were asked to rate their level of satisfaction with TEA services and staff across a variety of customer service dimensions that included the most common modes of contact that TEA customers use when contacting or being contacted by TEA. The results of this satisfaction rating are presented in the following section.

Areas of Contact with TEA

Respondents who had contacted TEA or had been contacted by TEA since September 1, 2008, were first asked to select what areas of interest prompted that contact (see Table 3). Almost half of those respondents were seeking information on the SBEC and exam administration (47%). Respondents also contacted TEA for information on TEA's assessment system (27%), State Board of Education (SBOE) Rules (23%), and TEA's accountability system (20%). Fewer respondents had contact with TEA to obtain information about programs for students with disabilities (7%), school support (3%), and for campus health and safety (6%).

Notably, 16% of the respondents contacted TEA for information about areas other than those explicitly provided on the survey, including the following:

- Fingerprinting
- Retirement
- Grant programs
- Name or other personal information changes
- Released TAKS tests
- Drivers education
- Information regarding bilingual student programs
- Charter school information
- Adult education programs
- Complaints
- Accommodation request forms
- AP exams
- Financial audits
- Career and technology education services
- Job opportunities

Table 3: Areas of Respondent Contact Interest

Area of Contact Interest	Respondents (<i>n</i> =3,716)*	
	Percentage**	<i>n</i>
State Board for Educator Certification and exam administration	46.9%	1741
Assessment System	26.5%	985
State Board of Education rules	23.3%	867

Area of Contact Interest	Respondents (n = 3,716)*	
	Percentage**	n
Accountability system	19.6%	729
Instructional materials	18.4%	683
Curriculum and Graduation Plans	17.0%	633
Information systems - technology	12.7%	473
Programs for students at risk (e.g., Communities in Schools, 21 st Century Community Learning Centers)	9.2%	343
Programs for gifted and talented students	8.6%	321
Foundation School Program	8.0%	296
Educational technologies	7.5%	277
Improving educator quality/leadership	7.4%	275
Statewide educational programs (e.g., Early Childhood Education)	7.3%	273
Programs for school improvement (e.g., Optional Extended Year Programs)	6.9%	257
Programs for students with disabilities (e.g., Regional Day Schools for the Deaf)	6.8%	254
Campus health and safety	6.3%	234
Programs for school support (e.g., Life Skills Program)	3.3%	122
Other	15.7%	583

*Note. Of the possible respondents from the analytic sample (n = 3,804), 88 did not provide an answer this question.

**Note. Percentages do not add up to 100% because respondents could select multiple areas of contact interest.

In order to determine if the respondents' different answers regarding their contact with TEA was dependent upon job classification, the number of respondents selecting each area of contact was calculated for each job position. As shown in Table 4, more teachers (who made up more than 66% of the respondent pool) had contact with TEA than any other occupational group in every area except the Foundation School Program and information systems–technology. In these cases, more superintendents/associate superintendents/other district administrators reported having contact with TEA than other groups. Librarians, counselors, and school business office personnel, the groups with the fewest respondents, had the lowest occurrence of contact with TEA within each area.

Job classification was found to be related to the likelihood of a respondent reporting a contact in any specific area of interest (see Table 4). Superintendents/associate superintendents/other district administrators as well as school business office personnel reported the greatest number of contacts with TEA in the area of the accountability system and the Foundation School Program. However, the area of information systems–technology was reported almost as frequently. Also, in relation to all of the possible areas of interest, the greatest number of school principals reported contact with TEA regarding the accountability system and the assessment system. The SBEC and exam administration was by far the area in which teachers were most likely to report contact. Also, teachers reported having contact with TEA about the assessment

system and SBOE rules. Counselors reported the greatest number of contacts with TEA in the areas of the assessment system and curriculum and graduation plans. Librarians and those respondents who reported their role within the school as “other,” as well as those respondents who did not answer the question regarding job description, had the greatest amount of contact with TEA in the area of the SBEC and exam administration.

As shown in Table 4, superintendents/associate superintendents/other district administrators had the least amount of contact with TEA in the area of programs for school support and educational technologies. School business personnel reported the least number of contacts regarding the assessment system, programs for gifted and talented students, and education technologies. Although it was the area in which superintendents had the largest number of contacts with TEA, principals, teachers, counselors, and librarians all reported the least amount of contact with TEA in the area of the Foundation School Program. This indicates that this area may be more of a focus for district-based personnel than campus-based personnel. Counselors also reported low contact rates in the areas of improving educator quality/leadership, programs for school improvement, and programs for school support. Likewise, librarians reported no contact with TEA in the area of programs for students at risk, programs for school improvement, campus health and safety programs, and programs for school support. Those respondents who reported their role in the school as being “other” or did not provide an answer both indicated that the least amount of contact with TEA regarded programs for school support. Taken together, these results suggest that the most contacted and least contacted areas may align with roles in the school or district.

Table 4: Frequency of Areas of Respondent Contact Interest by Job Classification

Area of Contact Interest	Job Classification (n=3,716)*							
	Superintendent/ Assistant Superintendent/ Other District Administrator	School Principal	Teacher	School Business Office	Counselor	Librarian	Other	None**
State Board for Educator Certification and exam administration	89	132	1209	11	26	14	59	201
Assessment system	100	152	531	1	32	4	47	118
State Board of Education rules	68	101	530	14	16	6	30	102
Accountability system	143	177	269	19	7	2	32	80
Instructional materials	54	74	440	6	6	6	24	73
Curriculum and graduation plans	99	98	323	5	25	3	21	59
Information systems-technology	131	68	127	67	7	2	25	46
Programs for students at risk (e.g., Communities in Schools, 21 st Century Community Learning Centers)	59	56	164	7	12	0	13	32
Programs for gifted and talented students	32	38	185	1	10	2	10	43
Foundation School Program	133	15	33	87	1	0	7	20
Educational technologies	29	25	182	1	2	2	11	25
Improving educator quality/leadership	38	38	164	0	1	1	9	24
Statewide educational programs (e.g., Early Childhood Education)	59	39	128	8	3	1	12	33

Area of Contact Interest	Job Classification (n=3,716)*							
	Superintendent/ Assistant Superintendent/ Other District Administrator	School Principal	Teacher	School Business Office	Counselor	Librarian	Other	None**
Programs for school improvement (e.g., Optional Extended Year Programs)	79	60	81	15	1	0	7	14
Programs for students with disabilities (e.g., Regional Day Schools for the Deaf)	55	27	120	6	3	2	15	26
Campus health and safety	62	40	96	3	2	0	15	16
Programs for school support (e.g., Life Skills Program)	21	19	60	4	1	0	4	13
Other	38	59	333	32	11	6	42	62

*Note. Of the possible respondents from the analytic sample (n = 3,804), 88 did not provide an answer this question

**Note. This column includes the answers respondents gave who did not provide an answer to the question regarding job classification.

Contacting TEA via Telephone

Those respondents who reported having telephone contact with TEA since September 1, 2008, were asked to rate their experience by indicating their level of agreement to the following seven statements (“strongly disagree” = 1 to “strongly agree” = 5):

- 1) Staff members identify themselves by name ($n = 2029$)³
- 2) Staff members are courteous ($n = 2053$)
- 3) I gain access to a live person quickly ($n = 2008$)
- 4) I am routed directly to the proper person ($n = 1993$)
- 5) I am given a clear explanation ($n = 2049$)
- 6) I am treated in a professional manner ($n = 2059$)
- 7) Staff members respond to my telephone request promptly ($n = 1997$)

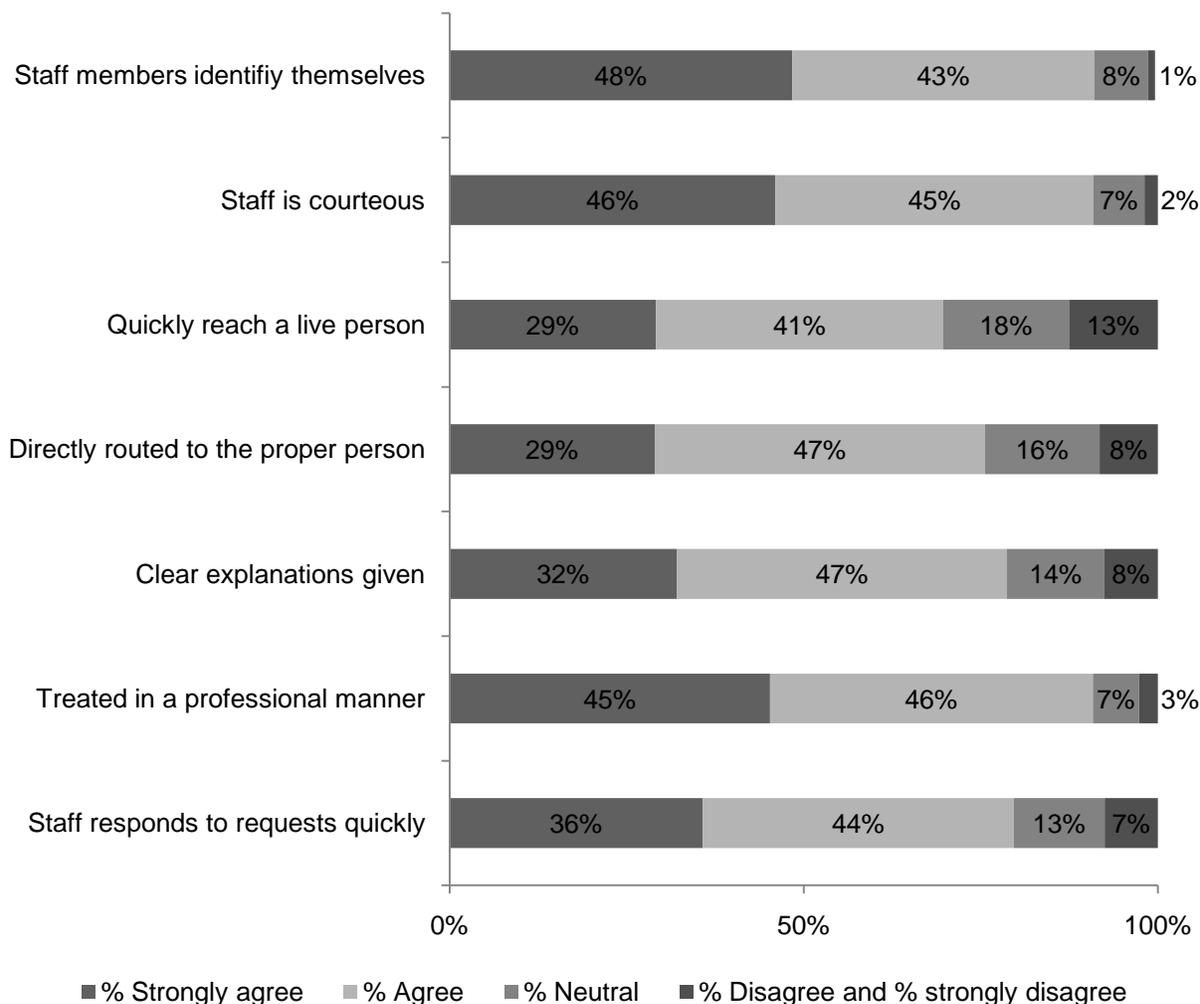
As shown in Figure 2, responses regarding contact with TEA by telephone were generally positive across all respondents indicating overall satisfaction with contacting TEA by telephone. Of those respondents who had contact with TEA via telephone, 91% agreed that TEA staff identified themselves and were also courteous.^{4,5} A smaller percentage (70%) agreed they were able to reach a live person quickly and 76% agreed they were quickly routed to the proper person. Almost 80% reported that they were given clear explanations on the phone, and 91% reported they were treated in a professional manner. Those with a neutral response to questions regarding experience with telephone contact ranged from 7% to 18%, and the largest amount of dissatisfaction reported was with respect to quickly reaching a live person (13%).

³ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

⁴ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

⁵ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

Figure 2. Perceptions of Telephone Contact with TEA



Differences in Telephone Experience Satisfaction by Job Classification

In order to determine whether satisfaction with telephone contact with TEA differed by job classification, respondents' average ratings of agreement were examined for each statement with respect to the respondents' reported job position (see Appendix B for the percentages of respondents reporting each of the levels of agreement by job classification for each statement). As shown in Table 5, on average, respondents across all job categories generally agreed with the statements regarding their experience with contacting TEA by telephone. There was little variation among the average ratings across job positions, with job-specific agreement ratings ranging from 3.7 to 4.6 across all items within this section. None of the job positions reported average ratings in the dissatisfied range of below 3.0 for any of the statements. When asked if TEA staff identified themselves by name on the telephone, superintendents/assistant superintendents/other district administrators reported the highest average rating of agreement (4.6). Although the agreement ratings were lower on average for gaining access to a live person across all job categories, counselors and librarians reported the lowest ratings in this area (3.7).

Overall, respondents in all job classification categories did not differ on average in their level of satisfaction with contacting TEA by telephone, TEA staff identifying themselves by name on the telephone, TEA staff members being courteous on the telephone, and being treated in a professional manner by TEA staff on the telephone received the highest ratings of satisfaction across all job categories.

Table 5: Satisfaction with Telephone Experience by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Staff identification	4.6	4.4	4.3	4.5	4.5	4.4	4.4	4.4
Courteousness	4.5	4.3	4.3	4.4	4.4	4.4	4.4	4.3
Live person	3.9	3.8	3.8	3.9	3.7	3.7	3.9	3.8
Proper person	4.0	3.8	4.0	3.9	3.9	4.1	4.0	4.0
Clarity of explanation	4.0	3.9	4.1	4.1	4.0	4.1	4.0	4.0
Professionalism	4.5	4.3	4.3	4.4	4.4	4.3	4.4	4.3
Prompt response	4.0	4.0	4.1	4.1	4.0	4.0	4.1	4.1
Average across statements	4.2	4.1	4.1	4.2	4.1	4.1	4.2	4.1

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Visiting TEA in Person

Respondents who had visited TEA in person since September 1, 2008, were asked to rate their experience by providing their level of agreement with the following six statements (“strongly disagree” = 1 to “strongly agree” = 5):

- 1) I receive accurate directions to approved parking areas ($n = 401$)⁶
- 2) I receive accurate directions to my agency destination (i.e., floor and room number) ($n = 423$)
- 3) It is easy for me to access the agency’s buildings ($n = 423$)
- 4) The agency’s buildings are clean and orderly ($n = 421$)
- 5) Offices within the agency’s building are easy to find ($n = 422$)
- 6) Office locations are clearly identified near the entrance ($n = 420$)

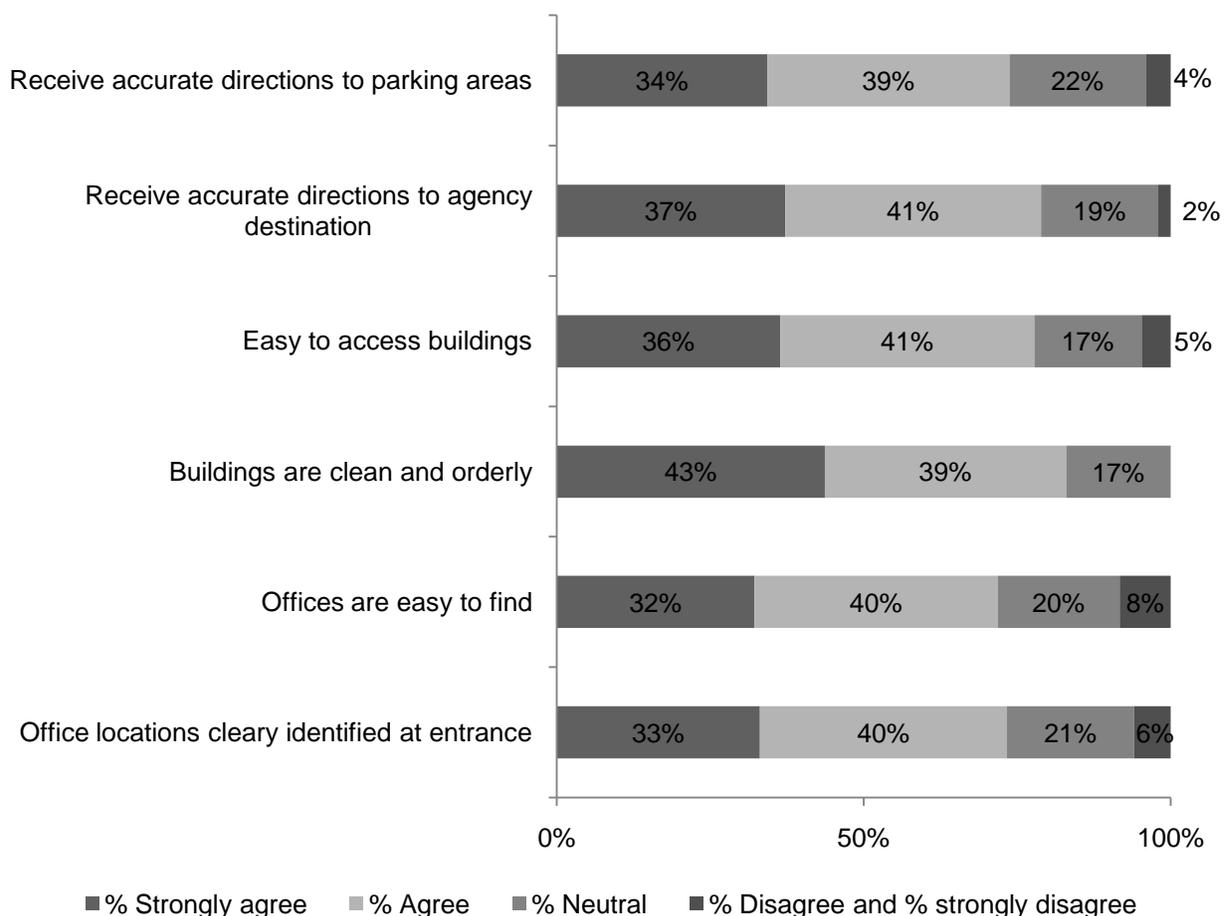
A notably smaller number of respondents visited TEA in person (approximately 10% of the main analytic sample) than had contact with TEA by phone (approximately 50% of the main analytic sample). Overall, the respondents who visited TEA in person expressed positive perceptions about visiting TEA and its facilities, suggesting respondents were generally satisfied in this area (see Figure 3).⁷ Respondents expressed the greatest amount of agreement about the cleanliness and orderliness of the agency’s buildings (82%). The least amount of agreement was reported with respect to finding offices within the agency’s buildings (72%) and receiving accurate directions to approved parking areas (73%).⁸ Over 75% of the respondents indicated the agency’s buildings were easy to access (77%) and they had received accurate directions to destinations within the agency’s buildings (78%). Of those respondents who had visited TEA in person, 17% to 21% gave neutral responses to the questions, indicating that perhaps these questions were not as applicable to some respondents, and 8% disagreed that agency offices were easy to find.

⁶ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

⁷ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

⁸ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

Figure 3. Perceptions of Visiting TEA in Person



Differences in Satisfaction When Visiting TEA in Person by Job Classification

In order to understand whether levels of satisfaction when respondents visited TEA in person differed depending on the respondent’s job position, average ratings of agreement were examined for each statement by respondents’ job classification (see Appendix B). Table 6 displays the average ratings for each statement by job category. Job-specific agreement ratings ranged from 3.8 to 5.0 across all items within this section, with those selecting “other” as their job position expressing the least amount of agreement that office locations were clearly identified at the building entrance (3.8) and with finding offices within the agency’s buildings (3.8). Conversely, all librarians that responded to this portion of the survey indicated that they strongly agreed that office locations were clearly identified at the buildings’ entrances (5.0). It should be noted, however, only a very small number of librarians responded to this question on the survey ($n = 3$ of a total of $n = 28$), which restricts the conclusions that can be drawn and whether this finding can be generalized. On average, none of the job positions reported ratings in the dissatisfied range of below 3.0 for any of the statements regarding experience with visiting TEA in person.

Overall, respondents were generally satisfied with their experience in contacting TEA in person. The level of satisfaction varied among the job positions with librarians, on average, reporting the most overall satisfaction with visiting TEA in person (4.6) and school principals, teachers, counselors, and those who selected “other” as their job position expressed the least satisfaction across occupational groups, although still positive satisfaction, when visiting TEA in person (4.0). On average, respondents in all job positions expressed high levels of satisfaction with the cleanliness and orderliness of the agency’s buildings (4.2). The area of least satisfaction varied across job categories with the lowest average rating being for the ease of finding offices within the building (3.9).

Table 6: Satisfaction with Visiting TEA in Person by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Accurate directions to parking areas	4.2	4.1	4.0	4.1	4.0	4.3	3.9	4.0
Accurate directions to destination in agency	4.4	4.0	4.1	4.3	4.0	4.7	4.1	4.1
Easy access to agency buildings	4.5	4.0	4.0	4.3	4.0	4.0	4.0	4.1
Buildings clean and orderly	4.5	4.2	4.2	4.4	4.0	4.7	4.2	4.2
Offices easy to find within building	4.3	3.9	3.9	4.4	4.0	4.7	3.8	3.9
Office locations clearly identified at entrance	4.2	3.9	4.0	4.3	3.9	5.0	3.8	4.0
Average across statements	4.4	4.0	4.0	4.3	4.0	4.6	4.0	4.1

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

General Contact with TEA Staff

Respondents who had contact with TEA staff since September 1, 2008, were asked to rate their experience by providing their level of agreement with the following three statements (“strongly disagree” = 1 to “strongly agree” = 5):

- 1) TEA staff members treat me with respect ($n = 2488$)⁹
- 2) TEA staff members demonstrate a willingness to assist ($n = 2507$)
- 3) TEA staff members respond to my e-mail requests promptly ($n = 2241$)

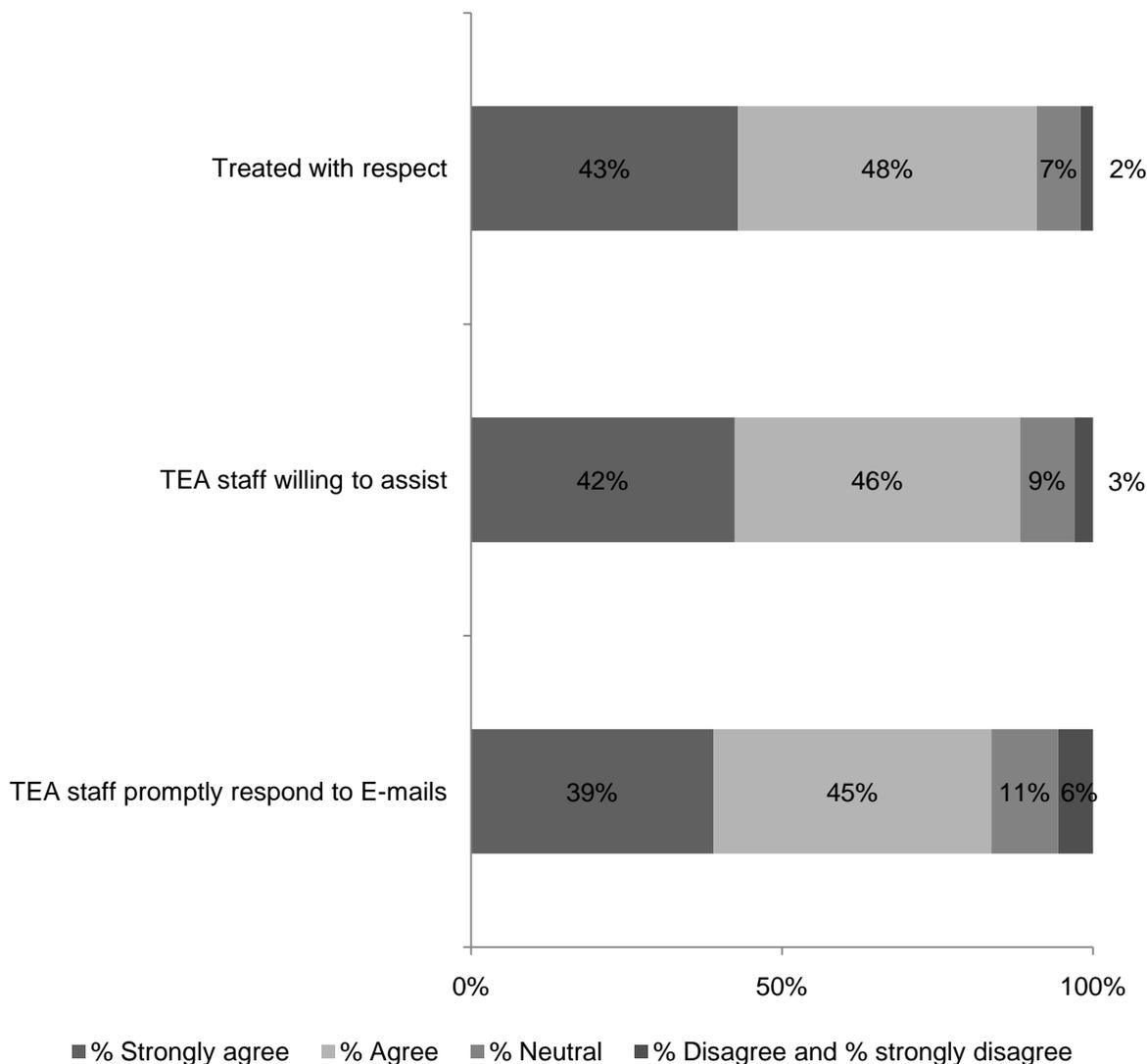
Approximately 65% of the mean analytical sample responded to questions regarding satisfaction with general contact with TEA staff. As shown in Figure 3, responses regarding general contact with TEA staff were highly positive (80% or higher agreement), and the percentages of those respondents who strongly agreed across questions averaged around 40%.^{10,11} Of those respondents who provided an answer for these statements, 91% agreed they were treated with respect when in contact with TEA staff, 88% indicated TEA staff were willing to assist, and slightly fewer (84%) said TEA staff responded promptly to e-mail requests. Neutral responses were relatively low, ranging from 7% to 11%, and disagreement ranged from 2% to 6%. Taken together, these results suggest that, overall, respondents were satisfied with the contact they had with TEA staff.

⁹ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

¹⁰ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

¹¹ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

Figure 4. Perceptions of General Contact with TEA Staff



Differences in Satisfaction with Contact with TEA Staff by Job Classification

To determine whether satisfaction with contact with TEA staff differed by job classification, ratings were compared for each of the statements across all job categories (see Appendix B). Ratings across the statements were on average slightly higher within this area than other areas of contact (see Table 7). Ratings ranged, on average, from 4.1 to 4.4 across all items within this section, with no ratings below 3.0 to indicate dissatisfaction within this area. School principals provided the highest rating, 4.4, when asked if TEA staff members treated individuals with respect, and teachers, librarians, and those who selected “other” as their job position gave the lowest rating (4.1), although still a positive rating, in this area when asked if TEA staff members responded promptly to e-mail requests.

There was very little variation across the job categories in this area, suggesting that regardless of job classification, respondents were in general satisfied with their contact with TEA staff. Superintendents/assistant superintendents/other district administrators, as well as school principals and school business office personnel, indicated the highest level of satisfaction in this area (4.3), with respondents in all other job categories reporting only slightly lower levels of satisfaction (4.2). Although there was little variation in satisfaction across the statements and overall satisfaction was high regarding contact with TEA staff, respondents on average reported the lowest level of satisfaction (4.2) in the promptness of responses to e-mail by TEA staff members.

Table 7: Satisfaction with Contact with TEA Staff in General by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Treated with respect	4.3	4.4	4.3	4.3	4.3	4.3	4.3	4.3
TEA staff willing to assist	4.3	4.3	4.3	4.3	4.2	4.2	4.2	4.3
TEA staff promptly respond to e-mail	4.3	4.2	4.1	4.2	4.2	4.1	4.1	4.2
Average across statements	4.3	4.3	4.2	4.3	4.2	4.2	4.2	4.3

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Provision of Information and Information Requests

Respondents who had contacted TEA to seek out information or who had been asked to provide information to TEA since September 1, 2008, were asked to rate the accuracy and usefulness of the information as well as their perceptions regarding the request for information by providing their level of agreement with the following eight statements (“strongly disagree” = 1 to “strongly agree” = 5):

- 1) TEA provides thorough and accurate information ($n = 3160$)¹²
- 2) Electronic correspondence for communicating information is more effective than traditional paper processes ($n = 3051$)
- 3) School financial information is useful ($n = 2178$)
- 4) Program guidance information is useful ($n = 2585$)
- 5) Grant information is useful ($n = 2178$)
- 6) School accountability information is useful ($n = 2636$)
- 7) Grant information is useful ($n = 2211$)
- 8) Overall I am satisfied with the information I receive from TEA ($n = 3161$)
- 9) TEA’s requests for information are reasonable ($n = 2854$)

On average, 72% of the main analytical sample provided answers to questions in this section. An examination of Figure 5 shows that in general, fewer respondents strongly agreed with these statements than in other areas of contact; however, results were still positive within this area, with results ranging from 73% to 85% agreement.^{13,14} This suggests that respondents overall thought that the information provided by TEA was accurate and useful and that TEA’s information requests were reasonable. The highest percentages of respondents agreed that TEA provides thorough and accurate information (85%) and that electronic correspondence is more effective than traditional paper methods (85%). There was overall satisfaction with the information received from TEA (84%).

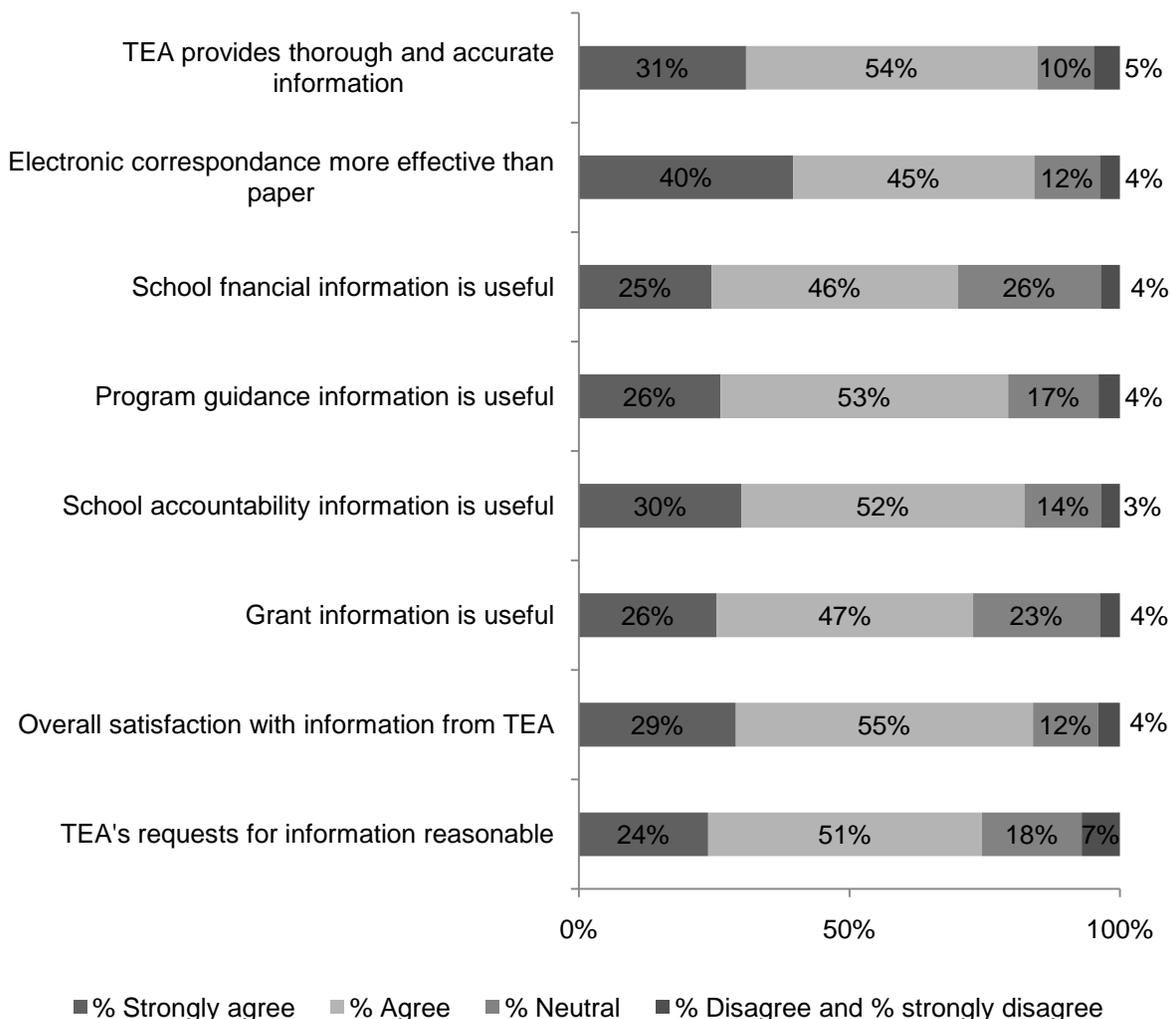
With respect to the usefulness of the information provided by TEA, respondents expressed agreement in highest percentages in response to the statements that school accountability (82%) and program guidance information (79%) were useful. The lowest percentages regarded grant information (73%) and school financial information (71%). The usefulness of the school financial information also received the lowest percentage of agreement among the statements regarding the usefulness of information; however, this area also received the highest percentage of neutral ratings (26%) indicating some individuals, such as teachers, may not have a need for such information. When asked about TEA’s requests for information, 75% of respondents agreed these requests were reasonable, but 7% expressed disagreement, the largest area of disagreement in this section.

¹² The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

¹³ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

¹⁴ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

Figure 5. Perceptions of Information Provided by TEA and Requests for Information by TEA



Differences in Satisfaction with Provision of Information and Information Request by Job Classification

The accuracy and usefulness of information provided by TEA or the reasonableness of the information requested by TEA was analyzed based on job classification (see Appendix B). Overall, satisfaction was slightly lower across job categories within in this domain than in other areas of contact; however, the majority of respondents agreed with the statements regarding the provision of information and information requests. As can be seen in Table 8, average ratings ranged from 3.7 to 4.3 across the statements within this section. School business office personnel had the lowest average rating (3.7) when asked about the usefulness of the school financial information TEA provides. Superintendents/assistant superintendents/other district administrators as well as school principals had the highest ratings of agreement (4.3) with the statement that electronic correspondence is more effective than traditional paper communication methods.

In fact, respondents in all job categories except librarians gave the highest average ratings of satisfaction with the statement that electronic correspondence was more effective than traditional paper communications. Although the area of lowest average satisfaction differed across job positions, in general most job positions rated the usefulness of school financial information lowest, with superintendents/assistant superintendents/other district administrators providing the highest average rating to this question (4.0). This corroborates the findings from the general analysis within this area and suggests that the larger neutral response to this question may be related to job function. District-level personnel may have more need for school financial information than those in other job positions, such as school-based personnel. Superintendents/assistant superintendents/other district administrators and those who selected “other” as their job position provided the lowest, although still positive, ratings of satisfaction across the items in this section when asked if TEA’s requests for information were reasonable. Counselors and librarians expressed the lowest ratings among all of the occupational groups when asked if the grant information provided was useful, which again may be due to a difference in job function.

Table 8: Satisfaction with Provision of Information and Information Requests by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
TEA provides thorough and accurate information	4.2	4.2	4.1	4.1	4.1	4.2	4.1	4.1
Electronic correspondence more effective than paper	4.3	4.3	4.2	4.2	4.1	3.9	4.1	4.2
School financial information useful	4.0	3.9	3.9	3.7	3.8	3.9	3.9	3.9
Program guidance information useful	4.1	4.1	4.0	3.9	4.0	3.9	4.0	4.0
School accountability information useful	4.1	4.1	4.1	3.9	4.0	4.1	4.1	4.1
Grant information useful	4.1	4.0	3.9	3.8	3.8	3.8	4.0	3.9
Overall satisfaction with information from TEA	4.1	4.2	4.0	4.0	4.1	4.1	4.0	4.1
TEA's requests for information reasonable	3.9	4.0	3.9	3.8	3.9	4.0	3.8	3.9
Average across statements	4.1	4.1	4.0	3.9	4.0	4.0	4.0	4.0

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Experience with the TEA Web Site

All respondents were asked to rate their experience with TEA's new Web site by providing their level of agreement ("strongly disagree" = 1 to "strongly agree" = 5) to statements regarding location of information on the Web site, the content included on the Web site, and the ease of navigating the Web site.¹⁵

Location of Information on the TEA Web Site

Respondents were asked to rate their agreement with the following nine statements regarding the location of information on the TEA Web site:

- 1) The TEA Web site is easy to locate ($n = 6441$)¹⁶
- 2) It is easy to find information I need on the Web site ($n = 6376$)
- 3) Updated information on the Web site is easy to identify ($n = 6214$)
- 4) Services are easy to find on the Web site ($n = 6177$)
- 5) Programs are easy to find on the Web site ($n = 6107$)
- 6) The physical address of the agency is easy to find on the Web site ($n = 5902$)
- 7) I am able to find clear information on how to contact the agency ($n = 6056$)
- 8) It is easy for me to locate complaint procedures ($n = 4787$)
- 9) It is easy for me to locate the Compact With Texans ($n = 4405$)

As can be seen in Figure 6, although responses expressed overall satisfaction regarding locating information on the TEA Web site, responses were generally less positive than other areas of contact with TEA rated within the survey, indicating somewhat less satisfaction within this domain.¹⁷ Overall, 87% of respondents agreed (with 31% strongly agreeing) that the TEA Web site is easy to locate.¹⁸ Even though 66% of respondents agreed that information was easy to find, only 55% responded that they could easily locate the Compact with Texans; 59% reported they could easily find the complaint procedures on the Web site. A higher percentage of the respondents indicated it was easy to find services (67%), programs (68%), and updated information (70%) on the Web site. Almost 80% of the respondents agreed they could easily find TEA's contact information and physical address. The percentage of neutral responses varied widely across the statements, ranging from 8% to 37%, with the largest percentage of neutral response given to locating information about the Compact with Texans (37%) and complaint procedures (32%). This suggests that these areas may be of less interest to some individuals. It should be noted, however, that those who are interested in these areas, as shown previously, may have some difficulty in easily locating information within these areas. Taken together, results suggest certain types of information, particularly general information, may be easier to locate than other types of information, particularly specific information. In fact, respondents

¹⁵ All respondents are included in these analyses, including those respondents who indicated initially that they did not have contact with TEA but who may not have been interpreted visiting a Web site as contact

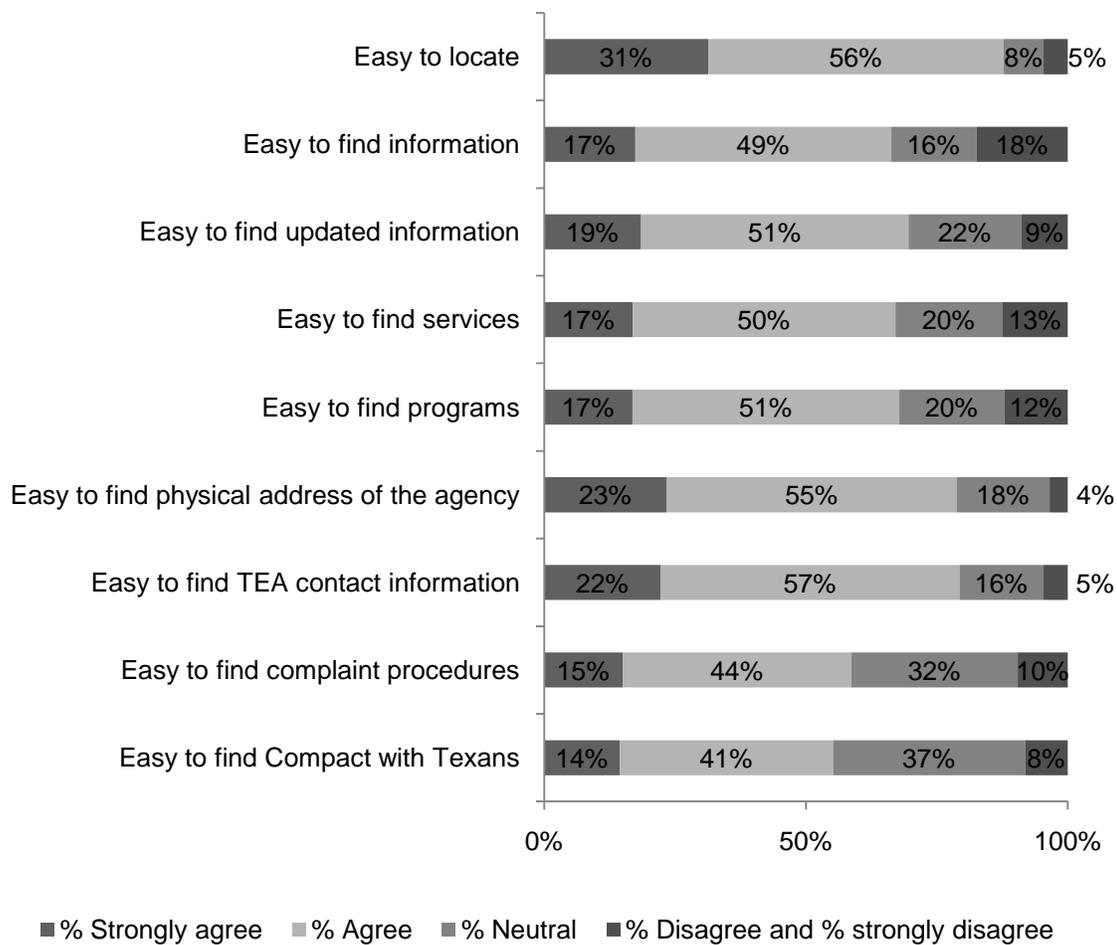
¹⁶ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

¹⁷ Because the percentages of respondents answering "disagree" or "strongly disagree" were small, these percentages were combined in the figure.

¹⁸ "Agreed" is defined as the combination of the percentage of those selecting "strongly agree" or "agree."

expressed dissatisfaction in greatest numbers (18%) with respect to the ease of finding information on the TEA Web site.

Figure 6. Perceptions of Locating Information on the TEA Web Site



Location of Information on the TEA Web Site by Job Classification

In order to determine whether satisfaction in locating information on the TEA Web site differed by job classification, respondents’ average ratings of agreement were examined for each statement with respect to the respondents’ reported job position (see Appendix B). Although on average none of the job positions provided ratings in the dissatisfied range (below 3.0), respondents across job categories had notably lower levels of agreement with respect to locating information on the Web site than in other areas of contact with TEA (see Table 9). Ratings on average ranged from 3.3 to 4.3 across all items in this section. School business office personnel and librarians had the lowest average ratings, although still positive, with finding complaint procedures on the Web site (3.3) and superintendents/assistant superintendents/other district administrators expressing the most satisfaction with the ease of finding the TEA Web site (4.3).

Although satisfaction with locating information on the TEA Web site varied somewhat by job classification, all job positions provided their highest agreement ratings with respect to the ease of finding the TEA Web site. The area of least satisfaction varied more based on job description, with librarians overall reporting the lowest level of satisfaction across all items in this section (3.6) Finding information, complaint procedures, and the Compact with Texans ranked the lowest on average across all job positions suggesting that individuals, regardless of job position, may have difficulty locating this information on the TEA Web site.

Table 9: Satisfaction with Locating Information on the TEA Web Site by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 279)*	School Principal (n = 569)	Teacher (n = 4753)	School Business Office (n = 153)	Counselor (n = 134)	Librarian (n = 62)	Other (n = 333)	Average Across All Job Categories (n = 6,283)
Easy to locate	4.3	4.2	4.1	4.2	4.1	4.1	4.2	4.1
Easy to find information	3.5	3.5	3.7	3.4	3.5	3.5	3.8	3.6
Easy to find updated information	3.8	3.8	3.8	3.7	3.6	3.6	3.9	3.8
Easy to Find Services	3.6	3.6	3.7	3.5	3.5	3.6	3.8	3.7
Easy to find programs	3.7	3.6	3.7	3.4	3.6	3.7	3.7	3.7
Easy to Find TEA physical address	4.2	4.1	4.0	4.0	3.9	3.6	4.0	4.0
Easy to find TEA contact information	4.0	4.0	4.0	4.0	4.0	3.7	4.0	4.0
Easy to find complaint procedures	3.7	3.6	3.6	3.3	3.5	3.3	3.6	3.6
Easy to find Compact With Texans	3.6	3.5	3.6	3.4	3.4	3.5	3.6	3.6
Average across statements	3.8	3.8	3.8	3.7	3.7	3.6	3.8	3.8

*Note. This number represents the total count of survey respondents in each job classification category based on the total number of respondents who answered the survey. Respondents are included regardless of whether they indicated that they had contact with TEA, as “contact” may not have been interpreted as visiting the Web site. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Content Included on the TEA Web Site

Respondents were asked to rate their agreement with the following four statements regarding the content included on the TEA Web site:

- 1) The Web site content is accurate ($n = 6289$)¹⁹
- 2) The information on the Web site is easy to understand ($n = 6359$)
- 3) I am satisfied with the content quality ($n = 6188$)
- 4) My visits to the Web site meet my needs ($n = 6273$)

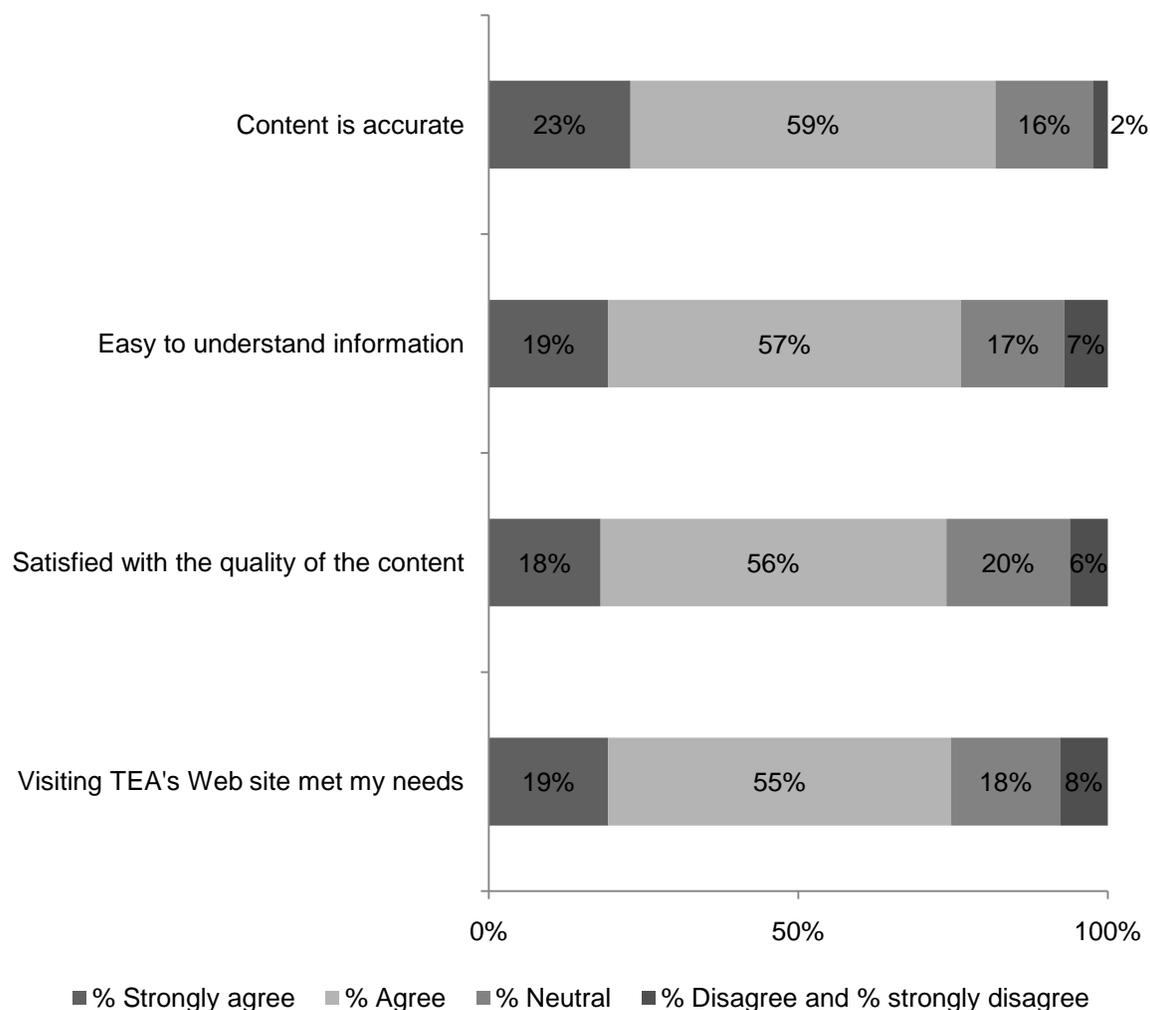
As with the analysis pertaining to locating information on the Web site, an analysis of the responses regarding satisfaction of the content included on the TEA Web site shows that respondents were slightly less satisfied within this area than other areas of contact with TEA. As can be seen in Figure 7, among the four content-related items, respondents were most likely to indicate agreement with respect to the accuracy of the content on the Web site (82%), with 23% strongly agreeing.^{20, 21} A slightly smaller percentage of respondents indicated that the content on the Web site was easy to understand (76%), and the lowest percentage of respondents agreed that they were satisfied with the quality of the content on the Web site (74%) and that visiting the TEA Web site met their needs overall (74%). Respondents provided relatively high percentages of neutral responses to the statements regarding the content of the Web site, in the range of 16% to 20%, indicating that many may not have had a strong opinion about content. Taken together, results indicate that although respondents were generally satisfied with the content of the Web site, a notable minority of respondents were not as satisfied that the TEA Web site met their needs.

¹⁹ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

²⁰ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

²¹ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

Figure 7. Perceptions with Content Included on the TEA Web Site



Content Included on the TEA Web Site by Job Classification

As shown in Table 10, satisfaction with Web content was analyzed with respect to reported job position. Respondents' average ratings of agreement with statements concerning Web site content were examined for each job category (see Appendix B). Respondents, regardless of job classification, had positive ratings regarding the content of the TEA Web site; however, these ratings were slightly lower overall than previous results involving other areas of respondent contact with TEA. Average ratings ranged from 3.7 to 4.1 across all items within this section. Counselors and librarians reported the lowest ratings (3.7) on individual items and averaged across all items. On average, counselors provided a 3.7 rating for each statement about Web site content except for the statement regarding the accuracy of the content on the Web site (3.9). Librarians also provided a 3.7 average rating with regard to their satisfaction with the quality of the content on the TEA Web site. All job positions gave their highest rating of agreement in this area to the statement regarding the accuracy of Web content, with superintendents/assistant superintendents/other district administrators having the highest rating among the occupational groups (4.1).

On average, respondents in all job categories did not differ much in their overall satisfaction with Web content. Counselors and librarians were slightly less satisfied than other job positions (3.8) and those who selected “other” as their job position were slightly more satisfied than others (4.0). On average, respondents across all job categories rated each statement similarly, with the accuracy of the content on the Web site rated slightly higher (4.0) than the other statements (3.9). Taken together, these results suggest that even though some respondents believed the TEA Web site may not fully meet their needs, there was general agreement across job positions that the content on the Web site was accurate.

Table 10: Satisfaction with Content Included on the TEA Web Site by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 279)*	School Principal (n = 569)	Teacher (n = 4753)	School Business Office (n = 153)	Counselor (n = 134)	Librarian (n = 62)	Other (n = 333)	Average Across All Job Categories (n = 6,283)
Content is accurate	4.1	4.1	4.0	4.0	3.9	3.9	4.1	4.0
Easy-to-understand information	3.9	3.9	3.9	3.9	3.7	3.8	4.0	3.9
Satisfied with quality of content	3.9	3.9	3.9	3.8	3.7	3.7	3.9	3.9
Visiting site met my needs	3.8	3.8	3.9	3.7	3.7	3.8	3.9	3.9
Average across statements	3.9	3.9	3.9	3.9	3.8	3.8	4.0	3.9

*Note. This number represents the total count of survey respondents in each job classification category based on the total number of respondents who answered the survey. Respondents are included regardless of whether they indicated that they had contact with TEA, as “contact” may not have been interpreted as visiting the Web site. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the averages reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Ease of Navigation of the TEA Web Site

Respondents were asked to rate their agreement with the following eight statements regarding the ease of navigation of the TEA Web site:

- 1) Required information that is requested be provided through the Web site is easy to provide ($n = 5850$)²²
- 2) The left sidebar is useful for finding information ($n = 6160$)
- 3) The top navigation bar is useful for finding information ($n = 6143$)
- 4) The right navigation sidebar is useful for finding information ($n = 6020$)
- 5) The links in the footer are useful to find information ($n = 5837$)
- 6) The visual design of the Web site made it easy to navigate ($n = 6162$)
- 7) The effort it takes to navigate the Web site is minimal ($n = 6226$)
- 8) The overall organization of the Web site makes it easy to locate what I am looking for ($n = 6273$)

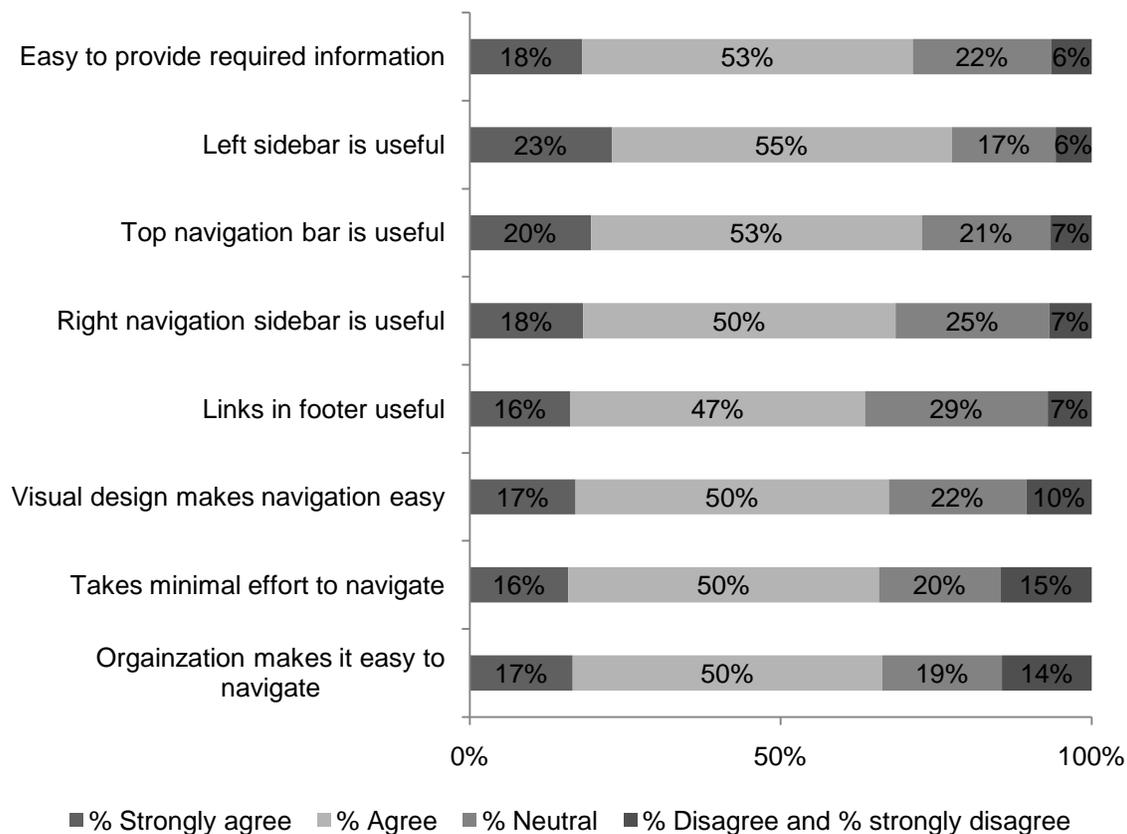
As shown in Figure 8, respondents generally agreed that it was easy to provide required information through the TEA Web site (71%); however, a smaller percentage (66%) agreed that it takes minimal effort to navigate the TEA Web site.^{23,24} In terms of the utility of the navigational features of the TEA Web site, respondents thought the left sidebar was most useful (78%), followed by the top navigation bar (73%). Both the right navigation sidebar and links within the footer were thought to be less useful than the other navigational features by respondents (68% and 63%, respectively) and about 66% of respondents thought that both the visual design and organization of the TEA Web site makes navigation of the Web site easy. The percentage of those who responded neutrally to the statements, who may not have had a strong opinion, ranged from 17% to 29%. Respondents expressed the most disagreement (15%) with the statement that it takes minimal effort to navigate the Web site. These results indicate that although the feedback regarding Web site navigation was generally positive, about one in seven individuals reported difficulty navigating the new Web site.

²² The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

²³ "Agreed" is defined as the combination of the percentage of those selecting "strongly agree" or "agree."

²⁴ Because the percentages of respondents answering "disagree" or "strongly disagree" were small, these percentages were combined in the figure.

Figure 8. Perceptions of the Ease of Navigation of the TEA Web Site



Navigation of the TEA Web Site by Job Classification

Table 11 displays respondents’ average rating of agreement with each statement regarding navigating the TEA Web site by respondents’ job classification (see Appendix B). Overall, respondents generally agreed with the statements regarding Web site navigation, however, ratings on average were slightly lower than other areas of contact with TEA. Average ratings on individual items were positive, ranging from 3.4 to 4.0, with none falling within the dissatisfaction level of below 3.0. Although all job positions provided their lowest level of agreement for the statement that it takes minimal effort to navigate the TEA Web site, counselors provided the lowest rating of agreement (3.4). All job positions agreed in greatest numbers that the left sidebar of the Web site was useful in finding information, but superintendents/assistant superintendents/other district administrators had the highest agreement rating on average among the job positions (4.0) to this question.

Overall, there was only minimal variation among job classification categories with respect to satisfaction with navigating the TEA Web site. Averaging across items within this section, counselors, librarians, and superintendents/assistant superintendents/other district administrators had slightly lower levels of satisfaction than the other job positions (3.6). Respondents across job categories had higher satisfaction on average with the usefulness of the left sidebar and top navigation bar of the Web site but overall were least satisfied with the overall effort it takes to navigate the TEA Web site.

Table 11: Satisfaction with the Ease of Navigation of the TEA Web Site by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 279)*	School Principal (n = 569)	Teacher (n = 4753)	School Business Office (n = 153)	Counselor (n = 134)	Librarian (n = 62)	Other (n = 333)	Average Across All Job Categories (n = 6,283)
Easy to provide required information	3.8	3.8	3.8	3.8	3.7	3.6	3.9	3.8
Left sidebar useful	4.0	3.9	3.9	3.9	3.9	3.9	4.0	3.9
Top navigation bar useful	4.0	3.8	3.9	3.8	3.8	3.8	3.9	3.9
Right navigation sidebar useful	3.8	3.7	3.8	3.7	3.7	3.6	3.9	3.8
Links in footer useful	3.8	3.7	3.7	3.6	3.5	3.6	3.8	3.7
Visual design makes navigation easy	3.8	3.6	3.7	3.6	3.6	3.5	3.8	3.7
Takes minimal effort to navigate	3.6	3.5	3.7	3.5	3.4	3.5	3.7	3.6
Organization makes navigation easy	3.6	3.6	3.7	3.5	3.5	3.5	3.7	3.7
Average across statements	3.6	3.7	3.8	3.7	3.6	3.6	3.8	3.8

*Note. This number represents the total count of survey respondents in each job classification category based on the total number of respondents who answered the survey. Respondents are included regardless of whether they indicated that they had contact with TEA, as “contact” may not have been interpreted as visiting the Web site. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Printed Information from TEA

Respondents who had experience with printed information from TEA since September 1, 2008, were asked to rate their experience by providing their level of agreement with the following three statements (“strongly disagree” = 1 to “strongly agree” = 5):

- 1) Printed information explains services available at the agency location ($n = 2574$)²⁵
- 2) Printed information is available by request ($n = 2556$)
- 3) Printed information is described on the Web site ($n = 2606$)
- 4) Printed information is accurate ($n = 2665$)
- 5) Printed information is understandable ($n = 2702$)

Overall, respondents’ responses regarding their experience with printed information from TEA were positive and consistent across statements (see Figure 9).²⁶ Of those who responded to these statements (approximately 70% of the main analytical sample), 80% agreed that printed information is available upon request and is understandable.²⁷ A slightly smaller percentage of respondents (79%) agreed that printed information from TEA is accurate and it explains services available from TEA. Respondents were slightly less likely to agree (77%) that printed information is described on the TEA Web site. Neutral responses to the statements ranged from 17% to 21%. The only statement that any respondents strongly disagreed with was that printed information from TEA is understandable (3%).²⁸ The relatively high range of neutral responses indicates that a portion of the sample may not have had a strong opinion regarding printed information from TEA, especially with respect to whether printed information was described on the TEA Web site, which garnered the highest neutral response (21%).

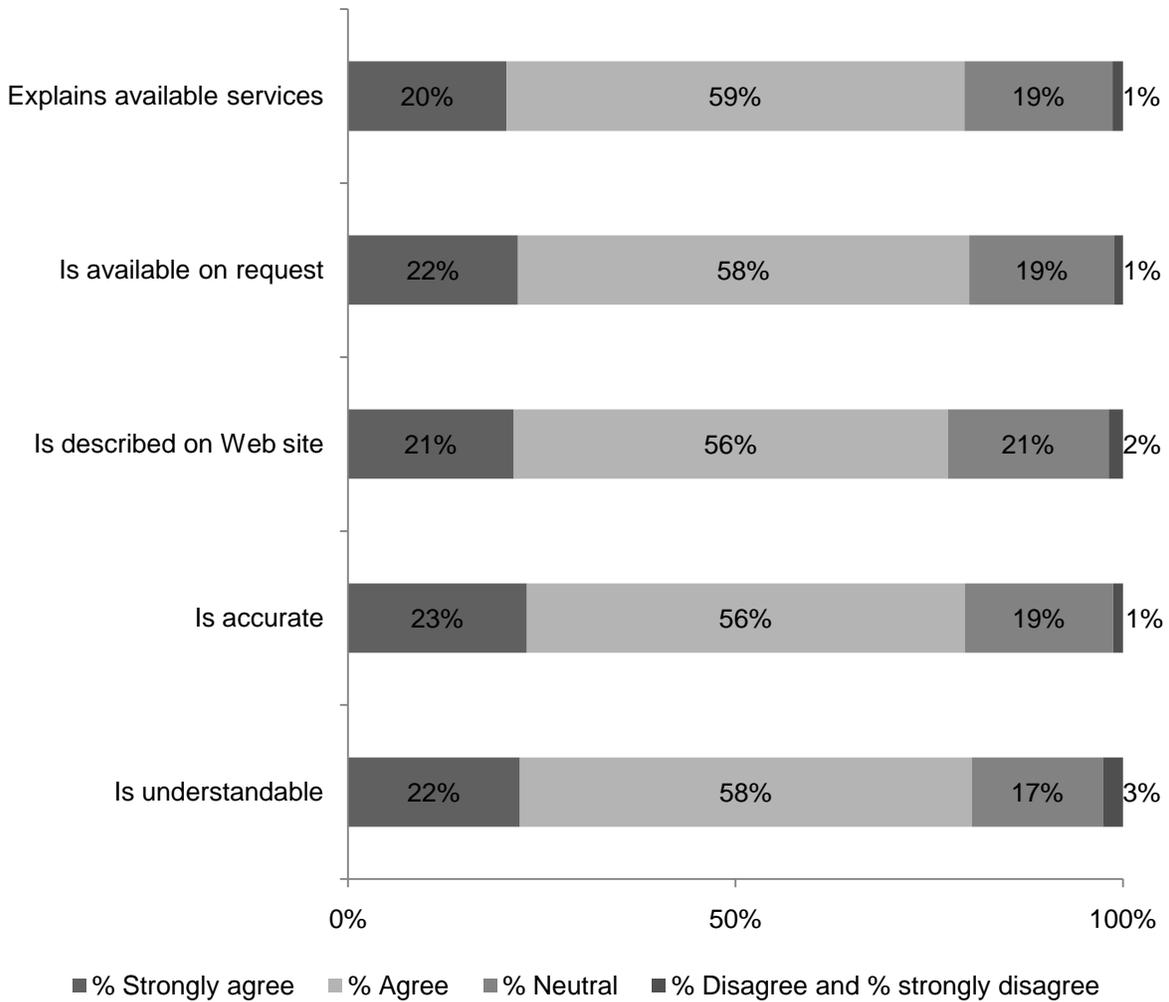
²⁵ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

²⁶ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

²⁷ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

²⁸ For all other questions regarding printed information, 0% of the respondents gave a rating of “strongly disagree”, therefore the percentages represented in the figure for these questions include only “strongly agree” ratings.

Figure 9. Perceptions of TEA's Printed Information



Differences in Satisfaction with Printed Information from TEA by Job Classification

Analyses were conducted to determine if satisfaction with printed information from TEA differed by job classification. As shown in Table 12, respondents' average ratings of agreement were examined for each statement with respect to the respondents' job position (see Appendix B). On average, respondents across all job positions expressed satisfaction with printed information from TEA. There was very little variation among job positions in their level of satisfaction. Average agreement ratings ranged from 3.7 to 4.1 on individual items, and no agreement ratings were below 3.0, which would indicate dissatisfaction. School principals provided a rating of 4.1 on average when asked if printed information from TEA is accurate, and librarians gave a rating of 4.1 on average when asked if printed information from TEA is understandable. Although average ratings were consistently lower across job positions regarding agreement that

printed information is described on the TEA Web site, counselors reported the lowest rating to this statement (3.7).

Overall, there was very little variation among job classifications with respect to satisfaction with printed information from TEA. School business office personnel and counselors had slightly lower average ratings than other job positions, but in general, respondents in these job positions were satisfied. On average, respondents across all job categories rated each of the statements about equally high (3.9 to 4.0), indicating that respondents were generally satisfied with printed information from TEA. These findings corroborate the consistency of positive findings from the analysis across the entire sample.

Table 12: Satisfaction with Printed Information from TEA by Job Classification

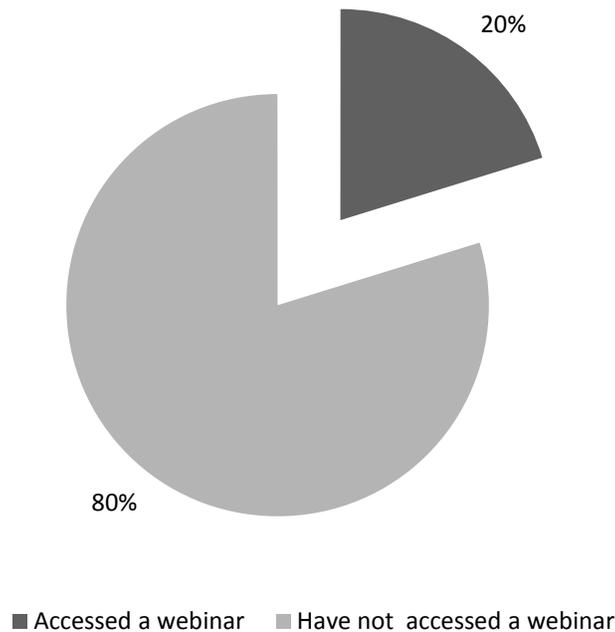
Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Explains available services	4.0	4.0	4.0	3.9	3.8	4.0	4.0	4.0
Available on request	4.0	4.0	4.0	3.9	3.8	4.0	4.0	4.0
Described on web site	4.0	4.0	4.0	3.8	3.7	3.9	4.0	3.9
Accurate	4.0	4.1	4.0	3.9	3.8	4.0	4.0	4.0
Understandable	4.0	4.0	4.0	3.9	3.8	4.1	4.0	4.0
Average across statements	4.0	4.0	4.0	3.9	3.8	4.0	4.0	4.0

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Webinar Access and Experience with Webinars

As shown in Figure 10, 20% of the respondents ($n = 666$) who had contact with TEA since September 1, 2008, reported accessing one or more webinars through TEA during this time period.²⁹

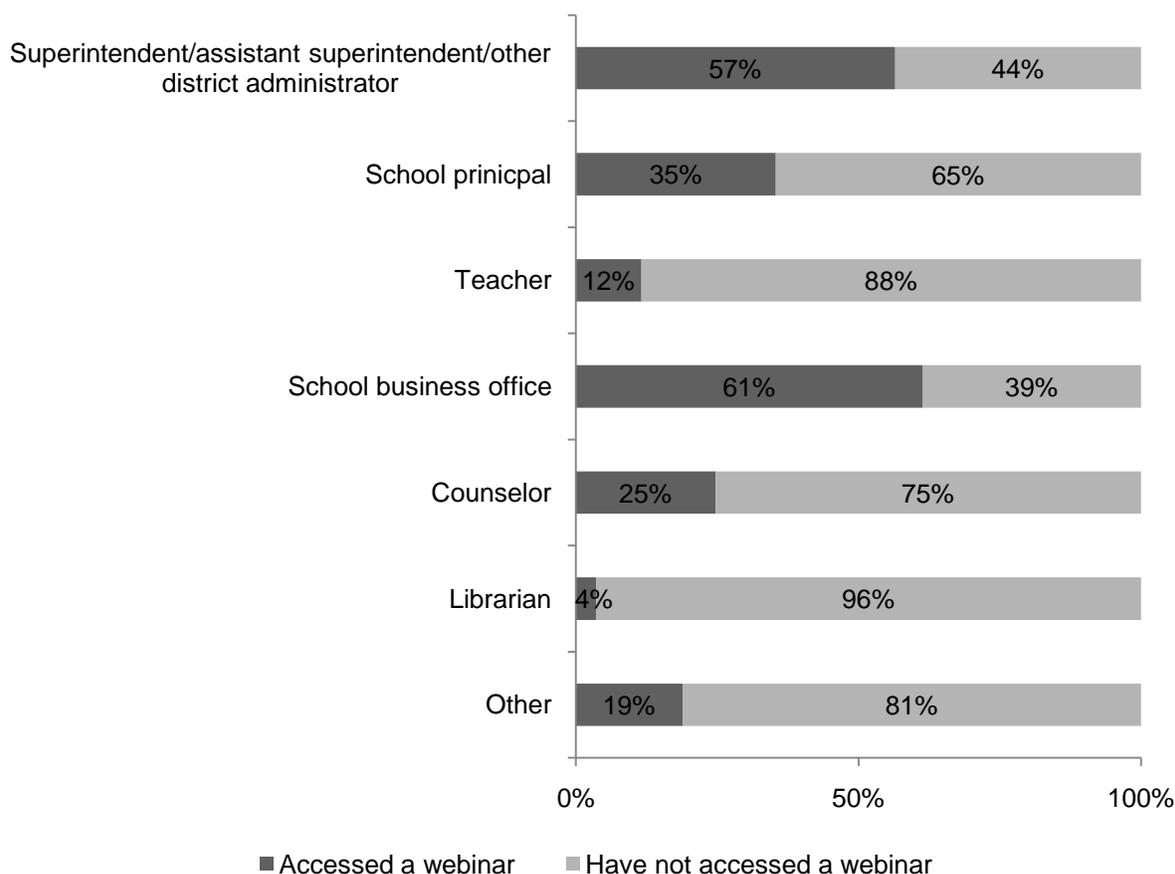
Figure 10. Percentage of Respondents Accessing TEA Webinars



However, attending webinars was not consistent across job classifications (see Figure 11). More school business office personnel (61%), as well as district-based personnel such as superintendents and assistant superintendents (57%), reported attending one or more TEA-hosted webinars than did individuals in other job positions. Considerably fewer librarians (4%), teachers (12%), and those selecting “other” as their job position (19%) had ever attended a TEA webinar.

²⁹ Calculation of this number is based on a sample of $n = 3296$ which includes only those respondents who had reported having contact with TEA and had responded to the question.

Figure 11. Webinar Attendance by Job Classification



Of those respondents who indicated they had accessed one or more webinars hosted by TEA, regardless of job classification, almost 50% reported that they had heard about the webinar(s) through TEA (see Table 13). Approximately one-third of the respondents (35%) stated that a school district administrator was the source and smaller percentages said they had heard about the webinar(s) through either a school principal or colleague (21% and 14% respectively). A similar percentage (17%) reported that an additional or “other” source provided information about the webinar(s). The most common alternate source provided was through the regional ESCs (68%). Other sources cited included the following:

- E-mail or Internet
- School business office personnel
- Grant coordinator
- Part of a grant program
- Certification program
- Special education department/coordinator

Table 13 How Respondents Heard about TEA Webinars

Source	Respondents (n =666)*	
	Percentage**	n
TEA	49.2%	325
School district administrator	34.7%	229
School principal	21.1%	139
Colleague	13.9%	92
Other	17.1%	113

*Note. Of the possible respondents, 6 did not provide an answer this question.

**Note. Percentages do not add up to 100% because respondents could select multiple sources.

Respondents who had accessed one or more webinars hosted by TEA were additionally asked why they viewed the webinar(s) (see Table 14). The most frequent reason given was to engage in professional development (65%). Respondents reported also accessing webinars to gain information about grants (40%). A small percentage, 10%, reported other reasons for viewing webinars. including the following:

- TAKS information
- ARRA funding
- Accountability
- Blue Ribbon information
- Program information
- Fitnessgram
- Certification/job transfer/retirement information
- ESL TELPAS training
- Financial information
- Textbook information

Table 14: Why Respondents Viewed TEA Webinars

Reason for Viewing Webinar(s)	Respondents (n =666)*	
	Percentage**	n
Professional development	64.6%	424
Grant information	40.1%	263
Other	9.9%	65

*Note. Of the possible respondents, 10 did not provide an answer this question.

**Note. Percentages do not add up to 100% because respondents could select multiple reasons.

Experience with Webinars

Respondents were asked to rate their agreement with the following eight statements regarding their experience with webinar(s) hosted by TEA:

- 1) It is easy for me to register for webinars ($n = 631$)³⁰
- 2) It is easy for me to access webinars ($n = 637$)
- 3) I receive clear instructions for using webinars ($n = 635$)
- 4) The information provided in webinars is clear and understandable ($n = 650$)
- 5) The information provided in webinars is useful ($n = 651$)
- 6) Webinars are a good format for learning ($n = 650$)
- 7) Webinars as effective as a face-to-face meeting ($n = 652$)
- 8) I would recommend a webinar to my colleagues ($n = 648$)

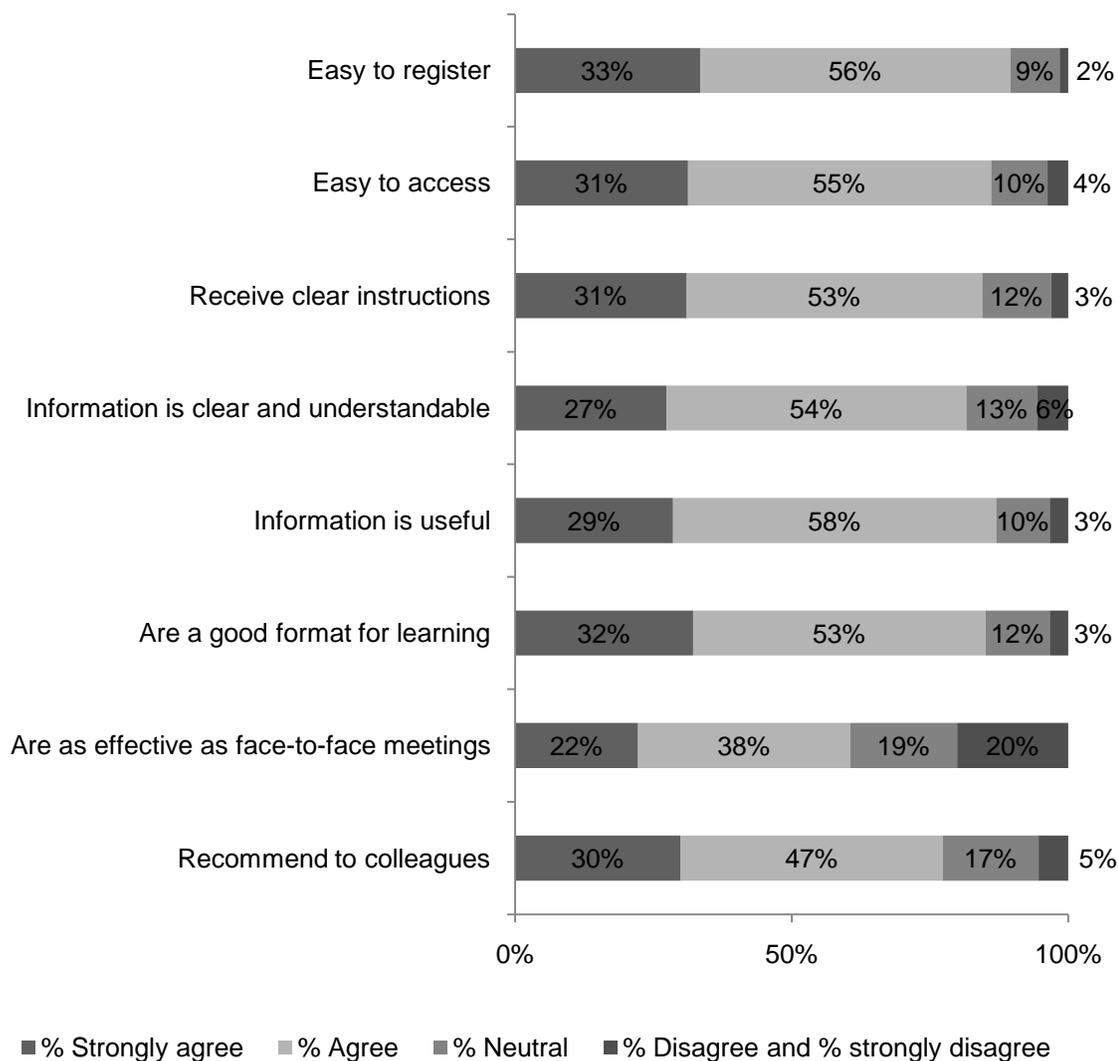
Of those respondents who reported viewing a TEA webinar, almost 90% agreed that it was easy to register for the webinar(s) (see Figure 12).^{31,32} Respondents also agreed that information in TEA webinars was informative (87%) and that webinars were easy to access (86%) and were a good format for learning (85%). Comparatively, respondents agreed they received clear instructions for using webinars (84%) and information presented in TEA webinars was clear and understandable (81%). A smaller percentage of respondents agreed that they would recommend webinars to colleagues (77%) and that webinars were as effective as face-to-face meetings (60%). Neutral responses to the statements ranged from 9% to 19%, and respondents expressed the largest amount of dissatisfaction when asked if webinars were as effective as face-to-face meetings, with 20% either disagreeing or strongly disagreeing with the statement. The highest neutral response was also associated with judging if webinars were as effective as face-to-face meetings. These findings suggest that although a percentage of the population had a strong negative opinion about this, an equal percentage did not have a strong opinion. This finding may be due to the disparity seen with respect to job classification of those who attended webinars.

³⁰ The count following each question excludes the respondents who provided an answer of N/A to the question, those respondents who did not answer that question and those respondents who reported that they had not viewed a TEA webinar.

³¹ "Agreed" is defined as the combination of the percentage of those selecting "strongly agree" or "agree."

³² Because the percentages of respondents answering "disagree" or "strongly disagree" were small, these percentages were combined in the figure.

Figure 12. Experience with TEA Webinars



Experience with Webinars by Job Classification

In order to explore whether respondents' satisfaction with accessing TEA webinars differed by job classification, respondents' average ratings of agreement were compared for each of the statements based on the respondents' job position (see Appendix B). As displayed in Table 15, on average, respondents across all job categories expressed satisfaction with webinar experience. There was some variation across the job positions, with average ratings on individual items ranging from 3.0 to 4.3 among the various job categories. Only one response, on average, reached the dissatisfaction level of 3.0 or below. Librarians reported an average rating of 3.0 when asked if webinars are as effective as face-to-face meetings; however, it should be noted that this rating was based on a very small number of respondents out of the total respondents ($n = 1$ of a possible $n = 28$), which restricts the conclusions that can be drawn as well as the ability of this finding to be generalized. Average ratings of 4.1 to 4.3 were given by several job positions for almost all statements, indicating there were consistently high levels

of satisfaction across the job positions with respect to experience with webinars. Respondents in each job classification provided the lowest average rating when asked if webinars were as effective as face-to-face meetings. Superintendents/associate superintendents/other district administrators, school principals, librarians, and those selecting “other” as their job position provided the lowest ratings in this category (3.0 to 3.4), suggesting individuals in these job positions may feel more strongly that webinars were not as effective as face-to-face meetings.

Interestingly, as shown in Figure 11, although a relatively small percentage of librarians (4%), school principals (35%), and those selecting “other” as their job position (19%) had attended a webinar, a considerably larger percentage of district-based personnel, such as superintendents and assistant superintendents (57%), had attended a TEA-hosted webinar. Conversely, school business office personnel, a greater percentage of which had attended webinars than had any other job position (61%), gave one of the highest agreement ratings to this question (3.7). The findings related to school business office personnel suggest that increased webinar attendance could improve satisfaction with attending webinars over face-to-face meetings; however, satisfaction may still be dependent upon job position. District-based personnel who interact with TEA more frequently and at a higher level may continue to find direct interaction more effective, regardless of increased webinar attendance.

Finally, there was some variation in overall satisfaction with webinar experience when ratings were compared averaged across statements by job position. Teachers provided the lowest ratings on average (3.8), while counselors provided the highest ratings on average (4.2). Respondents were equally satisfied, averaged across job positions, with most aspects of webinar experience (4.0) but provided considerably lower ratings on average when asked if webinars were as effective as face to face meetings (3.5).

Table 15 Satisfaction with Webinar Experience by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Easy to register	4.3	4.0	3.9	4.3	4.3	4.3	4.0	4.0
Easy to access	4.2	3.9	3.8	4.2	4.3	4.3	3.9	4.0
Receive clear instructions	4.2	3.9	3.8	4.1	4.3	4.3	4.0	4.0
Information is clear and understandable	4.1	3.9	3.8	3.8	4.1	4.3	3.9	3.9
Information is useful	4.2	4.0	4.0	4.1	4.1	4.0	4.1	4.0
Good format for learning	4.2	4.0	4.0	4.2	4.1	4.3	4.1	4.0
As effective as face-to-face meetings	3.4	3.4	3.6	3.7	3.9	3.0	3.4	3.5
Recommend to colleagues	4.1	3.9	3.8	4.1	4.1	4.3	3.9	3.9
Average across statements	4.1	3.9	3.8	4.1	4.2	4.1	3.9	3.9

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Experience with TEA Complaint Procedures

Respondents who had contacted TEA to place a complaint since September 1, 2008, were asked to rate their overall experience with TEA's complaint procedures by providing their level of agreement with the following two statements ("strongly disagree" = 1 to "strongly agree" = 5):

- 1) Complaints to TEA are easy to submit ($n = 1165$)³³
- 2) My complaints are handled in a timely manner ($n = 990$)

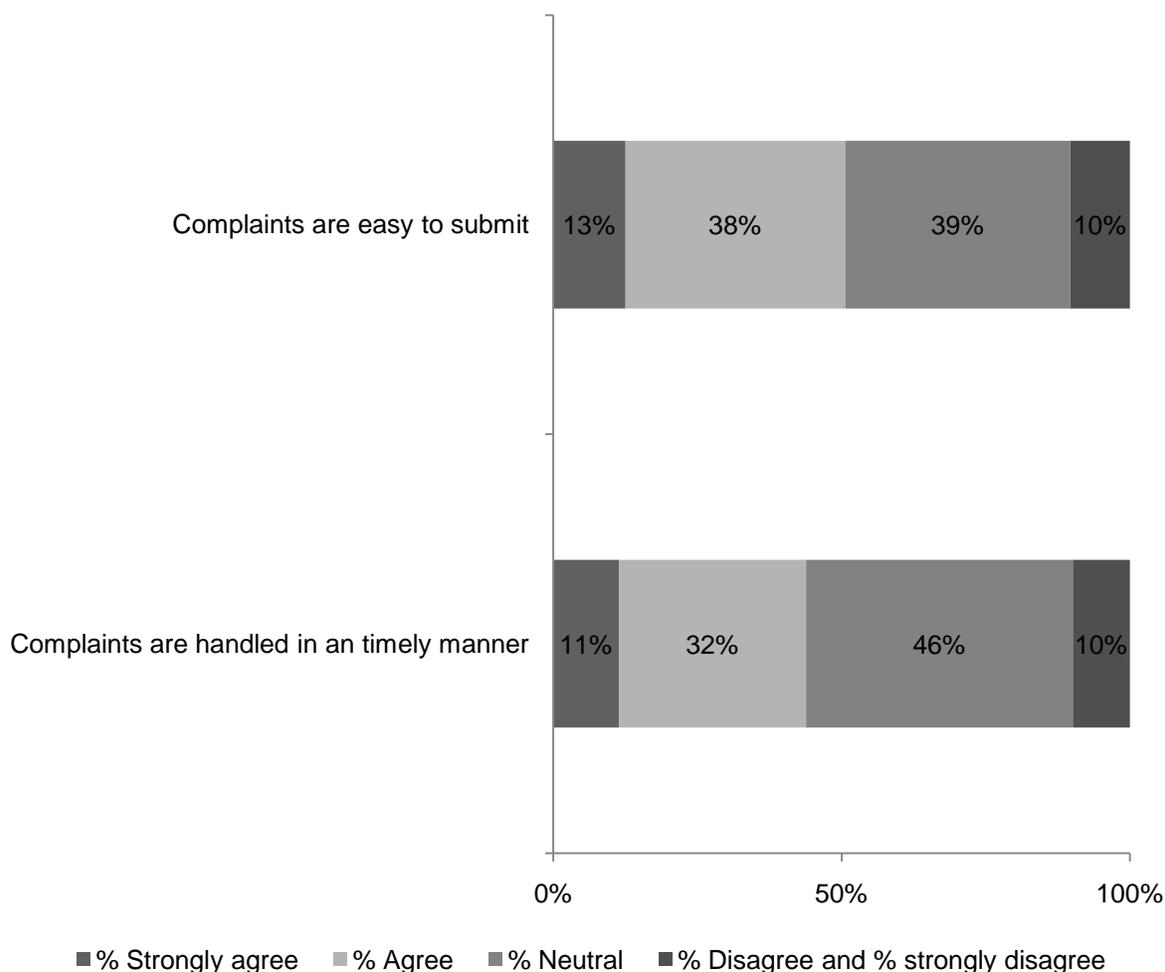
A little more than half of the main analytical sample (57%) responded to the questions regarding satisfaction with complaint procedures. As shown in Figure 13, the percentage of respondents who agreed with the statements was overall lower than was seen in other areas of contact with TEA.³⁴ Of those respondents who had contacted TEA to submit a complaint, 51% agreed that complaints to TEA were easy to submit, and 43% agreed complaints were handled in a timely manner.³⁵ The percentage of those disagreeing, however, did not differ much from the other areas in which respondents had contact with TEA, with 10% of respondents disagreeing or strongly disagreeing with both statements. In this case, more respondents provided a neutral response (39% and 46%) to these statements, indicating a large percentage of the respondents did not have a positive or negative opinion regarding their experience when submitting a complaint to TEA.

³³ The count following each question excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer that question.

³⁴ Because the percentages of respondents answering "disagree" or "strongly disagree" were small, these percentages were combined in the figure.

³⁵ "Agreed" is defined as the combination of the percentage of those selecting "strongly agree" or "agree."

Figure 13. Perceptions of TEA Complaint Procedures



Experience with TEA’s Complaint Procedures by Job Classification

Respondents’ average agreement ratings were compared for each statement by the respondents’ reported job position in order to determine if respondents across different job positions had different experiences with TEA’s complaint procedures. As shown in Table 16, ratings were lower on average, although still positive, than respondents expressed when asked about contacting TEA in other capacities. Average ratings ranged from 3.2 to 3.7 across all items within this section, with no responses on average within the dissatisfaction range of 3.0 or below. Notably, no responses on average reached 4.0 or above, indicating that respondents, regardless of job position, provided generally neutral responses. School business office personnel provided the lowest average rating (3.2) and librarians provided the highest average rating (3.7) when asked if complaints were easy to submit.

Overall, there was some variation among job classifications with respect to satisfaction with the procedures involved in submitting a complaint to TEA. School business office personnel were the least satisfied, and librarians were the most satisfied with TEA’s complaint procedures averaged across statements. Respondents across all job categories rated both statements regarding complaint procedures relatively low on average, although still above 3.0.

Table 16: Satisfaction with TEA's Complaint Procedures by Job Classification

Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Complaints are easy to submit	3.6	3.3	3.4	3.2	3.2	3.7	3.4	3.4
Complaints are handled in a timely manner	3.6	3.4	3.5	3.4	3.5	3.7	3.5	3.5
Average across statements	3.6	3.4	3.5	3.3	3.4	3.7	3.5	3.5

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

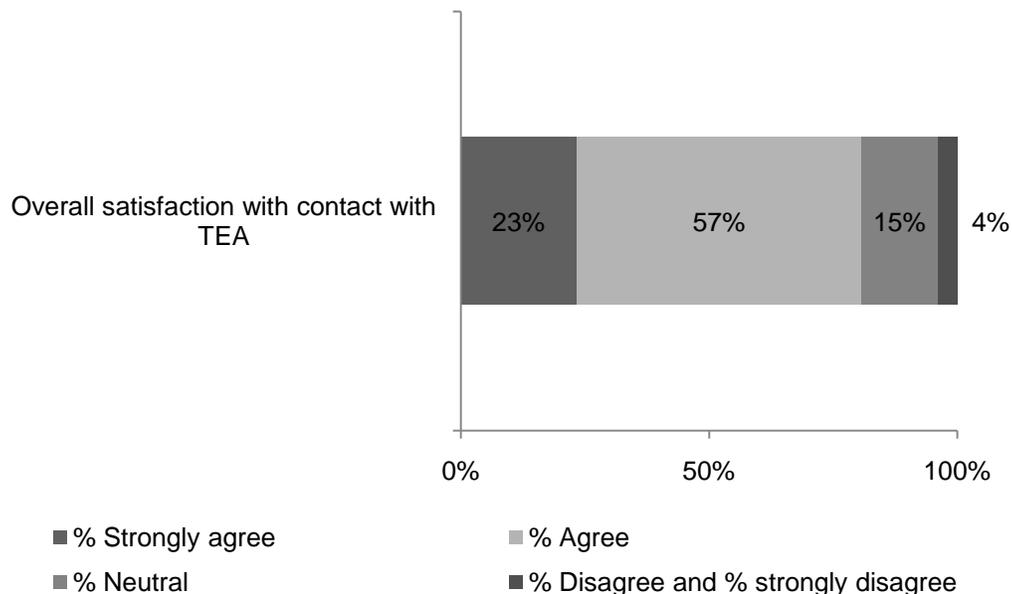
Overall Satisfaction with Contacting TEA

Respondents who had contacted TEA since September 1, 2008, were asked to rate their overall satisfaction with their contact with TEA by providing their level of agreement with the following statement (“strongly disagree” = 1 to “strongly agree” = 5):

1) Overall, I am satisfied with my contact with TEA ($n = 3125$)³⁶

A large percentage of the main analytical sample, 82%, responded to the statement, with 80% expressing agreement with the statement (see Figure 14).^{37,38} Only a small percentage (4%) expressed disagreement, indicating that the majority of the sample was satisfied with their overall contact with TEA.

Figure 14. Respondents' Overall Satisfaction with TEA



Overall Satisfaction by Job Classification

In order to explore whether overall satisfaction with contacting TEA differed by job description, respondents' average ratings of agreement with the statement were examined by job position (see Appendix B). As can be seen in Table 17, there was almost no variation among job positions with regard to respondents' overall satisfaction with contacting TEA. Average ratings ranged from 4.0 to 4.1 across all items within this section, with only librarians reporting an

³⁶ This count excludes the respondents who provided an answer of N/A to the question and those respondents who did not answer the question.

³⁷ “Agreed” is defined as the combination of the percentage of those selecting “strongly agree” or “agree.”

³⁸ Because the percentages of respondents answering “disagree” or “strongly disagree” were small, these percentages were combined in the figure.

average rating of 4.1. All other respondents, regardless of job classification, reported an average rating of 4.0. This indicates that respondents were equally satisfied with their contact with TEA, irrespective of job position.

Table 17: Overall Satisfaction with Contact with TEA by Job Classification

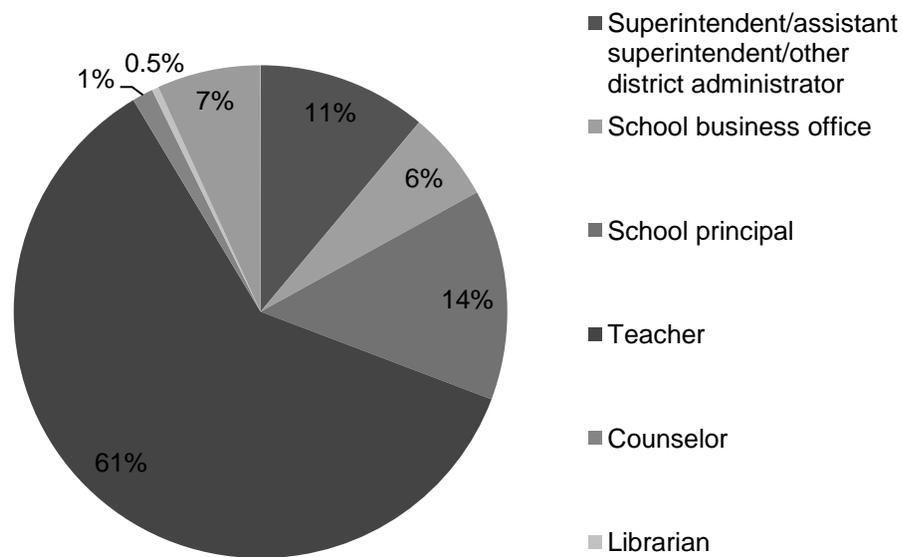
Average Rating by Statement	Superintendent Assistant Superintendent Other District Administrator (n = 263)*	School Principal (n = 344)	Teacher (n = 2276)	School Business Office (n = 132)	Counselor (n = 73)	Librarian (n = 28)	Other (n = 170)	Average Across All Job Categories (n = 3,286)
Overall satisfaction with contact with TEA	4.0	4.0	4.0	4.0	4.0	4.1	4.0	4.0

*Note. This number represents the total count of survey respondents in each job classification category, not the total count that responded to each question. Respondents who did not provide an answer to a question and those who selected N/A as a response to the question are not included in the average scores reported here. See Appendix B for the total number of respondents in each job category that rated each item.

Additional Comments

Respondents who had contacted TEA since September 1, 2008, were also given the opportunity to provide comments, thoughts, suggestions, or concerns regarding their experience or satisfaction with contacting TEA during this time period. Only 12% of the respondents within the main analytical sample provided additional comments ($n = 443$). Figure 15 displays the job classification makeup of the respondents who provided additional comments. Almost two-thirds of the respondents who provided additional comments were teachers.

Figure 15. Job Classification of Respondents Providing Additional Comments



Of the 443 comments received, 61% ($n = 271$) provided a comment directly related to communicating or interacting with TEA; the remaining comments were general in nature (e.g., “thank you”, “no comment”), relating more to overall satisfaction or dissatisfaction with TEA as an entity (“I have respect for TEA and the work they do”), or feedback regarding a specific aspect of TEA that did not necessarily involve directly communicating with TEA (e.g., “please work on the testing schedule”). As shown in Table 18, comments related to communicating or interacting with TEA generally fell into 13 categories.

Table 18: Additional Comments about Communicating with or Interacting with TEA

Comment Topic	Respondents ($n = 271$)	
	Percent	n
Web site	31.0%	84

Comment Topic	Respondents (n = 271)	
	Percent	n
General positive comment about communicating with TEA	20.7%	56
General negative comment about communicating with TEA	12.2%	33
Certification	8.5%	23
Webinar	5.5%	15
E-mail	4.8%	13
Needing information	4.8%	13
Testing	4.4%	12
Printed material	3.7%	10
Professional development	2.2%	6
Complaints	1.1%	3
Textbook division	0.7%	2
TREx	0.4%	1

Comments about the Web Site

Comments about the new TEA Web site made up the largest percentage of the comments received (31%). Of these, 80% were negative comments about the Web site, with the majority of the negative comments expressing dissatisfaction with navigating the new Web site or finding specific information on the Web site or a Web page. These findings support the quantitative findings from the previous analysis as well. Respondents commonly noted the following:

- General difficulty in navigating within the Web site
- Information can be difficult to locate on the Web site, especially from the main page
- URLs are too lengthy to remember
- Some Web pages are visually too busy
- The search process/engine does not always locate the specific information needed
- Distinguishing new or updated information from older information can be difficult
- The layout of the Web site is confusing
- Some information is outdated (e.g., phone numbers)

Several suggestions were offered for improving navigation, including the following:

- Adding shortcut links from frequently used pages to other frequently used pages
- Including a live chat for obtaining information quickly³⁹
- Simplifying and streamlining the navigation tools

³⁹ On April 2, 2010, TEA announced the launch of a live-chat feature on the TEA Web site to answer questions about teacher certification. This feature can be located at <http://www.tea.state.tx.us/sbecchat.aspx>.

- Focusing the user's attention to one location on a Web page instead of multiple sources at one time
- Linking to or sending notifications of new information added to the Web site

It should be noted that because the TEA Web site has been redesigned recently, some of the negative reaction may subside as customers become familiar with the changes. Although only a small number of the total analytical sample provided comments about the Web site ($n = 84$), some respondents reported that they would require additional time to use the Web site before they could give constructive feedback. Some respondents were already noting the improvements that had been made to the new Web site, especially with respect to the search features. Even though 12% ($n=10$) of the respondents who provided a comment about the Web site indicated that the search engine on the new Web site did not meet their needs, 2% ($n = 2$) reported that the search process had been improved from the previous Web site. Additionally, 4% ($n = 3$) of respondents who commented positively about the redesign of the Web site indicated that some navigation issues from the previous Web site had also been resolved. One respondent specifically noted that navigation issues are understandable given the amount of information available but added navigation of the bilingual/ESL pages had been much improved from the former Web site. Respondents had additional positive feedback regarding the Web site, including the following:

- The student artwork is enjoyable.
- The information on the Web site is very useful.
- The TEA Web site saves time.
- The TEA Web site includes pertinent information they might not otherwise see.

General Positive Comments

Although only a small subset of the total sample provided additional comments, those who had positive comments ($n = 56$) generally saw TEA as a source of support and guidance and TEA staff as a helpful resource. Respondents expressed appreciation for TEA's efforts to keep them informed, as well as TEA's commitment to promoting positive change. Respondents had other commonly stated positive comments, including the following:

- Direct contact with teachers was appreciated.
- TEA staff were responsive.
- TEA staff were courteous, helpful, empathetic, and prompt.
- TEA staff treated respondents professionally.

General Negative Comments

Even though they represented only a small percentage of the total analytical sample ($n = 33$), some respondents reported negative communication and interaction with TEA as well. These respondents most often commented that when asked about the same issue, staff members sometimes provide inconsistent or conflicting information. Respondents also expressed concern with the timeliness of communication especially with respect to receiving responses to e-mail, which was seen in the quantitative analysis as well. Other common negative comments included the following:

- Sometimes it is difficult to reach a live person.
- Hold times can be long.
- Approval times for applications (such as for grants) can be long.
- Paperwork requested from TEA can be laborious and time consuming.
- TEA's communication with administrators about changes to programs is more often top-down than bottom-up.

Comments about Certification

Although only 23 respondents commented about communication during the certification process, almost all of the comments provided by these respondents were negative (87%).⁴⁰ The positive comments received indicated that TEA staff provides helpful information about Teach for Texas, renewing licenses, and the fingerprinting process. Negative feedback most often concerned the timeliness of receiving information about certification requirements, status through the certification process, and expiring certification. Respondents provided suggestions for improvement in this area, including streamlining the process and providing online renewal systems. Other comments included the following:

- Difficulties in locating information about certification requirements (including those for teachers coming from other states)
- Requirements pre- and post- certification, especially regarding keeping licenses current
- Difficulties in reaching a live person
- Timeliness of return calls and e-mail

Although these comments were directed toward the certification process, they corroborate findings from the quantitative findings regarding the timeliness of return calls and e-mail as well as the difficulties in reaching a live person.

Comments about Webinars

Although only a small portion of the total analytical sample commented about webinars ($n = 15$), respondents' comments suggested they were generally pleased with the interaction. Twenty percent thought webinars were as good as or better than face-to-face meetings. Even though 13% of those who commented about webinars preferred face-to-face meetings, these respondents still saw the overall utility of webinars. A few respondents even requested more webinars, especially for professional development, new clusters training, and technology (especially for learning computer programs). Any reported issues were attributed mostly to user or district technology difficulties. One respondent commented that having the notes and slides from the webinars available online after the webinar would be desirable. These findings extend the quantitative findings regarding the webinar experience, suggesting respondents are open to attending webinars even if face-to-face meetings are preferred.

Additional Comments

A small portion of the total analytical sample had additional comments concerning e-mail communication, needing information, testing, printed materials, professional development,

⁴⁰ TEA is aware of the issues that individuals may experience during the certification process and is working to address these issues. A key initiative in TEA's forthcoming strategic plan is to streamline the certification process.

complaint procedures, the textbook division, and the TREx system ($n = 60$). Many of these comments were isolated instances with only one or two respondents providing similar comments.

Beyond the reported dissatisfaction with the timeliness of return e-mail from TEA staff, which was a general theme, comments indicated that respondents thought the language of some e-mail was too technical. Not all comments about e-mail communication were negative. In fact, one respondent noted that e-mail had improved communication with the agency, especially communication about TAKS information.

Respondents who commented that additional information is often needed commonly reported that when changes are made to programs, the changes are neither made available to the public in a timely manner nor easy to locate. One respondent suggested that changes and updates could be communicated to TEA's constituents through an e-mail newsletter. Respondents additionally requested specific information about the following:

- Changes to the TAKS assessment
- Changes to state and federal requirements for special education programs
- Trainings available through TEA
- ELL support materials
- TEA acronyms
- 1-800 contact number for TEA because wait times are often long when calling long distance

Comments about testing mostly centered on respondents seeking increased and timely communication regarding changes to the TAKS assessment and the shift to the new STAAR assessment. Additionally, respondents requested better communication about comparing students' TAKS results from one year to the next and reported conflicting verbal and written communication about TAKS accommodations.

Respondents who commented about communication through printed materials desired more clarity in the materials they received from TEA. Specifically mentioned were instructions in procedure manuals, especially assessment manuals. Respondents also reported receiving redundant printed materials from both TEA and their ESC and suggested coordinating this effort to use less paper. One respondent also suggested that printed information sent to the districts detailing pertinent deadlines should be sent via e-mail and available on the Web site, noting that sometimes this information does not trickle down fast enough to efficiently meet the required deadlines.

Regarding communication about professional development, respondents requested better resources and communication about professional development available from TEA. Respondents further suggested courses that could be offered, such as using new editions of textbooks in the classroom and dealing with accountability changes. One respondent proposed the development of a centralized online portal for professional development opportunities through TEA to improve ease of locating and participating in professional development sessions.

Although the comments were limited for complaint procedures, the textbook division, and TREx, comments suggested that there is some dissatisfaction in these areas. Respondents experience some difficulty in locating how to file a complaint but also are unsure how to follow up on

previous filed complaints. Other respondents expressed concern about understanding the textbook bidding procedures, and one respondent found the TReX system difficult to use.

Conclusions

Overall, TEA customers expressed satisfaction with the quality of service received from TEA since September 1, 2008. Of the respondents who had contact with TEA during this time period, 80% either agreed (57%) or strongly agreed (23%) with the statement that overall, they were satisfied with the contact they have had with TEA. Although customers were generally satisfied with interacting with TEA overall, some areas of TEA that customers had contact with received higher satisfaction ratings than other areas. Respondents gave the highest satisfaction ratings, on average, to their overall experience with interacting with TEA staff in general (average rating of 4.3) which included high agreement with being treated with respect (91%), the willingness of TEA staff to assist customers (88%), and prompt response to e-mail (84%). Contact with TEA by telephone and in person also received high average ratings (4.1 on average for both areas), indicating that customers who had contact with TEA via these modes were satisfied with their personal contact with TEA staff and visiting TEA's facilities in person.

Although ratings were still positive, respondents provided the lowest satisfaction ratings, on average, when asked to rate TEA's complaint procedures (average rating of 3.5), with lower agreement rates regarding the ease of submission of complaints (51%) and the timeliness of handling complaints (43%). Respondents also gave relatively low average ratings to navigating the TEA Web site (3.8) and locating specific information on the TEA Web site (3.9). These findings corresponded somewhat with the qualitative feedback customers provided as well; however, there was more negative feedback given through comments regarding use of the Web site and the timeliness of e-mail response than is evidenced in the average ratings. However, it should be noted that not all of the respondents gave specific feedback in these areas so the findings may not be representative of the beliefs of the analytical sample as a whole or of the population of TEA's customers. Additionally, because the TEA Web site has been redesigned only recently, some of the negative reaction may resolve over time as customers become more familiar with the changes to the Web site.

When results were examined by job classification across all statements, there was little variation in satisfaction among the different job positions. Those areas rated high, on average, by one job position were rated high by other job positions as well. In the instances where differences were noted among occupational groups, librarians and the group of superintendents/associate superintendents/other district administrators provided the highest average ratings regarding their experience when visiting TEA in person. Although the ratings were still positive, school business office personnel principals, counselors, and teachers gave the lowest average ratings when asked to rate aspects of TEA's complaint procedures. The most varied response across job classifications was with respect to satisfaction with webinars over face-to-face meetings. District-based personnel who typically have more frequent contact with TEA may still prefer face-to-face meetings. Taken together, the results suggest that there was little variation in satisfaction across job classifications, indicating that job position was not a mediating factor in being satisfied with TEA's customer service in general, with the exception of assessment of the effectiveness face-to-face meetings in comparison with webinars.

In general, TEA customers surveyed were satisfied with the contact they have had with TEA and its staff since September 1, 2008. Across constituents, TEA has been most successful at interacting with customers on the telephone and in person, but customers have been experiencing some challenges with complaint procedures and using the new TEA Web site. However, experience with the Web site may change over time as customers have more

exposure and interaction with the Web site. Although the findings from this survey were generally positive, they are based on a relatively small sample of TEA customers who self-selected themselves for participation in the survey. Therefore, these results may have a limited capability of being generalized to the population of TEA's customers as a whole and should be interpreted within that context.

References

Texas Government Code § 2114.002

Appendix A



CUSTOMER SATISFACTION SURVEY

The Texas Education Agency (TEA) is charged by the Texas Legislature to provide leadership, guidance, and resources to create a public education system that continuously improves student performance and supports public schools as the choice of Texas citizens.

Your perceptions are important in evaluating TEA's past performance and in planning for improvements. Please take the time to provide your feedback.

EXPERIENCE WITH TEA

1. Have you contacted or have you been contacted by TEA since September 1, 2008?
 - Yes
 - No

2. During this timeframe, I have contacted TEA or have been contacted by TEA to obtain information on the following. (Please select all that apply.)

• The Foundation School Program	
• The Statewide Educational Programs (e.g., Early Childhood Education)	
• Programs for Gifted and Talented Students	
• Programs for Students at Risk (e.g., Communities in Schools, 21 st Century Community Learning Centers)	
• Programs for Students with Disabilities (e.g., Regional Day Schools for the Deaf)	
• Programs for School Improvement (e.g., Optional Extended Year Programs)	
• Programs for School Support (e.g., Life Skills program)	
• Curriculum and Graduation Plans	
• State Board of Education (SBOE) Rules	
• The Assessment System	
• The Accountability System	
• Educational Technologies	
• Instructional Materials	
• Campus Health and Safety	
• Improving Educator Quality/Leadership	

• The State Board for Educator Certification and Exam Administration	
• Information Systems – Technology (e.g., PEIMS, TEASE)	
• Other (please specify)	

The following sections pertain to your experience with TEA. Please indicate your degree of agreement (strongly agree to strongly disagree) with the statements based on your experience with TEA since September 1, 2008. Choose N/A if the question does not apply to your experience with TEA.

3. If you have contact with TEA via telephone, please respond regarding your overall experience with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Staff members identify themselves by name.						
Staff members are courteous.						
I gain access to a live person quickly.						
I am routed directly to the proper person.						
I am given a clear explanation.						
I am treated in a professional manner.						
Staff members respond to my telephone request promptly.						

4. If you visit TEA in person, please respond regarding your overall experience with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I receive accurate directions to approved parking areas.						
I receive accurate directions to my agency destination (i.e. floor and room number).						
It is easy for me to access the agency's buildings.						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The agency's buildings are clean and orderly.						
Offices within the agency's buildings are easy to find.						
Office locations are clearly identified near the entrance.						

5. Regarding contact with TEA staff in general, please respond regarding your overall experience with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
TEA staff members treat me with respect.						
TEA staff members demonstrate a willingness to assist.						
TEA staff members respond to my e-mail requests promptly.						

6. Please respond to the following questions regarding your overall experience with the provision of information and requests for information by TEA.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
TEA provides thorough and accurate information.						
Electronic correspondence for communicating information is more effective than traditional paper processes.						
School financial information is useful.						
Program guidance information is useful.						
School accountability information is useful.						
Grant information is useful.						
Overall, I am satisfied with the information I received from TEA.						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
TEA's requests for information are reasonable.						

7. TEA has recently adopted a new Web site design; please respond to the following questions regarding your experience with the TEA Web site:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The TEA Web site is easy to locate.						
It is easy to find information I need on the Web site.						
The Web site content is accurate.						
The information on the Web site is easy to understand.						
Updated information on the Web site is easy to identify.						
Information requested through the Web site is easy to provide.						
Services are easy to find on the Web site.						
Programs are easy to find on the Web site.						
The left sidebar is useful for finding information.						
The top navigation bar is useful for finding information.						
The right navigation sidebar is useful for finding information.						
The links in the footer are useful to find information.						
The physical address of the agency is easy to find on the Web site.						
I am able to find clear information on how to contact the agency.						
It is easy for me to locate complaint procedures.						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
It is easy for me to locate the Compact With Texans.						
The visual design of the Web site made it easy to navigate.						
I am satisfied with the content quality.						
The effort it takes to navigate the Web site is minimal.						
The overall organization of the Web site makes it easy to locate what I am looking for.						
My visits to the Web site meet my needs.						

8. Please respond to the following questions regarding your overall experience with TEA's printed information:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Printed information explains services available at the agency location.						
Printed information is available by request.						
Printed information is described on the Web site.						
Printed information is accurate.						
Printed information is understandable.						

Several TEA departments are using webinars as a tool for communication and training. A webinar is a workshop or lecture delivered over the Web.

9. Have you accessed a webinar hosted by TEA?

- Yes
- No

10. How did you hear about the webinar(s)? (Please select all that apply.)

- TEA
- School district administrator
- School principal
- Colleague
- Other (please specify)

11. Why did you view the webinar(s)? (Please select all that apply.)

- Grant information
- Professional development
- Other (please specify)

12. Please respond to the following questions regarding your overall experience with TEA webinars.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
It is easy for me to register for webinars.						
It is easy for me to access webinars.						
I receive clear instructions for using webinars						
The information provided in webinars is clear and understandable.						
The information provided in webinars is useful.						
Webinars are a good format for learning.						
Webinars are as effective as a face-to-face meeting.						
I would recommend a webinar to my colleagues.						

13. Please respond to the following questions regarding your overall experience with TEA's complaint procedures:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Complaints to TEA are easy to submit.						
My complaints are handled in a timely manner.						

14. Overall Satisfaction with TEA

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Overall, I am satisfied with my contact with TEA.						

DEMOGRAPHIC INFORMATION

Please note that in order to analyze the information collected, your role is significant. Your responses are anonymous other than to identify your role.

15. Please select the category which best describes your role:

School superintendent or assistant superintendent or other district office administrator	
School business office	
School principal	
Teacher	
Counselor	
Librarian	
Other (please specify)	

16. Please select the education service center (ESC) region where your school district resides:

ESC Region 1	
ESC Region 2	
ESC Region 3	
ESC Region 4	
ESC Region 5	
ESC Region 6	
ESC Region 7	
ESC Region 8	
ESC Region 9	
ESC Region 10	

ESC Region 11	
ESC Region 12	
ESC Region 13	
ESC Region 14	
ESC Region 15	
ESC Region 16	
ESC Region 17	
ESC Region 18	
ESC Region 19	
ESC Region 20	

ADDITIONAL COMMENTS

17. If you have any other comments, thoughts, suggestions, or concerns, please write below:

Thank you for responding to our survey! We appreciate your input.

Appendix B

These tables present the percentages of respondents reporting agreement by job classification for each statement on the survey. They are divided by surveyed domain.

Contacting TEA via Telephone

Table B1: Telephone Experience: Satisfaction with Staff Identification by Job Classification

Job Classification	n	Staff Members Identify Themselves By Name (n = 1,905)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	259	63.7%	30.5%	3.5%	2.3%	0.0%
School principal	254	49.2%	44.9%	5.1%	0.4%	0.4%
Teacher	1100	43.6%	45.2%	9.9%	0.9%	0.5%
School business office	124	53.2%	42.7%	4.0%	0.0%	0.0%
Counselor	51	52.9%	41.2%	3.9%	2.0%	0.0%
Librarian	14	42.9%	50.0%	7.1%	0.0%	0.0%
Other	103	53.4%	38.8%	4.9%	1.9%	1.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B2: Telephone Experience: Satisfaction with Staff Courteousness by Job Classification

Job Classification	n	Staff Members Are Courteous (n = 1,926)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	259	56.4%	38.6%	4.2%	0.8%	0.0%
School principal	256	45.7%	45.3%	6.3%	2.0%	0.8%
Teacher	1116	43.1%	46.2%	8.7%	1.2%	0.8%
School business office	124	47.6%	49.2%	3.2%	0.0%	0.0%
Counselor	53	50.9%	41.5%	5.7%	1.9%	0.0%
Librarian	16	37.5%	62.5%	0.0%	0.0%	0.0%
Other	102	49.0%	43.1%	5.9%	0.0%	2.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B3: Telephone Experience: Satisfaction with Access to a Live Person by Job Classification

Job Classification	n	I Gain Access to a Live Person Quickly (n = 1,884)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	254	32.3%	41.7%	11.8%	11.4%	2.8%
School principal	253	24.1%	43.9%	19.0%	10.3%	2.8%
Teacher	1086	29.6%	40.1%	18.4%	7.4%	4.6%
School business office	123	29.3%	41.5%	20.3%	7.3%	1.6%
Counselor	53	17.0%	49.1%	22.6%	9.4%	1.9%
Librarian	15	26.7%	40.0%	20.0%	6.7%	6.7%
Other	100	33.0%	38.0%	18.0%	7.0%	4.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B4: Telephone Experience—Satisfaction with Being Routed to the Proper Person by Job Classification

Job Classification	n	I am Routed Directly to the Proper Person (n = 1,874)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	250	30.0%	46.0%	15.2%	7.2%	1.6%
School principal	251	23.1%	48.6%	19.1%	8.4%	0.8%
Teacher	1086	30.2%	47.4%	14.9%	5.0%	2.5%
School business office	124	22.6%	51.6%	20.2%	4.8%	0.8%
Counselor	51	27.5%	49.0%	11.8%	9.8%	2.0%
Librarian	14	35.7%	42.9%	21.4%	0.0%	0.0%
Other	98	34.7%	43.9%	14.3%	3.1%	4.1%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B5: Telephone Experience: Satisfaction with the Clarity of Explanations by Job Classification

Job Classification	n	I am Given a Clear Explanation (n = 1,926)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	257	28.4%	50.2%	13.6%	6.2%	1.6%
School principal	255	27.5%	50.2%	13.3%	6.7%	2.4%
Teacher	1118	34.4%	45.0%	14.0%	4.8%	1.8%
School business office	124	26.6%	56.5%	14.5%	2.4%	0.0%
Counselor	54	31.5%	44.4%	14.8%	9.3%	0.0%
Librarian	16	31.3%	56.3%	6.3%	0.0%	6.3%
Other	102	34.3%	43.1%	12.7%	5.9%	3.9%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B6: Telephone Experience: Satisfaction with the Being Treated in a Professional by Job Classification

Job Classification	n	I am Treated in a Professional Manner (n = 1,933)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	257	54.9%	40.1%	4.7%	0.4%	0.0%
School principal	256	45.3%	45.3%	6.6%	1.2%	1.6%
Teacher	1126	43.2%	46.1%	7.8%	2.0%	1.0%
School business office	125	44.8%	48.8%	5.6%	0.8%	0.0%
Counselor	52	48.1%	48.1%	1.9%	1.9%	0.0%
Librarian	16	37.5%	56.3%	6.3%	0.0%	0.0%
Other	101	48.5%	46.5%	2.0%	1.0%	2.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B7: Telephone Experience: Satisfaction with a Prompt Response to Request by Job Classification

Job Classification	n	I am Given a Clear Explanation (n = 1,864)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	254	36.2%	40.9%	13.0%	8.3%	1.6%
School principal	254	29.9%	49.2%	11.0%	4.1%	2.1%
Teacher	1062	37.2%	43.7%	12.9%	2.0%	1.0%
School business office	125	33.1%	49.2%	13.7%	4.0%	0.0%
Counselor	52	30.8%	44.2%	19.2%	5.8%	0.0%
Librarian	15	33.3%	53.3%	0.0%	6.7%	6.7%
Other	103	37.9%	42.7%	12.6%	2.9%	3.9%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Visiting TEA in Person

Table B8: Visiting TEA: Satisfaction with Parking Directions by Job Classification

Job Classification	n	I Receive Accurate Directions to Parking Areas (n = 375)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	71	46.5%	35.2%	15.5%	2.8%	0.0%
School principal	54	25.9%	38.9%	24.1%	7.4%	3.7%
Teacher	216	36.1%	37.0%	24.1%	1.9%	0.9%
School business office	7	14.3%	42.9%	14.3%	14.3%	14.3%
Counselor	3	0.0%	33.3%	66.7%	0.0%	0.0%
Librarian	2	0.0%	100.0%	.0%	0.0%	0.0%
Other	22	36.4%	50.0%	13.6%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B9: Visiting TEA: Satisfaction with Agency Destination Directions by Job Classification

Job Classification	n	I Receive Accurate Directions to My Destination (n = 394)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	78	46.2%	41.0%	11.5%	1.3%	0.0%
School principal	57	33.3%	43.9%	15.8%	3.5%	3.5%
Teacher	224	37.9%	38.8%	21.9%	0.4%	0.9%
School business office	8	12.5%	50.0%	25.0%	12.5%	0.0%
Counselor	4	0.0%	50.0%	50.0%	0.0%	0.0%
Librarian	2	50.0%	50.0%	0.0%	0.0%	0.0%
Other	21	42.9%	42.9%	14.3%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B10: Visiting TEA: Satisfaction with Accessing the Agency's Buildings by Job Classification

Job Classification	n	It Is Easy for me to Access the Agency's Buildings (n = 397)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	83	47.0%	45.8%	3.6%	2.4%	1.2%
School principal	60	21.7%	46.7%	21.7%	8.3%	1.7%
Teacher	219	39.3%	34.7%	21.9%	2.7%	1.4%
School business office	8	12.5%	62.5%	12.5%	12.5%	0.0%
Counselor	4	0.0%	75.0%	25.0%	0.0%	0.0%
Librarian	2	0.0%	100.0%	0.0%	0.0%	0.0%
Other	21	42.9%	52.4%	4.8%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B11: Visiting TEA: Satisfaction with Cleanliness of the Agency’s Buildings by Job Classification

		The Agency’s Buildings are Clean and Orderly (n = 395)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	82	54.9%	37.8%	6.1%	1.2%	0.0%
School principal	60	40.0%	41.7%	16.7%	0.0%	1.7%
Teacher	218	43.1%	35.3%	20.6%	0.5%	0.5%
School business office	8	12.5%	75.0%	12.5%	0.0%	0.0%
Counselor	4	50.0%	25.0%	25.0%	0.0%	0.0%
Librarian	2	0.0%	100.0%	0.0%	0.0%	0.0%
Other	21	42.9%	47.6%	9.5%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B12: Visiting TEA: Satisfaction Finding Offices within the Agency’s Buildings by Job Classification

		Offices in the Agency’s Buildings are Easy to Find (n = 396)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	83	34.9%	38.6%	12.0%	10.8%	3.6%
School principal	60	25.0%	46.7%	16.7%	8.3%	3.3%
Teacher	218	35.8%	34.9%	23.4%	4.6%	1.4%
School business office	8	0.0%	62.5%	25.0%	12.5%	0.0%
Counselor	4	0.0%	75.0%	25.0%	0.0%	0.0%
Librarian	2	0.0%	100.0%	0.0%	0.0%	0.0%
Other	21	47.6%	38.1%	9.5%	4.8%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B13: Visiting TEA: Satisfaction with Identification of Office Locations by Job Classification

Job Classification	n	Office Locations are Clearly Identified Near the Entrance (n = 394)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	83	32.5%	47.0%	9.6%	8.4%	2.4%
School principal	59	30.5%	44.1%	15.3%	8.5%	1.7%
Teacher	218	35.8%	35.8%	24.8%	2.8%	0.9%
School business office	8	0.0%	62.5%	25.0%	12.5%	0.0%
Counselor	4	50.0%	25.0%	25.0%	0.0%	0.0%
Librarian	2	0.0%	100.0%	0.0%	0.0%	0.0%
Other	20	50.0%	25.0%	20.0%	5.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

General Contact with TEA Staff

Table B14: Staff Contact: Satisfaction with Respect Shown by Staff Members by Job Classification

Job Classification	n	TEA Staff Members Treat Me with Respect (n = 2,368)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	259	56.0%	39.4%	3.5%	1.2%	0.0%
School principal	287	42.9%	48.4%	5.9%	1.7%	1.0%
Teacher	1495	40.9%	48.8%	8.6%	1.4%	0.3%
School business office	127	46.5%	47.2%	6.3%	0.0%	0.0%
Counselor	59	37.3%	57.6%	5.1%	0.0%	0.0%
Librarian	18	27.8%	72.2%	0.0%	0.0%	0.0%
Other	123	48.8%	43.9%	3.3%	0.8%	3.3%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B15: Staff Contact: Satisfaction with Willingness of Staff Members by Job Classification

		TEA Staff Members Demonstrate a Willingness to Assist (n = 2,388)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	259	51.4%	40.9%	6.2%	1.5%	0.0%
School principal	288	42.0%	47.6%	6.3%	2.8%	1.4%
Teacher	1509	40.8%	46.5%	9.6%	2.4%	0.8%
School business office	127	45.7%	46.5%	7.1%	0.8%	0.0%
Counselor	60	35.0%	55.0%	10.0%	0.0%	0.0%
Librarian	20	30.0%	65.0%	5.0%	0.0%	0.0%
Other	125	49.6%	38.4%	7.2%	0.8%	4.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B16: Staff Contact: Satisfaction with Promptness of E-mail Responses by Job Classification

		TEA Staff Members Respond to my E-mail Requests Promptly (n = 2,141)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	241	41.5%	40.2%	9.5%	7.5%	1.2%
School principal	251	39.4%	42.6%	12.0%	4.8%	1.2%
Teacher	1359	38.9%	45.7%	10.5%	2.9%	2.1%
School business office	121	38.8%	47.1%	11.6%	2.5%	0.0%
Counselor	50	26.0%	62.0%	12.0%	0.0%	0.0%
Librarian	15	40.0%	53.3%	6.7%	0.0%	0.0%
Other	104	46.2%	34.6%	14.4%	3.8%	1.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Provision of Information and Information Requests

Table B17: Provision of Information: Satisfaction with Thoroughness and Accuracy of Information by Job Classification

Job Classification	n	TEA Provides Thorough and Accurate Information (n = 3,001)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	258	28.3%	55.0%	10.1%	5.0%	1.6%
School principal	331	30.8%	51.4%	13.0%	2.7%	2.1%
Teacher	2041	32.5%	54.1%	9.4%	3.0%	0.9%
School business office	132	24.2%	59.8%	9.8%	4.5%	1.5%
Counselor	67	20.9%	62.7%	13.4%	3.0%	0.0%
Librarian	25	24.0%	68.0%	4.0%	0.0%	4.0%
Other	147	32.7%	49.7%	13.6%	1.4%	2.7%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B18: Provision of Information: Preference of Electronic Correspondence vs. Paper by Job Classification

Job Classification	n	Electronic correspondence for Communicating Information is more Effective than Traditional Paper Processes (n = 2,894)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	257	43.2%	39.3%	10.9%	5.4%	1.2%
School principal	320	44.1%	40.6%	12.5%	1.6%	1.3%
Teacher	1957	39.1%	46.0%	11.5%	2.4%	1.0%
School business office	131	40.5%	42.0%	15.3%	1.5%	0.8%
Counselor	64	42.2%	43.8%	14.1%	0.0%	0.0%
Librarian	25	40.0%	56.0%	4.0%	0.0%	0.0%
Other	140	40.0%	41.4%	15.0%	2.9%	0.7%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B19: Provision of Information: Satisfaction with School Financial Information by Job Classification

Job Classification	n	School Financial Information is Useful (n = 2,083)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	244	37.3%	52.0%	7.8%	2.5%	0.4%
School principal	235	23.0%	49.8%	23.4%	2.6%	1.3%
Teacher	1334	22.0%	43.0%	31.3%	2.5%	1.2%
School business office	125	40.0%	52.0%	5.6%	1.6%	0.8%
Counselor	36	22.2%	47.2%	30.6%	0.0%	0.0%
Librarian	14	21.4%	57.1%	21.4%	0.0%	0.0%
Other	95	23.2%	46.3%	28.4%	1.1%	1.1%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B20: Provision of Information: Satisfaction with Program Guidance Information by Job Classification

Job Classification	n	Program Guidance Information is Useful (n = 2,468)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	248	31.9%	54.8%	10.1%	2.4%	0.8%
School principal	293	27.3%	53.6%	13.7%	4.1%	1.4%
Teacher	1623	25.2%	52.7%	18.8%	2.3%	1.0%
School business office	119	31.1%	58.8%	8.4%	0.0%	1.7%
Counselor	50	28.0%	62.0%	6.0%	4.0%	0.0%
Librarian	19	31.6%	52.6%	15.8%	0.0%	0.0%
Other	116	25.9%	48.3%	19.8%	3.4%	2.6%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B21: Provision of Information: Satisfaction with School Accountability Information by Job Classification

Job Classification	n	School Accountability Information is Useful (n = 2,512)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	252	35.7%	52.8%	6.0%	4.4%	1.2%
School principal	318	41.8%	50.0%	5.7%	1.9%	0.6%
Teacher	1633	27.8%	51.7%	17.5%	2.1%	0.9%
School business office	117	29.1%	59.0%	11.1%	0.9%	0.0%
Counselor	51	31.4%	52.9%	15.7%	0.0%	0.0%
Librarian	18	22.2%	61.1%	16.7%	0.0%	0.0%
Other	123	29.3%	52.8%	12.2%	1.6%	4.1%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B22: Provision of Information: Satisfaction with Grant Information by Job Classification

Job Classification	n	Grant Information is Useful (n = 2,114)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	242	34.3%	48.8%	11.6%	3.3%	2.1%
School principal	268	25.4%	48.5%	23.1%	3.0%	0.0%
Teacher	1337	24.2%	45.9%	26.1%	2.4%	1.4%
School business office	121	29.8%	57.0%	12.4%	0.0%	0.8%
Counselor	36	25.0%	50.0%	22.2%	2.8%	0.0%
Librarian	15	20.0%	60.0%	13.3%	6.7%	0.0%
Other	95	28.4%	46.3%	23.2%	1.1%	1.1%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B23: Provision of Information: Overall Satisfaction with Information Received by Job Classification

		Overall I am Satisfied with the Information I receive from TEA (n = 3,005)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	260	33.5%	53.1%	8.5%	3.8%	1.2%
School principal	328	28.7%	56.4%	11.9%	2.4%	0.6%
Teacher	2044	29.2%	54.6%	12.4%	2.6%	1.1%
School business office	130	29.2%	60.0%	8.5%	2.3%	0.0%
Counselor	68	20.6%	60.3%	16.2%	1.5%	1.5%
Librarian	26	19.2%	69.2%	7.7%	0.0%	3.8%
Other	149	33.6%	47.7%	14.1%	1.3%	3.4%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B24: Requests for Information: Satisfaction with Requests for Information by Job Classification

		TEA's Requests for Information are Reasonable (n = 2,717)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	258	22.5%	45.7%	15.5%	12.4%	3.9%
School principal	312	19.6%	45.2%	23.4%	8.0%	3.8%
Teacher	1813	25.3%	52.6%	17.6%	3.1%	1.5%
School business office	127	25.2%	47.2%	19.7%	6.3%	1.6%
Counselor	58	19.0%	50.0%	20.7%	8.6%	1.7%
Librarian	21	23.8%	61.9%	14.3%	0.0%	0.0%
Other	128	29.7%	47.7%	15.6%	3.1%	3.9%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Experience with the TEA Web Site

Table B25: Locating Information on Web Site: Satisfaction with Locating the Web Site by Job Classification

		The TEA Web Site is Easy to Locate (n = 3,132)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	260	38.8%	53.8%	2.7%	4.2%	0.4%
School principal	341	41.1%	51.6%	3.5%	3.5%	0.3%
Teacher	2151	34.4%	54.5%	6.2%	4.4%	0.5%
School business office	131	32.8%	58.0%	6.1%	3.1%	0.0%
Counselor	66	39.4%	47.0%	7.6%	6.1%	0.0%
Librarian	26	26.9%	65.4%	3.8%	3.8%	0.0%
Other	157	38.9%	47.8%	10.2%	1.9%	1.3%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B26: Locating Information on Web Site: Satisfaction with Finding Needed Information by Job Classification

		It is Easy to Find Information I need on the Web Site (n = 3,105)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	259	12.7%	46.7%	21.6%	15.8%	3.1%
School principal	339	15.9%	44.8%	11.8%	21.8%	5.6%
Teacher	2132	21.1%	47.1%	15.3%	14.0%	2.4%
School business office	130	9.2%	43.8%	20.0%	22.3%	4.6%
Counselor	64	15.6%	45.3%	15.6%	18.8%	4.7%
Librarian	25	8.0%	52.0%	16.0%	24.0%	0.0%
Other	156	20.5%	46.2%	16.0%	13.5%	3.8%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B27: Locating Information on Web Site: Satisfaction with Identification of Updated Information by Job Classification

Job Classification	n	Updated Information on the Web Site is Easy to Identify (n = 3,036)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	255	16.5%	55.3%	17.6%	9.4%	1.2%
School principal	337	18.4%	52.2%	18.7%	8.9%	1.8%
Teacher	2076	22.0%	49.6%	19.7%	7.7%	1.0%
School business office	127	12.6%	50.4%	29.9%	5.5%	1.6%
Counselor	64	17.2%	48.4%	25.0%	9.4%	0.0%
Librarian	26	19.2%	50.0%	19.2%	11.5%	0.0%
Other	151	21.9%	49.7%	21.9%	6.6%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B28: Locating Information on Web Site: Satisfaction with Locating Services by Job Classification

Job Classification	n	Services Are Easy to Find on the Web Site (n = 3,030)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	258	15.1%	45.3%	24.4%	13.2%	1.9%
School principal	336	17.9%	43.5%	22.9%	13.4%	2.4%
Teacher	2065	20.7%	49.6%	17.7%	10.7%	1.3%
School business office	129	4.7%	51.9%	24.8%	17.1%	1.6%
Counselor	65	12.3%	41.5%	24.6%	21.5%	0.0%
Librarian	25	16.0%	52.0%	24.0%	8.0%	0.0%
Other	152	19.1%	42.8%	25.7%	10.5%	2.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B29: Locating Information on Web Site: Satisfaction with Locating Programs by Job Classification

Job Classification	n	Programs Are Easy to Find on the Web Site (n = 2,995)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	255	16.9%	49.4%	21.2%	10.6%	2.0%
School principal	335	16.7%	47.2%	19.7%	14.0%	2.4%
Teacher	2038	20.7%	49.4%	18.2%	10.2%	1.5%
School business office	127	6.3%	48.8%	22.8%	20.5%	1.6%
Counselor	63	12.7%	46.0%	23.8%	17.5%	0.0%
Librarian	26	19.2%	50.0%	19.2%	11.5%	0.0%
Other	151	19.9%	43.7%	24.5%	9.9%	2.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B30: Locating Information on Web Site: Satisfaction with Locating Agency Address by Job Classification

Job Classification	n	The Physical Address of the Agency is Easy to Find on the Web Site (n = 2,868)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	243	30.9%	56.0%	10.3%	2.5%	0.4%
School principal	322	27.6%	56.2%	12.4%	2.8%	0.9%
Teacher	1958	27.2%	53.6%	15.1%	3.5%	0.6%
School business office	121	18.2%	61.2%	19.8%	0.0%	0.8%
Counselor	60	25.0%	50.0%	23.3%	1.7%	0.0%
Librarian	24	12.5%	50.0%	29.2%	8.3%	0.0%
Other	140	23.6%	55.0%	18.6%	2.9%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B31: Locating Information on Web Site: Satisfaction with Finding Agency Contact Information by Job Classification

Job Classification	n	I Am Able to Find Clear Information on How to Contact the Agency (n = 2,991)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	254	23.6%	59.1%	8.3%	7.9%	1.2%
School principal	335	25.4%	55.8%	13.7%	4.2%	0.9%
Teacher	2038	26.5%	55.1%	14.0%	3.7%	0.6%
School business office	130	14.6%	69.2%	10.8%	4.6%	0.8%
Counselor	62	25.8%	54.8%	14.5%	4.8%	0.0%
Librarian	25	12.0%	72.0%	16.0%	0.0%	0.0%
Other	147	25.2%	50.3%	19.0%	5.4%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B32: Locating Information on Web Site: Satisfaction with Locating Complaint Procedures by Job Classification

Job Classification	n	It is Easy for Me to Locate Complaint Procedures (n = 2,276)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	194	17.0%	45.9%	28.4%	8.2%	0.5%
School principal	247	13.0%	42.9%	29.1%	11.7%	3.2%
Teacher	1601	18.4%	43.0%	29.0%	7.7%	1.9%
School business office	81	4.9%	28.4%	59.3%	6.2%	1.2%
Counselor	34	5.9%	38.2%	41.2%	14.7%	0.0%
Librarian	15	6.7%	46.7%	40.0%	6.7%	0.0%
Other	104	15.4%	38.5%	33.7%	10.6%	1.9%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B33: Locating Information on Web Site: Satisfaction with Locating the Compact with Texans by Job Classification

Job Classification	n	It is Easy for Me to Locate the Compact with Texans (n = 2,040)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	179	12.3%	38.0%	42.5%	6.1%	1.1%
School principal	232	13.8%	36.6%	38.8%	8.2%	2.6%
Teacher	1426	18.0%	40.0%	33.7%	6.7%	1.5%
School business office	69	5.8%	27.5%	63.8%	1.4%	1.4%
Counselor	28	3.6%	35.7%	42.9%	17.9%	0.0%
Librarian	17	5.9%	52.9%	41.2%	0.0%	0.0%
Other	89	13.5%	39.3%	38.2%	7.9%	1.1%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B34: Content of Information on Web Site: Satisfaction with Accuracy of Web Site Content by Job Classification

Job Classification	n	The Web Site Content is Accurate (n = 3,075)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	257	26.8%	60.3%	8.9%	3.1%	0.8%
School principal	339	25.7%	59.9%	12.1%	2.1%	0.3%
Teacher	2108	26.9%	57.3%	13.5%	1.9%	0.4%
School business office	130	16.2%	63.1%	16.2%	4.6%	0.0%
Counselor	64	25.0%	54.7%	14.1%	6.3%	0.0%
Librarian	26	15.4%	69.2%	15.4%	0.0%	0.0%
Other	151	24.5%	60.3%	15.2%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B35: Content of Information on Web Site: Agreement that Web Site Information is Easy to Understand by Job Classification

Job Classification	n	The Information on the Web Site is Easy to Understand (n = 3,102)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	257	16.0%	61.5%	16.7%	5.1%	0.8%
School principal	340	18.8%	54.4%	19.4%	5.9%	1.5%
Teacher	2127	22.9%	55.3%	14.9%	6.3%	0.7%
School business office	131	13.0%	59.5%	22.9%	3.8%	0.8%
Counselor	65	16.9%	53.8%	20.0%	7.7%	1.5%
Librarian	26	15.4%	61.5%	19.2%	0.0%	3.8%
Other	156	23.7%	55.1%	16.0%	5.1%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B36: Content of Information on Web Site: Satisfaction with Content Quality by Job Classification

Job Classification	n	I Am Satisfied with the Content Quality (n = 3,034)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	250	16.4%	61.6%	15.2%	5.6%	1.2%
School principal	336	18.5%	56.5%	18.8%	5.1%	1.2%
Teacher	2081	22.1%	54.5%	17.3%	5.0%	1.0%
School business office	127	11.8%	56.7%	26.8%	3.9%	0.8%
Counselor	63	17.5%	47.6%	23.8%	9.5%	1.6%
Librarian	26	15.4%	57.7%	23.1%	3.8%	0.0%
Other	151	19.9%	55.6%	18.5%	2.6%	3.3%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B37: Content of Information on Web Site: Satisfaction with Web Site Visit by Job Classification

		My Visits to the Web Site Meet My Needs (n = 3,083)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	254	18.1%	55.5%	16.9%	8.3%	1.2%
School principal	337	19.0%	51.3%	17.2%	11.6%	0.9%
Teacher	2117	23.8%	53.1%	15.7%	5.8%	1.5%
School business office	130	9.2%	60.8%	20.8%	7.7%	1.5%
Counselor	65	15.4%	47.7%	29.2%	6.2%	1.5%
Librarian	26	19.2%	57.7%	23.1%	0.0%	0.0%
Other	154	20.1%	51.3%	21.4%	3.9%	3.2%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B38: Web Site Navigation: Satisfaction with Providing Requested Information by Job Classification

		Required Information That is Requested Be Provided Through the Web Site is Easy to Provide (n = 2,907)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	251	13.9%	57.0%	21.9%	6.4%	0.8%
School principal	318	18.6%	53.1%	21.1%	5.7%	1.6%
Teacher	1985	21.9%	53.2%	18.6%	5.4%	0.9%
School business office	128	10.9%	53.9%	28.1%	6.3%	0.8%
Counselor	57	17.5%	42.1%	33.3%	7.0%	0.0%
Librarian	26	19.2%	50.0%	23.1%	7.7%	0.0%
Other	142	22.5%	51.4%	20.4%	5.6%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B39: Web Site Navigation: Satisfaction with the Left Sidebar by Job Classification

		The Left Sidebar is Useful for Finding Information (n = 3,024)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	257	25.3%	57.6%	10.9%	5.4%	0.8%
School principal	337	23.4%	54.3%	15.7%	5.6%	0.9%
Teacher	2059	27.9%	51.2%	15.9%	4.1%	0.8%
School business office	128	17.2%	60.2%	15.6%	6.3%	0.8%
Counselor	65	23.1%	55.4%	12.3%	9.2%	0.0%
Librarian	26	19.2%	69.2%	7.7%	3.8%	0.0%
Other	152	25.7%	51.3%	16.4%	5.9%	0.7%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B40: Web Site Navigation: Satisfaction with the Top Sidebar by Job Classification

		The Top Navigation Sidebar is Useful for Finding Information (n = 3,006)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	255	23.1%	56.9%	14.5%	5.1%	0.4%
School principal	336	19.9%	51.5%	22.3%	5.7%	0.6%
Teacher	2048	23.1%	50.6%	19.9%	5.2%	1.1%
School business office	127	14.2%	56.7%	22.0%	6.3%	0.8%
Counselor	64	17.2%	50.0%	21.9%	10.9%	0.0%
Librarian	26	19.2%	57.7%	19.2%	3.8%	0.0%
Other	150	23.3%	50.7%	19.3%	6.0%	0.7%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents

Table B41: Web Site Navigation: Satisfaction with the Right Sidebar by Job Classification

		The Right Navigation Sidebar is Useful for Finding Information (n = 2,935)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	251	19.5%	51.0%	22.3%	6.4%	0.8%
School principal	324	16.7%	50.3%	24.7%	7.7%	0.6%
Teacher	2001	21.7%	47.8%	24.3%	5.0%	1.1%
School business office	123	6.5%	56.1%	30.1%	6.5%	0.8%
Counselor	63	15.9%	46.0%	25.4%	12.7%	0.0%
Librarian	26	15.4%	50.0%	30.8%	3.8%	0.0%
Other	147	23.8%	45.6%	21.8%	8.2%	0.7%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B42: Web Site Navigation: Satisfaction with the Footer Links by Job Classification

		The Links in the Footer are Useful to Find Information (n = 2,858)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	250	16.0%	52.4%	24.4%	6.4%	0.8%
School principal	325	14.8%	49.2%	27.7%	7.4%	0.9%
Teacher	1939	19.6%	45.5%	27.6%	6.3%	1.0%
School business office	119	5.9%	49.6%	37.0%	6.7%	0.8%
Counselor	61	9.8%	37.7%	39.3%	13.1%	0.0%
Librarian	25	16.0%	40.0%	40.0%	4.0%	0.0%
Other	139	20.9%	44.6%	27.3%	5.8%	1.4%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B43: Web Site Navigation: Satisfaction with the Visual Design by Job Classification

		The Visual Design of the Web Site Makes it Easy to Navigate (n = 3,034)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	255	15.3%	53.3%	22.4%	8.2%	0.8%
School principal	338	16.3%	48.2%	20.4%	13.3%	1.8%
Teacher	2070	20.7%	48.7%	19.7%	8.8%	2.0%
School business office	129	7.0%	54.3%	25.6%	10.9%	2.3%
Counselor	64	10.9%	51.6%	23.4%	9.4%	4.7%
Librarian	26	11.5%	57.7%	23.1%	7.7%	0.0%
Other	152	18.4%	50.7%	21.1%	7.2%	2.6%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B44: Web Site Navigation: Satisfaction with the Navigation Effort by Job Classification

		The Effort it Takes to Navigate the Web Site is Minimal (n = 3,062)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	256	14.1%	45.3%	22.3%	16.0%	2.3%
School principal	340	15.9%	46.8%	15.9%	17.6%	3.8%
Teacher	2093	18.9%	49.9%	17.6%	10.7%	2.9%
School business office	129	6.2%	50.4%	23.3%	17.1%	3.1%
Counselor	64	12.5%	43.8%	20.3%	18.8%	4.7%
Librarian	26	11.5%	53.8%	19.2%	15.4%	0.0%
Other	154	19.5%	45.5%	19.5%	11.7%	3.9%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B45: Web Site Navigation: Satisfaction with the Overall Organization by Job Classification

		The Overall Organization of the Web Site Makes it Easier to Locate What I am Looking For (n = 3,065)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	255	14.5%	43.9%	24.7%	14.5%	2.4%
School principal	338	16.9%	44.7%	16.9%	18.3%	3.3%
Teacher	2097	20.2%	49.2%	16.4%	11.8%	2.4%
School business office	130	6.9%	50.0%	24.6%	15.4%	3.1%
Counselor	65	15.4%	38.5%	21.5%	18.5%	6.2%
Librarian	26	15.4%	46.2%	19.2%	19.2%	0.0%
Other	154	18.2%	47.4%	18.2%	11.7%	4.5%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Printed Information from TEA

Table B46: Printed Information: Satisfaction with the Explanation of Agency Services by Job Classification

		The Overall Organization of the Web site Makes it Easier to Locate What I am Looking For (n = 2,540)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	247	19.8%	65.6%	13.0%	1.2%	0.4%
School principal	308	17.9%	62.3%	17.5%	2.3%	0.0%
Teacher	1679	21.7%	57.2%	19.5%	1.2%	0.4%
School business office	110	12.7%	66.4%	19.1%	1.8%	0.0%
Counselor	57	10.5%	59.6%	29.8%	0.0%	0.0%
Librarian	16	12.5%	75.0%	12.5%	0.0%	0.0%
Other	123	21.1%	53.7%	24.4%	0.8%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B47: Printed Information: Satisfaction with the Availability of Printed Information by Job Classification

Job Classification	n	Printed Information is Available by Request (n = 2,523)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	228	20.6%	61.8%	17.5%	0.0%	0.0%
School principal	287	20.2%	58.9%	19.2%	1.7%	0.0%
Teacher	1713	23.1%	57.0%	18.3%	1.2%	0.4%
School business office	108	13.9%	64.8%	21.3%	0.0%	0.0%
Counselor	50	8.0%	64.0%	28.0%	0.0%	0.0%
Librarian	17	11.8%	76.5%	11.8%	0.0%	0.0%
Other	120	24.2%	55.0%	20.0%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B48: Printed Information: Satisfaction with Description of Printed Information by Job Classification

Job Classification	n	Printed Information is Described on the Web site (n = 2,576)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	231	19.9%	58.4%	20.3%	0.9%	0.4%
School principal	301	20.6%	57.1%	20.6%	1.7%	0.0%
Teacher	1733	22.3%	55.8%	19.7%	1.8%	0.3%
School business office	111	11.7%	54.1%	31.5%	2.7%	0.0%
Counselor	56	7.1%	60.7%	28.6%	3.6%	0.0%
Librarian	17	11.8%	70.6%	17.6%	0.0%	0.0%
Other	127	25.2%	49.6%	22.8%	2.4%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B49: Printed Information: Satisfaction with Accuracy of Printed Information by Job Classification

Job Classification	n	Printed Information is Accurate (n = 2,630)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	245	23.7%	62.0%	13.1%	1.2%	0.0%
School principal	312	22.4%	62.5%	15.1%	0.0%	0.0%
Teacher	1751	23.8%	54.4%	20.3%	1.2%	0.3%
School business office	118	13.6%	62.7%	22.0%	1.7%	0.0%
Counselor	57	12.3%	61.4%	21.1%	5.3%	0.0%
Librarian	16	12.5%	75.0%	12.5%	0.0%	0.0%
Other	131	26.7%	49.6%	22.1%	1.5%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B50: Printed Information: Agreement that Printed Information is Understandable by Job Classification

Job Classification	n	Printed Information is Understandable (n = 2,688)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	245	22.0%	61.6%	14.7%	1.6%	0.0%
School principal	313	20.8%	63.3%	15.3%	0.3%	0.3%
Teacher	1784	23.0%	56.8%	17.5%	2.1%	0.6%
School business office	117	12.8%	63.2%	22.2%	1.7%	0.0%
Counselor	59	13.6%	64.4%	13.6%	8.5%	0.0%
Librarian	17	11.8%	82.4%	5.9%	0.0%	0.0%
Other	133	26.3%	53.4%	16.5%	1.5%	2.3%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Webinar Access and Experience with Webinars

Table B51: Accessed a Webinar: Respondents who Accessed a Webinar by Job Classification

Job Classification	n	Have you Accessed a Webinar (n = 3,273)*	
		Yes	No
Superintendent/assistant superintendent/other district administrator	262	56.5%	43.5%
School principal	342	35.4%	64.6%
Teacher	2267	11.6%	88.4%
School business office	132	61.4%	38.6%
Counselor	73	24.7%	75.3%
Librarian	28	3.6%	96.4%
Other	169	18.9%	81.1%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B52: Viewing a Webinar: Viewed a Webinar for Grant Information by Job Classification

Job Classification	n	Why Did You View the Webinar? (n = 262)*
		Grant Information
Superintendent/assistant superintendent/other district administrator	113	100%
School principal	41	100%
Teacher	27	100%
School business office	72	100%
Counselor	0	0.0%
Librarian	0	0.0%
Other	9	100%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B53: Viewing a Webinar: Viewed a Webinar for Professional Development by Job Classification

Job Classification	n	Why Did You View the Webinar? (n = 422)*
		Professional Development
Superintendent/assistant superintendent/other district administrator	55	100%
School principal	85	100%
Teacher	229	100%
School business office	14	100%
Counselor	17	100%
Librarian	1	100%
Other	21	100%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B54: Perception of Webinars: Satisfaction with Registering for Webinars by Job Classification

Job Classification	n	It is Easy for Me to Register for Webinars (n = 628)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/Assistant Superintendent/Other District Administrator	146	36.3%	59.6%	2.7%	1.4%	0.0%
School Principal	116	25.0%	61.2%	12.1%	0.9%	0.9%
Teacher	238	33.2%	52.9%	11.3%	2.5%	0.0%
School Business Office	81	38.3%	56.8%	4.9%	0.0%	0.0%
Counselor	16	43.8%	43.8%	12.5%	0.0%	0.0%
Librarian	1	0.0%	100.0%	0.0%	0.0%	0.0%
Other	30	36.7%	50.0%	13.3%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B55: Perception of Webinars: Satisfaction with Accessing Webinars by Job Classification

		It is Easy for Me to Access Webinars (n = 634)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	146	35.6%	58.2%	3.4%	2.7%	0.0%
School principal	115	23.5%	59.1%	14.8%	1.7%	0.9%
Teacher	246	30.1%	51.6%	12.2%	4.9%	1.2%
School business office	80	35.0%	57.5%	5.0%	2.5%	0.0%
Counselor	16	43.8%	43.8%	12.5%	0.0%	0.0%
Librarian	1	0.0%	100.0%	0.0%	0.0%	0.0%
Other	30	33.3%	46.7%	20.0%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B56: Perception of Webinars: Satisfaction with Instructions Received for Webinars by Job Classification

		I Receive Clear Instructions for Using Webinars (n = 632)*				
Job Classification	<i>n</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	145	33.1%	59.3%	6.9%	0.7%	0.0%
School principal	116	23.3%	56.0%	18.1%	1.7%	0.9%
Teacher	244	32.8%	49.2%	12.3%	4.9%	0.8%
School business office	81	29.6%	56.8%	11.1%	2.5%	0.0%
Counselor	15	46.7%	40.0%	13.3%	0.0%	0.0%
Librarian	1	0.0%	100.0%	0.0%	0.0%	0.0%
Other	30	33.3%	46.7%	20.0%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B57: Perception of Webinars: Satisfaction with Clarity of Information Provided for Webinars by Job Classification

		The Information Provided in Webinars is Clear and Understandable (n = 647)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	147	27.9%	58.5%	11.6%	2.0%	0.0%
School principal	120	24.2%	55.8%	13.3%	4.2%	2.5%
Teacher	250	31.6%	51.2%	11.6%	5.2%	0.4%
School business office	80	18.8%	55.0%	15.0%	11.3%	0.0%
Counselor	18	27.8%	55.6%	16.7%	0.0%	0.0%
Librarian	1	100.0%	0.0%	0.0%	0.0%	0.0%
Other	31	29.0%	45.2%	19.4%	6.5%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B58: Perception of Webinars: Satisfaction with Usefulness of Information Provided for Webinars by Job Classification

		The Information Provided in Webinars is Useful (n = 648)*				
Job Classification	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	147	30.6%	61.2%	6.1%	2.0%	0.0%
School principal	120	26.7%	56.7%	10.8%	5.0%	0.8%
Teacher	250	31.6%	54.0%	11.2%	2.4%	0.8%
School business office	81	19.8%	67.9%	9.9%	2.5%	0.0%
Counselor	18	33.3%	55.6%	5.6%	5.6%	0.0%
Librarian	1	100.0%	0.0%	0.0%	0.0%	0.0%
Other	31	25.8%	61.3%	12.9%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B59: Perception of Webinars: Agreement that Webinars Are a Good Learning Format by Job Classification

Job Classification	n	Webinars are a Good Format for Learning (n = 647)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	147	36.1%	53.7%	9.5%	0.0%	0.7%
School principal	119	29.4%	53.8%	12.6%	2.5%	1.7%
Teacher	250	30.8%	52.0%	12.8%	2.8%	1.6%
School business office	81	33.3%	55.6%	6.2%	3.7%	1.2%
Counselor	18	38.9%	33.3%	22.2%	5.6%	0.0%
Librarian	1	0.0%	100.0%	0.0%	0.0%	0.0%
Other	31	29.0%	54.8%	16.1%	0.0%	0.0%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B60: Perception of Webinars: Agreement with Effectiveness of Webinars by Job Classification

Job Classification	n	Webinars are as Effective as a Face-To-Face Meeting (n = 649)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	148	16.2%	40.5%	18.2%	20.9%	4.1%
School principal	120	17.5%	36.7%	20.8%	21.7%	3.3%
Teacher	250	25.2%	40.8%	20.4%	9.6%	4.0%
School business office	81	29.6%	35.8%	13.6%	19.8%	1.2%
Counselor	18	38.9%	27.8%	16.7%	16.7%	0.0%
Librarian	1	0.0%	0.0%	100.0%	0.0%	0.0%
Other	31	16.1%	32.3%	22.6%	22.6%	6.5%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B61: Perception of Webinars: Agreement with Recommending a Webinar by Job Classification

Job Classification	n	I Would Recommend a Webinar to my Colleagues (n = 645)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	148	30.4%	54.1%	13.5%	1.4%	0.7%
School principal	120	25.0%	48.3%	19.2%	7.5%	0.0%
Teacher	248	29.8%	44.4%	19.8%	3.6%	2.4%
School business office	80	37.5%	46.3%	10.0%	6.3%	0.0%
Counselor	18	38.9%	33.3%	22.2%	5.6%	0.0%
Librarian	1	0.0%	100.0%	0.0%	0.0%	0.0%
Other	30	23.3%	50.0%	23.3%	0.0%	3.3%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Experience with TEA Complaint Procedures

Table B62: Complaint Procedures: Satisfaction with Submitting Complaint Procedures by Job Classification

Job Classification	n	Complaints to TEA are Easy to Submit (n = 1,158)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	138	18.1%	40.6%	31.2%	7.2%	2.9%
School principal	138	8.7%	37.0%	41.3%	8.7%	4.3%
Teacher	768	12.6%	37.4%	40.1%	7.6%	2.3%
School business office	40	10.0%	32.5%	45.0%	10.0%	2.5%
Counselor	15	6.7%	46.7%	33.3%	13.3%	0.0%
Librarian	7	0.0%	71.4%	28.6%	0.0%	0.0%
Other	52	13.5%	38.5%	38.5%	3.8%	5.8%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Table B63: Complaint Procedures: Satisfaction with Timeliness of Handling Complaints by Job Classification

Job Classification	n	My Complaints are Handled in a Timely Manner (n = 985) *				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	123	15.4%	40.7%	35.0%	6.5%	2.4%
School principal	111	9.9%	27.0%	53.2%	5.4%	4.5%
Teacher	652	11.5%	32.1%	46.6%	6.7%	3.1%
School business office	37	5.4%	18.9%	62.2%	13.5%	0.0%
Counselor	11	0.0%	36.4%	45.5%	18.2%	0.0%
Librarian	6	0.0%	66.7%	33.3%	0.0%	0.0%
Other	45	13.3%	31.1%	44.4%	6.7%	4.4%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.

Overall Satisfaction with Contacting TEA

Table B64: Overall Satisfaction with Contact by Job Classification

Job Classification	n	My Complaints are Handled in a Timely Manner (n = 3,108)*				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Superintendent/assistant superintendent/other district administrator	259	29.0%	56.4%	10.4%	3.5%	0.8%
School principal	332	18.1%	62.7%	16.0%	2.1%	1.2%
Teacher	2129	23.9%	55.8%	16.2%	3.2%	0.8%
School business office	130	22.3%	66.9%	9.2%	1.5%	0.0%
Counselor	71	18.3%	60.6%	19.7%	1.4%	0.0%
Librarian	26	19.2%	61.5%	15.4%	0.0%	3.8%
Other	161	23.0%	59.0%	13.0%	2.5%	2.5%

*Note. Respondents who did not provide an answer for the job classification question as well those respondents who selected N/A or did not provide an answer for this question are not included in this analysis.