## District Advisory Committee (DAC) Meeting

September 30, 2021

**Welcome**
Paulette Caston, Director
Research and Accountability
DAC Facilitator

**District Advisory Committee Biennial Evaluation, 2020 – 2021 Survey Results**
Kenneth Powers, Ed.D.
Research Specialist, Research and Accountability
Venita Holmes, Ed.D.
Manager, Research and Accountability

**Professional Development Catalog**
Nicole Moore, Officer
Instructional and Professional Development

**District Advisory Committee Election Process**
Paulette Caston

**Closing**
Paulette Caston

### NOTES:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### NEXT MEETING: October 28, 2021, 5:00 p.m.

Paulette Caston, Director
Research and Accountability
District Advisory Committee Facilitator
713-556-8801

dac@houstonisd.org
pcaston@houstonisd.org
District Advisory Committee (DAC) Meeting  
September 30, 2021  
Microsoft TEAMS Minutes

Attendees Present: Jackie Anderson, Sarah Arvidsson, Nicole Ayen, Caroline Barbosa, Jenny Beech, Vincent Branch, Bertha Brown, Charlene Bustamante, Andy Chan, Maria Fernandez, Monica Hill, Jhanne Hooker, Ashley Ivory, Ruth Kravetz, Coretta Mallet, Rolando Martinez, Karina Quesada-Leon, Roel Saldivar, Daniel Santos, Rebecca Savoy, Colleen Schmidt, Alpa Sridharan, Tara Webb, Kenneth Powers, Venita Holmes, Nicole Moore, Regina Gee, Gail McGee, Allison Matney, Abby Martinez, and Paulette Caston

The meeting was called to order at 5:04 PM

- **Welcome** – Paulette Caston, Director, Research and Accountability, welcomed the District Advisory Committee (DAC) members and presenters
  - Revisit Norms

  - Responses of the survey entailed the following areas:
    - Please indicate if you received training and/or technical assistance in each of the following areas at any time during your service on the DAC.
      - 53.6 (n=28) - The role of the DAC
      - 7.7 (n=26) – Curriculum evaluation based on state standards was the lowest area.
  - Open-ended question: What other DAC training is needed?
    - DAC members need to understand their role in the district and how [the] decisions of this committee affect the district.
    - Specific training on issues that the DAC must discuss and address.
    - New [DAC] member orientation...[on] district budget and improvement plans.
    - The district has not provided formal direct training on DAC aside from in-meeting updates/addressing DAC questions ad hoc. I have sought out insight and developed knowledge on my own based on areas needing to be addressed ahead of DAC meetings.
    - Overall DAC process and role of the committee, insight into how DAC truly shapes/influences/guides district decisions. This is often missing - meetings are typically used as "updates" and information sharing but rarely follow-up to how DAC recommendations or feedback is implemented in practice or shaping decisions.
  - How much do you agree with the following statements about the organization of the DAC during your time of service?
- 100.0 (n=23) - The DAC met an adequate number of times.
- 80.0 (n=15) - DAC meeting minutes were readily available to staff members, parents, community members and business representatives.
- 80.0 (n=15) – DAC meeting minutes were provided in a timely fashion.
- 73.7 (n=19) – The diversity of our community was well represented in the participation in our DAC.
- 64.3 (n=14) – The DAC participated in at least one public meeting to address district performance following the receipt of the annual district performance report from the Texas Education Agency.

- What is the overall quality of the DAC’s involvement in district consideration of?
  - 41.2 (n=17) Districtwide professional development
  - 22.2 (n=20) Planning the district educational program

- How much do you agree with the following statements about the processes of the DAC during your time of service? The responses were either agree, strongly agree or disagree, or strongly disagree.
  - Many responses had over 50% agreed or strongly agreed with the statements.
  - The highest in general was all members of DAC were satisfied with the committee’s work.
  - The lowest was the DAC accomplished a great deal; 55.6% of respondents.

- Open-ended item: How has HISD benefited from having a District Advisory Committee?
  - The more positive was the DAC’s input on major decisions should be consider not the final word on a topic. The Superintendent and board members should be aware of its findings but make the ultimate decision for district matters.
  - We got to vote against becoming a DOI (District of Innovation).
  - Need Improvement: Not much because during our meetings, (speakers spoke from a “status quo script”. This makes it quite difficult to speak to any issues when you’re un-equipped with in-depth knowledge.
  - It is not clear how the DAC influences decisions for HISD.

- DAC Member Responses to the open-ended item, “Additional Comments You May Have Regarding the District Advisory Committee” 2020 – 2021 (n=15):
  - Great serving on the DAC committee. I learned a lot.
  - Many DAC members are well versed in current politics in the district.
  - The committee could be a good voice for HISD.
  - While authority is not to decide on district-level decision; our opinions on these decisions should be heard.

- Professional Development Catalog – Nicole Moore, Gail McGee, and Regina Gee, Instructional Professional Development
  - The DAC members participated in a group activity by sharing their input on what professional should look like in the district.
Questions: What is the difference between the HISD Professional Department and the HISD Learning and Development Department? Are the courses in the Fall catalog only for teachers?

The focus of the Instructional Professional Department is on supporting those individuals that are interfacing with students instructionally. Although there are departments that support Central office staff and school support staff, we focus in on instruction now that traditionally means teachers, but we want to broaden our reach because there are tutors and Associate teachers that work with teachers. Overall, the goal is to broaden the definition of instructional and professional development to be inclusive of personnel who are working around curriculum and with students.

All the courses on the Fall catalog are not just teachers.

Committee participated in a vote to approve or disapprove the PD catalog.

- Responsibilities of the DAC and DAC Election Process – Paulette Caston, Research and Accountability
  - The DAC shall advise the board or its designee in establish and reviewing the district educational goals, objectives, and major districtwide classroom instructional programs identified by the board or its designee. The committee with serve in an advisory role, except that the committee shall approve the staff development and assist with the annual development of the District Improvement Plan. Afterward, Ms. Caston apprised the committee of the process for the DAC Election (see attachment).

- The meeting adjourned at 6:52 PM
- Minutes submitted by Paulette Caston, DAC Facilitator