

## MEMORANDUM

August 11, 2017

TO: Bernadette Cardenas  
Director, Office of Student Support

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **SHARED DECISION-MAKING COMMITTEES AND DISTRICT  
ADVISORY COMMITTEE BIENNIAL EVALUATION, 2016–2017**

School-based shared decision-making committees (SDMC) and the District Advisory Committee (DAC) have been established to support high student achievement in every school. The composition of the committees and the responsibilities of the members are specified in Texas Education Code (TEC) Section 11.251-11.255. A biennial evaluation of the structure and work of the committees is also mandated in an effort to support and enhance their effectiveness. This report documents how members of the 2016–2017 committees perceived the support structures for and the impact of their respective advisory committees, and serves as the biennial evaluation of the HISD SDMCs and DAC.

Key findings include:

- An estimated 24 percent of SDMC members, a total of 596, responded to a survey requesting their feedback. Respondents represented all roles required on an SDMC.
- Nineteen (19) DAC members, 76 percent of all DAC members, responded to a similar survey. Though all roles were represented on the DAC, there were no survey responses from the community members or the business representative.
- Both SDMC and DAC respondents were largely satisfied with the training they received for their service and indicated that their committees were well organized.
- A majority of SDMC respondents reported having good or excellent quality involvement regarding all topics appropriate to their committees. DAC respondents were more split on their evaluation of the quality of their involvement in DAC issues, though there was a higher percentage of positive than negative evaluations for all but the topic of staff appraisal process and performance criteria.
- In general, both SDMC and DAC survey respondents expressed satisfaction with the work of their respective committees.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment

cc: Grenita F. Lathan  
Mark L. Smith  
Cynthia Wilson  
Susan G. Kaler



# RESEARCH

Educational Program Report

**SHARED DECISION-MAKING  
COMMITTEES AND DISTRICT ADVISORY  
COMMITTEE BIENNIAL EVALUATION,  
2016-2017**



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# Shared Decision-Making Committees and District Advisory Committee Biennial Evaluation, 2016–2017

## Executive Summary

### Evaluation Description

Texas Education Code Section 11.252(d) mandates that each district conduct a biennial evaluation of the “effectiveness of the district’s decision-making and planning policies, procedures and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.” State law also specifies a district’s decision-making process to include establishing and maintaining campus-based shared-decision-making committees (SDMC) and a District Advisory Committee (DAC). Details are specified in Texas Education Code Section 11.251 through 11.255. The purpose of this evaluation is to document how the 2016–2017 Houston Independent School District (HISD) DAC representatives and the members of the individual campus SDMCs perceived the support structures for and the impact of the advisory committees on which they served.

### Highlights

- A total of 596 SDMC members, 24 percent of the estimated 2,529 SDMC members, responded to a survey asking for their perceptions of their committees. Respondents represented all the roles required on an SDMC.
- Seventy-six (76) percent of the 25 DAC members, a total of 19, responded to the survey for DAC members. Though all required committee roles were represented on the DAC, all except business representatives and community members were included among the survey respondents.
- Many SDMC survey respondents reported receiving sufficient training to support their committee service. DAC survey respondents were also largely satisfied with training they received but, a majority requested more training through workshops/trainings on subjects such as assessments, district instructional activities, district budgeting, as well as state and federal mandates.
- Both SDMC and DAC respondents indicated that their committees were well organized. Most of each group reported meeting an adequate number of times to do the work, that minutes were readily available, and that the diversity of the community was well represented in the composition of the respective committees. The largest percentage of respondents disagreeing or indicating being unable to evaluate committee organization issues was responding to items concerning the inclusion of non-committee members within the respective committees.
- Most SDMC survey respondents reported having good or excellent quality involvement with all topics appropriate to their committees. Notably, more than 80 percent were favorable about their involvement with the School Improvement Plan and student performance issues. DAC respondents were more split on their evaluation of involvement in DAC issues, though there was a higher percentage of positive than negative or no response on their evaluations for all topics. The largest percentage of high ratings on involvement from the DAC respondents (53 percent) was for the consideration of districtwide professional development.

- In general, both SDMC and DAC survey respondents expressed satisfaction with the work of their respective committees. The largest percentage of positive ratings on the results of both groups was for members of both groups feeling comfortable expressing their opinions. The only notably low percentage of positive ratings was for DAC members reporting on the impact of business representatives on the DAC; 43 percent agreed or strongly agreed that the involvement of business representatives on the DAC was about right, while 14 percent disagreed and 21 percent reported being unable to evaluate the level of involvement of business representatives.

### Recommendations

- School district oversight of SDMCs, such as through School Support Officers, may be very useful for aligning the goals set for SDMCs with the practices in place at each school.
- Respondents on both the SDMC and DAC surveys commented that the committees would benefit from clear indications that their recommendations have an impact. It is recommended that advisory committee leaders provide committees with regular updates on the progress and resolutions of topics addressed in earlier meetings.
- Though most survey respondents expressed satisfaction with their SDMCs, some offered comments indicating that guidance may be needed to direct committees toward the discussions they were designed to address. It is recommended that HISD establish a formal means of advising principals on the form and function of effective SDMCs.
- The present survey has provided researchers with valuable insight into how SDMC members view the effectiveness of their committees at advising school principals on campus decisions affecting student academic achievement. One enhancement would be to design questions on the survey directed at principals to share specific examples of how the input of SDMC impacted their decision-making concerning campus activities that support student academic achievement.
- Prompt and regular requests to provide feedback, such as completing surveys, seem to be effective in eliciting responses from committee members interested in contributing to their schools. It is recommended that principals responsible for SDMC meetings and school district administrators responsible for DAC meetings continue encouraging feedback from advisory committees to allow organizations to function as effectively as possible in enhancing student achievement throughout the district.
- The number of 2016–2017 SDMC survey responses declined from the number of survey responses in 2014–2015. It is recommended that strategies to increase the response rate should be explored.

## Introduction

In 1992, the Houston Independent School District (HISD) Board of Education established a process for planning and decision-making on each campus in the district. The process included each school establishing a Shared Decision-Making Committee (SDMC), which was charged with establishing student performance objectives for the campus. Representative professional and nonprofessional school staff, parents, community members and business representatives met together regularly to support the academic achievement of students at each school. In 1995, Texas Education Code mandated an SDMC for every campus in the state. In addition, the law required a District Advisory Committee (DAC) for each school district. Requirements for the SDMC and DAC vary slightly, but both were designed to complement each other in supporting high student achievement in every public school. A summary of state and HISD requirements can be found in **Table 1** (pp. 22–23).

Texas Education Code 11.252(d) established the requirement to evaluate the processes and impact of school SDMCs and the DAC at least every two years to support a positive impact on student achievement. This report serves that function by disseminating the results of two surveys, one to members of HISD campus SDMCs and the other was provided to members of the HISD DAC, to document members' perspectives on the support for and influence of the respective committees on student achievement.

## Methods

### Data Collection and Analysis

- Data were collected through online surveys made available to members of campus-based SDMCs and members of the DAC.
- SDMC surveys were made available through school principals. The April 17, 2017 Academic Services update for principals included a link to the SDMC survey and a message to forward to introduce the survey to SDMC members. A reminder message was sent through Academic Services on May 4, 2017, with the deadline date extended to May 26, 2017.
- The number of SDMC surveys distributed was estimated by multiplying the number of campuses expected to have SDMC in 2016–2017 by the minimum number of participants required on an SDMC. For the count of campuses, six schools that provided temporary services or served students with special needs at disparate campuses (Beechnut Academy, Elementary Discipline Alternative Education Program, Juvenile Justice Alternative Education Program, Regional Day School Deaf Program, SOAR, and Texas Connections) were eliminated from the count, yielding a total of 281 schools. The minimum number of participants required on an SDMC is nine: the principal; two teachers and one other school-based professional elected to the committee; and two parents, two community members, and one business representative, all appointed by the principal.
- SDMC representatives' school levels were determined by categorizing the schools identified on the survey by school levels specified in the 2016–2017 District and Schools Profiles, supplemented by the respondent's identification of the school level if no school was named.
- DAC committee surveys were made available through an introductory email from the Office of Student Support with a link to the survey on April 7, 2017 with a deadline of May 12, 2017. A reminder email

with a link to the survey was sent to individual members on May 4, 2017 with an extended deadline of May 26, 2017.

- Numbers were rounded to the nearest whole number in the text, and to the nearest tenth in the tables. Numbers were rounded up if the next digit was five or higher and were not changed if the next digit was lower, so 11.49 was recorded as 11.5 in a table and 11 in the text, while 11.50 was recorded as 11.5 in the table and 12 in the text.

### Data Limitations

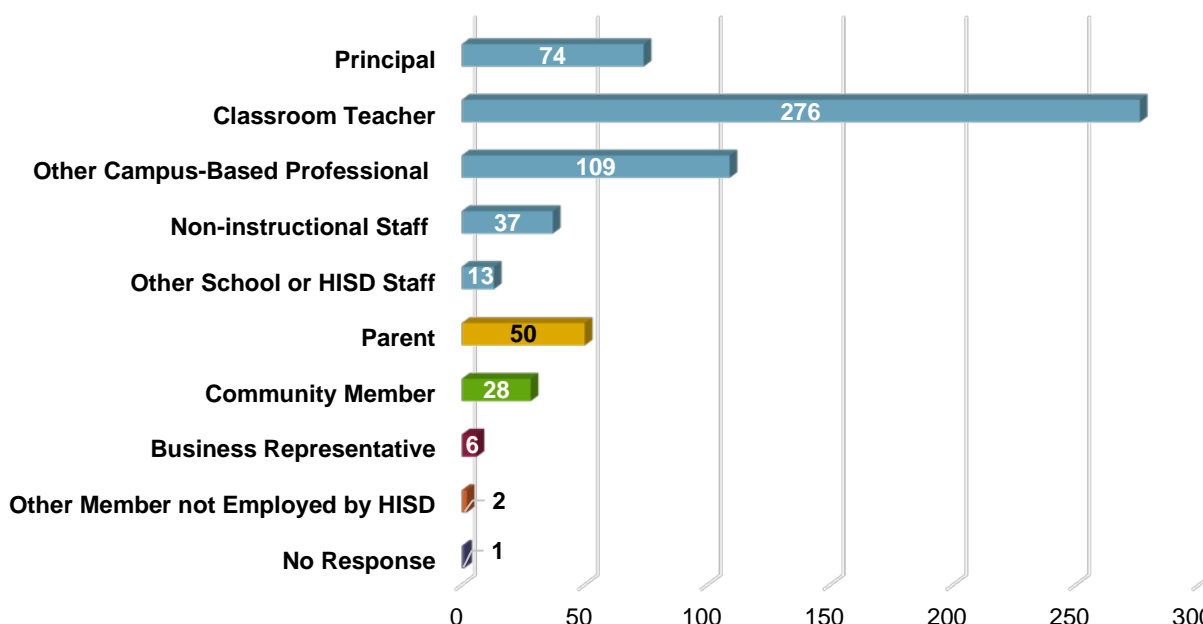
One limitation is that surveys were completed by only a portion of SDMC and DAC members, the results documented in this report are not exact indicators of members' perceptions. The margin of sampling error was computed using the formula for standard error of the mean with a standard deviation of one for the 95 percent confidence level (Field, 2013). The margin of sampling error for questions on the survey of SDMC members, with 596 respondents was  $\pm 4.0$  percentage points; the survey for the DAC had 19 respondents, yielding a margin of error of  $\pm 22.5$  percentage points. Taking the population size into account reduces the margin of sampling error to  $\pm 3.5$  percentage points for the SDMC survey and  $\pm 11.2$  percentage points for the DAC (American Research Group, 2017).

## Results

### SDMC

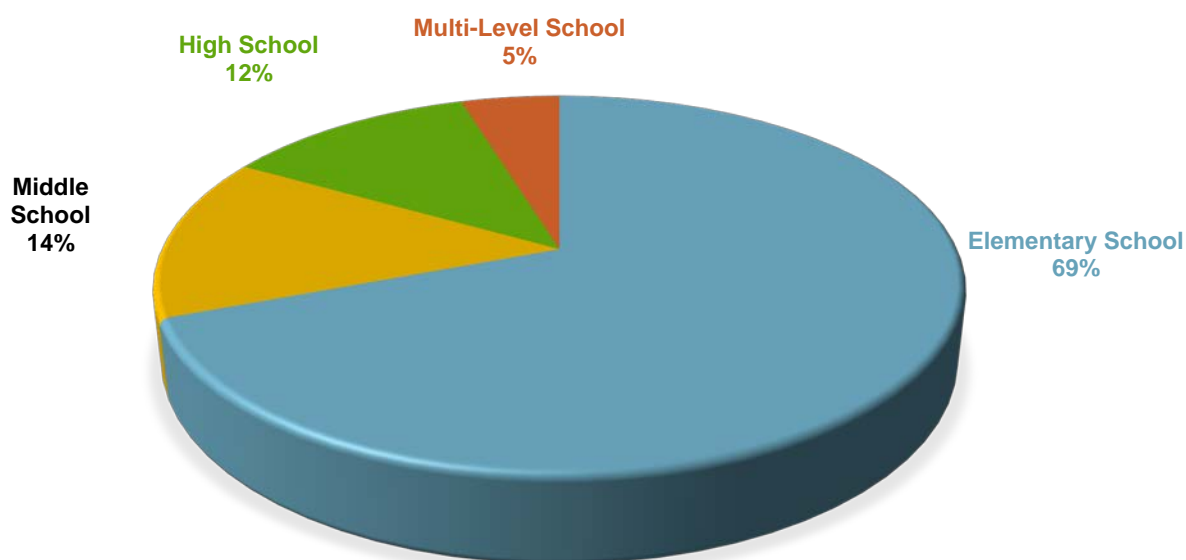
#### *How did SDMC survey respondents describe their roles and length of service on their school committees?*

- In 2017, surveys were directed to an estimated 2,529 SDMC members in HISD, and 596 (24 percent) responded. For comparison, 39 percent of SDMC members responded in 2015 (Department of Research and Accountability, 2015) and 32 percent responded in 2013 (Department of Research and Accountability, 2013).
- Shown in **Figure 1** (p. 5), 509 of 596 (85 percent) of the 2017 SDMC survey respondents were employees of HISD, illustrated by the blue bars of the figure. HISD employees included principals, teachers, other school professional staff, non-professional school staff, and other HISD staff members. Parents formed the next largest group, 50 out of a total of 596 respondents (eight percent), followed by community members with 28 of 596 (five percent), then business representatives six of 596 for one percent of all respondents. See **Table 2** (p. 24) for more detail about SDMC roles of survey respondents.

**Figure 1. Number of SDMC Survey Respondents by Committee Role, 2016–2017**

Source: HISD SDMC Survey, 2017

- The majority of 2017 SDMC survey respondents, 69 percent, reported serving on elementary school committees, followed by 14 percent on middle school committees, 12 percent on high school, and five percent on combined-level school committees (**Figure 2** and **Table 3**, p. 24).

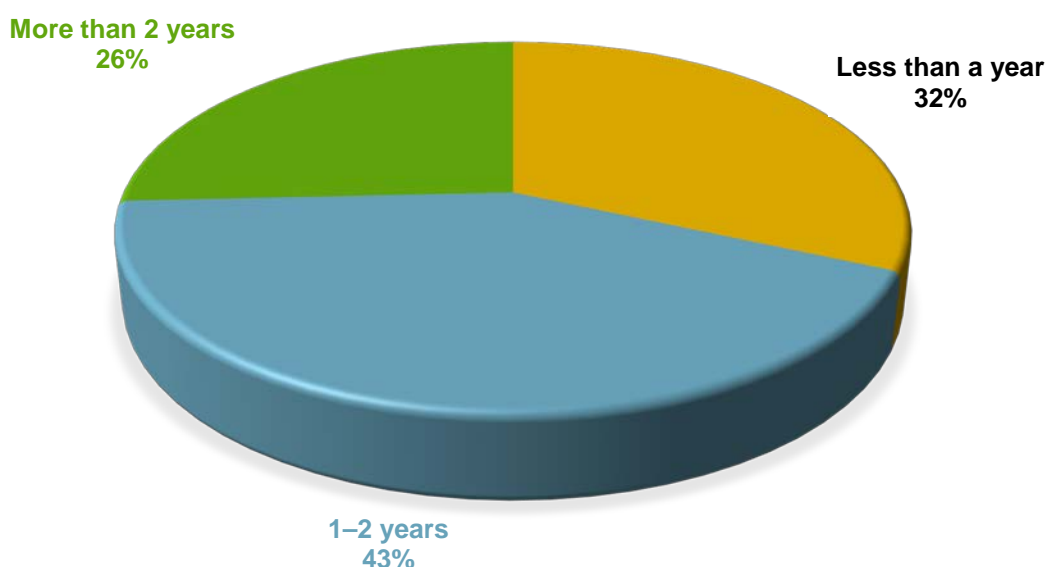
**Figure 2. Percentage of SDMC Survey Respondents by School Level They Represented, 2016–2017**

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

- The number of survey responses by school is listed in **Table 4** (pp. 25–27). SDMC members from 119 HISD schools (41 percent of the 287 schools in HISD) returned survey responses. The number of responses for the 119 schools ranged from one to 17, with a mean of five responses from each school. SDMC representatives from 84 elementary schools (48 percent of the 174 elementary schools in HISD), 18 middle schools (45 percent of the 40 middle schools in HISD), 12 high schools (26 percent of the 47 high schools) and five combined-level schools (19 percent of 26 combined-level schools) responded to the survey. Two percent (14 of the total of 596 survey respondents) did not identify the school with which they were affiliated.
- The length of service reported by the SDMC survey respondents is shown in **Figure 3** and **Table 5** (p. 28). Nearly one-third of respondents were in their first year of service on the committee, more than a quarter of respondents had two or more years, and the remainder, 43 percent, had served for one or two years.

**Figure 3. Length of Service Reported by SDMC Survey Respondents, 2016–2017**



Source: HISD SDMC Survey, 2017

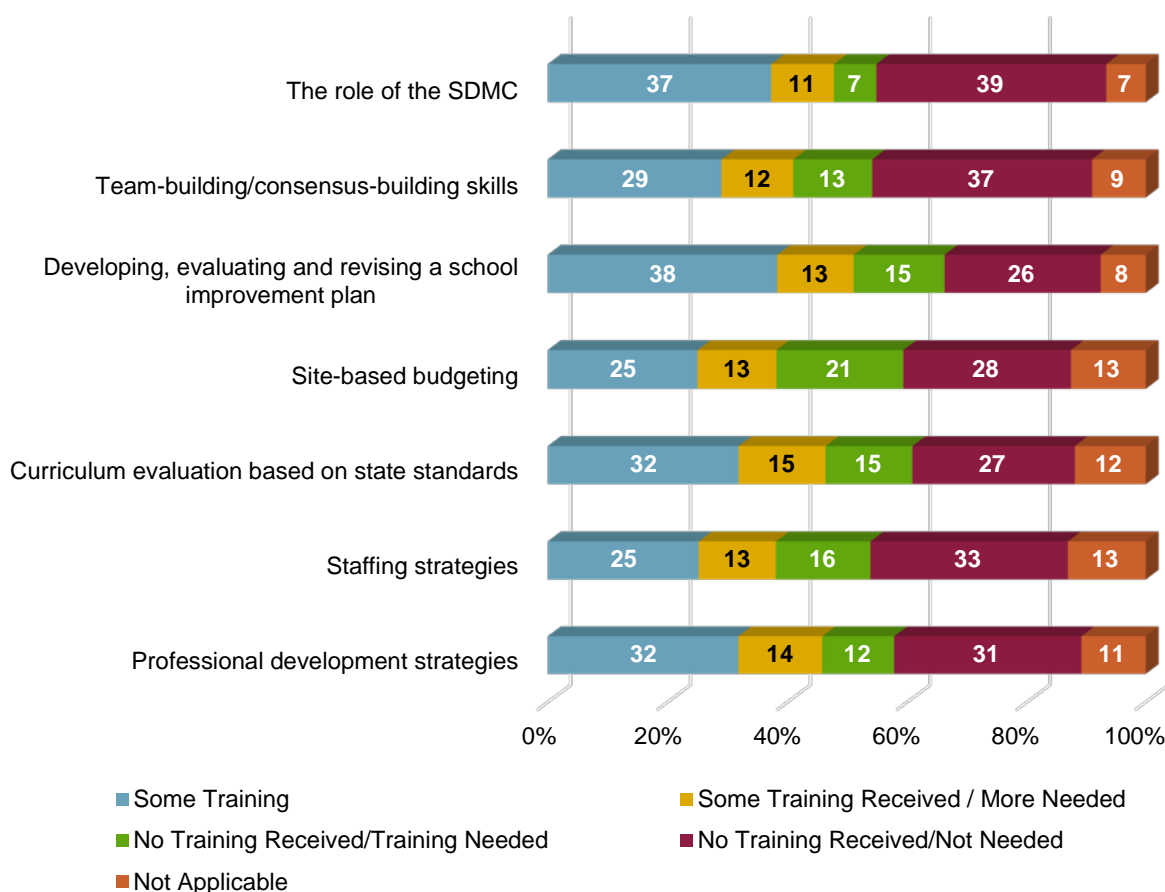
Note: Percentages may not total 100 percent due to rounding.

*How did the SDMC survey respondents describe the organization of and training provided to their school committees?*

- Shown in **Table 6** (p. 28), the majority of survey respondents, 70 percent, reported meeting with the SDMC either twice a quarter or once a month, consistent with the meeting frequency (“must be held at least once per quarter”) cited in HISD Board Policy BQB2.
- A higher percentage of respondents, 89 percent, indicated that the number of times the SDMC met was sufficient to meet the committee needs (**Table 7**, p. 28). Five percent expressed the committees met too seldom, and four percent reported the committee met too often.

- Each type of training that SDMC members received, and did not receive are detailed in **Table 8** (p. 29) and shown in **Figure 4**. The majority of respondents indicated that either training had been provided or training was not needed for every listed SDMC topic, illustrated by the blue and dark red sections of the bars in Figure 4. The green and yellow sections of the bars show the percentages of respondents indicating that more training was needed. The lowest level of need for more training was in the role of the SDMC (18 percent) and the highest was in site-based budgeting (34 percent).

**Figure 4. Training and/or Technical Assistance Provided to SDMC Members, 2016–2017**



Source: HISD SDMC Survey, 2017

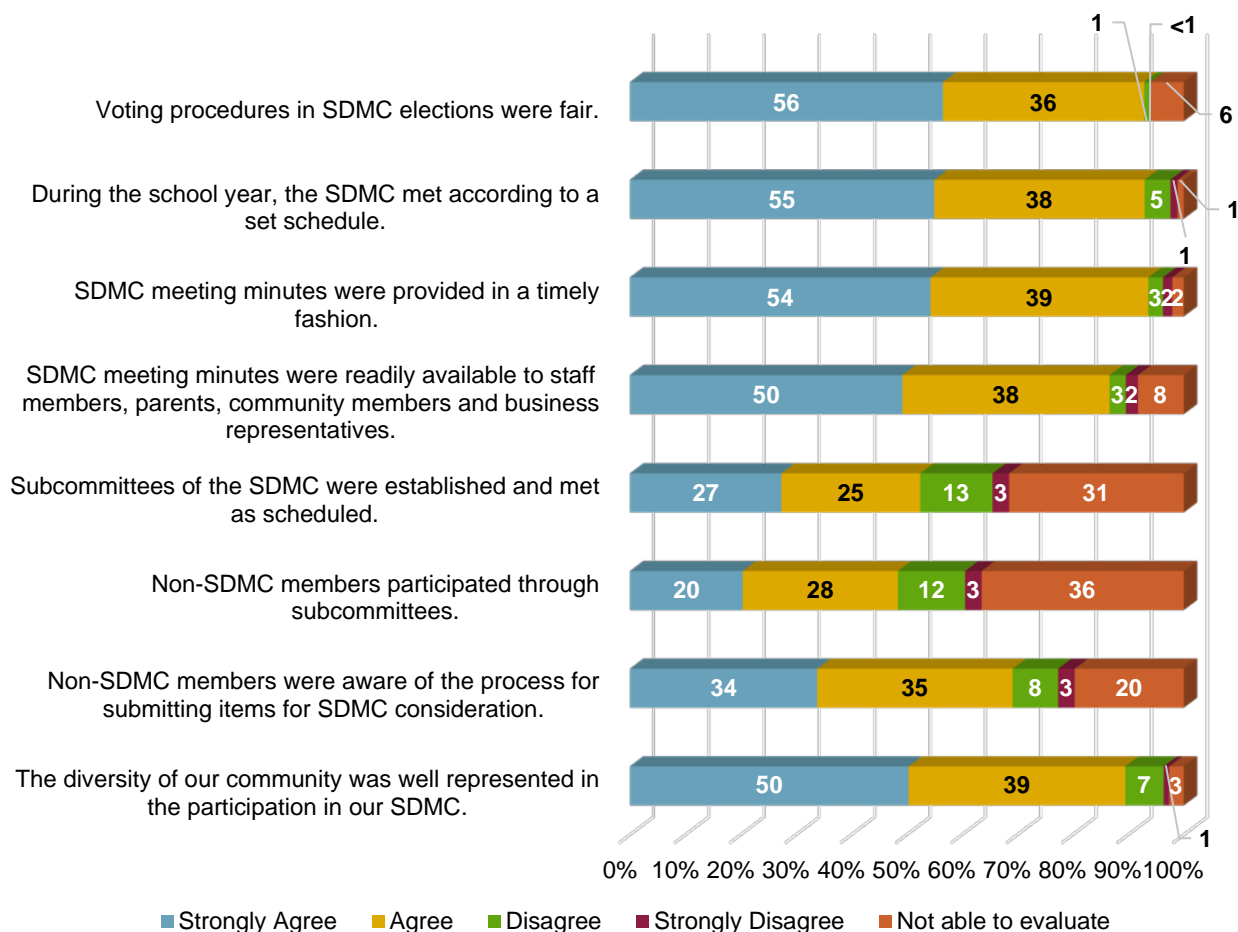
Note: Percentages may not total 100 percent due to rounding.

- Two hundred sixteen (216) respondents (36 percent of all SDMC survey respondents) elected to comment on other kinds of training they received as SDMC members. A list of topics of training received as well as their general comments on SDMC training can be found in **Table 9** (p. 30). Eighty (80) percent of the respondents indicated that they received training only in the categories listed in Figure 4 (also Table 8, p. 29), 15 percent listed other kinds of training they had received to support their SDMC service, and five percent replied that training took place during meetings without identifying specific topics touched upon. More than one respondent reported receiving training in community concerns,

budgeting, school safety, the structure and roles of the SDMC committees, and the School Improvement Plan.

- When asked to indicate what other SDMC training was needed, 204 survey respondents (34 percent of all respondents) volunteered a comment. Of those, 71 percent noted that no other training was needed. Fifteen (15 percent) requested more training in one of the topics listed in Figure 4 (p. 7), four percent suggested a need for more training in general, and four percent volunteered other topics such as compliance laws and policies (three respondents), conducting successful SDMC meetings (two respondents), and how to involve more parents and community members in the committees (two respondents). More detail on the kinds of training suggested by survey respondents can be found in **Table 10** (p. 31).
- Survey respondents' evaluations of the organization of their committees can be seen in **Figure 5** (p. 9) and are detailed in **Table 11** (p. 32). The largest proportion of respondents reported agreement (strongly agree or agree response categories: the blue and yellow sections of the bars in the figure) with most statements about the organization of the SDMC committees. The highest rates were logged for meeting minutes being provided in a timely fashion (93 percent), voting procedures being fair (93 percent), committee meetings being held on a set schedule (also 93 percent), diversity of the community being well represented in the participation on the SDMC (89 percent), and SDMC meeting minutes being readily available to staff members, parents, community members and business representatives (87 percent).
- The statements with the lowest rates of agreement (and the highest rates of both disagreement and inability to evaluate) concerned subcommittees being established (52 percent) and involvement of non-SDMC members through subcommittees (48 percent) (Figure 5, Table 11).
- These results were paralleled in the mean ratings reported in Table 11 (for respondents who felt able to make an evaluation), which ranged from 3.0 (out of 4.0) for non-SDMC members participating through subcommittees to 3.6 for SDMC voting procedures being fair (Figure 5, Table 11).

**Figure 5. Percentage of SDMC Survey Responses Concerning Organization of the Committee, 2016–2017**



Source: HISD SDMC Survey, 2017

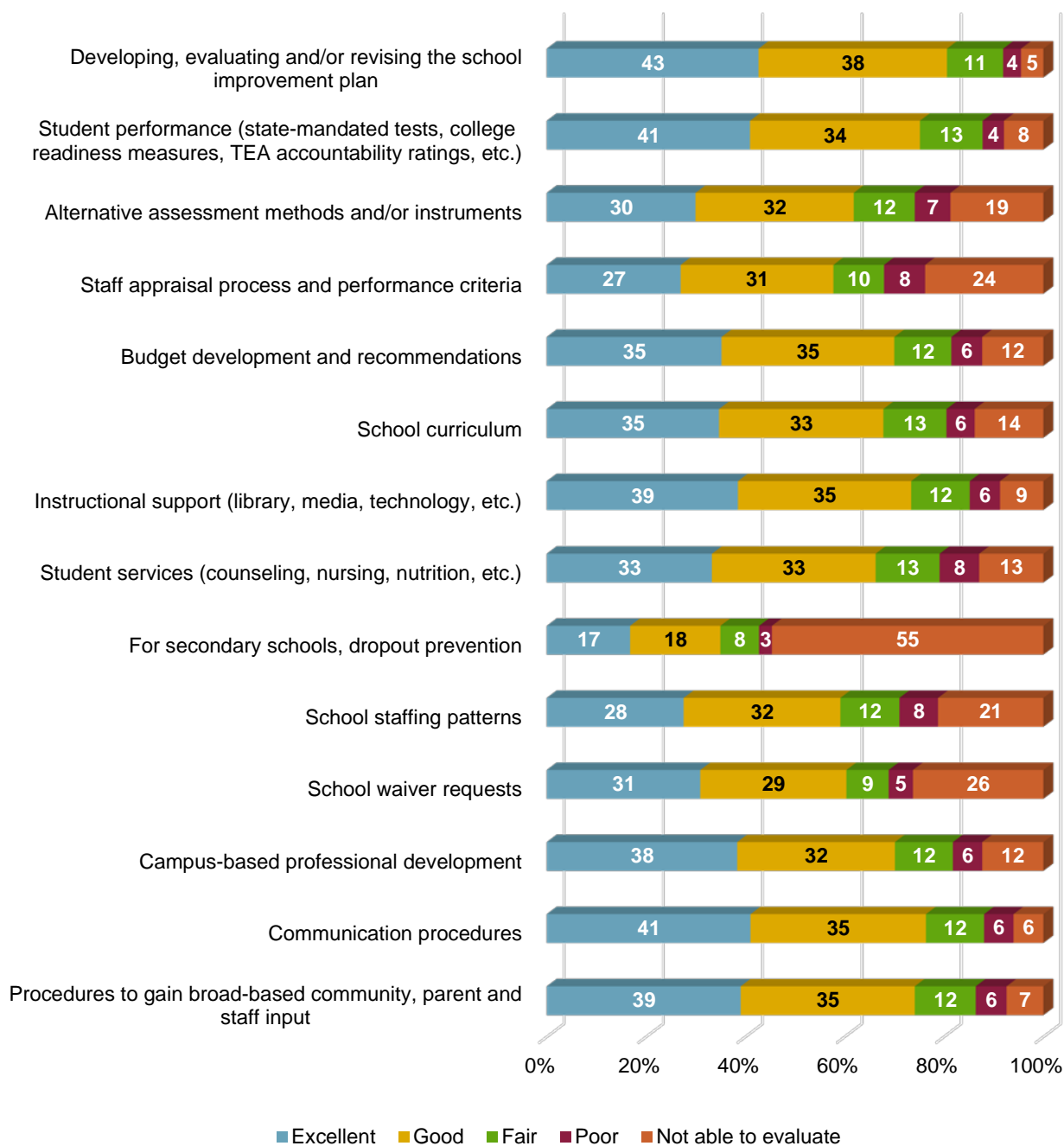
Note: Percentages may not total 100 percent due to rounding.

### *How did SDMC survey respondents describe the involvement of their committees within their schools?*

- Survey respondents reported relatively high ratings of the quality of their involvement in school-based decisions, shown in **Figure 6** (p. 10) and **Table 12** (pp. 33–34). Rates of excellent and high quality involvement (the blue and yellow sections of the bars in Figure 6) ranged from 35 percent, for consideration of dropout prevention, which was only required for consideration at secondary schools, to 81 percent, for review of the School Improvement Plan.
- These rates were tempered by the percentage of respondents who felt unable to evaluate their committees' involvement with each topic, illustrated in the orange sections of the bars in Figure 6. The largest percentages of respondents unable to evaluate involvement were for dropout prevention (55 percent), which was a topic limited only to middle and high school committees, and for school waiver requests (26 percent) and staff appraisal process and performance criteria (24 percent).

- Found in Table 12 (pp. 33–34), the mean ratings, which include only results from respondents who felt able to make an evaluation, ranged from 3.0 (out of 4.0) to 3.3, indicating uniformly high ratings of quality of the committee involvement in school-based decisions.

**Figure 6. Percentage of SDMC Survey Responses Concerning Quality of Involvement of the Committees in School-Based Program Decisions, 2016–2017**

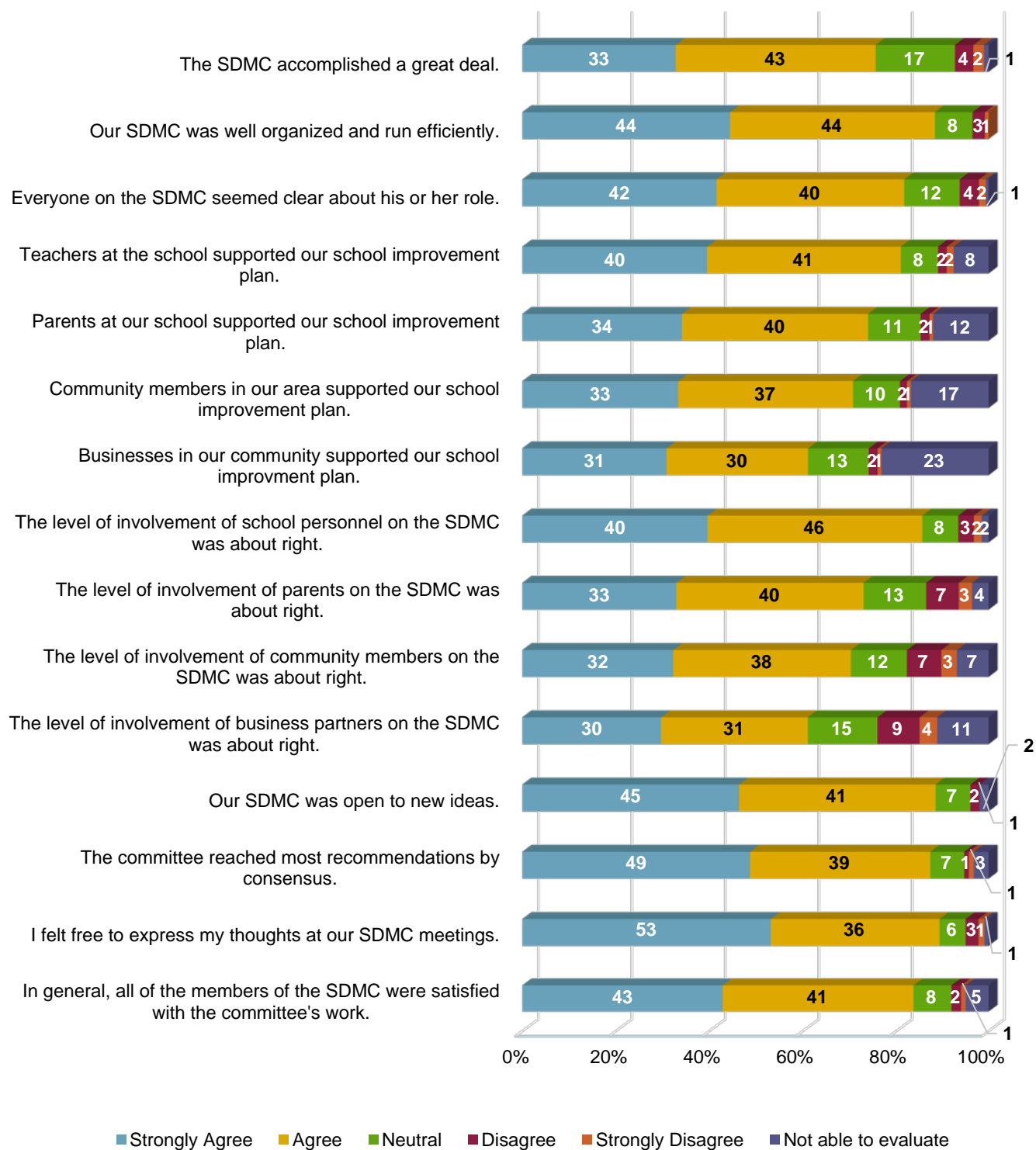


Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

*How did SDMC survey respondents describe the results of their school committees within their schools?*

- Shown in **Figure 7** (p. 12) and in **Table 13** (pp. 35–36), SDMC survey respondents expressed general satisfaction with the results of their committees. In Figure 7, levels of agreement with each indicator ranged from 61 percent, for both business leaders supporting the School Improvement Plan and the degree to which business leaders were involved in the SDMC, to 89 percent, for the respondents' ability to express thoughts freely.
- Percentages are reflected in the average ratings reported in Table 13, which range from 3.8 to 4.4 (out of 5.0), all demonstrating agreement with positive results. The highest average rating of 4.4 was recorded for both members feeling free to express their thoughts at meetings and committees reaching recommendations through consensus. The lowest mean rating, 3.8, was for the degree of business partner involvement in committee meetings.
- Depicted in the dark blue sections of the bars in Figure 7, the largest percentages of respondents unable to evaluate an item were associated with support for the School Improvement Plan (SIP) from parents, community, and businesses. Though those who made the evaluations agreed that all parties supported the respective SIPs, between 12 and 23 percent of respondents reported not being able to provide an evaluation of the indicators.
- In response to an open-ended question on how the school benefitted from having an SDMC, many (50 percent of 321 responses) felt that collaboration of committee members on decision-making benefitted their respective campuses. Further, 48 respondents (15 percent) offered the opinion that communication between committee members led to a strong sense of community where the input of all was valued (**Table 14**, p. 37).
- When asked how to make the SDMC process more effective, the largest number of SDMC respondents 125 of the 269 respondents (46 percent) expressed the opinion that their committee was already effective. This opinion was not shared by all survey respondents. Twenty-three (23) percent of SDMC respondents felt that the process could be improved by committee meetings being better organized, by providing members with meeting agendas prior to the committee meeting, and by allowing more time for discussion prior to the committee reaching a decision. Further, 17 percent felt that non-teacher committee members, including parents, business partners, and community partners, should have greater input in the committee decision-making process (**Table 15**, p. 38).
- Additional comments provided by SDMC respondents offered a variety of suggestions on ways to improve the shared decision-making process. For example, one response was a desire for committee votes to be done privately. Another comment shared how the campus principal showed effective leadership by valuing the input of committee members in the shared decision-making process (**Table 16**, p. 39).

**Figure 7. Percentage of Survey Responses Concerning Results of SDMC Work, 2016–2017**

Source: HISD SDMC Survey, 2017

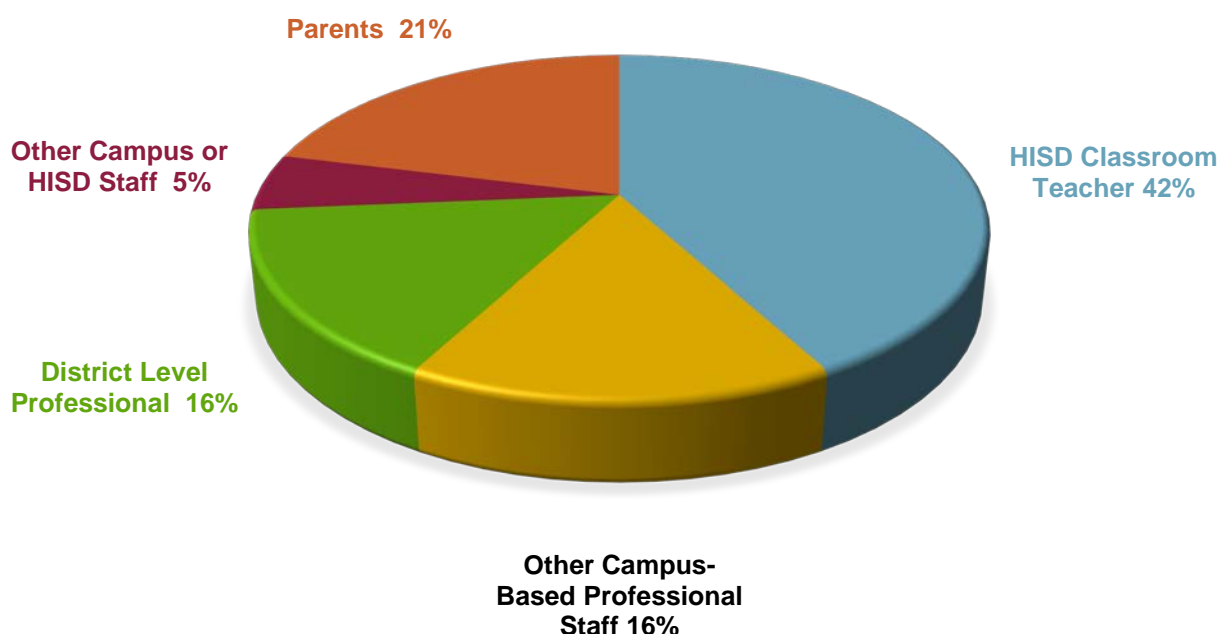
Note: Percentages may not total 100 percent due to rounding.

## DAC

### *How did DAC survey respondents describe their roles and experience on the DAC?*

- The 2017 DAC was comprised of 25 members: 12 classroom teachers; seven other campus- or district-based staff members; three parents; two community members, and one business representative. A total of 19 DAC members (76 percent) responded to the 2017 DAC survey on perceptions of participation on the committee. For comparison, in 2015, 17 of 28 DAC members (61 percent) responded to the survey (Department of Research and Accountability, 2015) and in 2013, 19 of 33 members (58 percent) responded (Department of Research and Accountability, 2013).
- Shown in **Figure 8** and in **Table 17** (p. 40), the majority of respondents on the 2017 DAC survey, 79 percent, were HISD employees. The largest number of respondents represented HISD classroom teachers (42 percent). Twenty-one (21) percent of respondents represented parents. A total of 16 percent of respondents represented campus-based professionals such as principals, assistant principals, counselors, and so on. Another 16 percent of respondents identified as district level professional staff. Another five percent of survey respondents identified as other campus or HISD staff. No responses were received from the community members or the business representative.

**Figure 8. Percentage of DAC Survey Respondents by Committee Role, 2017**

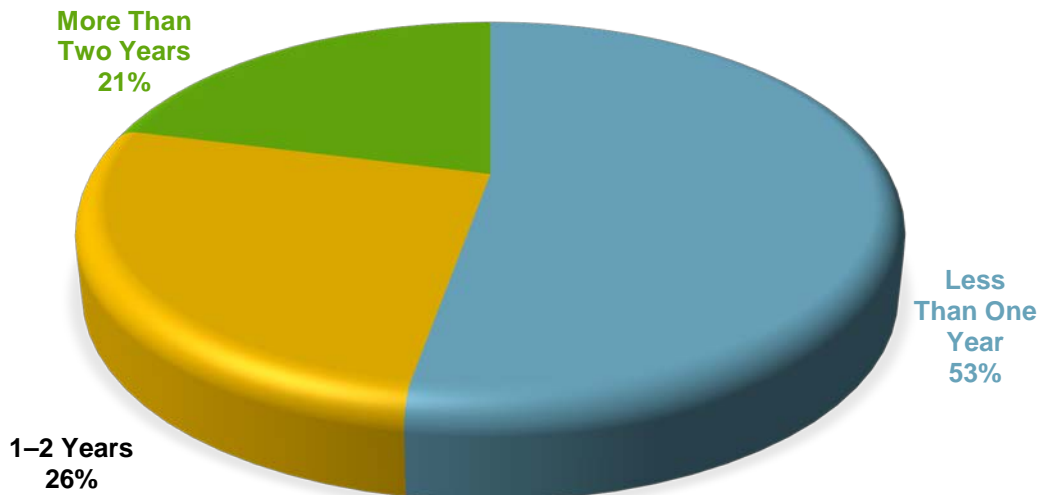


Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

- A total of 53 percent of respondents reported having served less than one year. Another 26 percent had served on the DAC for 1–2 years. Finally, 21 percent reported having served more than two years (**Figure 9**, p. 14). More detail about the service reported by survey respondents can be found in **Table 18** (p. 40).

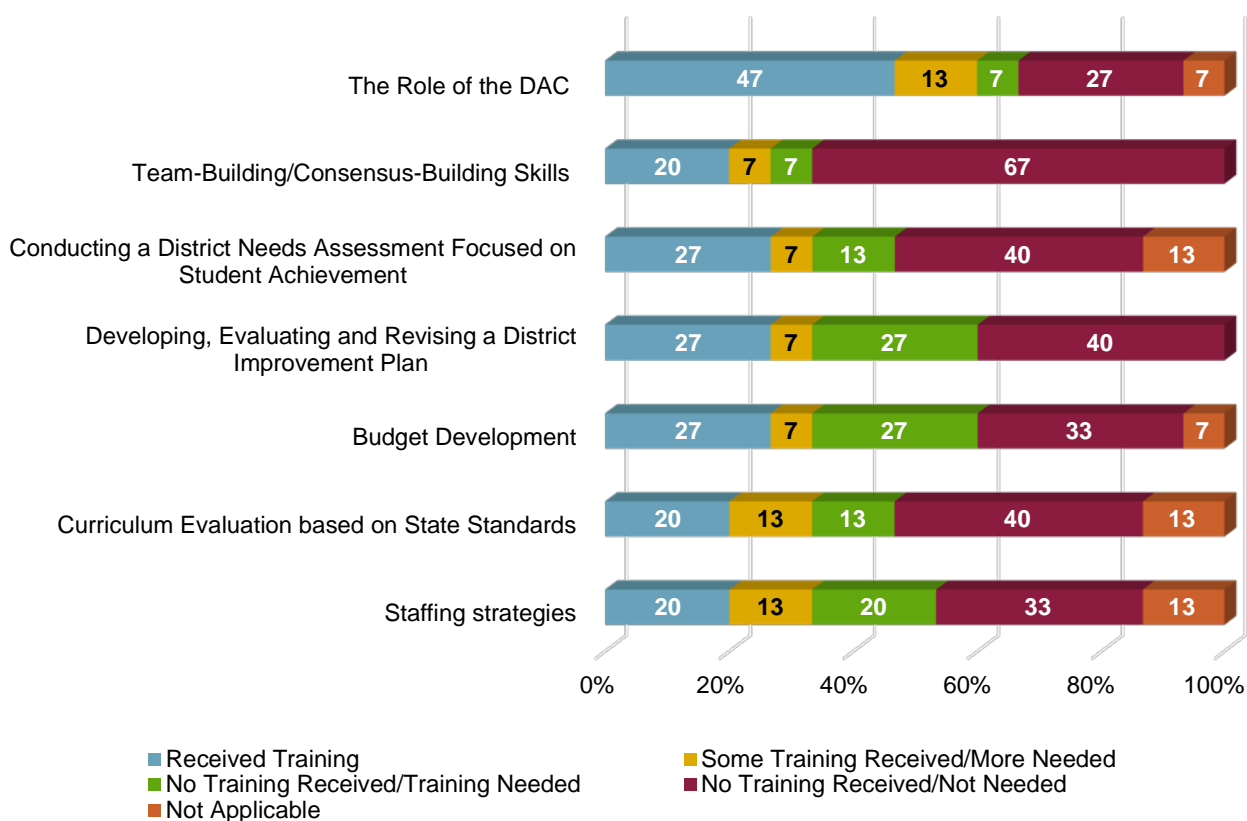
**Figure 9. Length of Service Reported by DAC Survey Respondents, 2017**



Source: HISD SDMC Survey, 2017

*How did DAC survey respondents describe the training provided to and organization of their committee?*

- 2017 DAC members' perceptions of the training they received on topics appropriate for DAC service are shown in **Figure 10** (p. 15) and in **Table 19** (p. 41). From 27 percent to 60 percent of respondents reported receiving training in each of the topics identified for the DAC to consider (the blue and yellow sections of the bars in Figure 10), while from 14 percent to 34 percent reported needing initial training or more training than they had received (the yellow and green sections of the bars in Figure 10).
- A total of 47 percent of survey respondents (the blue section of the bar in Figure 10) reported receiving training for their role on the DAC and another 27 percent (the red section of the bar in Figure 10) reported not needing the training, for a total of 74 percent indicating no other training was needed concerning the role of the DAC. Another 20 percent (yellow and green sections of bars in Figure 10) reported more training was needed.
- The greatest need for training (yellow and green sections of bars in Figure 10) was reported for developing, evaluating, and revising the District Improvement Plan (34 percent) and budget development (also 34 percent).
- Two respondents reported not being able to evaluate training received with regard to conducting a district needs assessment focused on student achievement (13 percent; orange section on bar of Figure 10), curriculum evaluation based on state standards (13 percent), and staffing strategies (also 13 percent).

**Figure 10. Training and/or Technical Assistance Provided to DAC Members, 2017**

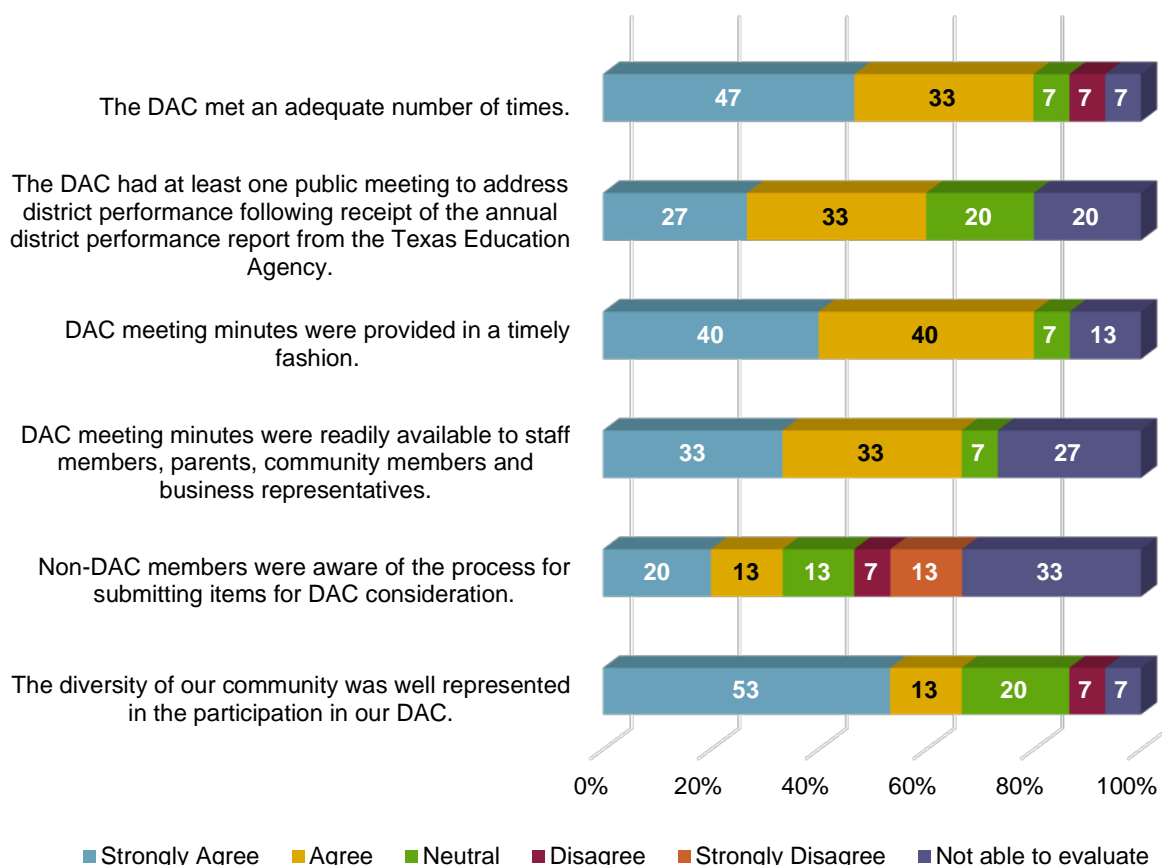
Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

- Responding to an open-ended survey item, five of five respondents indicated that they did not receive other DAC training (**Table 20**, p. 42).
- In a second open-ended survey item, DAC members were asked to specify what other training they felt was needed for their committee work. One of five respondents (20 percent) volunteered that no other training was needed. Another two (40 percent) committee members requested training on budget and/or staffing strategies, and two (40 percent) asked for clarification if and how committee recommendations are used. More detail on responses to open-ended survey items concerning training for DAC members can be found in Table 20.
- Survey respondents' evaluations of the organization of the DAC are illustrated in **Figure 11** (p. 16) and detailed in **Table 21** (p. 43). In general, larger percentages of respondents agreed or strongly agreed than disagreed with positive indicators of a well-organized committee. Also, generally, high average ratings were reported; on a scale of 1–5, average ratings ranged from 3.3 to 4.4.
- A large percentage of respondents agreed or strongly agreed that the DAC met an adequate number of times (80 percent, as represented by blue and yellow sections of bar in Figure 11) and that DAC meeting minutes were provided in a timely manner (also 80 percent).

- Many respondents reported being neutral or unable to evaluate (46 percent, the green and dark blue sections of the bar in Figure 11) the awareness of non-DAC members about the process for submitting items for DAC consideration, which resulted in the lowest average rating. A total of 40 percent of respondents were neutral or felt unable to evaluate the item concerning the committee having a public meeting following release of results on state tests of student performance. The item on accessibility for non-DAC members introducing topics for DAC consideration had the highest percentage of responses reporting disagreement or strong disagreement with an indicator of good organization of the committee (20 percent, the orange and red sections of the bar).

**Figure 11. Percentage of DAC Survey Responses Concerning Organization of the Committee, 2017**



Source: HISD SDMC Survey, 2017

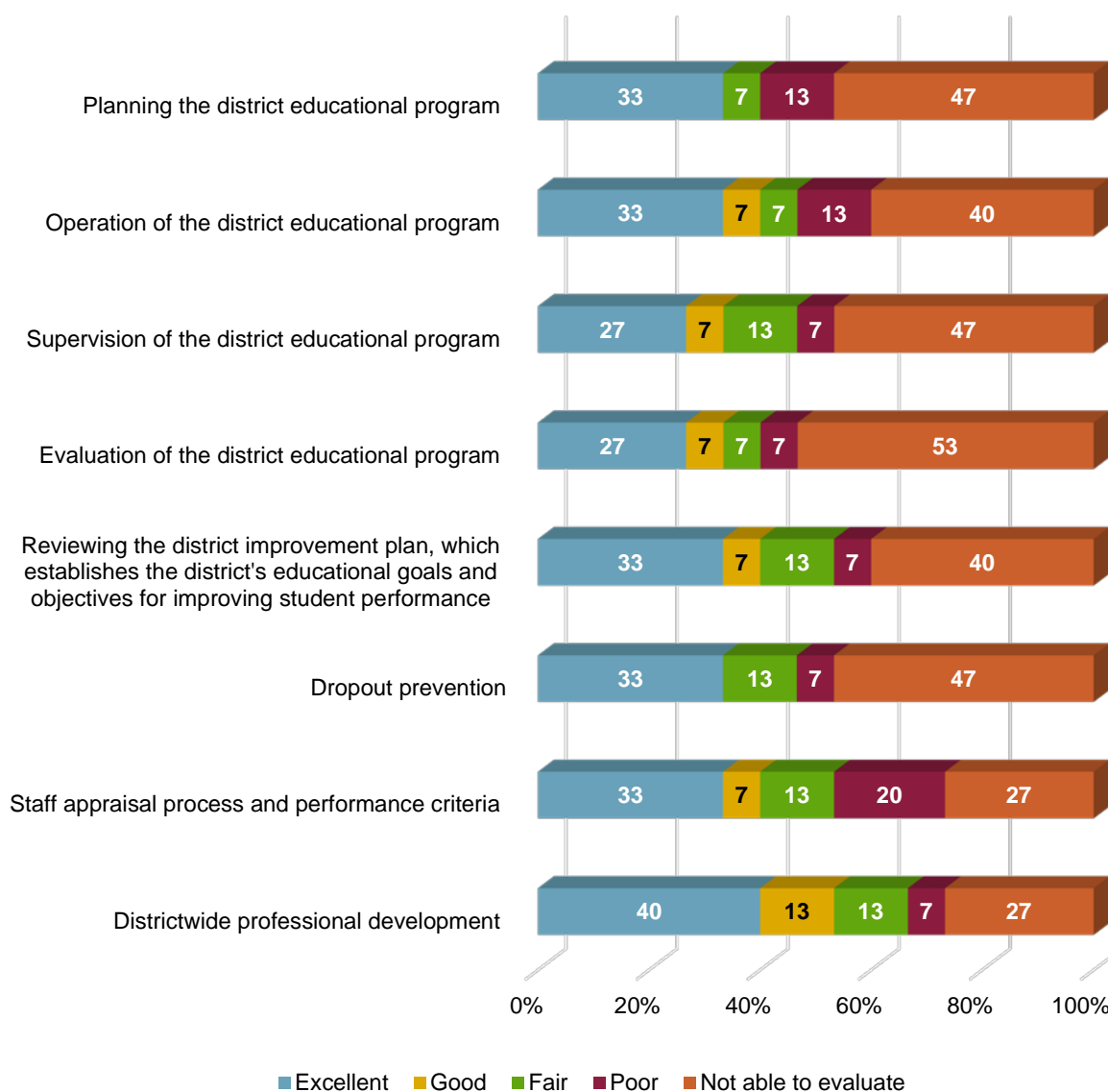
Note: Percentages may not total 100 percent due to rounding.

#### *How did DAC survey respondents describe the involvement of the DAC within the district?*

- Respondents' opinions about the quality of DAC involvement in district decisions with topics appropriate to the committee are shown in **Figure 12** (p. 17) and detailed in **Table 22** (p. 44). A total of 53 percent of respondents reported excellent or good quality (the blue and yellow sections of bar) for the DAC involvement in districtwide professional development. For each survey item, a higher percentage of respondents reported excellent or good quality involvement (the blue and yellow sections of the bars in Figure 12) than reported fair or poor quality (the green and red sections of the bars).

- Illustrated in Figure 12, more than a quarter of respondents for each topic felt unable to evaluate the quality of committee involvement with the identified topic. A total of 53 percent (orange section of bar) of DAC contributors reported that they were unable to evaluate committee quality of involvement in the supervision of the district educational program, 47 percent (orange section of bar) of DAC respondents reported being unable to evaluate the quality of committee involvement in planning the district educational program.

**Figure 12. Percentage of DAC Survey Respondents Concerning the Quality of Involvement of the Committee in District Program Decisions, 2017**



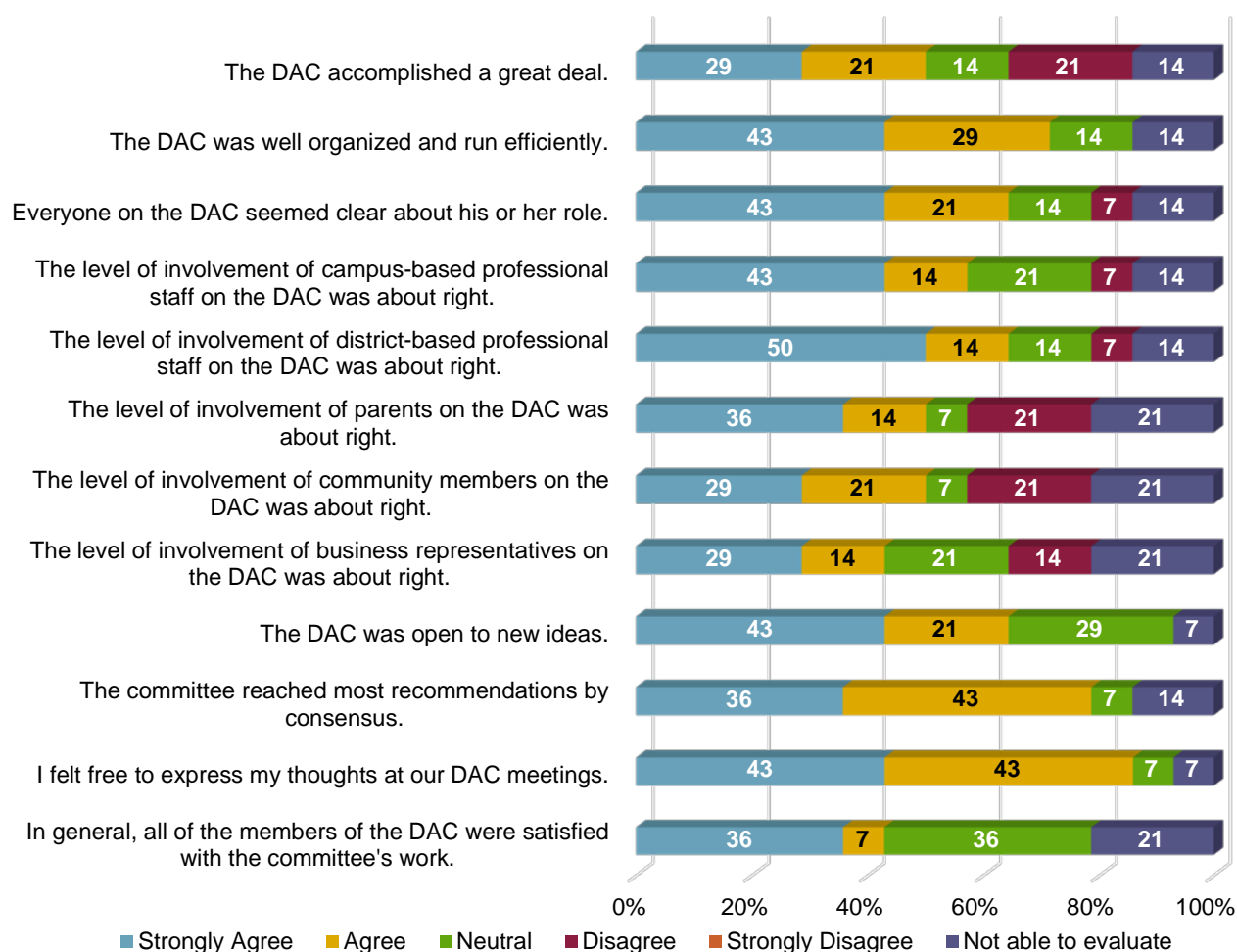
Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

### How did DAC survey respondents describe the impact of the DAC within the district?

- DAC members' evaluations of the results of their committee are depicted in **Figure 13** and presented in **Table 23** (pp. 45–46). Well over half of DAC respondents agreed or strongly agreed that they were satisfied with the results of the committee's work. Eighty-six (86) percent reported feeling free to express their thoughts in their DAC meetings with 14 percent reporting neutral or not able to evaluate. Between 43 and 64 percent of respondents reported an appropriate level of involvement of each group represented on the committee, and that each member of the DAC was clear about his/her role in the process.
- A few contributors disagreed regarding DAC impact on a few items: the DAC accomplishing a great deal (21 percent), level of involvement of parents on the DAC (21 percent), and the involvement of community members on the DAC (21 percent) (represented by dark red section of bars in Figure 13). However, committee members did not strongly disagree with any of the indicators of positive results.

**Figure 13. Percentage of Survey Responses Concerning Results of DAC Work, 2017**



Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

- When asked what benefit HISD has derived from the work of the DAC, six of 12 DAC survey respondents (50 percent) noted the advantage of diverse voices contributing to discussions of concern within the district. One commented that committee members felt comfortable addressing various district topics, another emphasized the value of community input during committee sessions (**Table 24**, p. 47).
- Four respondents (33 percent) reported that they were unclear of the benefit of DAC to the district. More complete survey responses on the benefit to the district of having a DAC can be found in Table 24 (p. 47).
- A total of twelve (12) DAC survey respondents provided a variety of answers to an open-ended question on how the DAC process could be more effective. Four (33 percent) volunteered that the DAC was effective without change, three (25 percent) reported a desire to have the meeting structure improved: one of these respondents suggested the inclusion of more non-HISD community members on the DAC. Another two (17 percent) respondents requested feedback on how their input has been used by the district. More complete responses are presented in **Table 25** (p. 48).
- Five respondents (26 percent of all 19 survey respondents) took advantage of the opportunity to provide additional comments. Of these, three (60 percent) expressed a feeling of satisfaction with the opportunity to serve on the committee and the collaboration with other DAC members. One cited a desire to have feedback on how DAC efforts impact HISD. A complete set of responses to the option to offer other comments can be found in **Table 26** (p. 49).

## Discussion

The effectiveness of the HISD District Advisory Committee (DAC) and of the Shared Decision-Making Committees (SDMC) established at each HISD campus was measured through surveys of the respective committee members. Of the estimated 2,529 SDMC members in HISD for 2016–2017, 24 percent responded to a survey asking for evaluations of the support structures and impact of their committees, and another 76 percent of the 25 DAC members responded to the survey designed to evaluate the effectiveness of their committee. The response rate for the DAC survey was robust for a survey of this kind, and the response rate for SDMC survey was satisfactory for a survey for this kind. In comparison to the last administration of surveys in 2015, the DAC response rate was slightly higher (2015 = 61 percent; 2017 = 76 percent), and the SDMC response rate was lower (2015 = 39 percent; 2017 = 24 percent). The majority of respondents on both surveys were employed by HISD as school administrators, classroom teachers, and other school staff. Though all roles required for SDMCs and the DAC were represented, there were no survey responses for the DAC community members or business representative.

The reported involvement of SDMCs in decisions that impacted student achievement was impressive. The mean reported involvement, on a scale 1.0, poor, to 4.0, excellent, was 3.0 or higher for each topic. The results were potentially tempered, however, by high percentages of respondents who felt unable to evaluate the quality of their involvement in some topics. A lack of ability to evaluate a topic suggests that the topic may not have been considered by the committee. Three topics for SDMCs stood out in this respect: dropout prevention (limited to secondary school committees) (55 percent), staff appraisal process and performance criteria (24 percent), and school waiver requests (26 percent). The first of these topics, dropout prevention, is required only for middle and high school committees so a lack of consideration in elementary schools is appropriate. By comparison, only five percent of the middle school and high school respondents felt unable to evaluate committee involvement in dropout prevention. Further, not all HISD campuses requested school

waivers so it is understandable that 26 percent of SDMC respondents reported being unable to evaluate their involvement in the topic. The inability to offer an evaluation of the staff appraisal process/performance criteria could be explained by the relatively high proportion (32 percent) of SDMC committee members that had participated for less than a year. Exposure to SDMC training in these areas and participation in meetings should allow new contributors to gain confidence in their ability to evaluate involvement in these topics in the future.

The quality of involvement that DAC members reported for their contributions to district decisions matched the robustness of that reported by SDMC respondents, with mean scores being comparable across both surveys. On the scale 1.0, poor, to 4.0 excellent, all mean scores were 3.0 or above except for the 2.7 reported on the DAC concerning involvement in the staff appraisal process and performance criteria. One explanation for the relatively low mean on this topic could be committee members not receiving feedback on how their input has influenced the staff appraisal process and criteria for HISD. DAC survey scores could be tempered by the relatively high percentage of contributors who reported an inability to evaluate many of the topics concerning the committee's quality of involvement in contributing to district decisions. As with the SDMC, a large percentage (53 percent) of DAC respondents reported serving on the committee for less than a year. Thus, as with SDMC members, DAC members should benefit from exposure to training over this topic to feel confident with their level of involvement in the staff appraisal and performance criteria process.

Many respondents to both the SDMC and DAC surveys expressed satisfaction with the work they accomplished through their respective committees. Generally, they found their committees to be well organized and open to members' contributions. However, these findings were not universal. Many respondents reported a desire for more training, particularly on curriculum evaluation based on state standards and staffing strategies, and some SDMC committees were reportedly organized for disseminating information, rather than for contributing to significant school-based decisions. Individual members also had a few specific and helpful suggestions to their SDMCs. Principals are encouraged to access the sample responses to open-ended survey questions, found in Tables 14–16 (pp. 37–39), for ideas that may be pertinent to their school committees, and the district facilitator for the DAC is encouraged to turn to comments listed in Tables 24–26 (pp. 47–49) for further suggestions.

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**Table 1. Summary of Texas State and Houston Independent School District Requirements for Shared Decision-Making Committees and the District Advisory Committee**

<b>Shared Decision-Making Committees (SDMC)</b>	
<b>Purpose</b>	To direct and support the improvement of student performance for all students [Texas Education Code 11.253(a)]
<b>Composition</b>	The principal will serve as chairperson and as a member of the SDM committee, and will determine the size of the SDM committee. The school principal determines the size of the committee. Membership must include parents, community representatives, and no more than one business representative. Professional staff members must include at least two-thirds classroom teachers and one-third other campus-level professional staff. (Houston ISD Board Policy BQB2, paragraph 4)
	The professional staff membership of the SDM committee will consist of two-thirds classroom teachers, one-third members of the school-based professional staff. The principal is not included in the count of school-based professionals. (Houston ISD Board Policy BQB2, paragraph 3)
	The committee shall include at least two parents of students currently enrolled within the District. The parent representatives are selected by the campus's parent organization (PTA/PTO). The parent representatives are selected by the campus's parent organization (PTA/PTO). (Houston ISD Board Policy BQB2, paragraph 3)
	A minimum of two community members (Houston ISD Board Policy BQB2, paragraph 3)
	A minimum of one business representative (Houston ISD Board Policy BQB2, paragraph 3)
<b>Responsibilities</b>	Develop, review, and/or revise the School Improvement Plan (SIP) annually. The SIP must address detail included in Texas Education Code 11.253(d) and 7.064 (a–d), must go through a process of review, revision, and approval at the school site, and must be submitted to the Superintendent to be presented to the HISD Board according to a published schedule [HISD Board Policy BQ (local)]
	Participate in making decisions about planning, budgeting, curriculum, staffing patterns, staff development, school organization [Texas Education Code 11.253(e)], staff appraisal systems [Texas Education Code 21.352(a)] and distribution of any successful school awards distributed to the campus [Texas Education Code 39.264(b)]
	If the school is a junior high, middle school or high school, analyze information related to dropout prevention, including data specified in Texas Education Code 11.255(a)
	Hold at least one public meeting per year, held after receipt of the annual TEA district performance report, to discuss campus performance and performance objectives [Texas Education Code 11.253(g)]
	Solicit input from a broad base of community, parent, and staff members [Texas Education Code 11.253(g)]
	Disseminate SDMC recommendations to the community, parents and staff of the district [Texas Education Code 11.253(g)]

**Table 1 (continued). Summary of Texas State and Houston Independent School District Requirements for Shared Decision-Making Committees and the District Advisory Committee**

<b>Responsibilities to the SDMC</b>	<p>The principal must regularly consult the committee about the planning, operation, supervision, and evaluation of the campus educational program [Texas Education Code 11.253(h)]</p> <p>The district must evaluate the effectiveness of the SDMC in positively impacting student performance at least every two years [Texas Education Code 11.252(d)]</p>
<b>District Advisory Committee (DAC)</b>	
Purpose	To establish and review the district's educational plans, goals, performance objectives, and major classroom instructional programs [Texas Education Code 11.251(b)]
Composition	<p>Professional staff of the district, members who are nominated and elected to the position. Two-thirds of professional staff must be classroom teachers and the remainder are campus and district professional staff members. When practical, one professional staff member must have the primary responsibility of educating students with disabilities [Texas Education Code 11.251(e)]</p> <p>Parents of students enrolled in the district; a parent cannot be an employee of the district [Texas Education Code 11.251 (b) and (c)]</p> <p>Community members; each member must be at least 18 years old and a resident in the district but not a parent of a student in the district [Texas Education Code 11.251(b) and (c)]</p> <p>Business representatives; members are selected without regard to residence or business being in the district [Texas Education Code 11.251(b)]</p>
Responsibilities	<p>Develop, review, and/or revise the District Improvement Plan annually. The plan must be made available to the Texas Education Agency (TEA) on request and must address detail included in Texas Education Code 11.252 and 21.352(a)</p> <p>Analyze information related to dropout prevention, including data specified in Texas Education Code 11.255(a)</p> <p>Hold at least one public meeting per year, held after receipt of the annual TEA district performance report, to discuss district performance and performance objectives [Texas Education Code 11.252(e)]</p> <p>Solicit input from a broad base of community, parent, and staff members [Texas Education Code 11.252(e)]</p> <p>Disseminate DAC recommendations to the community, parents and staff of the district [Texas Education Code 11.252(e)]</p>
Responsibilities to the DAC	<p>The board or the board's designee must consult periodically with the DAC to review the committee's deliberations [Texas Education Code 11.251(c)]</p> <p>The Superintendent must regularly consult with the DAC in the planning, operation, supervision, and evaluation of the district educational program [Texas Education Code 11.252(f)]</p> <p>The district must evaluate the effectiveness of the DAC in positively impacting student performance at least every two years [Texas Education Code 11.252(d)]</p>

Source: Houston Independent School District, 2009, 2014a, 2014b, 2015; and Texas Education Code 2009a, 2009b, 2013a, 2013b

**Table 2. Shared Decision-Making Committee Roles Reported by Survey Respondents, 2016–2017**

<b>Committee Role</b>	<b>Number of Respondents</b>	<b>Percent</b>
Principal	74	12.4
Classroom Teacher, without primary responsibility for students with disabilities	227	38.1
Classroom Teacher, with primary responsibility for students with disabilities	49	8.2
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordinator, nurse, librarian, etc.)	109	18.3
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	37	6.2
Other School or HISD Staff	13	2.2
Parent	50	8.4
Community Member	28	4.7
Business Representative	6	1.0
Other Member not Employed by HISD	2	<1.0
No Response	1	<1.0
<b>TOTAL RESPONDENTS</b>	<b>596</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 3. School Levels Represented by SDMC Survey Respondents, 2016–2017**

<b>School Level</b>	<b>Number of Respondents</b>	<b>Percent</b>
Elementary School	410	68.8
Middle School	86	14.4
High School	71	11.9
Combined-Level School	28	4.7
Not Reported	1	<1.0
<b>TOTAL RESPONDENTS</b>	<b>596</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 4. Schools Represented by SDMC Survey Respondents, 2016–2017**

<b>School</b>	<b>Number of Respondents</b>	<b>Percent</b>
<b>Elementary Schools (N=84)</b>	<b>410</b>	<b>68.8</b>
Arabic Immersion Magnet School	2	
Anderson Elementary School	1	
Ashford Elementary School	8	
Askew Elementary School	13	
Barrick Elementary School	10	
Benbrook Elementary School	2	
Berry Elementary School	1	
Braeburn Elementary School	2	
Briargrove Elementary Schools	2	
Briscoe Elementary School	5	
Brookline Elementary School	4	
Browning Elementary School	7	
Bruce Elementary School	3	
Bush Elementary School	13	
Cage Elementary School	1	
Crespo Elementary School	5	
Crockett Elementary School	11	
Cunningham Elementary School	3	
Davila Elementary School	6	
DeChaumes Elementary School	7	
Dogan Elementary School	1	
Elmore Elementary School	2	
Farias Early Childcare Center	3	
Field Elementary School	5	
Foerster Elementary School	1	
Fondren Elementary School	4	
Fonwood Early Childhood Center	4	
Gallegos Elementary School	6	
Golfcrest Elementary School	3	
Grissom Elementary	2	
Halpin Early Childhood Center	3	
Harris, J. R. Elementary School	4	
Harris, R. P. Elementary School	1	
Herod Elementary School	3	
Herrera Elementary School	5	
Hobby Elementary School	16	
Horn Elementary	9	
Janowski Elementary School	6	
Jefferson Elementary School	3	
Ketelsen Elementary School	4	
King, M. L. Early Childhood Center	6	
Kolter Elementary School	1	
Lantrip Elementary School	5	
Laurenzo Early Childhood Center	4	
Lockhart Elementary School	5	

**Table 4 (continued). Schools Represented by SDMC Survey Respondents, 2016–2017**

<b>School</b>	<b>Number of Respondents</b>	<b>Percent</b>
<b>Elementary Schools (continued)</b>		
Lovett Elementary School	3	
Mading Elementary School	1	
Marshall Elementary School	5	
Martinez Elementary School.	5	
Memorial Elementary School	5	
Mistral Early Childhood Center	5	
Moreno Elementary School	5	
Neff Elementary School	1	
Oak Forest Elementary School	9	
Oates Elementary School	2	
Osborne Elementary School	2	
Park Place Elementary School	2	
Parker Elementary School	10	
Patterson Elementary School	9	
Petersen Elementary School	1	
Piney Point Elementary School	4	
Pleasantville Elementary School	4	
Port Houston Elementary School	5	
Pugh Elementary School	2	
River Oaks Elementary School	18	
Roberts Elementary School	13	
Rodriguez Elementary School	9	
School at St. George Place Elementary	7	
Scroggins Elementary School	3	
Seguin Elementary School	6	
Sherman Elementary School	2	
Sinclair Elementary School	15	
Stevens Elementary School	1	
Thompson Elementary School	7	
Tijerina Elementary School	3	
Tinsley Elementary School	3	
Travis Elementary School	5	
Twain Elementary School	2	
Wainwright Elementary School	2	
West University Elementary School	7	
Whidby Elementary School	2	
Mark White Elementary School	4	
Young Elementary School	1	
Young Learners Charter School	1	
School Not Identified	7	
<b>Middle Schools (N=18)</b>	<b>86</b>	<b>14.4</b>
Attucks Middle School	1	
Black Middle School	9	
Clifton Middle School	3	

**Table 4 (continued). Schools Represented by SDMC Survey Respondents, 2016–2017**

<b>School</b>	<b>Number of Respondents</b>	<b>Percent</b>
<b>Middle Schools (continued)</b>		
Cullen Middle School	4	
Edison Middle School	5	
Fonville Middle School	3	
Hamilton Middle School	3	
Hartman Middle School	2	
High School Ahead Middle School	5	
Hogg Middle School	1	
Navarro Middle School	3	
Ortiz Middle School	16	
Patrick Henry Middle School	2	
Pershing Middle School	8	
Project Chrysalis Middle School	1	
Revere Middle School	5	
Sugar Grove Middle School	1	
West Briar Middle School	10	
School Not Identified	4	
<b>High Schools (N=12)</b>	<b>71</b>	<b>11.9</b>
Barbara Jordan High School	5	
Furr High School	1	
Heights High School	16	
High School for Law and Justice	5	
Houston Academy for International Studies	1	
Lamar High School	15	
Middle College High School, HCC Felix Fraga	1	
Milby High School	5	
Scarborough High School	5	
Sharpstown High School	1	
Sterling High School	4	
Westside High School	10	
School Not Identified	2	
<b>Combined-level Schools (N=5)</b>	<b>28</b>	<b>4.7</b>
Garden Oaks Montessori	6	
T. H. Rogers School	8	
The Rice School	7	
Wharton Elementary School	2	
Young Women's College Preparatory	5	
School Level and School Name Not Identified	1	<1.0
<b>TOTAL RESPONDENTS</b>	<b>596</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 5. Length of Service on the SDMC Reported by Survey Respondents, 2016–2017**

<b>Length of Service</b>	<b>Number of Respondents</b>	<b>Percent</b>
Less than a Year	186	31.6
1-2 Years	251	42.6
More Than Two Years	152	25.8
<b>TOTAL RESPONDENTS</b>	<b>589</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

**Table 6. Frequency of 2016–2017 SDMC Meetings Reported by Survey Respondents**

<b>Frequency</b>	<b>Number of Respondents</b>	<b>Percent</b>
Once	3	0.5
Once Each Quarter	156	26.3
Twice Each Quarter	80	13.5
Once A Month	334	56.2
More Than Once A Month	1	0.2
Not Sure	20	3.4
<b>TOTAL RESPONDENTS</b>	<b>594</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 7. Adequacy of the Number of 2016–2017 SDMC Meetings Reported by Survey Respondents**

<b>Adequacy</b>	<b>Number of Respondents</b>	<b>Percent</b>
Too Few	30	5.0
Just Right	530	89.1
Too Many	22	3.7
Not Sure	13	2.2
<b>TOTAL RESPONDENTS</b>	<b>595</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

**Table 8. SDMC Survey Responses to “Please Indicate Whether or Not You Received Training and /or Technical Assistance at any Time in Each of the Following Areas and Whether or Not Additional Support is Needed,” 2016–2017**

	Received Training		Some Training Received/ More Needed		No Training Received/Training Needed		No Training Received/Not Needed		Not Applicable	
	N	%	N	%	N	%	N	%	N	%
The role of the SDMC (553 respondents)	206	37.3	58	10.5	39	7.1	213	38.5	37	6.7
Team-building/consensus-building skills (552 respondents)	160	29.0	66	12.0	73	13.2	203	36.8	50	9.1
Developing, evaluating and revising a School Improvement Plan (551 respondents)	210	38.1	70	12.7	83	15.1	146	26.5	42	7.6
Site-based budgeting (553 respondents)	138	25.0	73	13.2	117	21.2	155	28.0	70	12.7
Curriculum evaluation based on state standards (550 respondents)	175	31.8	80	14.5	80	14.5	149	27.1	66	12.0
Staffing strategies (552 respondents)	139	25.2	71	12.9	87	15.8	182	33.0	73	13.2
Professional development strategies (550 respondents)	175	31.8	77	14.0	66	12.0	172	31.3	60	10.9

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 9. Responses to the Open-Ended Item, “What Other Training Have You Received?” 2016–2017**

<b>Answers</b>	<b>Number of Respondents</b>	<b>Percent</b>
No Other Training	172	79.6
Other SDMC Training Identified	33	15.3
Training during Meetings	11	5.1
<b>TOTAL RESPONDENTS</b>	<b>216</b>	<b>100.0</b>

**Sample Responses for SDMC Training Identified (one response unless otherwise noted):**

- Structure of committee and roles (3 responses)
- HISD summer SDMC online workshop (2 responses)
- Community concerns (4 responses)
- District Finance
- Budgeting (4 responses)
- Narrative of Data Analysis and Root Causes
- School Safety (3 responses)
- School Improvement Plan (2 responses)

**Sample Comments:**

- As a new Principal in 2015–16, I received an SDMC overview during my New Leader Cohort Institute under Dr. Verett. No additional training has been provided.
- Parental support, community involvement, school activities and academic nights.
- We received training on developing the School Improvement Plan. (Fall 2017)
- I am unclear on the way this question is asked. I found SDMC very useful as a parent and PTA member to learn about the issues and plans of the school. It helped the PTA know how to supplement.
- I have not received specific SDMC training. I've received these training(s) through other means.
- No training was ever received. This SDMC is basically ineffective. Members are not allowed to have say over SIP, budgeting, curriculum evaluation, staffing, or professional development.

Source: HISD SDMC Survey, 2017

**Table 10. Responses to the 2016–2017 Open-Ended Item, “What Other SDMC Training is Needed?”**

<b>Answers</b>	<b>Number of Respondents</b>	<b>Percent</b>
No Other Training is Needed	144	70.6
More Training is Needed	8	3.9
A Category Listed in Table 8 (p. 29)	31	15.2
<ul style="list-style-type: none"> <li>• The Role of SDMC (9 responses)</li> <li>• Team Building, Consensus Building Skills (5 responses)</li> <li>• Developing, Evaluating and Revising a School Improvement Plan (6 responses)</li> <li>• Site-Based Budgeting (6 responses)</li> <li>• Staffing Strategies (3 responses)</li> <li>• Professional Development Strategies (2 response)</li> </ul>		
Compliance Laws and Policies	3	1.5
How to Conduct Successful SDMC Meetings	2	1.0
How to Involve Community Members and Parents	2	1.0
Cannot Evaluate	14	6.9
<b>TOTAL RESPONDENTS</b>	<b>204</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 11. SDMC Survey Responses Concerning the Organization of the Committee, 2016–2017**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Able to Evaluate</b>		<b>Mean Rating (4 – high; 1 – low)</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
Voting procedures in SDMC elections were fair <b>(544 respondents)</b> .	307	56.4	197	36.2	6	1.1	2	0.4	32	5.9	3.6
During the school year, the SDMC met according to a set schedule <b>(545 respondents)</b> .	299	54.9	206	37.8	27	5.0	7	1.3	6	1.1	3.5
SDMC meeting minutes were provided in a timely fashion <b>(542 respondents)</b> .	295	54.4	212	39.1	14	2.6	10	1.8	11	2.0	3.5
SDMC meeting minutes were readily available to staff members, parents, community members, and business representatives <b>(539 respondents)</b> .	267	49.5	203	37.7	16	3.0	13	2.4	45	8.3	3.5
Subcommittees of the SDMC were established and met as scheduled <b>(544 respondents)</b> .	146	26.8	138	25.4	68	12.5	19	3.5	170	31.3	3.1
Non-SDMC members participated through subcommittees <b>(541 respondents)</b> .	109	20.1	150	27.7	67	12.4	17	3.1	197	36.4	3.0
Non-SDMC members were aware of the process for submitting items for SDMC consideration <b>(540 respondents)</b> .	182	33.7	190	35.2	44	8.1	17	3.1	107	19.8	3.2
The diversity of our community was well represented in the participation in our SDMC <b>(543 respondents)</b> .	272	50.1	211	38.9	37	6.8	8	1.5	15	2.8	3.4

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 12. SDMC Survey Responses Concerning the Quality of the Involvement of the Committee in Contributing to School Decisions, 2016–2017**

	Excellent		Good		Fair		Poor		Not Able to Evaluate		Mean Rating (4 – high; 1 – low)
	N	%	N	%	N	%	N	%	N	%	
Developing, evaluating, and/or revising the School Improvement Plan (532 respondents)	227	42.7	202	38.0	60	11.3	19	3.6	24	4.5	3.3
Student performance (state-mandated tests, college readiness measures, TEA accountability ratings, etc.) (530 respondents)	217	40.9	181	34.2	67	12.6	23	4.3	42	7.9	3.2
Alternative assessment methods and/or instruments (530 respondents)	159	30.0	169	31.9	65	12.3	38	7.2	99	18.7	3.0
Staff appraisal process and performance criteria (530 respondents)	143	27.0	163	30.8	54	10.2	44	8.3	126	23.8	3.0
Budget development and recommendations (529 respondents)	186	35.2	184	34.8	61	11.5	33	6.2	65	12.3	3.1
School curriculum (528 respondents)	183	34.7	175	33.1	67	12.7	30	5.7	73	13.8	3.1
Instructional support (library, media, technology, etc.) (527 respondents)	203	38.5	184	34.9	62	11.8	32	6.1	46	8.7	3.2
Student services (counseling, nursing, nutrition, etc.) (528 respondents)	176	33.3	174	33.0	68	12.9	42	8.0	68	12.9	3.1
For secondary schools, dropout prevention (501 respondents)	84	16.8	91	18.2	39	7.8	13	2.6	274	54.7	3.1
School staffing patterns (529 respondents)	146	27.6	167	31.6	63	11.9	41	7.8	112	21.2	3.0
School waiver requests (527 respondents)	163	30.9	155	29.4	45	8.5	26	4.9	138	26.2	3.2

**Table 12. (continued). SDMC Survey Responses Concerning the Quality of the Involvement of the Committee in Contributing to School Decisions, 2016–2017**

Decisions, 2010–2017											
	Excellent		Good		Fair		Poor		Not Able to Evaluate		Mean Rating (4 – high, 1 – low)
	N	%	N	%	N	%	N	%	N	%	
Campus-based professional development (529 respondents)	203	38.4	168	31.8	62	11.7	31	5.9	65	12.3	3.2
Communication procedures (529 respondents)	217	41.0	187	35.3	62	11.7	31	5.9	32	6.0	3.2
Procedures to gain broad-based community, parent, and staff input (530 respondents)	207	39.1	186	35.1	65	12.3	33	6.2	39	7.4	3.2

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 13. SDMC Survey Responses Concerning Results of the Committee's Work, 2016–2017**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Able to Evaluate</b>		<b>Mean Rating (5-high; 1 – low)</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
The SDMC accomplished a great deal (526 respondents)	172	32.7	224	42.6	92	17.5	21	4.0	12	2.3	5	1.0	4.0
Our SDMC was well organized and run efficiently (527 respondents)	234	44.4	231	43.8	43	8.2	14	2.7	4	0.8	1	0.2	4.3
Everyone on the SDMC seemed clear about his or her role (527 respondents)	219	41.6	212	40.2	63	12.0	22	4.2	8	1.5	3	0.6	4.2
Teachers at the school supported our School Improvement Plan (526 respondents)	208	39.5	218	41.4	42	8.0	10	1.9	8	1.5	40	7.6	4.3
Parents at our school supported our School Improvement Plan (525 respondents)	181	34.5	208	39.6	59	11.2	10	1.9	4	0.8	63	12.0	4.2
Community members in our area supported our School Improvement Plan (524 respondents)	174	33.2	195	37.2	55	10.5	8	1.5	4	0.8	88	16.8	4.2
Businesses in our community supported our School Improvement Plan (525 respondents)	162	30.9	159	30.3	68	13.0	10	1.9	4	0.8	122	23.2	4.2
The level of involvement of school personnel on the SDMC was about right (525 respondents)	208	39.6	241	45.9	41	7.8	18	3.4	9	1.7	8	1.5	4.2

**Table 13 (continued). SDMC Survey Responses Concerning Results of the Committee's Work, 2016–2017**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Able to Evaluate</b>		<b>Mean Rating (5-high; 1 – low)</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
The level of involvement of parents on the SDMC was about right (524 respondents)	173	33.0	210	40.1	70	13.4	37	7.1	15	2.9	19	3.6	4.0
The level of involvement of community members on the SDMC was about right (524 respondents)	169	32.3	199	38.0	63	12.0	39	7.4	18	3.4	36	6.9	3.9
The level of involvement of business partners on the SDMC was about right (525 respondents)	156	29.7	165	31.4	78	14.9	47	9.0	20	3.8	59	11.2	3.8
Our SDMC was open to new ideas (524 respondents)	238	45.4	216	41.2	39	7.4	13	2.5	8	1.5	10	1.9	4.3
The committee reached most recommendations by consensus (524 respondents)	255	48.7	202	38.5	39	7.4	5	1.0	6	1.1	17	3.2	4.4
I felt free to express my thoughts at our SDMC meetings (527 respondents)	280	53.1	190	36.1	30	5.7	15	2.8	7	1.3	5	0.9	4.4
In general, all of the members of the SDMC were satisfied with the committee's work (524 respondents)	225	42.9	214	40.8	43	8.2	11	2.1	5	1.0	26	5.0	4.3

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 14. Responses to the Open-Ended Item, “How Has Your School Benefited from Having a Shared Decision-Making Committee?” 2016–2017**

<b>Answer</b>	<b>Number of Responses</b>	<b>Percent</b>
Collaboration	160	49.8
Communication	48	15.0
Increased parental involvement	31	9.7
Productive / Effective structure	26	8.1
Unsure / No visible benefit	18	5.6
Other, non-specific, positive response	15	4.7
Student school experience enhanced	11	3.4
Implement new strategies	9	2.8
Fair decision-making	3	0.9
<b>TOTAL RESPONDENTS</b>	<b>321</b>	<b>100.0</b>

Sample responses:

- The SDMC had many productive conversations that resulted in solutions, creative ideas, and a strong sense of community that values input.
- It has allowed staff to have input on campus policy changes, initiatives and to problem solve.
- Everyone's voice was heard and made it easier to make decisions.
- Decisions have been made that will better the quality of educational experiences for all students.
- Student behavior expectations, as well as identifying the causes and creating solutions (for) the code of conduct, were addressed often. Adjustments to the campus' master scheduling were always a focus towards maximizing instructional time, and minimalizing transition throughout the building (student safety).
- Ideas and conclusions were used for students/community improvement.
- Issues that were brought to the SDMC's attention were resolved.
- Hard to quantify. ideas are brought from faculty but not acted upon or deliberated fairly, it may actually have a negative effect. Several SDMC members were engaged in hiring of new vice-principal which was VERY GOOD.
- It hasn't gotten much traction from the work done, honestly.

Source: HISD SDMC Survey, 2017

**Table 15. Responses to the Open-Ended Item, “How Could the Shared Decision-Making Process be More Effective?” 2016–2017**

<b>Answer</b>	<b>Number of Responses</b>	<b>Percent</b>
<b>Organization of SDMC meetings</b>		
• Agenda provided to members prior to meeting (35 responses)		
• More time to discuss options prior to arriving at decision (12 responses)	63	23.4
• Provide training to SDMC members regarding their roles and responsibilities (10 responses)		
• Refreshments provided during meetings (6 responses)		
<b>Improved input from various stakeholders</b>		
• Community and Business partners (12 responses)	47	17.5
• Parents (21 responses)		
• Non-committee (14 responses)		
<b>Improved participation of SDMC members</b>		
• Communicate to SDMC members the importance of attending committee meetings (6 responses)	16	6.0
• Members feeling comfortable enough to voice their opinions in meetings (7 responses)		
• Make decision-making a more collaborative effort (3 responses)		
<b>Other Comments</b>	18	6.7
The committee is already effective	125	46.5
<b>TOTAL RESPONDENTS</b>	<b>269</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 16. Sample Responses of SDMC Survey Respondents to the Open-Ended Item, "Additional Comments You May Have Regarding the Shared Decision-Making Process," 2016–2017**

Comments
At some point everyone should have an opportunity to serve.
In my personal opinion, we need to have a representative for grade level for year, also with Pre-kindergarten teacher.
Uploading the SDMC minutes through district technology is always a challenge. I would like more training.
Perhaps the district could consider an online SDMC training, so all SDMC members could receive the same information. My experience as an SDMC member at Garden Oaks Montessori is very hands-on and open, very UNLIKE the SDMC of the school my child attends.
I was voted on the committee without my knowledge or interest. I'm a Nurse and new to the school setting. I don't feel qualified to be of assistance.
Voting should be privately done on paper or other and not openly unless it is for just an agreement.
Teachers know not to speak. If they do, they are counseled after. No questions, No comments unless they are spoken to.
It was a positive experience and a worthwhile endeavor. It's a good idea and working well as is.
It was a great way to learn things about how the school operates and HISD procedures that as a parent I wouldn't know otherwise.
I give full credit to our principal - for making our SDMC a success. Our principal is open to all ideas, is extremely knowledgeable about anything that pertains to our school and the district, and values our input; all the things effective leaders do.
An excellent means of inviting the community into the school and encouraging communication and cooperation with the neighborhood.
Voting for the parent members is difficult because we get a new group of parents every year. Establishing the relationship takes some time.

Source: HISD SDMC Survey, 2017

**Table 17. District Advisory Committee (DAC) Survey Respondents' Roles, 2017**

<b>Committee Role</b>	<b>Number of Respondents</b>	<b>Percent</b>
Classroom Teacher, without primary responsibility for students with disabilities	4	21.1
Classroom Teacher, with primary responsibility for students with disabilities	4	21.1
Other Campus-Based Professional Staff (e.g., principal, assistant principal, counselor, magnet coordinator, nurse, librarian, etc.)	3	15.8
District-Level Professional Staff	3	15.8
Other Campus or HISD Staff	1	5.3
Parent	4	21.1
<b>TOTAL</b>	<b>19</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 18. Length of Service on the DAC Reported by Survey Respondents, 2017**

<b>Length of Service</b>	<b>Number of Respondents</b>	<b>Percent</b>
Less than a year (2017 only)	10	52.6
1–2 years	5	26.3
More than 2 years	4	21.1
<b>TOTAL RESPONDENTS</b>	<b>19</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2017

**Table 19. DAC Survey Responses to “Please Indicate Whether or Not You Received Training and/or Technical Assistance at Any Time in Each of the Following Areas,” 2017**

	Received Training		Some Training Received/More Needed		No Training Received/Training Needed		No Training Received/Not Needed		Not Applicable	
	N	%	N	%	N	%	N	%	N	%
The Role of the DAC (15 respondents)	7	46.7	2	13.3	1	6.7	4	26.7	1	6.7
Team-Building / Consensus-Building Skills (15 respondents)	3	20.0	1	6.7	1	6.7	10	66.7	0	0.0
Conducting a District Needs Assessment Focused on Student Achievement (15 respondents)	4	26.7	1	6.7	2	13.3	6	40.0	2	13.3
Developing, Evaluating, and Revising a District Improvement Plan (15 respondents)	4	26.7	1	6.7	4	26.7	6	40.0	0	0.0
Budget Development (15 respondents)	4	26.7	1	6.7	4	26.7	5	33.3	1	6.7
Curriculum Evaluation Based on State Standards (15 respondents)	3	20.0	2	13.3	2	13.3	6	40.0	2	13.3
Staffing Strategies (15 respondents)	3	20.0	2	13.3	3	20.0	5	33.3	2	13.3

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 20. DAC Survey Responses to Open-Ended Questions on Training for the Committee, 2017**

	<b>Number of Responses</b>	<b>Percent</b>
<b>Question: What other DAC training have you received and when?</b>		
None	5	100.0
<b>Total Respondents</b>	<b>5</b>	<b>100.0</b>
<b>Question: What other DAC training is needed?</b>		
None	1	20.0
Comments	4	80.0
<ul style="list-style-type: none"> <li>• "How our input is actually being used. It would be nice to know if our recommendations are being considered and we aren't meeting and using our valuable time just to 'check a box' for HISD. "</li> <li>• "Areas that need improvement"</li> <li>• "Participate in committee workshops/trainings (assessments, district instructional activities, district budgeting, state and federal mandates). Trainings on the various district initiatives and their connection (at all levels) toward achieving the district's vision."</li> <li>• "Typically the overview before the meeting is sufficient but for more complicated issues (i.e., budget, role of presenters from the school district) more information would be helpful. Also, it would be helpful to know HOW and IF the information coming from the DAC is actually being used!"</li> </ul>		
<b>Total Respondents</b>	<b>5</b>	<b>100.0</b>

Source: HISD DAC Survey, 2017

**Table 21. DAC Survey Responses Concerning the Organization of the Committee, 2017**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Able to Evaluate</b>		<b>Rating Average (5 - high; 1 - low)</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
The DAC met an adequate number of times. (15 respondents)	7	46.7	5	33.3	1	6.7	1	6.7	0	0.0	1	6.7	4.3
The DAC had at least one public meeting to address district performance following receipt of the annual district performance report from the Texas Education Agency. (15 respondents)	4	26.7	5	33.3	3	20.0	0	0.0	0	0.0	3	20.0	4.1
DAC meeting minutes were provided in a timely fashion. (15 respondents)	6	40.0	6	40.0	1	6.7	0	0.0	0	0.0	2	13.3	4.4
DAC meeting minutes were readily available to staff members, parents, community members, and business representatives. (15 respondents)	5	33.3	5	33.3	1	6.7	0	0.0	0	0.0	4	26.7	4.4
Non-DAC members were aware of the process for submitting items for DAC consideration. (15 respondents)	3	20.0	2	13.3	2	13.3	1	6.7	2	13.3	5	33.3	3.3
The diversity of our community was well represented in the participation in our DAC. (15 respondents)	8	53.3	2	13.3	3	20.0	1	6.7	0	0.0	1	6.7	4.2

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 22. DAC Survey Responses Concerning Quality of Involvement of the Committee in Contributing to District Decisions, 2017**

Committee in Contributing to District Decisions, 2017											
	Excellent		Good		Fair		Poor		Not Able to Evaluate		Rating Average (4 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	
Planning the district educational program (15 respondents)	5	33.3	0	0.0	1	6.7	2	13.3	7	46.7	3.0
Operation of the district educational program (15 respondents)	5	33.3	1	6.7	1	6.7	2	13.3	6	40.0	3.0
Supervision of the district educational program (15 respondents)	4	26.7	1	6.7	2	13.3	1	6.7	7	46.7	3.0
Evaluation of the district educational program (15 respondents)	4	26.7	1	6.7	1	6.7	1	6.7	8	53.3	3.1
Reviewing the District Improvement Plan, which establishes the district's educational goals and objectives for improving student performance (15 respondents)	5	33.3	1	6.7	2	13.3	1	6.7	6	40.0	3.1
Dropout prevention (15 respondents)	5	33.3	0	0.0	2	13.3	1	6.7	7	46.7	3.1
Staff appraisal process and performance criteria (15 respondents)	5	33.3	1	6.7	2	13.3	3	20.0	4	26.7	2.7
Districtwide professional development (15 respondents)	6	40.0	2	13.3	2	13.3	1	6.7	4	26.7	3.2

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 23. DAC Survey Responses Concerning Results of the Committee's Work, 2017**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Able to Evaluate</b>		<b>Mean Rating (5-high; 1 – low)</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
The DAC accomplished a great deal. (14 respondents)	4	28.6	3	21.4	2	14.3	3	21.4	0	0.0	2	14.3	3.7
The DAC was well organized and run efficiently. (14 respondents)	6	42.9	4	28.6	2	14.3	0	0.0	0	0.0	2	14.3	4.3
Everyone on the DAC seemed clear about his or her role. (14 respondents)	6	42.9	3	21.4	2	14.3	1	7.1	0	0.0	2	14.3	4.2
The level of involvement of campus-based professional staff on the DAC was about right. (14 respondents)	6	42.9	2	14.3	3	21.4	1	7.1	0	0.0	2	14.3	4.1
The level of involvement of district-based professional staff on the DAC was about right. (14 respondents)	7	50.0	2	14.3	2	14.3	1	7.1	0	0.0	2	14.3	4.3
The level of involvement of parents on the DAC was about right. (14 respondents)	5	35.7	2	14.3	1	7.1	3	21.4	0	0.0	3	21.4	3.8
The level of involvement of community members on the DAC was about right. (14 respondents)	4	28.6	3	21.4	1	7.1	3	21.4	0	0.0	3	21.4	3.7

**Table 23 (continued). DAC Survey Responses Concerning Results of the Committee's Work, 2017**

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Able to Evaluate</b>		<b>Mean Rating (5-high; 1 – low)</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
The level of involvement of business representatives on the DAC was about right. (14 respondents)	4	28.6	2	14.3	3	21.4	2	14.3	0	0.0	3	21.4	3.7
The DAC was open to new ideas. (14 respondents)	6	42.9	3	21.4	4	28.6	0	0.0	0	0.0	1	7.1	4.2
The committee reached most recommendations by consensus. (14 respondents)	5	35.7	6	42.9	1	7.1	0	0.0	0	0.0	2	14.3	4.3
I felt free to express my thoughts at our DAC meetings. (14 respondents)	6	42.9	6	42.9	1	7.1	0	0.0	0	0.0	1	7.1	4.4
In general, all of the members of the DAC were satisfied with the committee's work. (14 respondents)	5	35.7	1	7.1	5	35.7	0	0.0	0	0.0	3	21.4	4.0

Source: HISD SDMC Survey, 2017

Note: Percentages may not total 100 percent due to rounding.

**Table 24. Responses to the Open-Ended Item, “How Has HISD Benefited from Having a District Advisory Committee?” 2017**

<b>Answer</b>	<b>Number of Responses</b>	<b>Percent</b>
Different perspectives to achieve a common goal.	6	50.0
Community involvement	2	16.7
Unclear of the benefit of DAC to HISD	4	33.3
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>100.0</b>

**Sample responses:**

- “It allowed for a good connection between stakeholders (administrators, teachers, parents, etc.) to be comfortable in providing effective communication in addressing various district topics.”
- “The district can receive input from not only teachers but also the community.”
- “I have absolutely no idea other than to let individuals express their specific concerns in a small forum. While their concerns are well documented, I'm not sure anyone pays any attention to the outcomes from those meetings (i.e., superintendent, board members, etc.) How do I know that HISD isn't just, ‘checking a box’?”

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Source: HISD DAC Survey, 2017

**Table 25. Responses to the Open-Ended Item, “How Could the District Advisory Committee Process Be More Effective?” 2017**

<b>Answer</b>	<b>Number of Responses</b>	<b>Percent</b>
DAC is effective	4	33.3
DAC meeting structure needs improvement	3	25.0
Provide feedback on how DAC input has been used by the district	2	16.7
Cannot Evaluate	3	25.0
<b>TOTAL RESPONDENTS</b>	<b>12</b>	<b>100.0</b>

**Sample Responses:**

- This is my first year on the DAC and the meeting that I attended was very effective.
- DAC has provided committee members with desired agenda a week prior to the actual meeting.
- We have way too many HISD employees in the meetings. I WANT to hear from teachers and I will fight tooth and nail for them all day, every day. However, I think our meetings are heavily weighted with them. We need more people from the community to express their opinions as they aren't so tied to the system. Also, more information needs to be made available about HOW to get a topic to the DAC.
- If a speaker comes to the meeting and says they are going to share their concerns with the appropriate parties, they should at least write it down. This way the members don't feel like they are being ignored. Especially when it is a long list and a complex issue that is being communicated to this speaker. If I was meeting with a parent or student, I wouldn't tell a student or parent I was going to communicate a complex thing to my principal without writing it down.
- By getting feedback on what we were doing as helpful or influential.

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Source: HISD DAC Survey, 2017

**Table 26. Responses to the Open-Ended Item, “Additional Comments You may Have Regarding the District Advisory Committee,” 2017**

<b>Answers</b>	
I look forward to the continual collaboration with this committee (team) in making our district the best we can become.	
Enjoy collaborating with individuals who share a common goal! :)	
A joy to serve. Wish it wasn't always at main building because of traffic issues.	
If a speaker comes to the meeting and says they are going to share their concerns with the appropriate parties, they should at least write it down. This way the members don't feel like they are being ignored. Especially when it is a long list and a complex issue that is being communicated to this speaker. If I was meeting with a parent or student, I wouldn't tell a student or parent I was going to communicate a complex thing to my principal without writing it down (respondent duplicated response from previous question).	
Feedback! Where are the efforts from our meetings going? Who listens? Show me that these meetings are worth my time and effort. I think they can be a great tool, but how am I supposed to know they are working?	
<b>TOTAL RESPONDENTS</b>	<b>5</b>

Source: HISD DAC Survey, 2017