

MEMORANDUM

September 18, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **SHARED-DECISION-MAKING COMMITTEES AND DISTRICT
ADVISORY COMMITTEE BIENNIAL EVALUATION, 2014–2015**

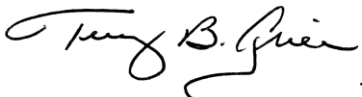
CONTACT: Carla Stevens, 713-556-6700

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) Sections 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 2014–2015 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 39 percent of SDMC members, a total of 985, responded to a survey requesting their feedback. Respondents represented all the roles required on an SDMC.
- Seventeen (17) DAC members, 61 percent of all DAC members, responded to a similar survey. Respondents represented all committee roles except business representatives.
- 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 with all topics appropriate to their committees. DAC respondents were more split on their evaluations of quality of involvement in DAC issues, though there was a higher percentage of positive than negative evaluations for all but one topic, district education program supervision.
- In general, both SDMC and DAC survey respondents expressed satisfaction with the work of their respective committees.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.



TBG

Attachment

cc: Superintendent's Direct Reports Mark Smith
Andrew Houlihan Susan Kaler



RESEARCH

Educational Program Report

**SHARED-DECISION-MAKING COMMITTEE AND
DISTRICT ADVISORY COMMITTEE BIENNIAL EVALUATION,
2014 - 2015**



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SHARED-DECISION-MAKING COMMITTEES AND DISTRICT ADVISORY COMMITTEE BIENNIAL EVALUATION, 2014–2015 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 Sections 11.251 through 11.255. The purpose of this evaluation is to document how the Houston Independent School District (HISD) DAC representatives and the members of the individual campus shared-decision-making committees perceive the support structures for and the impact of the advisory committees on which they serve.

Highlights

- A total of 985 SDMC members, 39 percent of an estimated 2,502 SDMC members, responded to a survey asking for their perceptions of their committees. Respondents represented all of the roles required on an SDMC.
- Sixty-one (61) percent of the 28 DAC members, a total of 17, responded to the survey of DAC members. All required committee roles except business representatives were included among the survey respondents.
- A majority of SDMC survey respondents reported receiving sufficient training to support their committee service. DAC survey respondents were also largely satisfied with training they received in the role of the DAC and in consensus-building skills, but a majority requested more training in developing, evaluating, and revising the District Improvement Plan, staffing strategies, conducting a needs assessment based on student achievement, and budget development.
- Both SDMC and DAC respondents indicated that their committees were well organized. The majority of each group reported meeting an adequate number of times to do their work, that minutes of meetings were readily available, and that the diversity of the community was well represented in the composition of the respective committees. The largest percentages of respondents disagreeing or indicating being unable to evaluate committee organization issues were responding to items about involving non-committee members with the respective committees.
- A majority of SDMC survey respondents reported having good or excellent quality involvement with all topics appropriate to their committees. Notably, more than 70 percent were favorable about their involvement with the School Improvement Plan and student performance issues. DAC respondents were more split on their evaluations of quality of involvement in DAC issues, though there was a higher percentage of positive than negative evaluations for all topics except one, district education program supervision, for which the evaluations were relatively evenly split. The largest percentage of high ratings on involvement from the DAC respondents (53 percent) was for their consideration of staff appraisal.

- 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 feeling comfortable expressing their opinions. The only notably low percentage of positive ratings for results was for DAC members reporting on the impact of their recommendations; only 14 percent agreed or strongly agreed that the committee recommendations were implemented, while 13 percent strongly disagreed and 47 percent reported being unable to evaluate the implementation.

Recommendations

- 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.
- TELL Texas survey results on school teaching conditions were identified by Texas Education Code 7.064(e) as a topic for SDMC and DAC consideration, but response rates in 2014, the first year of implementation of the survey, were low throughout the state. Results were available for only about two percent of schools in HISD. It is recommended that HISD district and school-based advisory committees consider promoting the TELL Texas survey to school-based, licensed educators in their schools in order to obtain enough responses to determine the survey's usefulness in providing new information to the district and to the individual school communities.
- Prompt and regular requests to provide feedback, such as completing surveys, seem to be effective in eliciting responses from committee members interested in making a contribution 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 the organizations to function as effectively as possible in enhancing student achievement throughout the district.

Administrative Response

The following priorities have been established by the Office of Student Support in order to increase the participation and effectiveness of the Shared Decision-Making Committees (SDMC) at the school level:

- To increase awareness and understanding of the role and responsibilities of the SDMC, an Academic Service item was distributed to all school administrators outlining the SDMC role and responsibilities, the composition, and elections process. In addition, the significance of the SDMC was fully explained in instructions for the School Improvement Plan.
- To ensure that committee members are provided with training that will be useful in fulfilling their responsibilities, the Office of Student Support collaborated with the Office of Leadership Development to:
 - Revise the SDMC training to increase the SDMC involvement and effectiveness:
 - "SDMC Basics" for new members where the purpose and procedures of the SDMC are clearly outlined so that members understand their responsibilities
 - Budgeting
 - Personnel selection
 - School Waivers

- Dropout Prevention (secondary schools)
 - Staffing and Professional Development strategies
 - Make available Region IV SDMC training to schools.
- To ensure that SDMC composition meets requirements, schools have been asked to actively solicit participation from parents and business representatives. It is noted that community and business representative members will always be low in participation and in survey responses since only one of each is needed.

In relation to the District Advisory Committee (DAC), the Office of Student Support will:

- Include items on the agenda that are required by state law, (TEC 11.251): planning, budgeting, curriculum, staffing patterns, staff development, and school organization in a coordinated manner to accomplish school improvement efforts. Additionally, the agenda will also address achievement results and dropout prevention.
- Encourage feedback from committee members on issues that are addressed in meetings.
- Ensure, clarify, and disseminate the process for submitting agenda items by DAC and non-DAC members.
- Accept nominees by the Board of Education regarding the composition of the DAC to ensure compliance with regulation in having members of different stakeholder groups participate.
- Collaborate with the Office of Professional Development to revise and/or design training for the SDMC on:
 - Understanding student achievement as part of the District Needs Assessment
 - Evaluating and revising a District Improvement Plan
 - Budgeting

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 local requirements for each of the committees can be found in **Table 1** (pages 26–27).

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 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 20, 2015 Academic Services update for principals included a link to the SDMC survey and a message that could be forwarded to introduce the survey to SDMC members. A reminder message was sent through Academic Services on May 18, shortly before the survey closing date of May 22, 2015.
- The number of SDMC surveys distributed was estimated by multiplying the number of campuses expected to have an SDMC in 2014–2015 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 278 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 2014–2015 District and Schools Profiles, supplemented by the respondent's identification of the school level if no school was named. Fifteen (15) respondents (1.5 percent) provided neither a school name nor school level in their responses.

- DAC surveys were made available through an introduction at the regularly scheduled DAC meeting on May 21, 2015, with a due date of May 29, 2015. DAC members were given the option to complete the survey on paper at the meeting or online at their convenience. All elected to complete the survey online. A reminder e-mail with a link to the survey was sent to individual members shortly after the May 21 meeting, a second reminder, with an extended due date of June 11, was sent June 8, 2015. In an effort to increase the percentage of DAC committee members responding, a final request, with a final extension of the due date to June 17, was e-mailed on June 11, 2015.
- 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

Since 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 (Vogt, et al, 2012). The margin of sampling error for questions on the survey of SDMC members, with 985 respondents, was ± 3.2 percentage points; the survey of the DAC had 17 respondents, yielding a margin of error of ± 24.3 percentage points. Taking the population size into account reduces the margin of sampling error to ± 2.4 percentage points for the SDMC survey and ± 15.2 percentage points for the DAC (American Research Group, 2015).

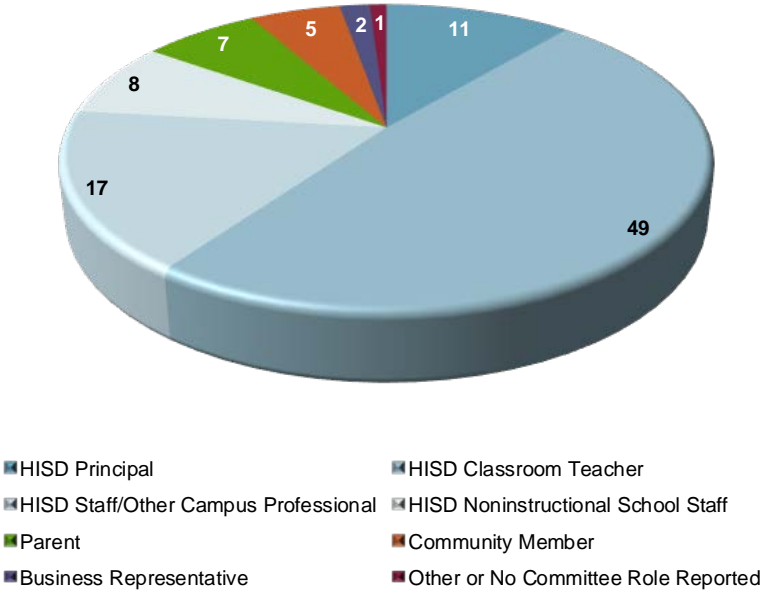
Results

SDMC

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

- In 2015, surveys were directed to an estimated 2,502 SDMC members in HISD, and 985 (39 percent) responded. For comparison, 32 percent of SDMC members responded in 2013 (Department of Research and Accountability, 2013) and 47 percent responded in 2011 (Department of Research and Accountability, 2011).
- Shown in **Figure 1** (page 6), 85 percent of the 2015 SDMC survey respondents were employees of HISD, illustrated by blue sections in 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, seven percent of respondents, followed by community members and business representatives, five percent and two percent of the group, respectively. See **Table 2** (page 28) for more detail about SDMC roles of survey respondents.

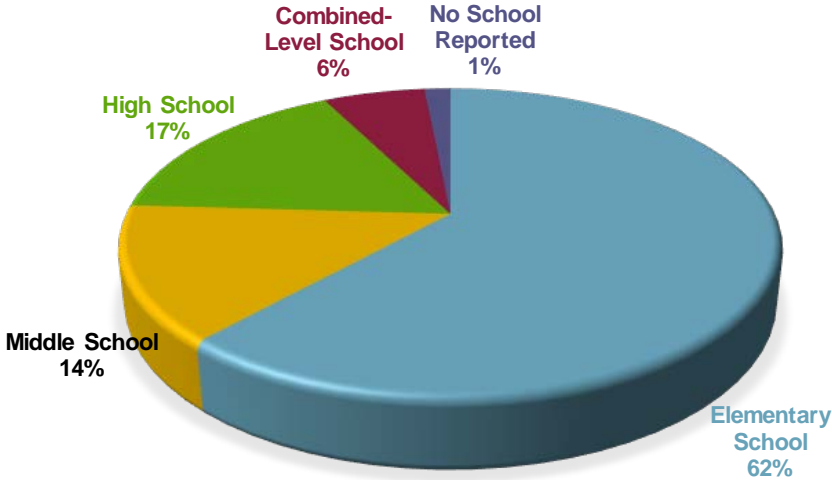
Figure 1. Percentage of SDMC survey respondents by committee role, 2014–2015



Note: Percentages may not total 100 percent due to rounding.
 Source: HISD SDMC Survey, 2015

- The majority of 2015 SDMC survey respondents, 62 percent, reported serving on elementary school committees, followed by 17 percent on high school committees, 14 percent on middle school, and six percent on combined-level school committees (Figure 2 and Table 3, page 28).

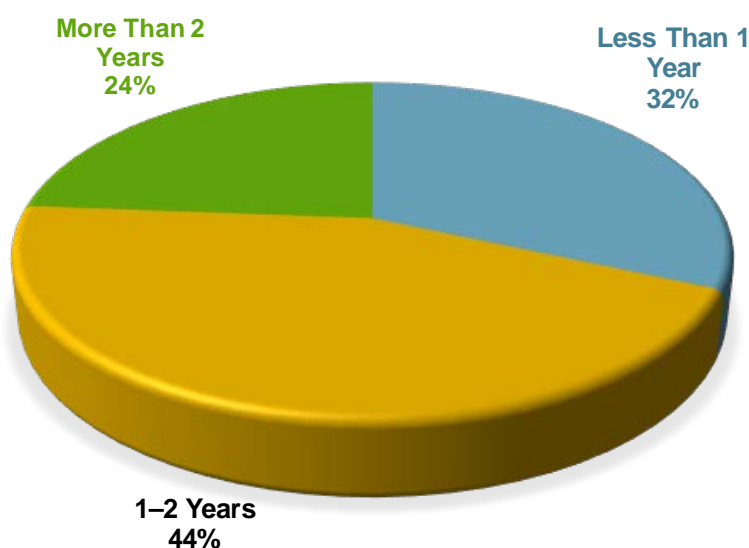
Figure 2. Percentage of SDMC survey respondents by school level they represented, 2014–2015



Note: Percentages may not total 100 percent due to rounding.
 Source: HISD SDMC Survey, 2015

- The number of survey responses by school is listed in **Table 4** (pages 29–33). SDMC members from 173 HISD schools (62 percent of the 278 schools in HISD) returned survey responses. Response rates for the 173 schools ranged from one to 29, with a mean of six responses from each school. SDMC representatives from 109 elementary schools (63 percent of the 172 elementary schools in HISD), 25 middle schools (63 percent of 40 HISD middle schools), 25 high schools (54 percent of 46 high schools), and 14 combined-level schools (70 percent of 20 combined-level schools) responded to the survey. One percent of survey respondents did not identify the school with which they were affiliated.
- The amount of service reported by SDMC survey respondents is shown in **Figure 3** and **Table 5** (page 33). Nearly one-third of respondents were in their first year of service on a committee, nearly a quarter had two or more years experience, and the remainder, 44 percent, had served for one to two years.

Figure 3. Length of service reported by SDMC survey respondents, 2014–2015



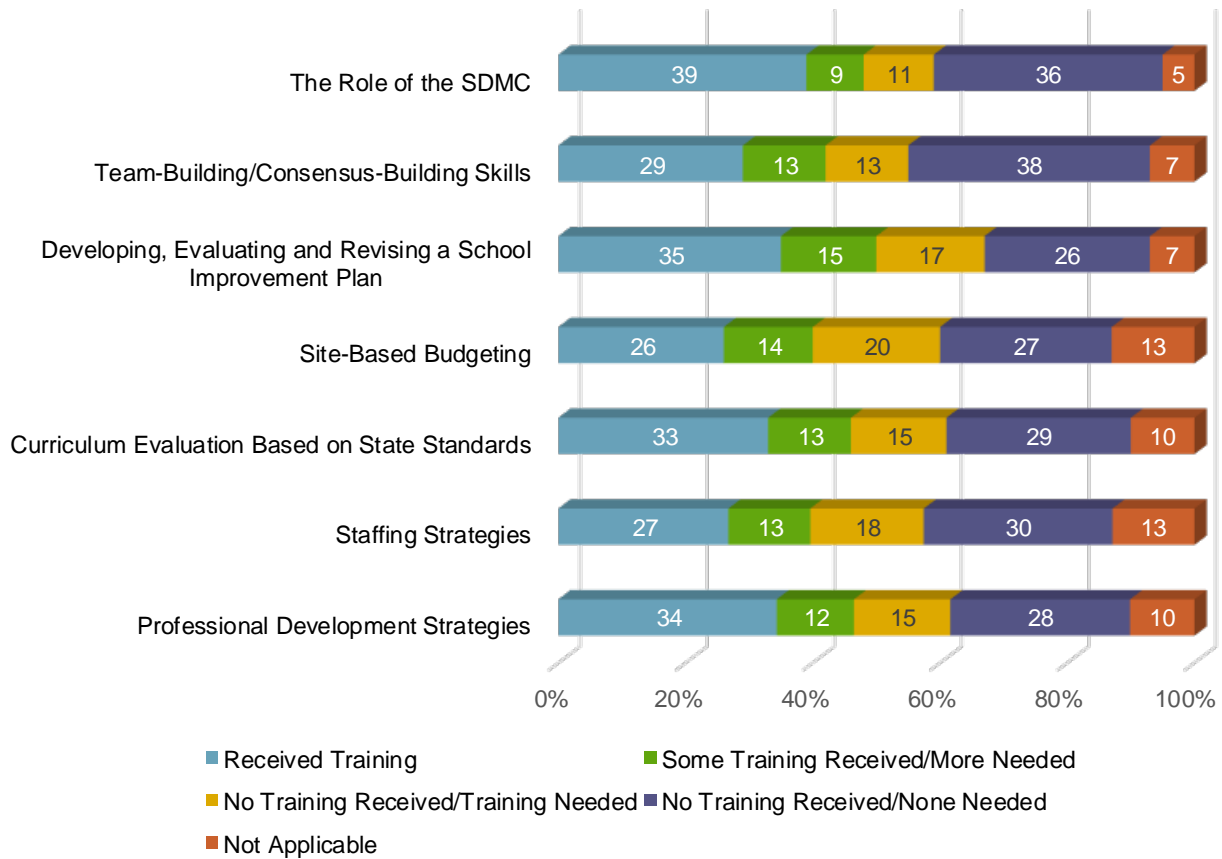
Note: Percentages may not total 100 percent due to rounding.
 Source: HISD SDMC Survey, 2015

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

- Shown in **Table 6** (page 34), the majority of survey respondents, 89 percent, reported meeting with the SDMC either twice a semester or once a month, the meeting frequency (“approximately once a month”) cited in HISD Board Policy BQB2.
- A similar percentage of respondents, 84 percent, indicated that the number of times the SDMC met was sufficient to meet the committee needs (**Table 7**, page 34). Eight percent expressed a need for the committees to meet more often, and three percent preferred to meet less often.
- The kinds of training that SDMC members received are detailed in **Table 8** (page 35) and shown in **Figure 4** (page 8). The majority of respondents indicated that either training had been provided or was

not needed for every listed SDMC topic, illustrated by the blue and purple sections of the bars in Figure 4. The green and yellow sections of the bars in the figure show the percentages of respondents indicating that more training was needed. The lowest level of need for further training was reported for the role of the SDMC (20 percent), and the highest level of need for more training was in site-based budgeting (34 percent).

Figure 4. Training and/or technical assistance provided to SDMC members, 2014–2015



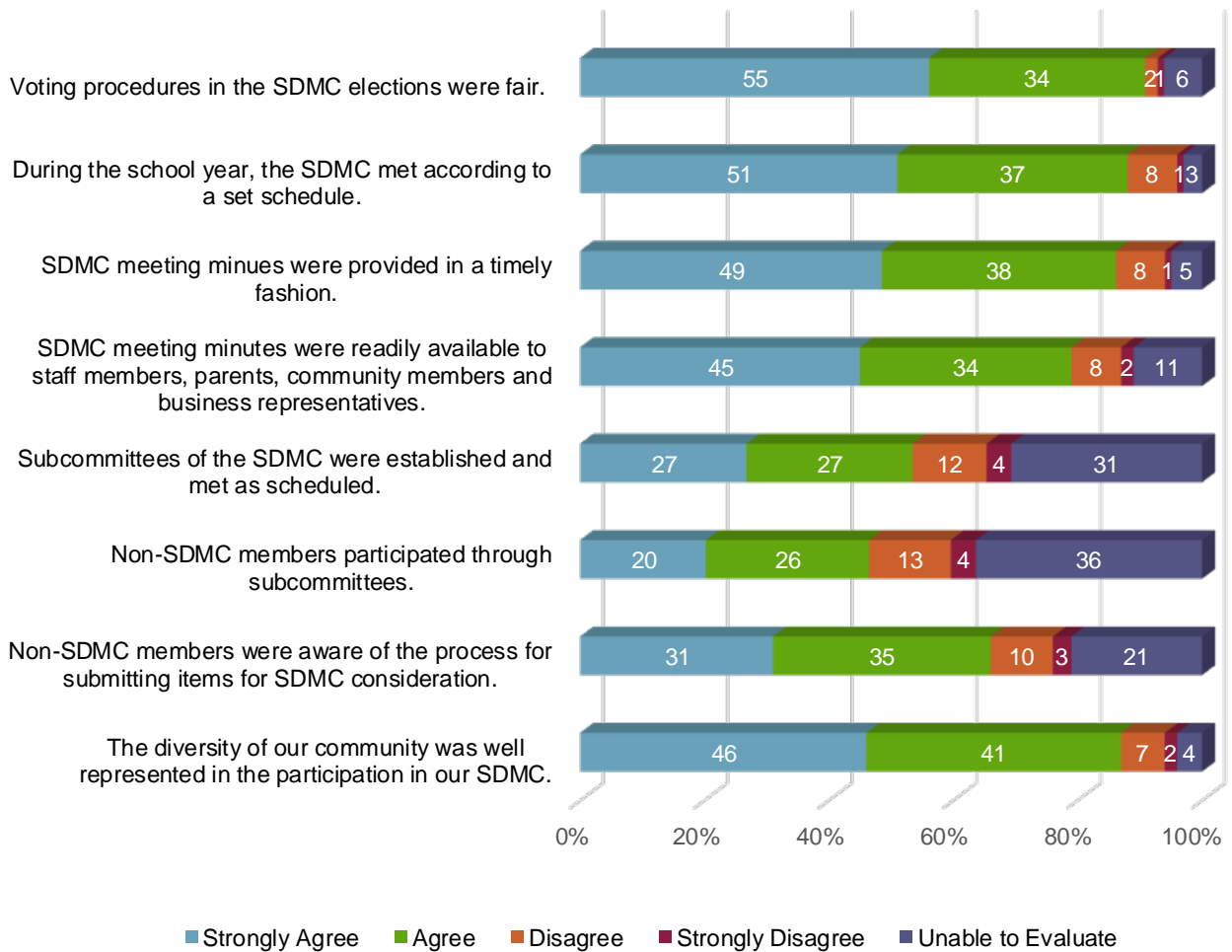
Note: Percentages may not total 100 percent due to rounding.

Source: HISD SDMC Survey, 2015

- Three hundred forty (340) respondents (35 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** (page 36). Seventy-four (74) percent of the respondents indicated that they received training only in the categories listed in Figure 4 (also Table 8, page 35), while 16 percent listed other kinds of training they had received to support their SDMC service. More than one respondent reported receiving training in planning for renovation of facilities, House Bill 5, school safety, technology in the classroom, the Your Voice survey, and issues specific to individual schools, such as student discipline, registration, and attendance.

- When asked to indicate what other SDMC training was needed, 317 survey respondents (32 percent of all respondents) volunteered a comment. Of those, 59 percent noted that no other training was needed. Twenty-one (21) percent requested more training in one of the topics listed in Figure 4 (page 8) (also Table 8, page 35), four percent suggested more training in all of the topics listed, and eight percent volunteered other topics such as compliance laws and policies (seven respondents) and how to involve more parents and community members in the committees (also seven respondents). More detail on the kinds of training suggested by survey respondents can be found in **Table 10** (page 37).
- Survey respondents' evaluations of the organization of their committees can be seen in **Figure 5** (page 10) and are detailed in **Table 11** (page 38). Respondents reported very high levels of agreement (strongly agree or agree response categories; the blue and green sections of the bars in the figure) with most statements about organization of the SDMC committees. The highest rates were logged for voting procedures being fair (89 percent), committee meetings being held on a set schedule (88 percent), meeting minutes being provided in a timely fashion (87 percent), and the diversity of the community being well represented in participation on the SDMC (also 87 percent).
- The statements with the lowest rates of agreement (and the highest rates of both disagreement and inability to evaluate) concerned involvement of non-SDMC members through subcommittees (46 percent agreement) and subcommittees being established (54 percent agreement).
- These results were paralleled in the mean ratings reported in Table 11 (page 38) (reported only 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 3.5 for voting procedures being fair.

Figure 5. Percentage of SDMC survey responses concerning organization of the committees, 2014–2015



Note: Percentages may not total 100 percent due to rounding.
 Source: HISD SDMC Survey, 2015

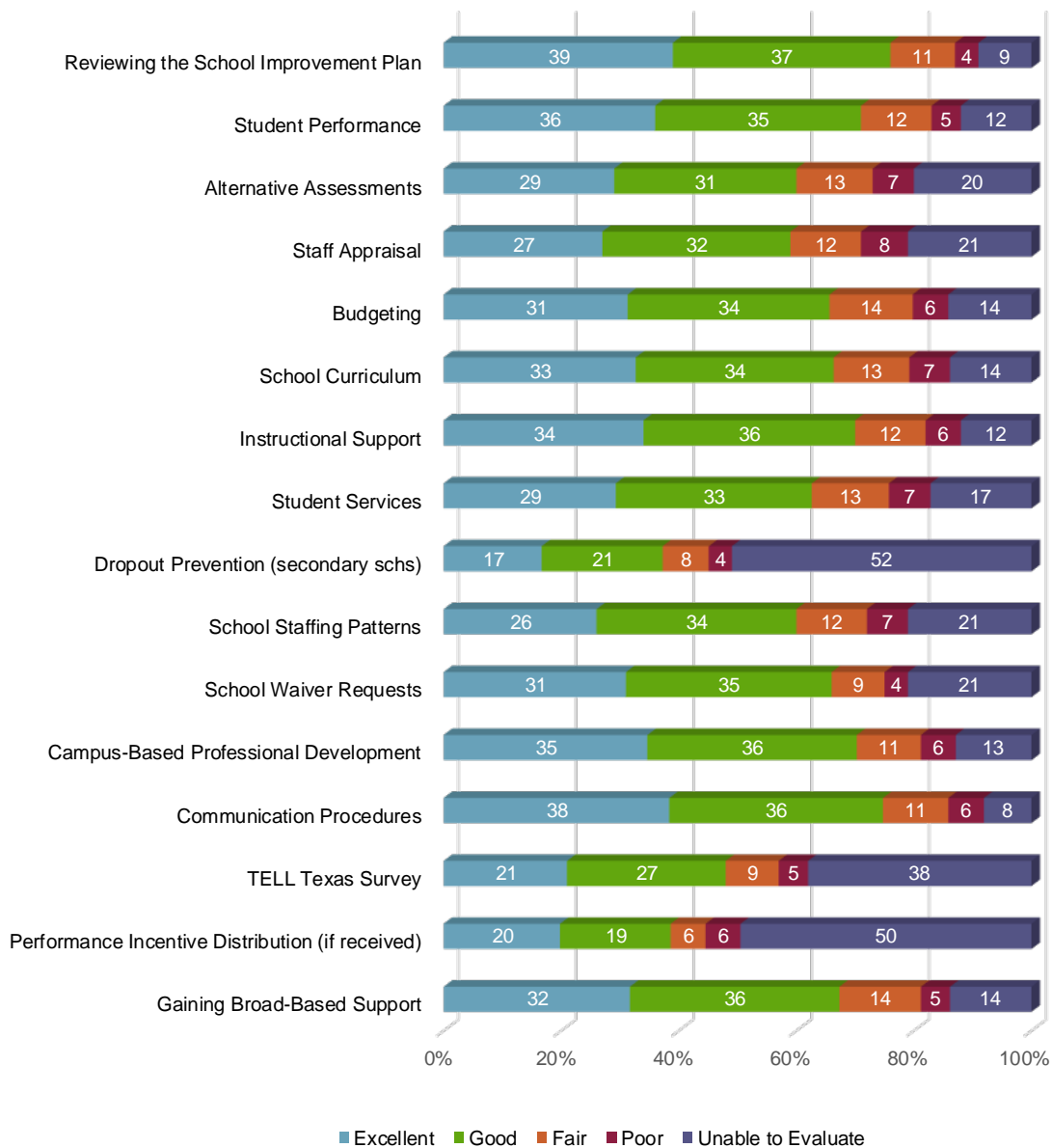
How did SDMC survey respondents describe the involvement of their committees within their schools?

- Survey respondents reported relatively high ratings of the quality of their involvement in school-based decisions, shown in **Figure 6** (page 11) and **Table 12** (pages 39–40). Rates of agreement or strong agreement (the blue and green sections of the bars in Figure 6, page 11) ranged from 76 percent, for review of the School Improvement Plan, to 38 percent, for consideration of dropout prevention.
- These rates were tempered by the percentage of respondents who felt unable to evaluate their committees’ involvement with each topic, illustrated in the purple sections of the bars in Figure 6 (page 11). The largest percentages of respondents unable to evaluate involvement were for dropout prevention (52 percent), which was limited only to middle and high school committees, and for two

topics new to committees in 2014–2015, the TELL Texas survey results (38 percent) and performance incentive distributions, if any (50 percent).

- Found in Table 12 (pages 39–40), 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 3.2, indicating uniformly high ratings of quality of the committee involvement in the listed topics.

Figure 6. Percentage of SDMC survey responses concerning quality of involvement of the committees in school-based program decisions, 2014–2015



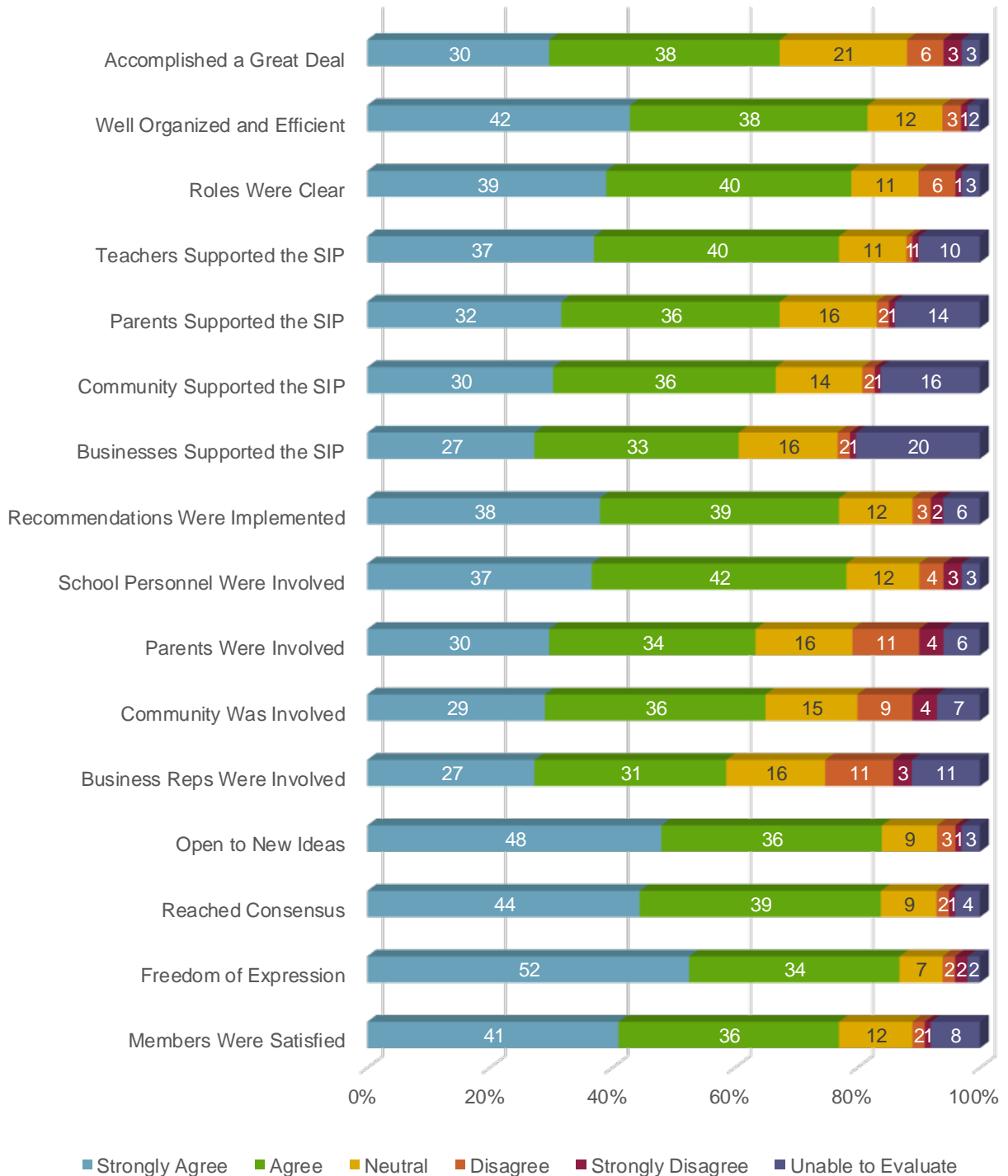
Note: Percentages may not total 100 percent due to rounding.

Source: HISD SDMC Survey, 2015

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

- Shown in **Figure 7** (page 13) and in **Table 13** (pages 41–42), SDMC survey respondents expressed general satisfaction with the results of their committees. In Figure 7 (page 13), levels of agreement with each indicator ranged from 58 percent, for the level of involvement of business partners, to 86 percent, for the ability to express opinions freely.
- These percentages are reflected in the average ratings reported in Table 13 (pages 41–42), which ranged from 3.8 to 4.4 (out of 5.0), all demonstrating agreement with positive results. The highest average rating was recorded for members feeling free to express their thoughts at meetings. The lowest mean rating, 3.8, was reported for business partners being involved appropriately, involvement of parents, and involvement of community members (Table 13, pages 41–42).
- Depicted in the purple sections of the bars in Figure 7 (page 13), 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 were in agreement that all parties supported the respective SIPs, between 14 and 20 percent of respondents reported not being able to provide an evaluation of the indicators.

Figure 7. Percentage of survey responses concerning results of SDMC work, 2014–2015



Note: Percentages may not total 100 percent due to rounding.
 Source: HISD SDMC Survey, 2015

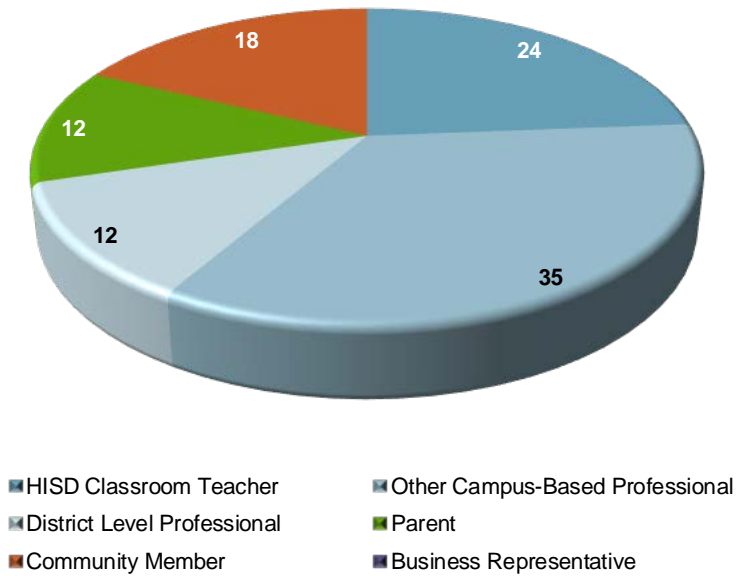
- Sixty-one (61) percent of SDMC survey respondents volunteered to answer an open-ended survey item asking how the school benefited from having a shared-decision-making committee. Nearly one-third (29 percent) of respondents wrote that committees gave diverse groups a voice. Thirteen (13) percent described the process of decision-making as effective or easier, and 10 percent cited the process as enhancing the community, including promoting trust and improving the school climate. Ten (10) percent volunteered that they could not evaluate the benefit or that the committees provided no benefit to the school. More detail on responses to the question, including sample responses, can be found in **Table 14** (page 43).
- When asked how the SDMC process could be made more effective, 509 respondents (52 percent of all respondents) provided an answer. Twenty-seven (27) percent affirmed that their committees are effective without any changes. Thirty-three (33) percent suggested changes in the composition or organization of the committees; for example, 13 percent of all respondents, contributed suggestions for changing the balance of representation on the committees, particularly increasing the percentage of parents, business representatives, and community members. More detail on respondents' suggestions for enhancing the effectiveness of SDMCs can be found in **Table 15** (page 44).
- Offered the opportunity to provide any additional comments they had about SDMC committees, 273 respondents (28 percent of all respondents) provided a statement, some reinforcing specific suggestions they offered for improving committees and others providing general summaries of their experiences. Select comments can be found in **Table 16** (page 45).

DAC

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

- The 2015 DAC was comprised of 28 members: 12 classroom teachers; six other campus- or district-based staff members; three parents; five community members; and two business representatives. A total of 17 DAC members (61 percent) responded to the 2015 DAC survey on perceptions of participation on the committee. For comparison, in 2013, 19 of 33 DAC members (58 percent) responded to the survey (Department of Research and Accountability, 2013) and in 2011, eight of 51 members (16 percent) responded (Department of Research and Accountability, 2011).
- Shown in **Figure 8** (page 15) and in **Table 17** (page 46), the majority of respondents on the 2015 DAC survey, 71 percent, were HISD employees. The largest number of respondents represented campus-based professional staff, such as principals, assistant principals, counselors, and so on. Twenty-four (24) percent were HISD teachers. Twelve (12) percent represented parents and 18 percent were community members. No responses were received for business representatives or for non-professional campus- or district-based staff members.

Figure 8. Percentage of DAC survey respondents by committee role, 2015

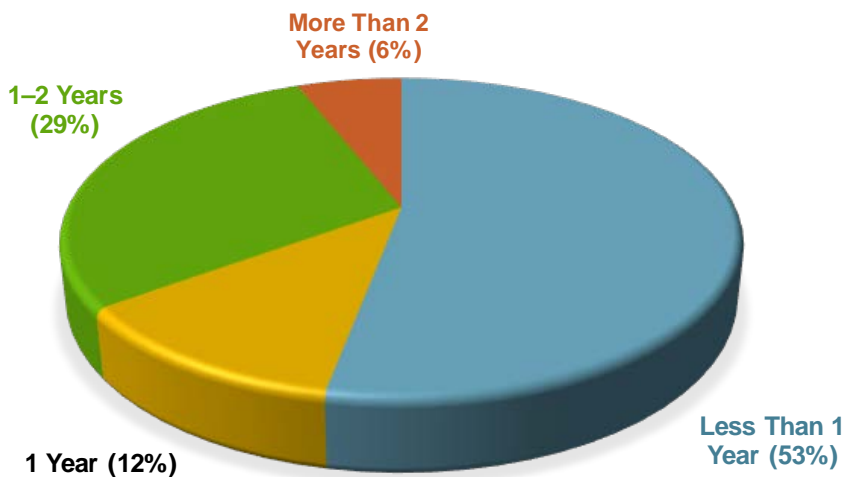


Note: Percentages may not total 100 percent due to rounding.

Source: HISD DAC Survey, 2015

- The majority of members of the 2015 DAC began their service in January 2015, at the beginning of the DAC annual calendar. Shown in **Figure 9**, 53 percent of respondents reported having served less than one year and only six percent reported having served more than two years. More detail about the service reported by survey respondents can be found in **Table 18** (page 46).

Figure 9. Length of service reported by DAC survey respondents, 2015



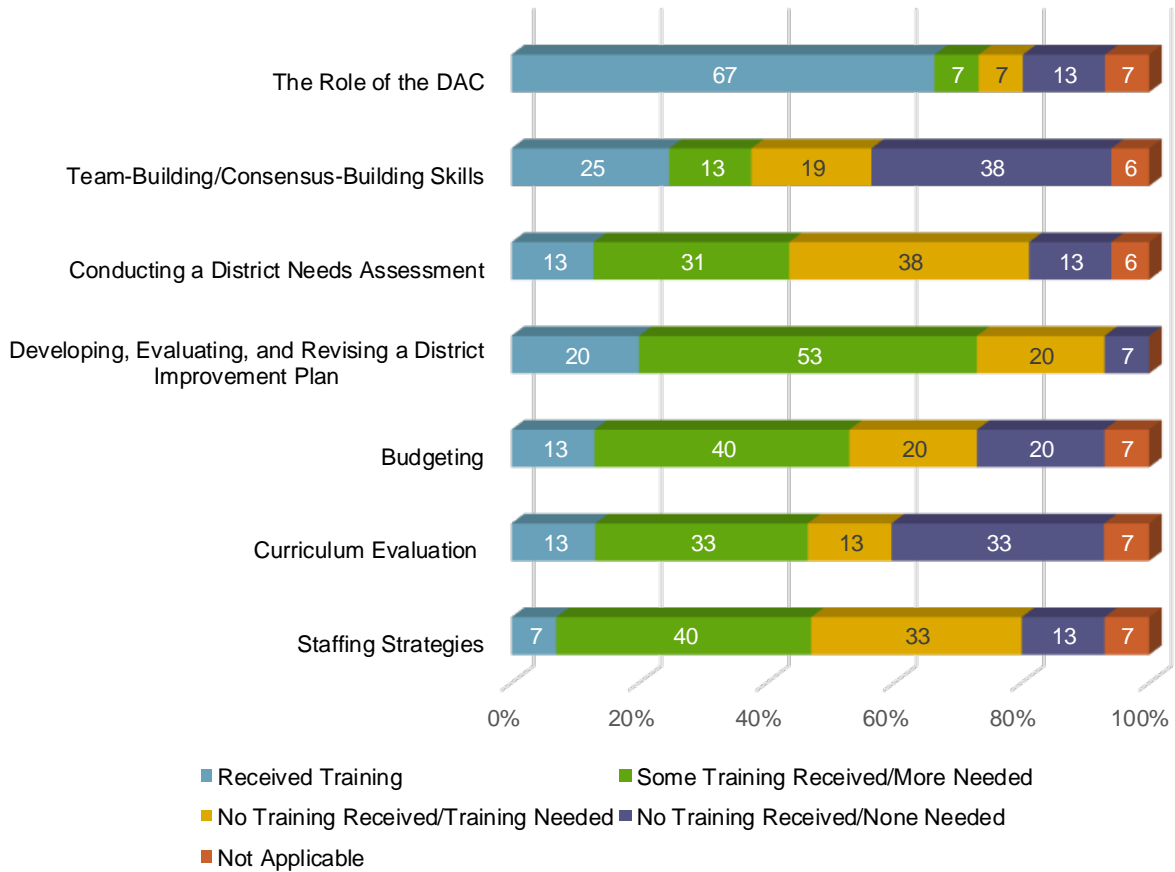
Note: Percentages may not total 100 percent due to rounding.

Source: HISD DAC Survey, 2015

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

- 2015 DAC members' perceptions of the training they received on topics appropriate for DAC service are shown in **Figure 10** (page 17) and in **Table 19** (page 47).
- Relatively large proportions of respondents reported receiving training in each of the listed topics (the blue and green sections of the bars in Figure 10, page 17), though many also reported needing more training than they received (the green and yellow sections of the bars in Figure 10, page 17) in several topics.
- The majority of survey respondents (67 percent; the blue section of the bar in Figure 10, page 17) reported receiving sufficient training in the role of the DAC, and another 13 percent (the purple section of the bar in Figure 10, page 17) reported not needing the training, for a total of 80 percent indicating no other training was needed on the role of the DAC.
- The greatest need for training was reported for developing, evaluating, and revising the District Improvement Plan (73 percent; the green and yellow sections of the bar in Figure 10, page 17) and staffing strategies (also 73 percent). In addition, a majority of respondents reported needing more training in conducting a district needs assessment focused on student achievement (69 percent) and budget development (60 percent).

Figure 10. Training and/or technical assistance provided to DAC members, 2015



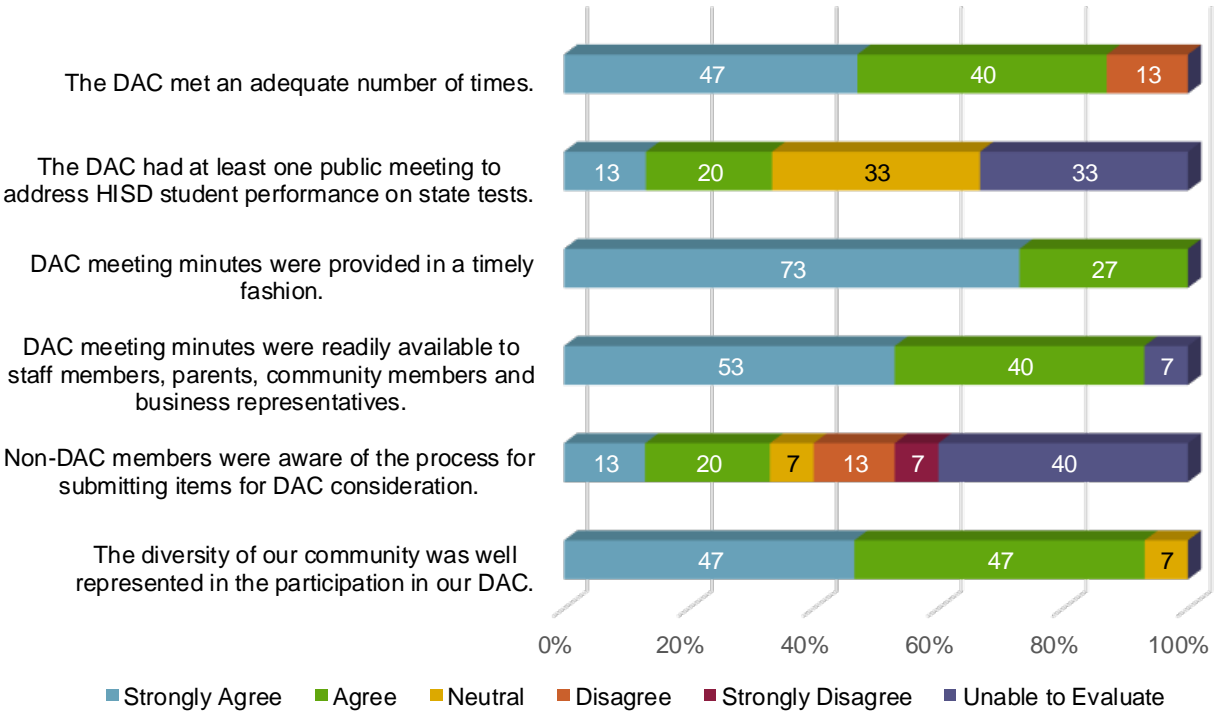
Note: Percentages may not total 100 percent due to rounding.

Source: HISD DAC Survey, 2015

- Responding to an open-ended survey item, one contributor noted that committee members had also received training on legislative guidelines and requirements, and four volunteered that DAC members had received no other training (**Table 20**, page 48).
- In a second open-ended survey item, DAC members were asked to specify what other training they felt was needed for their work. Four of seven (57 percent) volunteered that no other training was needed. Two (29 percent) requested training on budget and/or staffing strategies, and one (14 percent) asked for clarification on the impact of the advisory process on district actions. More detail on responses to open-ended survey items concerning training for DAC members can be found in Table 20 (page 48).
- Survey respondents' evaluations of the organization of the DAC are illustrated in **Figure 11** (page 18) and detailed in **Table 21** (page 49). In general, large percentages of respondents agreed or strongly agreed with positive indicators of a well-organized committee, shown in the blue and green sections of the bars in Figure 11 (page 18), and also in the generally high average ratings reported in Table 21 (page 49).

- One hundred (100) percent of respondents agreed or strongly agreed that DAC minutes were provided in a timely fashion, and 93 percent stated that the minutes were readily available to people outside the committee. Ninety-four (94) percent said that the diversity of the community was well represented in the committee. Also shown in Figure 11, a majority of respondents were either neutral or unable to evaluate (the yellow and purple sections of the bars) the item concerning the committee having a public meeting following release of results on state tests of student performance, and 47 percent of respondents were neutral or felt unable to evaluate accessibility of the process for submitting items for DAC consideration by non-DAC members. The latter item, on accessibility for non-DAC members introducing topics for DAC consideration, also had the highest percentage of responses indicating 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, 2015

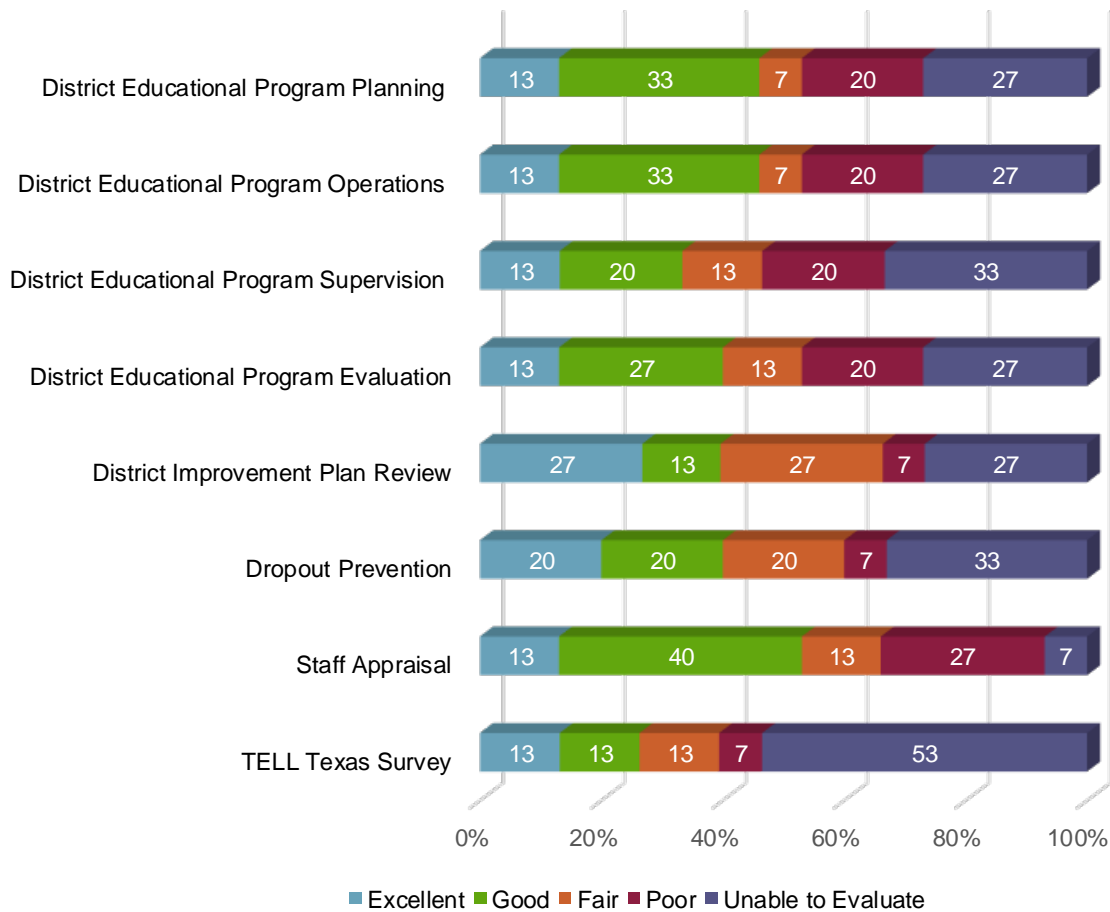


Note: Percentages may not total 100 percent due to rounding.
 Source: HISD DAC Survey, 2015

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

- Respondents' opinions about the quality of DAC involvement with topics appropriate to the committee are shown in **Figure 12** (page 20) and detailed in **Table 22** (page 50). Opinions were spread across the continuum of options. With one exception, a higher percentage of respondents reported excellent or good quality involvement (the blue and green sections of the bars in Figure 12, page 20) than reported fair or poor quality (the orange and red sections of the bars). The one exception was for district education program supervision, for which opinion was relatively evenly split.
- Illustrated in Figure 12 (page 20), more than a quarter of respondents for all except one topic felt unable to evaluate the quality of committee involvement with the suggested agenda items. The exception was for involvement in staff appraisal, for which 53 percent reported committee involvement to be excellent or good and only seven percent felt unable to evaluate. The large percentage of respondents offering an evaluation of the item may indicate broad participation or repeated consideration of the topic.
- While about a quarter of respondents indicated excellent or good involvement with the 2014 TELL Texas survey of teaching and learning conditions, more than half of respondents reported being unable to evaluate the quality of their involvement in the topic, perhaps indicating little time spent on the topic in meetings.

Figure 12. Percentage of DAC survey responses concerning quality of involvement of the committee in district program decisions, 2015



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

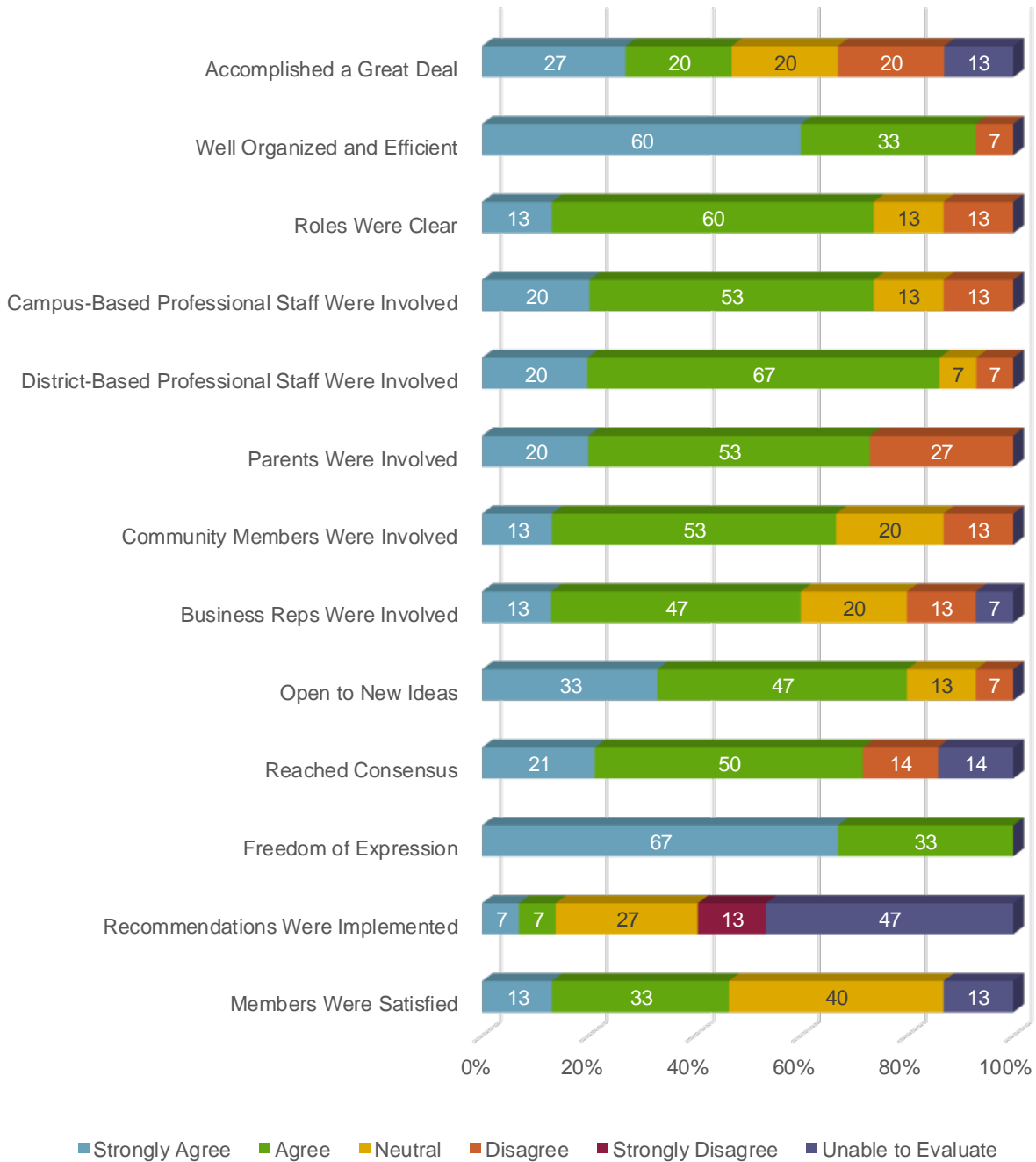
Source: HISD DAC Survey, 2015

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** (page 21) and presented in **Table 23** (pages 51–52).
- Well over half of DAC survey respondents agreed or strongly agreed with ten of the thirteen items measuring satisfaction with the results of the committee's work. More than 90 percent felt the DAC was well organized and run efficiently. One hundred (100) percent reported feeling free to express their thoughts in their DAC meetings. Well over half of respondents reported appropriate involvement of each group represented on the committee, and that each member of the DAC was clear about his/her role in the process.
- Strong disagreement with a committee result was reported for only one item: the majority of the DAC's recommendations being implemented in the district (13 percent). Though nearly half of respondents

reported not being able to evaluate the implementation of DAC recommendations in the district, this item still had the lowest mean rating, 2.9 out of 5, of all 13 items in the measure (Table 23, pages 51–52).

Figure 13. Percentage of survey responses concerning results of DAC work, 2015



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

Source: HISD DAC Survey, 2015

- When asked what benefit HISD has derived from the work of the DAC, five of 10 DAC survey respondents (50 percent) noted the advantage of diverse voices contributing to discussions of concern within the district. One commented on the advantage of considering problems relevant to district schools, another cited better communication with schools, and a third commented on the usefulness of the district getting feedback on items going to the board. Two respondents (20 percent) volunteered that they saw no benefit to the district. More complete survey responses on the benefit to the district of having a DAC can be found in **Table 24** (page 53).
- Ten (10) DAC survey respondents provided a variety of answers to an open-ended question on how the DAC process could be more effective. Two (20 percent) requested feedback for the DAC members on how their input had been used by the district. One asked that agenda items be provided in advance so the representatives could collect information useful for committee discussions. Another respondent suggested more frequent meetings and another proposed that DAC members attend board meetings. Three (30 percent) commented that no changes are needed. More complete responses are presented in **Table 25** (page 54).
- Nine respondents (53 percent of all 17 survey respondents) took advantage of the opportunity to provide additional comments. Of these, three (33 percent) complemented the facilitator on his skill at leading the committee. Two (22 percent) commented that the committee recommendations did not seem to be heard by administrators responsible for arriving at solutions to some district issues, and one (11 percent) suggested that the DAC be more involved with meeting other departments within the district. One (11 percent) commented that parents and community members were more involved in other district advisory committees on which he/she has served, and another suggested providing more publicity about the purpose of the DAC to generate more community interest in serving on the committee. A complete set of responses to the option to offer other comments can be found in **Table 26** (page 55).

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 2,502 members of shared-decision-making committees in HISD, 39 percent responded to a survey asking for evaluations of the support structures and impact of their committees, and 61 percent of the 28 DAC members responded to the survey designed to evaluate the effectiveness of their committee. These response rates are relatively robust for a survey of this kind, and both are higher than the rates achieved for the comparable surveys last administered in 2013. The majority of respondents on both surveys were employed by HISD as school administrators, classroom teachers, and other school staff. All roles required on SDMCs, and all roles except business representatives required on the DAC, were represented in the survey results.

The reported involvement of SDMCs in decisions that impact student achievement was impressive. The mean reported involvement, on a scale of 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) and two topics new to committees this year: TELL Texas survey results and distribution of school performance incentives (if any). The first topic, dropout prevention, is required only for middle and high school committees so a lack of consideration in elementary schools is appropriate (though one survey respondent volunteered that dropout prevention must begin before secondary school and that her elementary school committee addresses the topic regularly). Second, school performance incentives may be awarded to a limited number of schools within the state, based on sustained success or on notable improvement in standardized test scores, through the Texas Successful School Awards System (TEC 39.262). This would impact only select schools and would not need to be addressed at the majority of schools in the state. Thus, the large percentage of respondents unable to evaluate the quality of involvement in these two topics, dropout prevention and distribution of performance incentives through the state's successful school awards, appears to be quite appropriate given the conditions under which committees are required to consider them.

Consideration of the TELL Texas survey results, however, is potentially appropriate for every school. The TELL Texas survey was first offered in the spring of 2014 and in the first year of implementation, response rates were not very high. Twenty (20) percent of school-based licensed educators throughout the state and 13 percent in HISD participated. A report was generated for any district with 50 percent of educators, and a minimum of 20 individuals, responding, and for any school with 50 percent, and a minimum of five individuals, responding. Only six schools in HISD had a response rate high enough to allow a school report to be generated. As a result, six schools out of 278 included in this study (two percent) had TELL Texas results to consider in their SDMCs. Since HISD did not have response rates high enough to allow a report to be generated, the remainder of the schools did not even have a district report to address. The lack of consideration of the topic in SDMCs in 2015 may seem appropriate. However, the SDMCs could be an avenue for generating interest in school-based, licensed educators completing the online survey in subsequent years, thus allowing discussion of potentially useful information on teaching conditions in HISD schools.

The quality of involvement that DAC members reported for their contributions to district decisions was not as robust as that reported for SDMC involvement, but the mean ratings were not low. On the same scale of 1.0, poor, to 4.0, excellent, DAC mean ratings ranged from 2.4 for supervision of the district educational program to 2.8 for two topics, reviewing the District Improvement Plan and dropout prevention. DAC responses concerning consideration of the 2014 TELL Texas survey, however, paralleled those of the SDMC in that a large percentage of respondents felt unable to evaluate involvement with the topic (53 percent of DAC members reported being unable to evaluate involvement in the topic while 38 percent of SDMC members made the same report). Since the DAC draws representatives from throughout the district, it could become another useful forum for encouraging participation in this survey, which could produce helpful information for the district.

For the most part, respondents to both the SDMC and DAC surveys expressed satisfaction with, even pride in, the work they accomplished through their respective committees. Generally, they found their committees to be well organized, focused on required topics, and open to members' contributions. These findings, of course, were not universal. Many respondents reported a desire for more training on several topics, particularly on budgeting, and several individuals reported that some SDMC committees were organized for disseminating information rather than for contributing to significant school-based decisions. 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. Individual members also had a number of

specific and helpful suggestions for improvement to their SDMCs. Principals are encouraged to access the sample responses to open-ended survey questions, found in Tables 14–16 (pages 43–45), 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 (pages 53–55) for further suggestions.

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Table 1. Summary of Texas State Requirements for Shared-Decision-Making Committees and District Advisory Committees

Shared-Decision-Making Committee (SDMC)	
Purpose	To direct and support the improvement of student performance for all students [Texas Education Code 11.253(a)]
Composition	The school principal, who serves as chairperson and a member of the committee and who appoints those members who are not elected to the committee (Houston ISD Board Policy BQB2, paragraph 4)
	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. No more than one non-instructional staff member should be elected to the SDMC (Houston ISD Board Policy BQB2, paragraph 3)
	At least two parents of students enrolled in the district who are selected by the campus parent organization (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)
Responsibilities	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)], the results of the annual TELL Texas survey of teaching and learning [Texas Education Code 7.064(e)], 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)]
Responsibilities to the SDMC	Disseminate SDMC recommendations to the community, parents and staff of the district [Texas Education Code 11.253(g)]
	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)]
	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)]

Table 1 (continued). Summary of Texas State Requirements for Shared-Decision-Making Committees and District Advisory Committees

District Advisory Committee (DAC)	
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	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)]
	Parents of students enrolled in the district; a parent cannot be an employee of the district [Texas Education Code 11.251 (b) and (c)]
	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)]
	Business representatives; members are selected without regard to residence or business being in the district [Texas Education Code 11.251(b)]
Responsibilities	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)
	Analyze information related to dropout prevention, including data specified in Texas Education Code 11.255(a)
	Use results of the annual TELL Texas survey of teaching and learning as appropriate to enhance the district learning environment [Texas Education Code 21.352(a)]
	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)]
	Solicit input from a broad base of community, parent, and staff members [Texas Education Code 11.252(e)]
	Disseminate DAC recommendations to the community, parents and staff of the district [Texas Education Code 11.252(e)]
Responsibilities to the DAC	The board or the board's designee must consult periodically with the DAC to review the committee's deliberations [Texas Education Code 11.251©]
	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)]
	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)]

Table 2. Shared-Decision-Making Committee Roles Reported by Survey Respondents, 2014–2015

Committee Role	Number of Respondents	Percent
Principal	111	11.3
Classroom Teacher Without Primary Responsibility for Students with Disabilities	396	40.2
Classroom Teacher With Primary Responsibility for Students with Disabilities	84	8.5
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordinator, nurse, librarian, etc.)	160	16.2
Non-Professional School or HISD Staff	8	0.8
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	78	7.9
Parent	69	7.0
Community Member	54	5.5
Business Representative	18	1.8
Other Representative Not Employed by HISD	2	0.2
No Committee Role Reported	5	0.5
TOTAL RESPONDENTS	985	100.0

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

Source: HISD SDMC Survey, 2015

Table 3. School Levels Represented by SDMC Survey Respondents, 2014–2015

School Level	Number of Respondents	Percent
Elementary School	608	61.7
Middle School	140	14.2
High School	163	16.5
Combined-level School	59	6.0
No School Level Reported	15	1.5
TOTAL RESPONDENTS	985	100.0

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

Source: HISD SDMC Survey, 2015

Table 4. Schools Represented by SDMC Survey Respondents, 2014–2015

School	Number of Respondents	Percent
Elementary Schools (N=109)	608	61.7
Almeda Elementary School	5	
Anderson Elementary School	8	
Ashford Elementary School	7	
Askew Elementary School	2	
Atherton Elementary School	10	
Barrick Elementary School	11	
Bell Elementary School	9	
Benavidez Elementary School	6	
Benbrook Elementary School	5	
Bonham Elementary School	5	
Bonner Elementary School	1	
Braeburn Elementary School	2	
Briargrove Elementary School	6	
Briscoe Elementary School	4	
Brookline Elementary School	14	
Browning Elementary School	9	
Bruce Elementary School	5	
Burnet Elementary School	9	
Burrus Elementary School	7	
Bush Elementary School	1	
Crespo Elementary School	1	
Crockett Elementary School	5	
Cunningham Elementary School	8	
Daily Elementary School	1	
Dávila Elementary School	8	
De Zavala Elementary School	6	
DeChaumes Elementary School	2	
Durham Elementary School	1	
Elmore Elementary School	7	
Elrod Elementary School	8	
Emerson Elementary School	1	
Farias Early Childhood Center	5	
Fonwood Early Childhood Center	5	
Foster Elementary School	6	
Frost Elementary School	1	
Garden Villas Elementary School	2	
Golfcrest Elementary School	4	
Grissom Elementary School	1	
Gross Elementary School	8	
Halpin Center Early Childhood Center	6	

Table 4 (continued). Schools Represented by SDMC Survey Respondents, 2014–2015

School	Number of Respondents	Percent
Elementary Schools (continued)		
Harris, R. P. Elementary School	6	
Harvard Elementary School	1	
Helms Elementary School	11	
Henderson, J. P. Elementary School	4	
Herod Elementary School	9	
Hobby Elementary School	11	
Horn Elementary School	7	
Janowski Elementary School	7	
Kelso Elementary School	1	
Ketelsen Elementary School	8	
King M. L. Early Childhood Center	8	
Kolter Elementary School	5	
Lantrip Elementary School	3	
Laurenzo Early Childhood Center	6	
Law Elementary School	8	
Lewis Elementary School	2	
Lockhart Elementary School	3	
Looscan Elementary School	7	
Love Elementary School	5	
Lovett Elementary School	10	
Lyons Elementary School	5	
MacGregor Elementary School	5	
Mading Elementary School	5	
Mandarin Chinese School	3	
Martínez, C. Elementary School	6	
Martínez, R. Elementary School	13	
Milne Elementary School	1	
Mistral Early Childhood Center	5	
Mitchell Elementary School	5	
Neff Elementary School	7	
Northline Elementary School	1	
Oak Forest Elementary School	2	
Oates Elementary School	1	
Osborne Elementary School	8	
Paige Elementary School	5	
Parker Elementary School	11	
Patterson Elementary School	8	
Petersen Elementary School	3	
Piney Point Elementary School	4	
Pleasantville Elementary School	1	

Table 4 (continued). Schools Represented by SDMC Survey Respondents, 2014–2015

School	Number of Respondents	Percent
Elementary Schools (continued)		
Poe Elementary School	8	
Port Houston Elementary School	7	
Red Elementary School	5	
Reynolds Elementary School	1	
River Oaks Elementary School	6	
Roberts Elementary School	1	
Rodríguez Elementary School	7	
Roosevelt Elementary School	6	
Scarborough Elementary School	14	
School at St. George Place	7	
Seguin Elementary School	6	
Shadowbriar Elementary School	6	
Shadydale Elementary School	2	
Shearn Elementary School	8	
Sherman Elementary School	3	
Sinclair Elementary School	12	
Smith Elementary School	6	
Southmayd Elementary School	1	
Stevens Elementary School	5	
Thurgood Marshall Elementary School	6	
Tinsley Elementary School	13	
Travis Elementary School	9	
Twain Elementary School	9	
Walnut Bend Elementary School	7	
Wesley Elementary School	1	
White Elementary School	8	
Whittier Elementary School	4	
Young Elementary School	1	
Young Learners Charter School	6	
Middle Schools (N=25)	140	14.2
Black Middle School	3	
Burbank Middle School	9	
Clifton Middle School	8	
Dowling Middle School	6	
Fleming Middle School	8	
Fonville Middle School	4	
Forest Brook Middle School	5	
Grady Middle School	5	
Hamilton Middle School	10	
Hartman Middle School	3	

Table 4 (continued). Schools Represented by SDMC Survey Respondents, 2014–2015

School	Number of Respondents	Percent
Middle Schools (continued)		
Henry Middle School	2	
High School Ahead	7	
Hogg Middle School	5	
Johnston Middle School	11	
Lanier Middle School	6	
Marshall Middle School	2	
Ortiz Middle School	6	
Pershing Middle School	1	
Pin Oak Middle School	4	
Revere Middle School	10	
Sugar Grove Middle School	2	
Thomas Middle School	1	
Welch Middle School	6	
West Briar Middle School	13	
Williams Middle School	3	
High Schools (N=25)	163	16.5
Austin High School	4	
Bellaire High School	13	
Chavez High School	2	
DeBakey High School for Health Professions	5	
East Early College High School	5	
Eastwood Academy for Academic Achievement	4	
Energy Institute High School	1	
Fraga Middle College High School	1	
Houston Academy for International Studies	1	
Houston Math, Science & Tech. Center	1	
Jordan High School for Careers	1	
Kashmere High School	3	
Lamar High School	29	
Law Enforcement and Criminal Justice High School	6	
Madison High School	3	
Milby High School	15	
Performing and Visual Arts High School	9	
Reagan High School	2	
Scarborough High School	10	
Waltrip High School	9	

Table 4 (continued). Schools Represented by SDMC Survey Respondents, 2014–2015

School	Number of Respondents	Percent
High Schools (continued)		
Westbury High School	9	
Westside High School	11	
Wheatley High School	13	
Worthing High School	3	
Yates High School	3	
Combined-level Schools (N=14)	59	6.0
Community Services Alternative School	5	
Garden Oaks Montessori	4	
Gregory-Lincoln Education Center	1	
Las Américas Middle School	4	
Leland College Preparatory	4	
Long Academy	1	
Pilgrim Academy	1	
Rice School	6	
Rogers, T.H.	7	
Rusk School	1	
Sharpstown International	8	
Wharton	4	
Wilson Montessori	5	
Young Women's College Preparatory	8	
School Not Identified	15	1.5
TOTAL RESPONDENTS	985	100.0

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

Source: HISD SDMC Survey, 2015

Table 5. Length of Service on the SDMC Reported by Survey Respondents, 2014–2015

Length of Service	Number of Respondents	Percent
Less Than a Year	312	31.9
1–2 Years	436	44.5
More Than Two Years	231	23.6
TOTAL RESPONDENTS	979	100.0

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

Source: HISD SDMC Survey, 2015

Table 6. Frequency of 2014–2015 SDMC Meetings Reported by Survey Respondents

Frequency	Number of Respondents	Percent
Never	0	0.0
Once	15	1.5
Once each semester	40	4.1
Twice each semester	159	16.2
Once a month	711	72.4
More than once a month	17	1.7
Not sure	40	4.1
TOTAL RESPONDENTS	982	100.0

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

Source: HISD SDMC Survey, 2015

Table 7. Adequacy of the Number of 2014–2015 SDMC Meetings Reported by Survey Respondents

Adequacy	Number of Respondents	Percent
Too Few	77	7.8
Just Right	826	84.1
Too Many	31	3.2
Not Sure	48	4.9
TOTAL RESPONDENTS	982	100.0

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

Source: HISD SDMC Survey, 2015

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,” 2014–2015

	Received Training		Some Training Received/More Needed		No Training Received/Training Needed		No Training Received/None Needed		Not Applicable	
	N	%	N	%	N	%	N	%	N	%
The Role of the SDMC (934 respondents)	363	38.9	87	9.3	99	10.6	340	36.4	45	4.8
Team-Building/ Consensus-Building Skills (928 respondents)	269	29.0	120	12.9	119	12.8	356	38.4	64	6.9
Developing, Evaluating and Revising a School Improvement Plan (931 respondents)	329	35.3	137	14.7	155	16.6	242	26.0	68	7.3
Site-Based Budgeting (925 respondents)	239	25.8	132	14.3	181	19.6	252	27.2	121	13.1
Curriculum Evaluation Based on State Standards (932 respondents)	310	33.3	121	13.0	138	14.8	270	29.0	93	10.0
Staffing Strategies (925 respondents)	247	26.7	122	13.2	164	17.7	273	29.5	119	12.9
Professional Development Strategies (921 respondents)	313	34.0	115	12.5	141	15.3	257	27.9	95	10.3

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

Source: HISD SDMC Survey, 2015

**Table 9. Responses to the Open-Ended Item, “What Other Training Have You Received?”
2014–2015**

Answer	Number of Responses	Percent
No Other Training	251	73.8
Training Not Associated with SDMC	21	6.2
Other SDMC Training Identified	55	16.2
Other	13	3.8
TOTAL RESPONDENTS	340	100.0

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

- Campus-based improvement plan
- Child abuse prevention
- Consensus training
- Content based curriculum planning
- Cultural sensitivity
- Data analysis
- Discipline/textbooks/student registration/attendance (2 responses)
- Dual language curriculum and staffing
- Facilities and renovation planning (6 responses)
- Goal setting for schools
- House Bill 5 (4 responses)
- Literacy by 3
- Principal for a day
- School safety (3 responses)
- Team building and collaboration
- Technology (2 responses)
- Your Voice survey (2 responses)

Sample Comments:

- When we first put the SDMC in place, the committee received training on a variety of concerns, such as evaluation. The principal brings articles, strategies, and improvement measures to the SDMC and keeps the committee abreast of the latest curriculum developments.
- There was no actual training received. I came with inherent skills. We discussed budgets, staff changes, academic goals. Most everything is predetermined by the district.
- As long-term members, we have received a variety of training by different principals. We are always briefed on a situation, how to look at the situation, and we each voice our thoughts. We have read articles and studied books to help us make better decisions.
- Training is ad hoc.

Notes: Some respondents identified multiple other topics of SDMC training
Percentages may not total 100 percent due to rounding.

Source: HISD SDMC Survey, 2015

Table 10. Responses to the Open-Ended Item, “What Other SDMC Training is Needed?” 2014–2015

Answer	Number of Responses	Percent
No Other Training is Needed	188	59.3
More Training is Needed	10	3.2
A Category Listed in Table 8 (page 36)	65	20.5
The Role of the SDMC (23 respondents)		
Site-Based Budgeting (16 respondents)		
Developing, Evaluating, and Revising a School Improvement Plan (3 respondents)		
Curriculum Evaluation Based on State Standards (3 respondents)		
Team-Building/Consensus-Building Skills (9 respondents)		
Staffing Strategies (6 respondents)		
Professional Development Strategies (5 respondents)		
All Categories Listed in Table 8 (page 36)	12	3.8
Compliance Laws and Policies	7	2.2
How to Conduct Successful SDMC Meetings	2	0.6
How to Involve Community Members and Parents	7	2.2
Other Suggestions: best practices, code of conduct/discipline; cultural sensitivity, data analysis, future trends, gang activity, learning differences, safety	9	2.8
Other Comment	11	3.5
Cannot Evaluate	26	8.2
TOTAL RESPONDENTS	317	100.0

Note: Some respondents gave multiple answers.

Source: HISD SDMC Survey, 2015

Table 11. SDMC Survey Responses Concerning Organization of the Committee, 2014–2015

	Strongly Agree		Agree		Disagree		Strongly Disagree		Unable to Evaluate		Mean Rating (4 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	
Voting procedures in SDMC elections were fair. (923 respondents)	512	55.5	318	34.5	22	2.4	12	1.3	59	6.4	3.5
During the school year, the SDMC met according to a set schedule. (923 respondents)	472	51.1	342	37.1	72	7.8	13	1.4	24	2.6	3.4
SDMC meeting minutes were provided in a timely fashion. (925 respondents)	449	48.5	349	37.7	70	7.6	12	1.3	45	4.9	3.4
SDMC meeting minutes were readily available to staff members, parents, community members and business representatives. (923 respondents)	412	44.6	315	34.1	78	8.5	14	1.5	104	11.3	3.4
Subcommittees of the SDMC were established and met as scheduled. (920 respondents)	245	26.6	247	26.8	113	12.3	34	3.7	281	30.5	3.1
Non-SDMC members participated through subcommittees. (918 respondents)	186	20.3	242	26.4	119	13.0	39	4.2	332	36.2	3.0
Non-SDMC members were aware of the process for submitting items for SDMC consideration. (919 respondents)	287	31.2	323	35.1	90	9.8	27	2.9	192	20.9	3.2
The diversity of our community was well represented in the participation in our SDMC. (924 respondents)	422	45.7	381	41.2	65	7.0	19	2.1	37	4.0	3.4

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

Source: HISD SDMC Survey, 2015

Table 12. SDMC Survey Responses Concerning the Quality of the Involvement of the Committee in Contributing to School Decisions, 2014–2015

	Excellent		Good		Fair		Poor		Unable to Evaluate		Mean Rating (4 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	
Developing, evaluating and/or revising the school improvement plan (SIP) (906 respondents)	352	38.9	338	37.3	97	10.7	36	4.0	83	9.2	3.2
Student performance (state-mandated tests, college readiness measures, TEA accountability ratings, etc.) (900 respondents)	320	35.6	318	35.3	104	11.6	46	5.1	112	12.4	3.2
Alternative assessment methods and/or instruments (893 respondents)	261	29.2	281	31.5	112	12.5	60	6.7	179	20.0	3.0
Staff appraisal process and performance criteria (895 respondents)	246	27.5	285	31.8	108	12.1	72	8.0	184	20.6	3.0
Budget development and recommendations (900 respondents)	282	31.3	303	33.7	129	14.3	57	6.3	129	14.3	3.1
School curriculum (895 respondents)	293	32.7	306	34.2	113	12.6	60	6.7	123	13.7	3.1
Instructional support (library, media, technology, etc.) (898 respondents)	308	34.3	321	35.7	106	11.8	58	6.5	105	11.7	3.1
Student services (counseling, nursing, nutrition, etc.) (896 respondents)	259	28.9	300	33.5	119	13.3	67	7.5	151	16.9	3.0
Dropout prevention (secondary schools only) (836 respondents)	138	16.5	173	20.7	63	7.5	30	3.6	432	51.7	3.0
School staffing patterns (889 respondents)	230	25.9	299	33.6	109	12.3	66	7.4	185	20.8	3.0
School waiver requests (896 respondents)	275	30.7	310	34.6	83	9.3	37	4.1	191	21.3	3.2
Campus-based professional development (896 respondents)	314	35.0	322	35.9	96	10.7	52	5.8	112	12.5	3.2
Communication procedures (895 respondents)	344	38.4	318	35.5	102	11.4	56	6.3	75	8.4	3.2

Table 12 (continued). SDMC Survey Responses Concerning the Quality of the Involvement of the Committee in Contributing to School Decisions, 2014–2015

	Excellent		Good		Fair		Poor		Unable to Evaluate		Mean Rating (4 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	
Results of the 2014 TELL Texas survey on teaching and learning conditions (892 respondents)	186	20.9	240	26.9	78	8.7	46	5.2	342	38.3	3.0
Distribution of a principal performance incentive given to the school, if any (890 respondents)	174	19.6	170	19.1	50	5.6	55	6.2	441	49.6	3.0
Procedures to gain broad-based community, parent and staff input (898 respondents)	286	31.8	319	35.5	128	14.3	42	4.7	123	13.7	3.1

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

Source: HISD SDMC Survey, 2015

Table 13. SDMC Survey Responses Concerning Results of the Committee’s Work, 2014–2015

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unable to Evaluate		Mean Rating (5 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	N	%	
The SDMC accomplished a great deal. (891 respondents)	267	30.0	342	38.4	183	20.5	50	5.6	26	2.9	23	2.6	3.9
Our SDMC was well organized and run efficiently. (893 respondents)	378	42.3	343	38.4	107	12.0	31	3.5	12	1.3	22	2.5	4.2
Everyone on the SDMC seemed clear about his or her role. (892 respondents)	345	38.7	356	39.9	96	10.8	52	5.8	13	1.5	30	3.4	4.1
Teachers at the school supported our school improvement plan. (890 respondents)	326	36.6	354	39.8	100	11.2	12	1.3	9	1.0	89	10.0	4.2
Parents at our school supported our school improvement plan. (894 respondents)	282	31.5	321	35.9	140	15.7	14	1.6	12	1.3	125	14.0	4.1
Community members in our area supported our school improvement plan. (892 respondents)	269	30.2	324	36.3	128	14.3	17	1.9	11	1.2	143	16.0	4.1
Businesses in our community supported our school improvement plan. (890 respondents)	243	27.3	298	33.5	143	16.1	19	2.1	12	1.3	175	19.7	4.0
The principal implemented the majority of the SDMC recommendations. (888 respondents)	337	38.0	343	38.6	107	12.0	31	3.5	16	1.8	54	6.1	4.1

Table 13 (continued). SDMC Survey Responses Concerning Results of the Committee’s Work, 2014–2015

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unable to Evaluate		Mean Rating (5 - high; 1 - low))
	N	%	N	%	N	%	N	%	N	%	N	%	
The level of involvement of school personnel on the SDMC was about right. (889 respondents)	326	36.7	369	41.5	105	11.8	38	4.3	23	2.6	28	3.1	4.1
The level of involvement of parents on the SDMC was about right. (890 respondents)	267	30.0	303	34.0	142	16.0	94	10.6	34	3.8	50	5.6	3.8
The level of involvement of community members on the SDMC was about right. (892 respondents)	260	29.1	318	35.7	134	15.0	81	9.1	35	3.9	64	7.2	3.8
The level of involvement of business partners on the SDMC was about right. (886 respondents)	241	27.2	277	31.3	143	16.1	95	10.7	31	3.5	99	11.2	3.8
Our SDMC was open to new ideas. (894 respondents)	425	47.5	322	36.0	84	9.4	25	2.8	12	1.3	26	2.9	4.3
The committee reached most recommendations by consensus. (890 respondents)	395	44.4	347	39.0	84	9.4	17	1.9	8	0.9	39	4.4	4.3
I felt free to express my thoughts at our SDMC meetings. (892 respondents)	467	52.4	304	34.1	62	7.0	19	2.1	21	2.4	19	2.1	4.4
In general, all of the members of the SDMC were satisfied with the committee’s work. (889 respondents)	366	41.2	319	35.9	103	11.6	20	2.2	9	1.0	72	8.1	4.2

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

Source: HISD SDMC Survey, 2015

Table 14. Responses to the Open-Ended Item, “How Has Your School Benefited from Having a Shared-Decision-Making Committee?” 2014–2015

Answer	Number of Responses	Percent
Diverse members had a voice All constituents had a voice (116 respondents) Teachers and staff had a voice (35 respondents) Parents, business members, alumni, and community members had a voice (20 respondents)	171	28.5
Decision-making was effective or easier	77	12.8
The process enhanced community, trust, and school climate/culture	58	9.7
Communication improved	51	8.5
Information was disseminated	35	5.8
The committee generated new ideas and programs that benefited students	34	5.7
Supported a decision specific to the school (safety, renovations, schedule, uniforms, staffing, magnet status, waiver for AP credit, fund raising, field trips, attendance, financial expenditures)	33	5.5
The process allowed discussion of all issues, concerns, and problems	25	4.2
Provided and implemented clear goals	15	2.5
Enhanced people’s willingness to commit to new ideas and invest in success of the school	13	2.2
The school was better organized to accomplish its goals	11	1.8
Student achievement was enhanced	8	1.3
Other, non-specific, positive response	46	7.7
Cannot evaluate	23	3.8
No benefit	35	5.8
TOTAL RESPONDENTS	601	100.0

Sample responses:

- It provides a balanced group of individuals who are invested in the school, deciding what is best for our school.
- Since the decisions made are based upon the considerations of the faculty and staff, it creates buy-in whenever new ideas or procedures are introduced.
- It has not [benefited]. Our SDMC’s decisions have been repeatedly overridden by our principal. The SDMC has no power or authority.
- I don’t think the school even sees that the SDMC is actively doing beneficial work.
- The SDMC has created a strong connection between school leadership, staff, community, and parents. . . I feel my input as a parent is valued. . . .Participation on this committee has supported my efforts to be a more informed, stronger advocate for the school.
- I am proud of the performance of [our school]. The SDMC has the students’ best interest at heart.

Note: Some respondents gave multiple answers.

Source: HISD SDMC Survey, 2015

Table 15. Responses to the Open-Ended Item, “How Could the Shared-Decision-Making Process be More Effective?” 2014–2015

Answer	Number of Responses	Percent
Enhance the Composition and Organization of the SDMC Change the balance of representation on the committee, for example, increase the representation of parents, business members, community representatives, staff members, and/or students (68 respondents) Change frequency of meeting: meet more often or have longer meetings (34 respondents); meet less often or have shorter meetings (8 respondents) Follow district policy on composition, meeting times, and purpose of the committee (19 respondents) Change meeting times to support members' attendance (11 respondents) Distribute the agenda ahead of time (11 respondents) Provide more organized meetings (7 respondents) Provide advance notifications of meeting times (5 respondents) Change term of service: Limit term to one or two years (5 respondents); Allow a term longer than two years (2 respondents)	170	33.4
Clarify the Purpose of the SDMC Encourage commitment from members to attend and participate (38 respondents) Enhance training for SDMC members (31 respondents) Make goals and objectives clear and related to school needs (8 respondents)	77	15.1
Modify the Content Considered during SDMC Meetings Include discussion and consensus decision-making (43 respondents) Consider more topics significant to the individual school, for example, testing, long-range planning, school events (26 respondents) Solicit suggestions from all constituents (13 respondents) Modify subcommittees: use them to involve more people (7 respondents); subcommittees have no purpose (1 respondent)	90	17.7
Enhance the Impact of the SDMC Demonstrate that the school follows through on recommendations (15 respondents) Improve communication, including disseminating the minutes of the SDMC meetings promptly (13 respondents) Educate the community about the role, function and decisions of the SDMC (10 respondents)	38	7.5
Other	14	2.8
Cannot Evaluate	19	3.7
The committee is already effective	137	26.9
TOTAL RESPONDENTS	509	100.0

Note: Some respondents gave multiple answers.

Source: HISD SDMC Survey, 2015

Table 16. Sample Responses of SDMC Survey Respondents to the Open-Ended Item, “Additional Comments You May Have Regarding the Shared-Decision-Making Process,” 2014–2015

Sample Specific Suggestions	
It is a very important committee that is taken for granted. Need more buy in.	
Administrators should be held accountable for the SDMC being run according to HISD guidelines.	
We need to work harder to encourage more participation from our parents, community, and business partners.	
A stipend for the members may be helpful.	
Please take into account there are many parents wanting and waiting to be a part of the school’s success. Hear their voices and let them help out more.	
There should be a set meeting time and length. It is impossible to make plans for child care when meetings are open-ended.	
I wish we could help more and not be bound by so many ISD rules and regulations.	
The SDMC can never give valuable input on the SIP because it is done in the summer or beginning of the year, before elections.	
Sample General Comments	
Overall, our SDMC is highly effective and extremely organized and represented.	
On many matters over the past two years, it felt as if the SDMC was just a rubber stamp for the district. Our input was not valued.	
Considering that we had many administrative changes throughout the year, the SDMC was able to create some sense of continuity, hopefully providing assistance to our new principal.	
We didn’t do very much. Mostly we just listened.	
I am glad that we have an SDMC because it helps spread the burden of work and gives broad-based support.	
The SDMC is a great idea but if it has no binding power, it loses a lot of its potential to create a democratic environment.	
Gives us a powerful tool to use in numerous ways to achieve our goals.	
Knowing first hand the important decisions that are made at our school has been valuable to me. I appreciate this opportunity.	
As a community representative, I think I was just asked to fill that spot.	
SDMC is a great opportunity to learn and be part of our school decision process. I feel like I am part and belong to the school.	
TOTAL RESPONDENTS	273

Source: HISD SDMC Survey, 2015

Table 17. District Advisory Committee (DAC) Survey Respondents' Roles, 2015

Committee Role	Number of Respondents	Percent
Classroom Teacher without Primary Responsibility for Students with Disabilities	2	11.8
Classroom Teacher with Primary Responsibility for Students with Disabilities	2	11.8
Other Professional Campus-Based Staff (e.g., principal, assistant principal, counselor, magnet coordinator, nurse, librarian, etc.)	6	35.3
District-Level Professional Staff	2	11.8
Non-Professional Campus- or District-Based HISD Staff	0	0.0
Parent	2	11.8
Community Member	3	17.7
Business Representative	0	0.0
TOTAL	17	100.0

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

Source: HISD DAC Survey, 2015

Table 18. Length of Service on the DAC Reported by Survey Respondents, 2015

Length of Service	Number of Respondents	Percent
Less Than One Year (2015 only)	9	52.9
One Year (2014 only)	2	11.8
One to Two Years (2014 and 2015)	4	23.5
More Than Two Years	1	5.9
Other (2015 and 2012–2013)	1	5.9
TOTAL RESPONDENTS	17	100.0

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

Source: HISD DAC Survey, 2015

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 and Whether or Not Additional Support is Needed,” 2015

	Received Training		Some Training Received/More Needed		No Training Received/Training Needed		No Training Received/None Needed		Not Applicable	
	N	%	N	%	N	%	N	%	N	%
The Role of the DAC (15 respondents)	10	66.7	1	6.7	1	6.7	2	13.3	1	6.7
Team-Building/ Consensus-Building Skills (16 respondents)	4	25.0	2	12.5	3	18.8	6	37.5	1	6.3
Conducting a District Needs Assessment Focused on Student Achievement (16 respondents)	2	12.5	5	31.3	6	37.5	2	12.5	1	6.3
Developing, Evaluating, and Revising a District Improvement Plan (15 respondents)	3	20.0	8	53.3	3	20.0	1	6.7	0	0.0
Budget Development (15 respondents)	2	13.3	6	40.0	3	20.0	3	20.0	1	6.7
Curriculum Evaluation Based on State Standards (15 respondents)	2	13.3	5	33.3	2	13.3	5	33.3	1	6.7
Staffing Strategies (15 respondents)	1	6.7	6	40.0	5	33.3	2	13.3	1	6.7

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

Source: HISD DAC Survey, 2015

Table 20. DAC Survey Responses to Open-Ended Questions on Training for the Committee, 2015

	Number of Responses	Percent
Question: What other training have you received?		
None	4	80.0
Comment "Legislative guidelines and requirements"	1	20.0
TOTAL RESPONDENTS	5	100.0
Question: What other DAC training is needed?		
None	4	57.1
Comments "I believe that adequate training or background is provided as new topics are brought forward for discussion." "Budget development; staffing strategies" "What is our role in the advisory process to district actions? What is the extent of our purview?" "Budget"	4	57.1
TOTAL RESPONDENTS	7	100.0

Note: A respondent's answer may be represented in more than one category.

Source: HISD DAC Survey, 2015

Table 21. DAC Survey Responses Concerning the Organization of the Committee, 2015

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unable to Evaluate		Mean Rating (5 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	N	%	
The DAC met an adequate number of times. (15 respondents)	7	46.7	6	40.0	0	0.0	2	13.3	0	0.0	0	0.0	4.2
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)	2	13.3	3	20.0	5	33.3	0	0.0	0	0.0	5	33.3	3.7
DAC meeting minutes were provided in a timely fashion. (15 respondents)	11	73.3	4	26.7	0	0.0	0	0.0	0	0.0	0	0.0	4.7
DAC meeting minutes were readily available to staff members, parents, community members, and business representatives. (15 respondents)	8	53.3	6	40.0	0	0.0	0	0.0	0	0.0	1	6.7	4.6
Non-DAC members were aware of the process for submitting items for DAC consideration. (15 respondents)	2	13.3	3	20.0	1	6.7	2	13.3	1	6.7	6	40.0	3.3
The diversity of our community was well represented in the participation in our DAC. (15 respondents)	7	46.7	7	46.7	1	6.7	0	0.0	0	0.0	0	0.0	4.4

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

Source: HISD DAC Survey, 2015

Table 22. DAC Survey Responses Concerning Quality of the Involvement of the Committee in Contributing to District Decisions, 2015

	Excellent		Good		Fair		Poor		Unable to Evaluate		Mean Rating (4 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	
Planning the District Educational Program (15 respondents)	2	13.3	5	33.3	1	6.7	3	20.0	4	26.7	2.6
Operation of the District Educational Program (15 respondents)	2	13.3	5	33.3	1	6.7	3	20.0	4	26.7	2.6
Supervision of the District Educational Program (15 respondents)	2	13.3	3	20.0	2	13.3	3	20.0	5	33.3	2.4
Evaluation of the District Educational Program (15 respondents)	2	13.3	4	26.7	2	13.3	3	20.0	4	26.7	2.5
Reviewing the District Improvement Plan (15 respondents)	4	26.7	2	13.3	4	26.7	1	6.7	4	26.7	2.8
Dropout Prevention (15 respondents)	3	20.0	3	20.0	3	20.0	1	6.7	5	33.3	2.8
Staff appraisal process and performance criteria (15 respondents)	2	13.3	6	40.0	2	13.3	4	26.7	1	6.7	2.4
Results of the 2014 TELL Texas survey on teaching and learning conditions (15 respondents)	2	13.3	2	13.3	2	13.3	1	6.7	8	53.3	2.7

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

Source: HISD DAC Survey, 2015

Table 23. DAC Survey Responses Concerning Results of the Committee’s Work, 2015

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unable to Evaluate		Mean Rating (5 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	N	%	
The DAC accomplished a great deal. (15 respondents)	4	26.7	3	20.0	3	20.0	3	20.0	0	0.0	2	13.3	3.6
The DAC was well organized and run efficiently. (15 respondents)	9	60.0	5	33.3	0	0.0	1	6.7	0	0.0	0	0.0	4.5
Everyone on the DAC seemed clear about his or her role. (15 respondents)	2	13.3	9	60.0	2	13.3	2	13.3	0	0.0	0	0.0	3.7
The level of involvement of campus-based professional staff on the DAC was about right. (15 respondents)	3	20.0	8	53.3	2	13.3	2	13.3	0	0.0	0	0.0	3.8
The level of involvement of district-based professional staff on the DAC was about right. (15 respondents)	3	20.0	10	66.7	1	6.7	1	6.7	0	0.0	0	0.0	4.0
The level of involvement of parents on the DAC was about right. (15 respondents)	3	20.0	8	53.3	0	0.0	4	26.7	0	0.0	0	0.0	3.7
The level of involvement of community members on the DAC was about right. (15 respondents)	2	13.3	8	53.3	3	20.0	2	13.3	0	0.0	0	0.0	3.7
The level of involvement of business representatives on the DAC was about right. (15 respondents)	2	13.3	7	46.7	3	20.0	2	13.3	0	0.0	1	6.7	3.6

Table 23 (continued). DAC Survey Responses Concerning Results of the Committee's Work, 2015

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unable to Evaluate		Mean Rating (5 - high; 1 - low)
	N	%	N	%	N	%	N	%	N	%	N	%	
The DAC was open to new ideas. (15 respondents)	5	33.3	7	46.7	2	13.3	1	6.7	0	0.0	0	0.0	4.1
The committee reached most recommendations by consensus. (14 respondents)	3	21.4	7	50.0	0	0.0	2	14.3	0	0.0	2	14.3	3.9
I felt free to express my thoughts at our DAC meetings. (15 respondents)	10	66.7	5	33.3	0	0.0	0	0.0	0	0.0	0	0.0	4.7
The majority of the DAC's recommendations were implemented in the district. (15 respondents)	1	6.7	1	6.7	4	26.7	0	0.0	2	13.3	7	46.7	2.9
In general, all the members of the DAC were satisfied with the committee's work. (15 respondents)	2	13.3	5	33.3	6	40.0	0	0.0	0	0.0	2	13.3	3.7

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

Source: HISD DAC Survey, 2015

Table 24. Responses to the Open-Ended Item, “How Has HISD Benefited from Having a District Advisory Committee?” 2015

Answer	Number of Responses	Percent
Provided diverse constituents a voice	5	50.0
Allowed consideration of problems relevant to schools	1	10.0
Enhanced communication with schools	1	10.0
Provided a check and balance system for items going to the board.	1	10.0
The district has not benefited from the DAC	2	20.0
TOTAL RESPONDENTS	10	100.0

Sample responses:

- At times there were concerns that were brought forth from the committee members that are in the schools everyday.
- I don't think it truly has benefited from a DAC because there is not much the DAC does with the district. It seems to be a placeholder.
- I have personally appreciated the unique opportunity to enhance my understanding of district processes and how others experience these. Where appropriate, I've been sure to share these insights with colleagues to clarify misrepresentations. Because the DAC is unfamiliar to so many in the district, it is difficult to articulate. One would think that, in order to express a benefit, the action would have to have been focused and explicit.
- I believe the DAC offers Team HISD another point of view in the decision making process.

Source: HISD DAC Survey, 2015

Table 25. Responses to the Open-Ended Item, “How Could the District Advisory Committee Process be More Effective?” 2015

Answer	Number of Responses	Percent
No changes are needed	3	30.0
Provide feedback on how DAC input has been used by the district	2	20.0
Meet more often	1	10.0
Provide advance notification of agenda items	1	10.0
Provide training on DAC legalities and policies	1	10.0
Members should be present in board meetings	1	10.0
Cannot evaluate	1	10.0
TOTAL RESPONDENTS	10	100.0

Sample responses:

- More time to share any problems that will be addressed in DAC with our HISD and community. Thus we could have earlier notification so as to put the topic/problem before the group involved, prior to our meeting so we can individually share their opinions. I think if the process was more transparent and teachers and the community knew what the DAC actually did and what their decisions were it would help.
- If there is a state mandated level of participation and checks and balances for the DAC, it would be great to find out what that is and implement it.
- The DAC has been well-managed, and members are kept adequately informed about expectations for our meetings. I think members' effectiveness is linked to our motivation to serve.
- The DAC process is adequate, as far as I can discern. The amount of input appears sufficient and Team HISD appears to utilize its (advice) appropriately.
- By having its recommendations commented on by the decision makers, even if recommendations are not accepted.

Source: HISD DAC Survey, 2015

Table 26. Responses to the Open-Ended Item, “Additional Comments You May Have Regarding the District Advisory Committee,” 2015

Answers

In other urban locations where I have worked, there is a lot more parent and community participation on the DAC. Perhaps [the meeting] needs to be later [in the day].

Being a new member of the DAC committee I felt that [the committee facilitator] was able to deliver the concern at hand, however, there was not any representation from people that were the game changers to hear our thoughts, opinions, and recommendations. I feel that the role of a member includes being a change agent and a member should have an active voice, participation, and conversations with those individuals. I feel like our voices were in vain and not considered.

The leadership is excellent.

The meeting location was inconvenient for me, due to active road construction in the area, plus having to travel some of the most congested roads in Houston (and Texas). It would take 45 minutes to get there and up to 60 minutes to get home after the meeting.

We should be involved in other meetings with departments in HISD.

[The facilitator] was an excellent facilitator for the DAC. He showed both leadership and patience along with the ability to cover and explain a great deal of information.

I think a weekend team building session would be of benefit to give the committee an opportunity to know each other and become a stronger, more cohesive team.

Greater effort could be undertaken to inform the larger community about the DAC's formation and function. Further, publicizing the ways in which the DAC has influenced policy and processes each year could positively impact stakeholders' perceptions of the value of parent, community member, business, campus-based, and central office voices to decision-makers.

It is a good program, but [I] do not feel its recommendations are being heard.

TOTAL RESPONDENTS	9
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Source: HISD DAC Survey, 2015