



Arizona Department of Education

(External) Customer Satisfaction Survey Report

Fiscal Year 2011
(June 2011)

Table of Contents

<u>Section</u>	<u>Page</u>
1. Executive Summary	2
2. Demographics	3
3. Results Overview	7
4. Customer Feedback	
a. Federal (and/or State) Support	8
b. Additional School Support	8
c. Administrative Support	8
d. What Is Working Well at ADE?	9
e. What Can ADE Improve?	11

Executive Summary

In late May 2011, the ADE External Customer Satisfaction Survey was distributed to Arizona District Superintendents and Business Managers, and Charter Representatives. Of the 144 respondents, 86% were districts, 14% charters. A fairly equitable distribution of responses was received from across the State, ranging from 32.9% (Maricopa County), to 16.1% (Cochise, Graham, Greenlee and Santa Cruz grouping). The enclosed report is a summary of Survey results. The purpose of the assessment was to measure external customer satisfaction on current ADE services, and to identify issues, problems and opportunities for improvement from our external customers' perspective. This assessment is a critical component in guiding the department to achieve knock your socks off service in the following value-added components of service:

1. Accuracy: the correctness of information and/or advice given by ADE staff through all communications and materials
2. Timeliness: information or assistance needed in specific service areas is available when needed
3. Adequacy: level or sufficiency of support provided by ADE is enough to meet district, charter and school needs
4. Competence: knowledge, experience and professionalism of ADE staff with whom customers interact during the delivery of ADE services
5. Overall: general satisfaction level with the ADE service delivery
6. Importance: overall significance/impact of each service area on the ability of schools to properly educate students

The areas noted above were rated on a five-point scale: Excellent (5); Good (4); Adequate (3); Needs Improvement (2); Poor (1). In addition, respondents were asked to rate the importance of services to the functioning of their school(s), using the following scale: Critically Important (5); Very Important (4); Important (3); Somewhat Important (2); Unimportant (1).

Data Collection Process

The data collection process for the assessment entailed distribution of a confidential, online survey to Arizona district superintendents and business managers, and charter representatives. A pdf document was provided to facilitate collection of input from specialists within organizations. The survey was designed to reveal consensus of opinion on issues, problems, what is currently working well and improvement opportunities.

Respondents were asked to give feedback (closed and open-ended) on ADE services in three broad categories: Federal (and/or State) Support; Additional School Support; ADE Administrative Support. To ensure that meaningful improvements are appropriately targeted, respondents were also asked to provide demographic information on type of institution represented, county grouping, size, designation, and estimate of percentage of students qualifying for free and reduced lunch, Exceptional Student Services (ESS) and English Language Learner (ELL) entitlements. The total number of respondents was 124 districts, 20 charters.

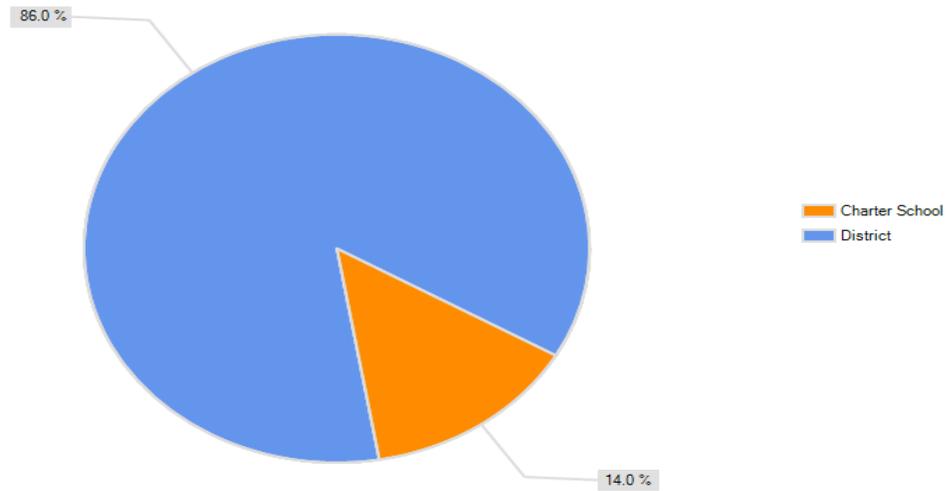
Data Analysis

Data analysis was accomplished using statistical analysis graphically presented in frequency distributions (histograms) and Pareto analyses. Histogram(s) represent an average opinion score and the distribution of opinions along a numerical scale. Pareto analyses have been used for non-numeric data; for the purpose of this assessment, stated opinions about what is currently working well, and opportunities for improvement (problems, issues and causes). Pareto analysis is a technique for finding the changes that will lead to the greatest benefits. It is a prioritization method that identifies the most significant items among many and is useful where numerous possible courses of action are competing for attention. This tool helps to prioritize where action and/or process changes should be focused.

Demographics

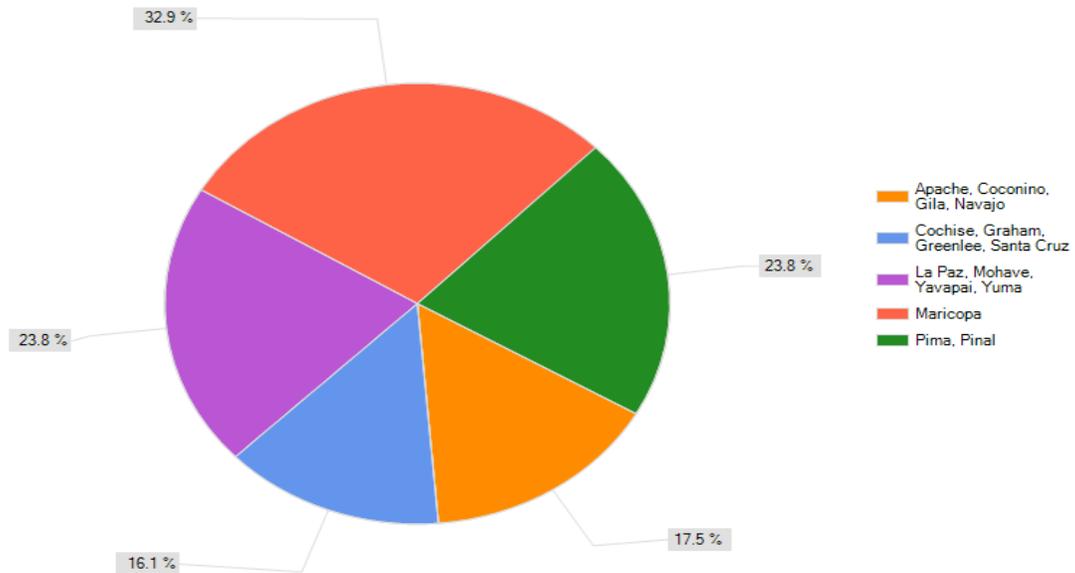
1. Type of Educational Institution

Please indicate the type of educational institution you represent:



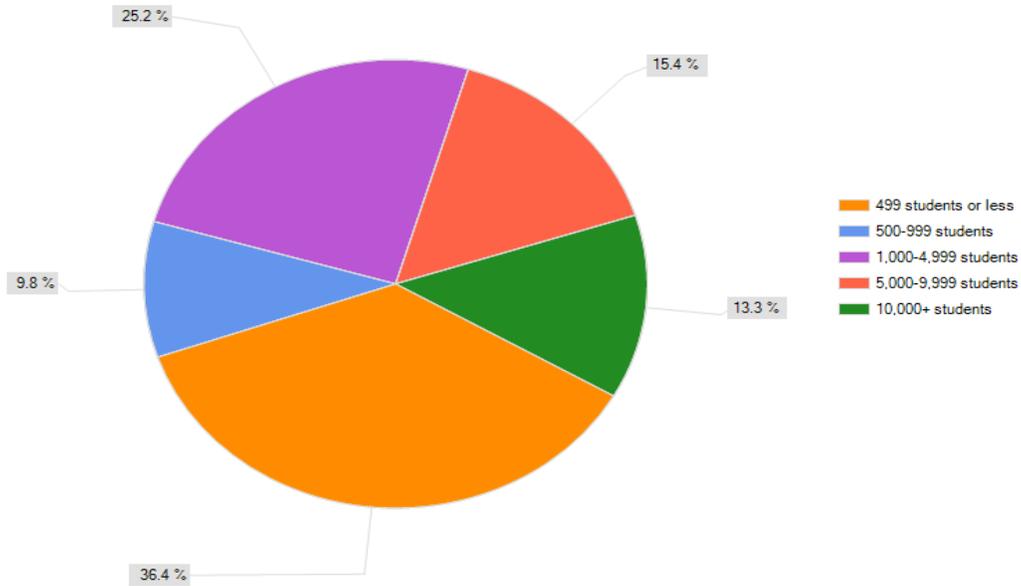
2. County Grouping

Please indicate the County grouping in which the educational institution(s) you represent are located.



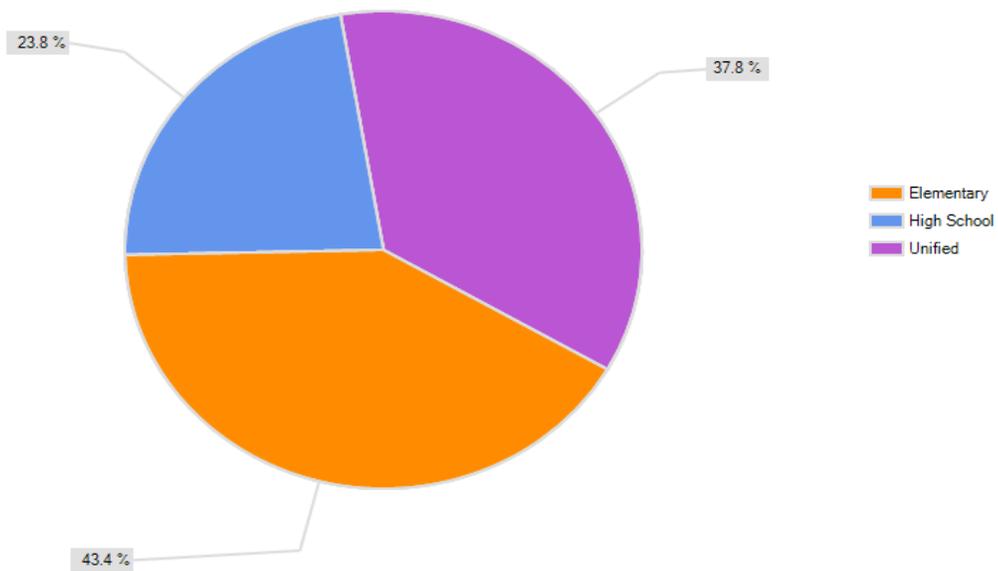
3. Size of School/LEA

Please indicate the size of the School/LEA you represent:



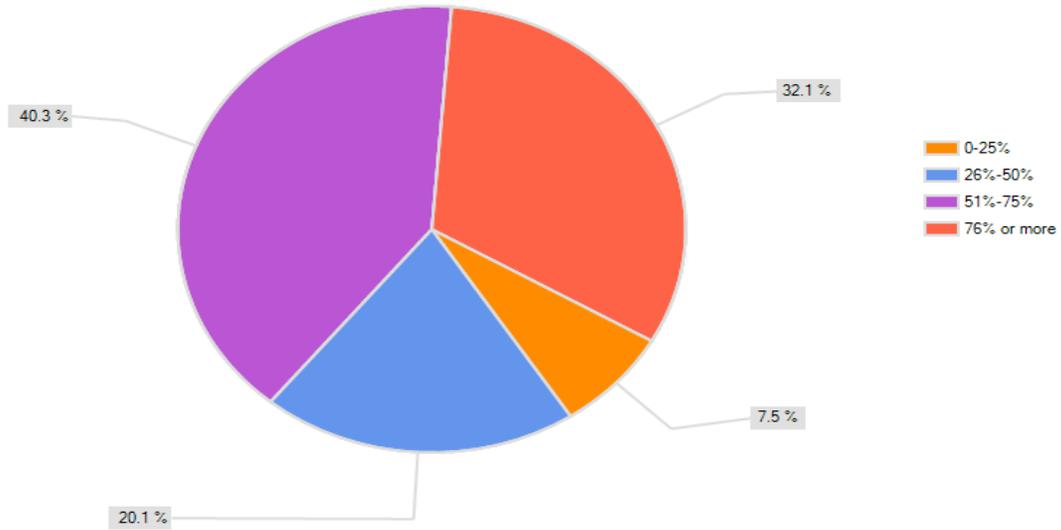
4. School/LEA Designation

Please indicate your designation:



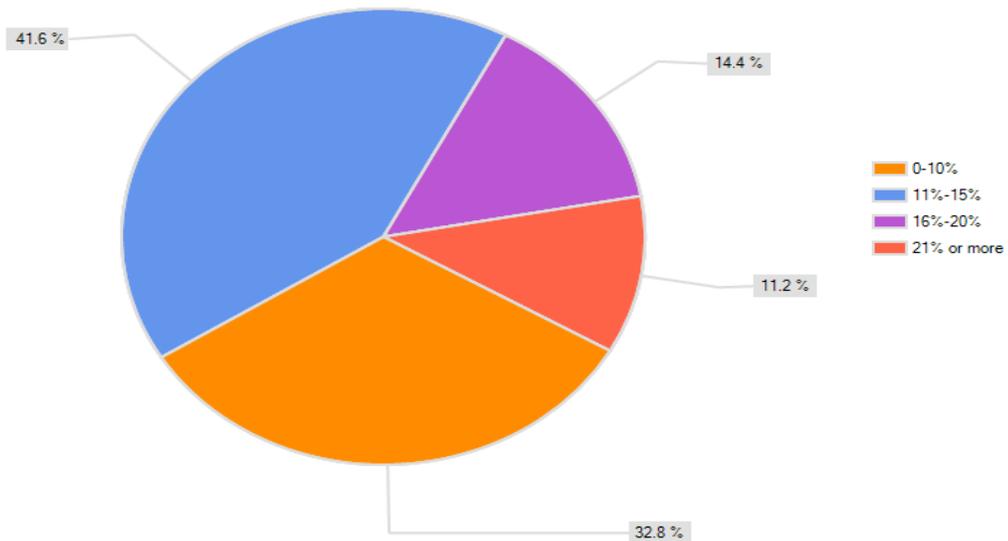
5. Percent of Students Qualifying for Free and Reduced Lunch

Please indicate an estimated percent of students qualifying for free and reduced lunch.



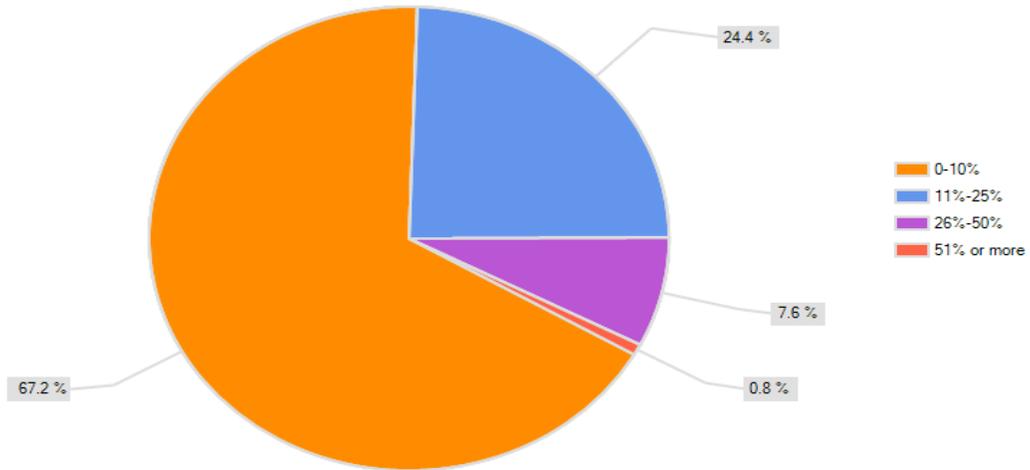
6. Percent of Students Qualifying for ESS

Please indicate an estimated percent of students qualifying for ESS



7. Percent of Students Qualifying for ELL

Please indicate an estimated percent of students qualifying for ELL.



Results Overview

Respondents were asked to rate each ADE service in terms of accuracy, timeliness, adequacy, competence and overall satisfaction. Highest and lowest scoring areas are listed below, in addition to areas receiving highest importance ratings of “Critically Important”.

Highest-rated (overall rating) service areas: (Rated on a five-point scale: Excellent (5); Good (4); Adequate (3); Needs Improvement (2); Poor (1))

1. Title X/Education for Homeless Children and Youth: **3.83**
2. Early Childhood Education: **3.83**
3. Carl Perkins/Career and Technical Education (CTE): **3.78**
4. Health and Nutrition Services: **3.76**
5. Certification Unit: **3.75**

Lowest-rated (overall rating) service areas:

1. Leadership and Communications: **2.99**
2. IT/Support Center: **2.80**
3. School Finance: **2.75**
4. Audit: **2.75**
5. IT/Data Management: **2.38**
6. IT/Student Accountability and Information System (SAIS): **1.98**

Critically Important service areas: (Rated on a five-point scale: Critically Important (5); Very Important (4) Important (3); Somewhat Important (2); Unimportant (1))

1. School Finance: **71.1%** (overall rating on services delivery: 2.75)
2. IT/SAIS: **68.0%** (overall rating on services delivery: 1.98)
3. Grants Management/Operations: **50.5%** (overall rating on services delivery: 3.47)
4. Title IA/Elementary and Secondary Education Act (ESEA): **48.0%** (overall rating on services delivery: 3.5)
5. IT/Data Management: **44.3%** (overall rating on services delivery: 2.38)
6. Standards and Assessment: **40.2%** (overall rating on services delivery: 3.65)
7. ESS: **38.5%** (overall rating on services delivery: 3.61)

ADE Overall Performance Rating: (Rated on a five-point scale: Outstanding (5); Excellent (4); Good (3); Satisfactory (2); Poor (1)): **2.47**

- 2.0% rating Outstanding
- 15.7% rating Poor

Customer Feedback**1. Federal (and/or State) Support: (overall rating/percent rated Critically Important)**

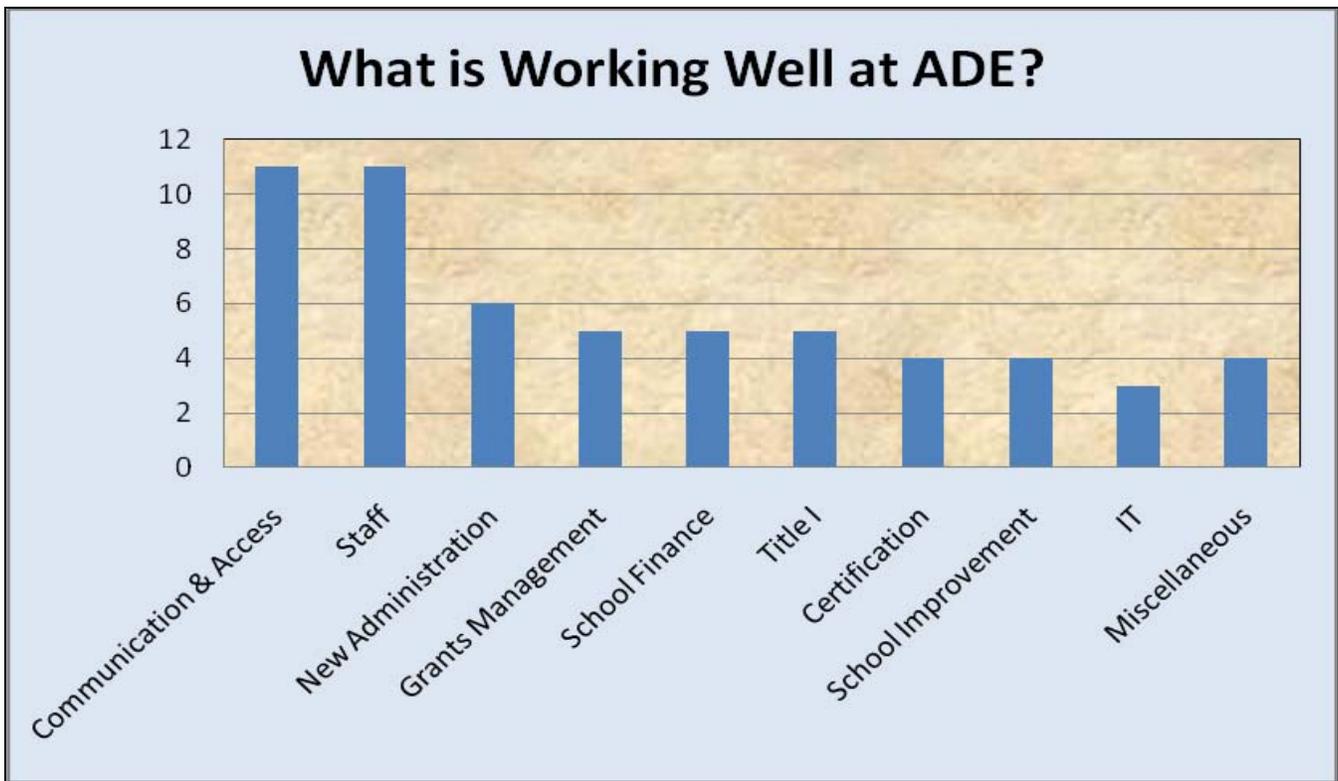
- A. Title IA/Elementary and Secondary Education Act (ESEA) Consolidated Activities: **3.45/48.0%**
- B. Title IA/School Improvement and Intervention: **3.49/26.8%**
- C. Title IC/Migrant Education Program: **3.35/3.1%**
- D. Title IIA/Highly Qualified Professionals Unit: **3.37/20.8%**
- E. Title III/Office of English Language Acquisition Services (OELAS): **3.46/16.5%**
- F. Title X/Education for Homeless Children and Youth: **3.83/15.5%**
- G. Carl Perkins/Career and Technical Education (CTE): **3.78/12.5%**
- H. Exceptional Student Services (ESS): **3.61/38.5%**
- I. Early Childhood Education: **3.83/25.3%**
- J. Standards and Assessment: **3.65/40.2%**
- K. Health and Nutrition Services: **3.76/20.8%**
- L. Certification Unit: **3.75/31.5%**
- M. Educational Technology for the Classroom: **3.42/20.8%**

2. Additional School Support: (overall rating/percent rated Critically Important)

- A. 21st Century After-School Program: **3.62/10.5%**
- B. Innovative & Exemplary Programs: **3.40/7.5%**
- C. K-12 Literacy Program: **3.33/23.4%**
- D. School Safety: **3.41/19.1%**
- E. AZLEADS3: **3.30/7.4%**

3. ADE Administrative Support: (overall rating/percent rated Critically Important)

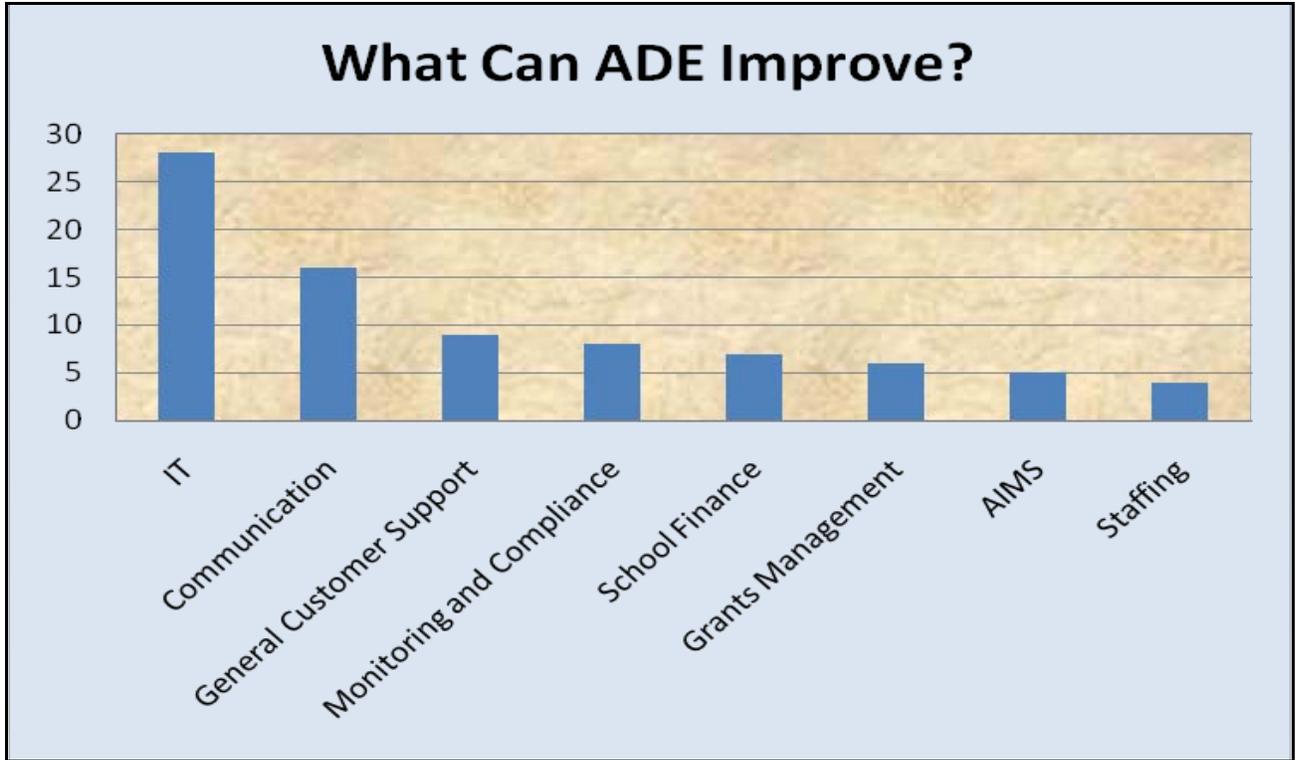
- A. Leadership and Communications: **2.99/30.2%**
- B. School Finance: **2.75/71.1%**
- C. Audit: **2.75/27.8%**
- D. Research and Reporting: **3.00/23.7%**
- E. Information Management Services/IT Support Center: **2.80/35.1%**
- F. Information Management Services/SAIS: **1.98/68%**
- G. Information Management Services/Data Management: **2.38/44.3%**
- H. Grants Management/Operations: **3.47/50.5%**



4. Working well at ADE: (the following are listed in order of most frequently cited)

- Communication and access
 - Departments are more responsive and timely with follow-up
 - Greater accessibility to knowledgeable people
 - Visible effort to improve communication with schools and districts
 - Website easier to navigate
- ADE Staff
 - People are customer-driven, work hard to support schools
 - Staff very helpful in providing information or finding the right person to provide it (overall attitude improving—more supportive)
 - Knowledgeable staff
- New Administration
 - Tremendous improvement in communication with districts, access to decision makers
 - New and positive attitude at ADE (proactive)
 - Refreshing to see ADE move toward operating as an ESA
- Grants Management
 - Turn-around improvements
 - Support is excellent
 - System up to date and working
- School Finance
 - Timely responsiveness with updates, information and questions

- Title I
 - Staff is easy to work with, helpful with data and questions
- Certification
 - Greatly improved service; staff genuinely interested in service
 - Staff knowledgeable and respond in a timely manner
- School Improvement
 - Teams very supportive, staff easy to work with
 - Meaningful workshops (literacy program, Common Core, RTI training models)
- IT
 - Online submission of forms and filing cabinets for docs under common logon
 - Access to vital reports and data for school districts
- General Service
 - Appreciate the opportunity to give feedback; indicates commitment to customer service
 - Great support for schools



5. ADE improvement opportunities: (the following are listed in order of most frequently cited)

- IT
 - SAIS
 - need accurate and timely data
 - improve timely notice of changes, down times, payment-related issues, deadlines
 - current SAIS issues makes budgeting difficult
 - data formulas and system to determine school labels
 - establish one statewide student information system
 - Data management and support
 - aggregation causing significant issues with data accuracy
 - delays in response to requests for assistance (backed-up open tickets)
 - need to coordinate sequential data pulls
 - provide training on Common Logon items
 - ALEAT
 - Not user-friendly
- Communication
 - More timely notice, sensitivity to school schedules (i.e. deadlines, changes in policies and procedures)
 - Improve professionalism, quality and accuracy of materials sent out from ADE
 - Improve timely responsiveness
 - Improve transparency and access; make it easier to get to the right person to answer questions
- General customer support
 - Provide more training and sites at no cost; make training more accessible across the State
 - Help rural schools with on-site support, finding and hiring highly qualified teachers
 - Reduce bureaucracy; focus on helping districts/charters address real issues

- **Monitoring and compliance**
 - Less monitoring/"policing", more support, customer-friendly
 - Work with districts; help navigate the regulations
 - Promote accountability in a concise and simple manner
 - Improve efficiency; provide forms in a timely manner, reduce number of submissions and review of grant applications
- **Finance**
 - Provide assistance to districts in budget preparation, revision, requirements, reporting
 - Complete/provide 40- and 100- day counts in a timely manner; delays cause budgeting problems
 - Calculate ADM
- **Grants Management**
 - Revise/improve return of funds procedure
 - Train staff so program office and grants management staff are on the same page
 - Improve, streamline grant application and amendments process
 - Improve school/district access to data in a timely manner
- **AIMS**
 - Timing of scheduled testing needs improvement; demonstrate sensitivity to students and schools
 - Need scores in a more timely manner
 - AIMS tests not an accurate measurement, doesn't improve student learning
- **Staffing**
 - Develop strategies to retain high quality employees
 - Too much turnover; raise staffing levels to ensure steady, consistent service