



Superintendents Survey Summary Report

Updated April 7, 2019

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Introduction

The Traverse Bay Area Intermediate School District conducted an online survey of its local district superintendents to help guide its strategic planning. Other surveys are being conducted with our students and their parents, as well as with local district administrators and teachers.

A total **9** responses were received March 7 – 11, 2019.

Eight of the nine respondents represent a public school district, with the other from a public school academy. Three are in Antrim County, 2 in Benzie, 1 in Grand Traverse, none in Kalkaska, and 3 are in Leelanau.

Overall satisfaction with TBAISD

All nine of the TBAISD superintendents (100%) responding to this survey are “completely or very **satisfied**” **overall with the programs and services provided by the TBAISD**, including 22% who are “completely satisfied.”

Completely satisfied	22%
Very satisfied	77%
Somewhat satisfied	0%
Slightly satisfied	0%
Not at all satisfied	0%
(n)	(9)

Purpose and Role of TBAISD

Most important purpose and role of TBAISD

Here are the superintendents unaided verbatim responses (sorted alphabetically) when asked what they think is the most important purpose and role of the TBAISD:

- ❖ Provide service, support and guidance to the local districts
- ❖ Providing support to the local districts. This takes place in a multitude of areas across all aspects of public school education.
- ❖ Support of Local School Districts and facilitation of cooperation and efficiency in the greater region.
- ❖ Support, shared programming, expertise in many areas, special education, career and vocational support that small schools cannot provide, professional development
- ❖ Supporting local districts in accomplishing their mission.
- ❖ Supporting local schools and students to raise student achievement.
- ❖ Supporting my team.
- ❖ Supporting the locals with an economy of scale.
- ❖ To support the educational initiatives of the local districts.

Common understanding around the role and supports provided by the TBAISD

Eight of the nine superintendents (89%) responding to this survey at least somewhat agree that there is **common understanding around the role and supports provided by the TBAISD**.

Strongly agree	0%
Agree	33%
Somewhat agree	56%
Disagree	11%
Strongly disagree	0%
(n)	(9)

Suggestions to improve the TBAISD

Here are the superintendents unaided verbatim responses (sorted alphabetically) when asked for their most important suggestion to improve the TBAISD, including both existing programs and services or any new program or service that should be offered:

- ❖ Accountability metrics for the ISD aligned with the Strategic Plan and Goals reported out to local districts on a regular basis.
- ❖ Continued collaboration
- ❖ I am pleased with the services TBAISD provides us.
- ❖ I think that continuing to explore means of collaboration and increasing efficiencies need to be top priority with some authentic consideration being given to regionalization or other means of reducing geographical barriers to services (e.g. reducing transportation times)
- ❖ Improving ride times for center-based programs
- ❖ Programs are great. Ride time to any program is an issue. Regionalize any programs offered at CTC.
- ❖ Remember that we are partners in a shared mission. Many of the local employees are as qualified, if not more so, than the ISD employees. Just because a teacher quits his or her teaching job to take on a new role, such as a literacy coach, does not mean that he or she knows more than an elementary teach who chooses to remain in the classroom.
- ❖ Strengthen instructional services!
- ❖ What is provided from the ISD is high quality and appreciated. I would suggest more dollars to locals from the ISD.

Relationships and Collaboration

High appreciation for collaboration with local schools

All nine superintendents (100%) responding to this survey agree that there is a **high appreciation for collaboration with local schools**, including 89% who “strongly agree.”

Strongly agree	89%
Somewhat agree	11%
Not sure	0%
Somewhat disagree	0%
Strongly disagree	0%
(n)	(9)

Developing relationships among school leaders and collaborating as a region to enhance the educational environment for all students in the TBAISD

All nine superintendents (100%) responding to this survey agree that that **relationship development of school leaders and collaboration as a region would enhance the educational environment for all our regions students**, including 78% who “strongly agree.”

Strongly agree	78%
Somewhat agree	22%
Not sure	0%
Somewhat disagree	0%
Strongly disagree	0%
(n)	(9)

Single greatest moments of collaboration or experience between the local districts and the TBAISD

Here are the superintendents unaided verbatim responses (sorted alphabetically) when asked to identify the single greatest moment of collaboration or experience between their local district and the TBAISD:

- ❖ GSRP returning to our district. We have many others though.
- ❖ How with the help of business services and the cooperation with our staff, we were able to put together a deficit-elimination plan and successfully exit our deficit and grow a healthy fund balance.
- ❖ Implementation of the IB grant
- ❖ My special education teacher quit two days after I was hired. My Service Area Supervisor stepped up and made sure everything transitioned perfectly.
- ❖ Special Education Services
- ❖ Support from Paul Bauer on an ongoing basis.
- ❖ There are so many! I genuinely have appreciated all departments at different times for different reasons. Benzie benefits from a LOT of collaborative efforts. Just by way of one example, we owe a great deal to Paul Bauer and Rick Vandermolen's leadership and foresight to get us involved in the Blueprint. Rick's direct support through our installation process has been invaluable to our core work and establishing a very strong path forward. This has likely had the most far reaching impact among the MANY examples of great support and collaboration.
- ❖ Working with general education team and monthly sups meetings.

TBAISD Bus Runs

Existing longest bus run for local districts general education students

Eight of the nine superintendents (88%) responding to this survey say **their own district’s longest bus run is no more than 75 minutes**, including 44% who say it is less than 45 minutes.

The remaining superintendent says their longest run is 75 to 90 minutes, with zero replying more than 90 minutes.

Less than 45 minutes	44%
45 to 75 minutes	44%
75 to 90 minutes	11%
90 to 120 minutes	0%
More than 120 minutes	0%
(n)	(9)

Acceptable maximum ride time one-way on TBAISD buses

Seven of the eight superintendents (88%) responding to this survey say **their acceptable maximum ride time one-way on TBAISD buses is no more than 90 minutes**, including 38% who say it is less than 75 minutes.

The remaining superintendent is willing to accept a bus ride of 90 to 120 minutes, with zero replying more than 120 minutes.

Less than 45 minutes	0%
45 to 75 minutes	38%
75 to 90 minutes	50%
90 to 120 minutes	13%
More than 120 minutes	0%
(n)	(8)

Solutions to reduce ride times and increase student engagement

The solution most favored by the local district superintendents to reduce ride times and increase student engagement is to regionalize the TBAISD programs (67%), even if it would increase costs.

One-third of the superintendents suggest increasing the number of routes and buses in operations (34%), while 22% say to add wi-fi on the buses.

(n = 9)

Regionalization of programs (even if it would increase costs)	63%
Wi-Fi on buses	22%
Increase number of routes and buses in operations	33%
Other	22%

Other unaided suggestions and comments by the local district principals include:

- ❖ I am not in favor of a plan that would increase costs to the locals
- ❖ Long ride times for Center-based programs are a problem. Some students are on the bus for more than 2 hours

Familiarity with TBAISD services and programs

The local district superintendents evaluated seven services and five center programs provided by the TBAISD for their level of familiarity.

Familiarity with the TBAISD services and programs needs to be improved, with only 3 of these 7 services and only one of these 5 center programs receiving 50% or more “knows a lot about it” responses from the local district superintendents responding to this survey.

Special Education Services (89% “knows a lot about it”) and General Education Services (78%) are the most familiar to the local district superintendents, and then followed by the Career-Tech Center (56%) and Technology Services (50%).

The two services and programs with the least familiarity are Human Resources Services (0% “knows a lot about it” and 22% “not at all” familiar) and the Transition Campus (0% “knows a lot about it” and 25% “not at all” familiar).

Familiarity (n = 9)

	Know a lot	Know a little	Only know its name	Not at all
Business Services	44%	44%	0%	11%
Communication Services	11%	44%	33%	11%
Early Childhood Services	44%	44%	0%	11%
Human Resources Services	0%	44%	33%	22%
Technology Services	50%	50%	0%	9%
General Education Services	78%	22%	0%	0%
Special Education Services	89%	11%	0%	0%
Career-Tech Center	56%	44%	0%	0%
New Campus School	33%	56%	0%	11%
Programs for Students with Autism	11%	44%	33%	11%
Programs for Students with Cognitive Impairments	13%	50%	25%	13%
Transition Campus	0%	50%	25%	25%

Value of TBAISD services for real-time support

The local district superintendents evaluated the seven services provided by the TBAISD for their value for real-time support to their local district.

The value of TBAISD services for real-time support to the local districts is strong, with two of the seven services receiving the top-two “extremely or very valuable” responses from all of the superintendents, and three others from at least two-thirds of the superintendents.

Special Education Services is regarded as “extremely or very valuable” for real-time support by all of these superintendents, including 78% who reply “extremely valuable.” Early Childhood Services is also considered as “extremely or very valuable” by all of these superintendents, including 25% who reply “extremely valuable.”

Slightly more than three-fourths of the superintendents believe Technology Services (77%) and General Education Services (77%) as “extremely or very valuable” for real-time support. Two-thirds say Business Services are “extremely or very valuable.”

More superintendents say Human Resources Services are “not at all valuable” (29%) for real-time support than who reply “extremely or very valuable” (14%). And only 38% say Communication Services are “extremely or very valuable” for real-time support.

Value for real-time support (n = 9)

	Extremely	Very	Somewhat	Slightly	Not at all
Business Services	44%	22%	22%	0%	11%
Communication Services	0%	38%	25%	38%	0%
Early Childhood Services	25%	75%	0%	0%	0%
Human Resources Services	0%	14%	29%	29%	29%
Technology Services	33%	44%	22%	0%	9%
General Education Services	33%	44%	11%	11%	0%
Special Education Services	78%	22%	0%	0%	0%

Value of TBAISD services for ongoing system support

The local district superintendents evaluated the seven services provided by the TBAISD for their value for ongoing system support to their local district.

The value of TBAISD services for ongoing system support to the local districts is strong, with two of the seven services receiving the top-two “extremely or very valuable” responses from all of the superintendents, and three others by more than half of the superintendents.

Special Education Services is regarded as “extremely or very valuable” for ongoing system support by all of these superintendents, including 33% who reply “extremely valuable.” Early Childhood Services is also considered as “extremely or very valuable” by all of these superintendents, including 25% who reply “extremely valuable.”

Eighty-nine percent of the superintendents believe Technology Services is “extremely or very valuable” for ongoing system support, while three-fourths claim this for General Education Services (77%) and 55% for Business Services.

None of the superintendents say Human Resources Services are “extremely or very valuable” for ongoing system support, while 29% reply “not at all valuable.” And only 38% say Communication Services are “extremely or very valuable” for ongoing system support.

Value for ongoing system support (n = 9)

	Extremely	Very	Somewhat	Slightly	Not at all
Business Services	33%	22%	0%	33%	11%
Communication Services	0%	38%	38%	25%	0%
Early Childhood Services	25%	75%	0%	0%	0%
Human Resources Services	0%	0%	43%	29%	29%
Technology Services	22%	67%	11%	0%	9%
General Education Services	33%	44%	11%	11%	0%
Special Education Services	33%	67%	0%	0%	0%

Value of TBAISD center programs to local districts

The local district superintendents evaluated the five center programs provided by the TBAISD for their value to their local district.

The value of the TBAISD center programs to the local districts is strong, with one of the five center programs receiving the top-two “extremely or very valuable” responses from all of the superintendents, another from most of the superintendents, and the remaining three from more than half of the superintendents.

The Career-Tech Center is regarded as “extremely valuable” to their local district by all of these superintendents.

The New Campus School is considered as “extremely or very valuable” by 88% of the superintendents, including 38% who reply “extremely valuable.”

More than half of the superintendents believe the Programs for Students with Autism (58%), the Programs for Students with Cognitive Impairment (57%), and the Transition Center (57%) are “extremely or very valuable” to their local district.

Among these five center programs, only one received a “not at all valuable” reply from the superintendents ... Programs for Students with Cognitive Impairment (14%).

Value to local districts (n = 9)

	Extremely	Very	Somewhat	Slightly	Not at all
Career-Tech Center	100%	0%	0%	0%	0%
New Campus School	38%	50%	13%	0%	0%
Programs for Students with Autism	29%	29%	29%	14%	0%
Programs for Students with Cognitive Impairments	14%	43%	29%	0%	14%
Transition Campus	0%	57%	14%	29%	0%

Overall satisfaction with TBAISD services

The local district superintendents assessed their overall satisfaction with the seven services five center programs provided by the TBAISD.

Overall satisfaction with the TBAISD services is strong, with one of the seven services receiving the top-two “completely or very satisfied” responses from all of the superintendents, and three others by more than three-fourths of the superintendents.

All of these superintendents are “completely or very satisfied” overall with Special Education Services, including 78% who reply “completely satisfied.”

Most of these superintendents are “completely or very satisfied” overall with Early Childhood Services (88%), including 25% who reply “completely satisfied.”

More than three-fourths of the superintendents are “completely or very satisfied” overall with General Education Services (78%) and Business Services (78%).

More than half are “completely or very satisfied” overall with Technology Services (55%), while a little less than half are “completely or very satisfied” overall with Communication Services (43%).

None of these superintendents are “completely or very satisfied” with Human Resources Services, while 29% reply “not at all satisfied.”

Overall Satisfaction (n = 9)

	Completely	Very	Somewhat	Slightly	Not at all
Business Services	22%	56%	11%	0%	11%
Communication Services	14%	29%	43%	14%	0%
Early Childhood Services	25%	63%	13%	0%	0%
Human Resources Services	0%	0%	57%	14%	29%
Technology Services	11%	44%	44%	0%	0%
General Education Services	22%	56%	11%	11%	0%
Special Education Services	78%	22%	0%	0%	0%

Satisfaction with PD offerings for TBAISD services

The local district superintendents assessed their satisfaction with the seven services for the professional development provided by the TBAISD.

Satisfaction with the professional development offerings for the TBAISD services can be improved, with four of the seven services receiving the top-two “completely or very satisfied” responses from one-third or fewer of the superintendents.

Most of these superintendents are “completely or very satisfied” with the professional development offerings for Special Education Services (88%), including 44% who reply “completely satisfied.”

Most of these superintendents are also “completely or very satisfied” with the professional development offerings for Early Childhood Services (88%), but includes zero percent who reply “completely satisfied.”

More than three-fourths of the superintendents are “completely or very satisfied” with the professional development offerings for General Education Services (78%), including 22% who are “completely satisfied.”

Only one-third are “completely or very satisfied” with the professional development offerings for Business Services, just 29% for Communication Services, and only 22% for Technology Services.

None of these superintendents are “completely or very satisfied” with the professional development offerings for Human Resources Services, while 29% reply “not at all satisfied.”

Satisfaction with Professional Development offerings (n = 9)

	Completely	Very	Somewhat	Slightly	Not at all
Business Services	11%	22%	56%	0%	11%
Communication Services	0%	29%	57%	14%	0%
Early Childhood Services	0%	88%	13%	0%	0%
Human Resources Services	0%	0%	57%	14%	29%
Technology Services	0%	22%	78%	0%	0%
General Education Services	22%	56%	22%	0%	0%
Special Education Services	44%	44%	11%	0%	0%

Satisfaction with TBAISD for access to its center programs

The local district superintendents assessed their satisfaction with access to the TBAISD’s five center programs.

Satisfaction with access to the TBAISD center programs is strong, with all five center programs receiving the top-two “completely or very satisfied” responses from at least half of the superintendents.

All of these superintendents are “completely or very satisfied” with access to the Career-Tech Center, including 78% who reply “completely satisfied.”

Three-fourths of the superintendents responding are “completely or very satisfied” with access to the New Campus School (75%), including 25% who reply “completely satisfied.”

More than half of the superintendents are “completely or very satisfied” with access to the Programs for Students with Autism (57%) and the Transition Center (57%), while half are “completely or very satisfied” with access to the Programs for Students (50%).

Among these five center programs, only one received a “not at all satisfied” reply from the superintendents ... Programs for Students with Cognitive Impairment (17%).

Satisfaction with access to TBAISD center programs (n = 9)

	Completely	Very	Somewhat	Slightly	Not at all
Career-Tech Center	78%	22%	0%	0%	0%
New Campus School	25%	50%	13%	13%	0%
Programs for Students with Autism	14%	43%	29%	14%	0%
Programs for Students with Cognitive Impairments	0%	50%	33%	0%	17%
Transition Campus	0%	57%	14%	29%	0%

Satisfaction with TBAISD for quality of its center programs

The local district superintendents assessed their satisfaction with the quality of the TBAISD’s five center programs.

Satisfaction with the quality of the TBAISD center programs is strong, with all five center programs receiving the top-two “completely or very satisfied” responses from at least half of the superintendents.

All of these superintendents are “completely or very satisfied” with the quality of the Career-Tech Center, including 89% who reply “completely satisfied.”

Three-fourths of the superintendents responding are “completely or very satisfied” with the quality of the New Campus School (76%), including 38% who reply “completely satisfied.”

More than half of the superintendents are “completely or very satisfied” with the quality of the Programs for Students with Autism (57%) and the Transition Center (57%), while half are “completely or very satisfied” with the quality of the Programs for Students (50%).

Among these five center programs, only one received a “not at all satisfied” reply from the superintendents ... Programs for Students with Cognitive Impairment (17%).

Satisfaction with quality of TBAISD center programs (n = 9)

	Completely	Very	Somewhat	Slightly	Not at all
Career-Tech Center	89%	11%	0%	0%	0%
New Campus School	38%	38%	13%	13%	0%
Programs for Students with Autism	14%	43%	29%	14%	0%
Programs for Students with Cognitive Impairments	0%	50%	33%	0%	17%
Transition Campus	0%	57%	14%	29%	0%

TBAISD Business Services

➤ **TBAISD should look to expand its Business Services to more of its local districts.**

Familiarity: 44% “know a lot about it,” while 11% are “not at all” familiar.

Value for real-time support: 66% say “extremely or very valuable,” while 11% reply “not at all valuable.”

Value for ongoing system support: 55% say “extremely or very valuable,” while 11% reply “not at all valuable.”

Overall satisfaction: 78% are “completely or very satisfied,” while 11% are “not at all satisfied.”

Satisfaction with professional development offerings: 33% are “completely or very satisfied,” while 11% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about Business Services:

(n=4)

- ❖ I am not aware of the services offered, but would like to know more.
- ❖ I could not do the job of Superintendent without TBAISD Business Services.
- ❖ I only used "somewhat" on #9 because "unsure/don't know" wasn't offered
- ❖ We have now switched to MIS and therefore expect to see more opportunities to get assistance from TBAISD. When we needed help the most, TBAISD could not (or would not) help us because we didn't operate on the same software.

TBAISD Communication Services

➤ The TBAISD needs to improve familiarity with its Communication Services.

Familiarity: 11% “know a lot about it,” while 11% are “not at all” familiar.

Value for real-time support: 38% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Value for ongoing system support: 38% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Overall satisfaction: 43% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with professional development offerings: 29% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about Communication Services:

(n=2)

- ❖ I do not know much about these services to answer the question
- ❖ I'm sure it helps us somehow, but I'm ashamed to say that I really didn't know there was "communication services" provided by TBAISD.

TBAISD Early Childhood Services

➤ **TBAISD should look to expand its Early Childhood Services to more of its local districts.**

Familiarity: 44% “know a lot about it,” while 11% are “not at all” familiar.

Value for real-time support: 100% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Value for ongoing system support: 100% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Overall satisfaction: 88% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with professional development offerings: 88% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about Early Childhood Services:

(n=5)

- ❖ It might be time for TBA to think about taking ECSC back from the locals and provide the services.
- ❖ This department keeps us updated on requirements as well as what is coming at us in regard to students.
- ❖ This has been a great resource especially in our first year of running the preschool program.
- ❖ Wish that TBAISD would take over ECP programs for local districts
- ❖ Yvonne has been instrumental in helping our district get programs off of the ground.

TBAISD Human Resources Services

➤ The TBAISD needs to improve familiarity with its Human Resources Services.

Familiarity: 0% “know a lot about it,” while 22% are “not at all” familiar.

Value for real-time support: 14% say “extremely or very valuable,” while 29% reply “not at all valuable.”

Value for ongoing system support: 0% say “extremely or very valuable,” while 29% reply “not at all valuable.”

Overall satisfaction: 0% are “completely or very satisfied,” while 29% are “not at all satisfied.”

Satisfaction with professional development offerings: 0% are “completely or very satisfied,” while 29% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about Human Resources Services:

(n=3)

- ❖ Again, not sure if the answer I would have chosen was offered in #27
- ❖ Did not feel I knew enough about this service to answer.
- ❖ I didn't know that TBAISD provided HR services to its locals.

TBAISD Technology Services

- **The TBAISD should look to expand its Technology Services and improve its related professional development offerings.**

Familiarity: 50% “know a lot about it,” while 0% are “not at all” familiar.

Value for real-time support: 33% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Value for ongoing system support: 89% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Overall satisfaction: 55% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with professional development offerings: 22% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about Technology Services:

(n=2)

- ❖ A I think the new hire will help develop a technology vision for the region, as well as facilitate the implementation. I think this is an area that the ISD really needs to support and allocate resources to.
- ❖ Our tech person finds the meetings very valuable

TBAISD General Education Services

➤ **While familiarity, value and satisfaction are all strong, TBAISD can improve the consistency of its General Education Services.**

Familiarity: 78% “know a lot about it,” while 0% are “not at all” familiar.

Value for real-time support: 77% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Value for ongoing system support: 77% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Overall satisfaction: 78% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with professional development offerings: 78% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about General Education Services:

(n=5)

- ❖ I think the ISD staff does a nice job in this area and has really supported our new principal well this year. However, I think we really need to look at what individual districts need.
- ❖ Paul's teams are not all created equal. The quality of support varies greatly by team.
- ❖ Rock stars!
- ❖ There needs to be better follow-up and follow through with instructional services. There must be a way to identify districts that have instructional needs and provide a strong service that will help bring about real change. Leadership in this area is lacking.
- ❖ We have been extremely pleased with TBAISD Gen Ed services.

TBAISD Special Education Services

➤ **Familiarity, value and satisfaction are all very strong for the TBAISD Special Education Services.**

Familiarity: 89% “know a lot about it,” while 0% are “not at all” familiar.

Value for real-time support: 100% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Value for ongoing system support: 100% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Overall satisfaction: 100% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with professional development offerings: 88% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about Special Education Services:

(n=3)

- ❖ Again, "not sure" might have been a better option for #50
- ❖ I am very satisfied
- ❖ Thank you for the great programs, support and service.

TBAISD Career-Tech Center

➤ **Familiarity, value and satisfaction are all very strong for the TBAISD Career-Tech Center, with interest in satellite operations to offset objections because of distance and bus ride time.**

Familiarity: 56% “know a lot about it,” while 0% are “not at all” familiar.

Value to the local districts: 100% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Satisfaction with access: 100% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with program quality: 100% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about the Career-Tech Center:

(n=5)

- ❖ Awesome program.
- ❖ Distance will always be a factor for us.
- ❖ Excellent program top to bottom.
- ❖ I would love to have more spaces for my students.
- ❖ Wish there were satellite options.

TBAISD New Campus School

- **Value and satisfaction are very strong for the TBAISD New Campus School, but familiarity could be improved and several superintendents remark about the difficulty in gaining access to the program.**

Familiarity: 33% “know a lot about it,” while 11% are “not at all” familiar.

Value to the local districts: 88% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Satisfaction with access: 75% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with program quality: 76% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about the New Campus School:

(n=5)

- ❖ Great alternative for our students
- ❖ I still get some ongoing feedback on the difficulty of gaining access to the program
- ❖ I wish there was an ISD step in between general ed in a local school and New Campus.
- ❖ In 13 years I believe we have only been successful placing a student at New Campus a couple of times
- ❖ It has been a great resource for a few of our students, but very difficult to get student into the program.

TBAISD Programs for Students with Autism

➤ **Familiarity could be improved for the TBAISD Programs for Students with Autism.**

Familiarity: 11% “know a lot about it,” while 11% are “not at all” familiar.

Value to the local districts: 58% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Satisfaction with access: 57% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with program quality: 57% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about the Programs for Students with Autism

(n=2)

- ❖ Thank you!
- ❖ We have not utilized this service during my tenure here

TBAISD Programs for Students with Cognitive Impairments

➤ **Familiarity, and to a lesser degree also access and program quality, could be improved for the TBAISD Programs for Students with Cognitive Impairments.**

Familiarity: 13% “know a lot about it,” while 13% are “not at all” familiar.

Value to the local districts: 57% say “extremely or very valuable,” while 14% reply “not at all valuable.”

Satisfaction with access: 50% are “completely or very satisfied,” while 17% are “not at all satisfied.”

Satisfaction with program quality: 50% are “completely or very satisfied,” while 17% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about the Programs for Students with Cognitive Impairments

(n=3)

- ❖ Some of the center-based programs are not as familiar due to the fact that the students do not attend the local district
- ❖ TBAISD provides a service in this area which local districts are unable to do.
- ❖ Very valuable but do not know a lot about the program

TBAISD Transition Campus

➤ **Familiarity could definitely be improved for the TBAISD Transition Campus.**

Familiarity: 0% “know a lot about it,” while 25% are “not at all” familiar.

Value to the local districts: 57% say “extremely or very valuable,” while 0% reply “not at all valuable.”

Satisfaction with access: 57% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Satisfaction with program quality: 57% are “completely or very satisfied,” while 0% are “not at all satisfied.”

Unaided verbatim responses (sorted alphabetically) about the Transition Campus

(n=1)

- ❖ Know very little about this program