

**MEMORANDUM**

July 18, 2019

TO: Bernadette Cardenas  
Director, Office of Student Support

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **SHARED DECISION-MAKING COMMITTEES AND DISTRICT  
ADVISORY COMMITTEE BIENNIAL EVALUATION, 2018–2019**

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 the Texas Education Code (TEC) Section 11.251-11.255. A biennial evaluation of the structure and work of the committees is also mandated in an effort to support and enhance their effectiveness. This report documents how members of the 2018–2019 committees perceived the support structures and the impact of their respective advisory committees.

Key findings include:

- An estimated 26 percent of SDMC members, a total of 779, responded to a survey requesting their feedback. Respondents represented all roles required on an SDMC.
- Twenty-one (21) or 81 percent of all DAC members responded to a similar survey. Though all roles were represented on the DAC, there was no survey response for a business representative.
- Both SDMC and DAC respondents were largely satisfied with the training they received for their service and indicated that their committees were well organized.
- A majority of SDMC respondents reported that their involvement on the committee was of good or excellent quality. DAC respondents were split on their evaluation of the quality of their involvement in DAC issues. The one area where DAC respondents felt a high quality of involvement concerned districtwide professional development.
- In general, both SDMC and DAC survey respondents expressed satisfaction with the work of their respective committees.

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

  
\_\_\_\_\_ CJS

Attachment

cc: Grenita F. Lathan                      Silvia Trinh  
Richard A. Cruz                              Michael Love



# RESEARCH

Educational Program Report

**SHARED DECISION-MAKING  
COMMITTEES AND DISTRICT ADVISORY  
COMMITTEE BIENNIAL EVALUATION,  
2018-2019**



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# Shared Decision-Making Committees and District Advisory Committee Biennial Evaluation, 2018–2019

## 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 the district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.” State law also specifies a district’s decision-making process to include establishing and maintaining campus-based shared-decision-making committees (SDMC) and a District Advisory Committee (DAC). Details are specified in Texas Education Code Section 11.251 through 11.255. The purpose of this evaluation is to document how the 2018–2019 Houston Independent School District (HISD) DAC representatives and the members of the individual campus SDMCs perceived the support structures for and the impact of the advisory committees on which they served.

### Highlights

- A total of 779 or 26 percent of the estimated 3,025 SDMC members responded to a survey on their perceptions of their committees. Respondents represented all roles on an SDMC.
- Eighty-one percent (n=21) of the 26 DAC members responded to the DAC survey. Though all required committee roles were represented on the DAC, there was no survey response for a business representative.
- A total of 294 or 38 percent of SDMC survey respondents reported receiving sufficient training to understand the role of the SDMC. Even though DAC survey respondents were also largely satisfied with the training they received, more training was requested on budget development, staffing strategies, and conducting a district needs assessment focused on student achievement.
- Both SDMC and DAC respondents indicated that their committees were well organized. Most of each group reported meeting an adequate number of times to do the work, that minutes were readily available, and that the diversity of the community was well represented in the composition of the respective committees.
- Most SDMC survey respondents reported having good or excellent quality involvement with all topics appropriate to their committees. Notably, more than 72 percent were satisfied with the procedures in place to gain broad-based community, parent, and staff input. DAC respondents were split on their evaluation of their involvement in DAC issues, though there was a larger percentage of positive rather than negative or no responses on their evaluations for all topics. The largest percentage of high ratings on involvement from the DAC respondents (62 percent) was for the consideration of districtwide professional development.
- Overall, both SDMC and DAC survey respondents expressed satisfaction with the work of their respective committees. The largest percentage of positive ratings was by members of both groups feeling comfortable expressing their opinions.

### Recommendations

- School district oversight of SDMCs, such as through School Area Offices, may be very useful for aligning the goals set for SDMCs with the practices in place at each school.
- Respondents on the DAC survey commented that the committee would benefit from clear indications that their recommendations have an impact. It is recommended that district leadership provide feedback on how the DAC discussions impacted district decision-making.
- A link to the 2019 SDMC survey was attached to the HISD Academic memo where campus principals were instructed to forward the link to their campus SDMC members. The acceptable response rate for online surveys is 30 percent (Saldivar, 2012). The SDMC survey response rate was 26 percent in 2019. In order to increase survey response, it is recommended that the link likewise be sent through School Area Offices to their respective campus principals for distribution to campus SDMC members.

## 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. Under the process each school established a Shared Decision-Making Committee (SDMC), charged with developing student performance objectives for the campus. Representative professional and nonprofessional school staff, parents, community members, business representatives, and as of February 15, 2019, a non-voting special education representative, met regularly to support the academic achievement of students at each school. In 1995, the Texas Education Code mandated an SDMC for every campus in the state. The law required the establishment of 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 promoting high student achievement in every public school. A summary of state and HISD requirements can be found in **Table 1** (pp. 22–23).

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

## Methods

### Data Collection and Analysis

- Data were collected online through Survey Monkey and were made available to members of campus-based SDMCs and members of the DAC.
- SDMC surveys were made available through school principals. The March 18, 2019, Academic Services update for principals included a link to the SDMC survey and a message to forward the survey to SDMC members. A reminder message was sent through Academic Services on May 13, 2019, and through the HISD School Offices, with the deadline date extended to June 10, 2019.
- The number of SDMC surveys distributed was estimated by multiplying the number of campuses expected to have an SDMC in 2018–2019 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 their campuses (Secondary Discipline Alternative Education Program, 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 275 schools. The minimum number of participants required on an SDMC is 11. The composition of the committee includes the principal, two teachers, one non-instructional staff member, and one other school-based professional elected to the committee. The SDMC, at a minimum, includes two parents, two community members, and a business representative. Further, as of February 25, 2019, a non-voting special education representative was appointed by the school principal or a special education professional was assigned by the HISD Central Office to the membership. Therefore, surveys were directed to an estimated that 3,025 SDMC members in HISD who would complete the surveys.

- SDMC representatives' school levels were determined by categorizing the schools identified on the survey as specified in the 2018–2019 District and Schools Profiles, supplemented by the respondent's identification of the school level if no school was named.
- DAC committee surveys were made available through an introductory email from the Office of Student Support and a link to the survey on May 15, 2019, with a deadline of June 10, 2019. The DAC survey was disseminated to 26 members who served either during the 2018 calendar year, the 2019 calendar year, or both calendar years.
- Numbers were rounded to the nearest whole number in the text, and to the nearest tenth in the tables. Numbers were rounded up if the next digit was five or higher and were not changed if the next digit was lower, so 11.49 was recorded as 11.5 in a table and 11 in the text, while 11.50 was recorded as 11.5 in the table and 12 in the text.

### Data Limitations

One limitation of this report is that surveys were completed by only 26 percent of SDMC members. Therefore, 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 interval (Field, 2013). The margin of sampling error for questions on the survey of SDMC members, with 779 respondents was  $\pm 3.5$  percentage points; the survey for the DAC had 21 respondents, yielding a margin of error of  $\pm 9.6$  percentage points. Taking the population size into account reduces the margin of sampling error to  $\pm 3.0$  percentage points for the SDMC survey and  $\pm 9.0$  percentage points for the DAC (American Research Group, 2017).

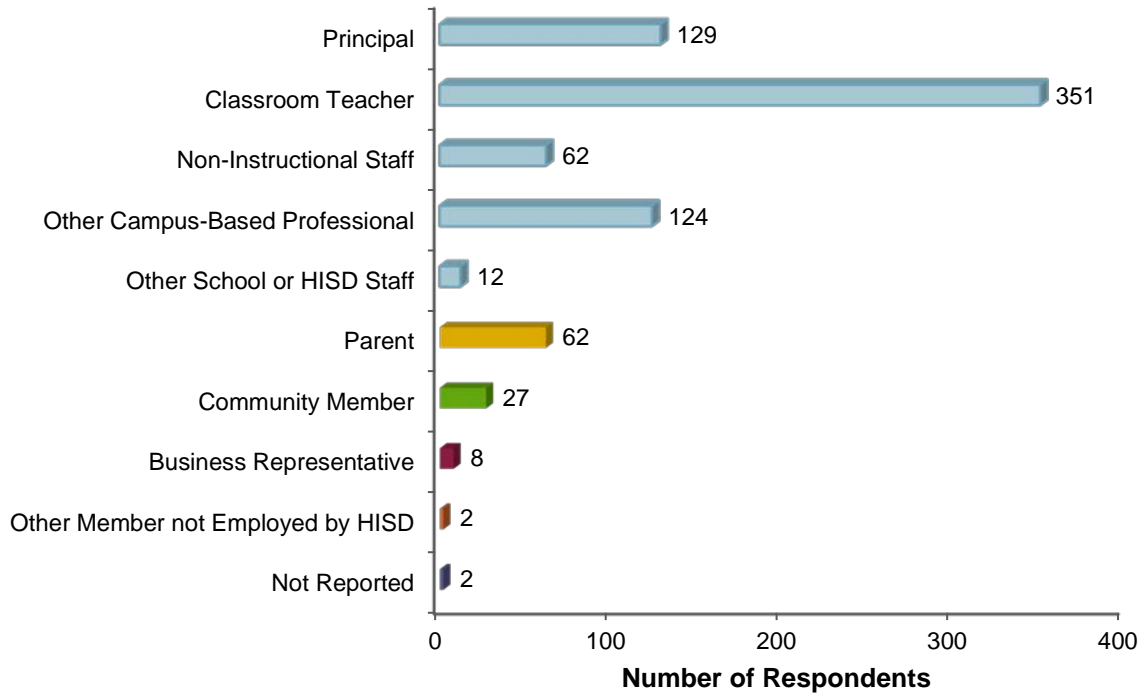
## Results

### Shared Decision-Making Committee (SDMC)

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

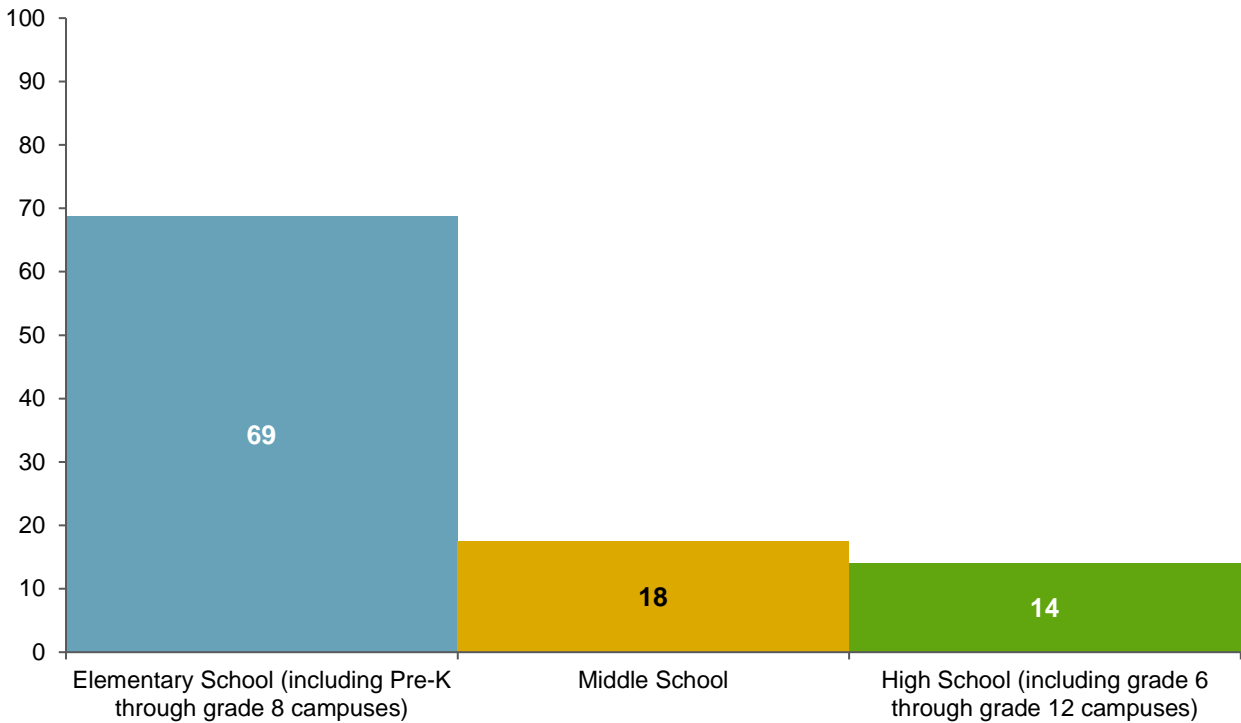
- In 2019, online surveys were made available to an estimated 3,025 SDMC members in HISD, and 779 (26 percent) responded. For comparison, 24 percent of SDMC members responded in 2017 (Department of Research and Accountability, 2017) and 39 percent responded in 2015 (Department of Research and Accountability, 2015).
- Shown in **Figure 1** (p. 5), 678 of 779 (87 percent) 2019 SDMC survey respondents were employees of HISD, illustrated by the blue bars of Figure 1. HISD employees included principals, teachers, other school professional staff, non-instructional staff, and other HISD staff members. Parents formed the next largest group, 62 out of the total of 779 respondents (eight percent), followed by community members (27 of 779 or three percent), then business representatives (eight of 779 or one percent) of all respondents. See **Table 2** (p. 24) for more detail regarding the SDMC roles of survey respondents.
- The majority of 2019 SDMC survey respondents, 69 percent, reported serving on elementary school committees, followed by 18 percent on middle school committees (**Figure 2**, p. 5). See **Table 3** (p. 24) for more detail regarding the school levels served by SDMCs.

**Figure 1. Number of SDMC Survey Respondents by Committee Role, 2018–2019**



Source: HISD SDMC Survey, 2019

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

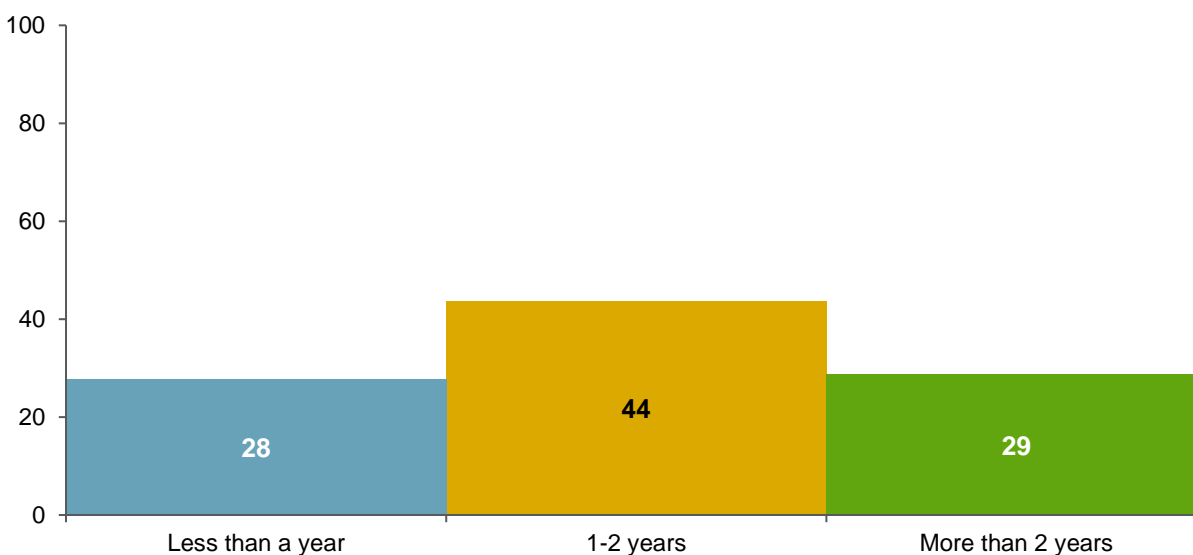


Source: HISD SDMC Survey, 2019



- The number of survey responses by school is listed in **Table 4** (pp. 25–29). SDMC members from 183 HISD schools (67 percent of the 275 HISD campuses eligible for an SDMC) returned survey responses. A total of 124 elementary schools had at least one survey response, followed by 34 middle schools, 25 high schools including grades six through 12. The number of responses for the 183 schools ranged from one to 13, with a mean of four responses per campus.
- The length of service reported by SDMC survey respondents is shown in **Figure 3** and **Table 5** (p. 29). The highest percentage of respondents (44 percent) reported serving on an SDMC for between one and two years, followed by more than two years (29 percent), and less than a year with 28 percent of respondents (**Figure 3**).

**Figure 3. Length of SDMC Service Reported by SDMC Survey Respondents, 2018–2019**

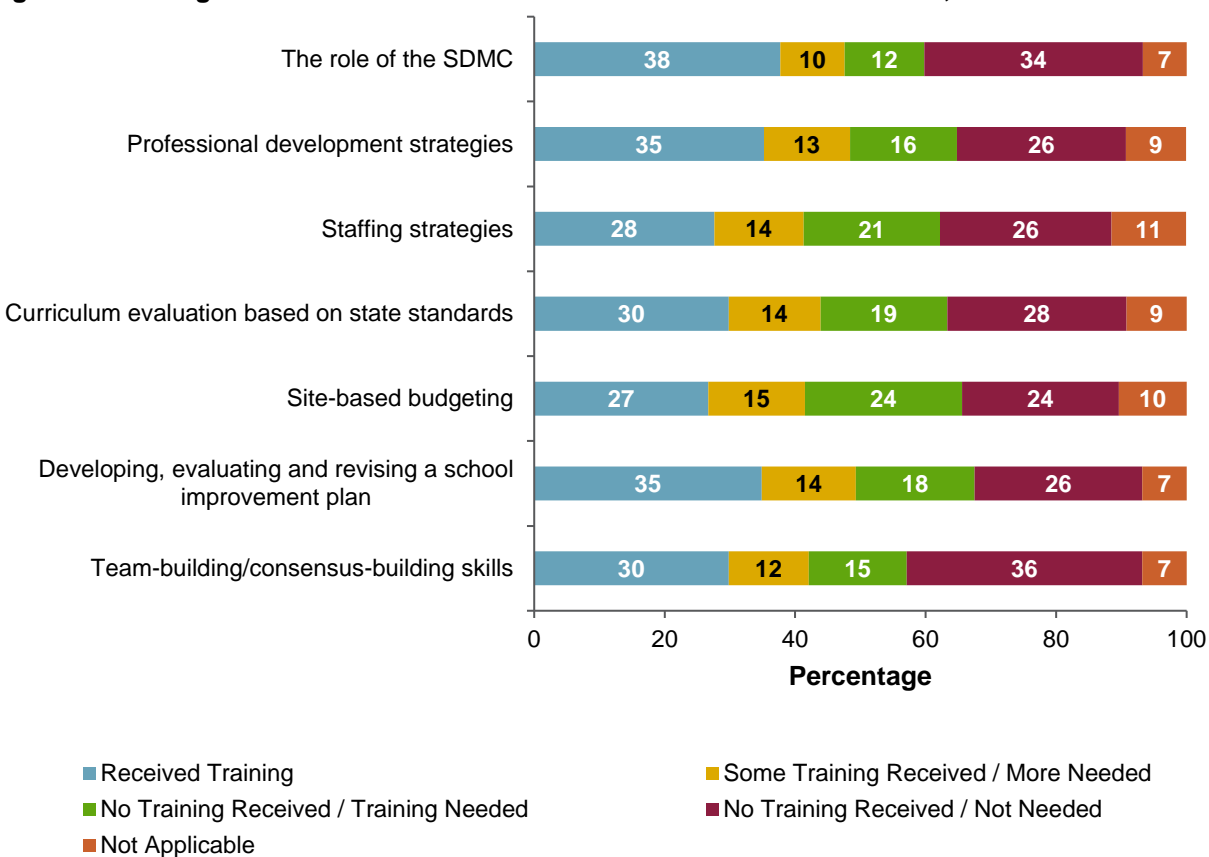


Source: HISD SDMC Survey, 2019

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

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

- As shown in **Table 6** (p. 29), most respondents, 95 percent, reported meeting with the SDMC consistent with the meeting frequency (“must be held at least once per quarter”) cited in HISD Board Policy BQB2.
- Eighty-one percent of respondents indicated that the number of times the SDMC met was enough to meet the committee’s needs (**Table 7**, p. 30). In contrast, 12 percent of respondents felt the SDMC met too seldom, and three percent reported the committee met too often.
- The extent of training that SDMC members received is detailed in **Table 8** (p. 30) and shown in **Figure 4** (p. 7). The majority of respondents indicated that either training had been provided or training was not needed for every listed SDMC topic. The role of SDMC (22 percent) was the lowest level of need for more training and the highest was in site-based budgeting (39 percent).

**Figure 4. Training and/or Technical Assistance Provided to SDMC Members, 2018–2019**

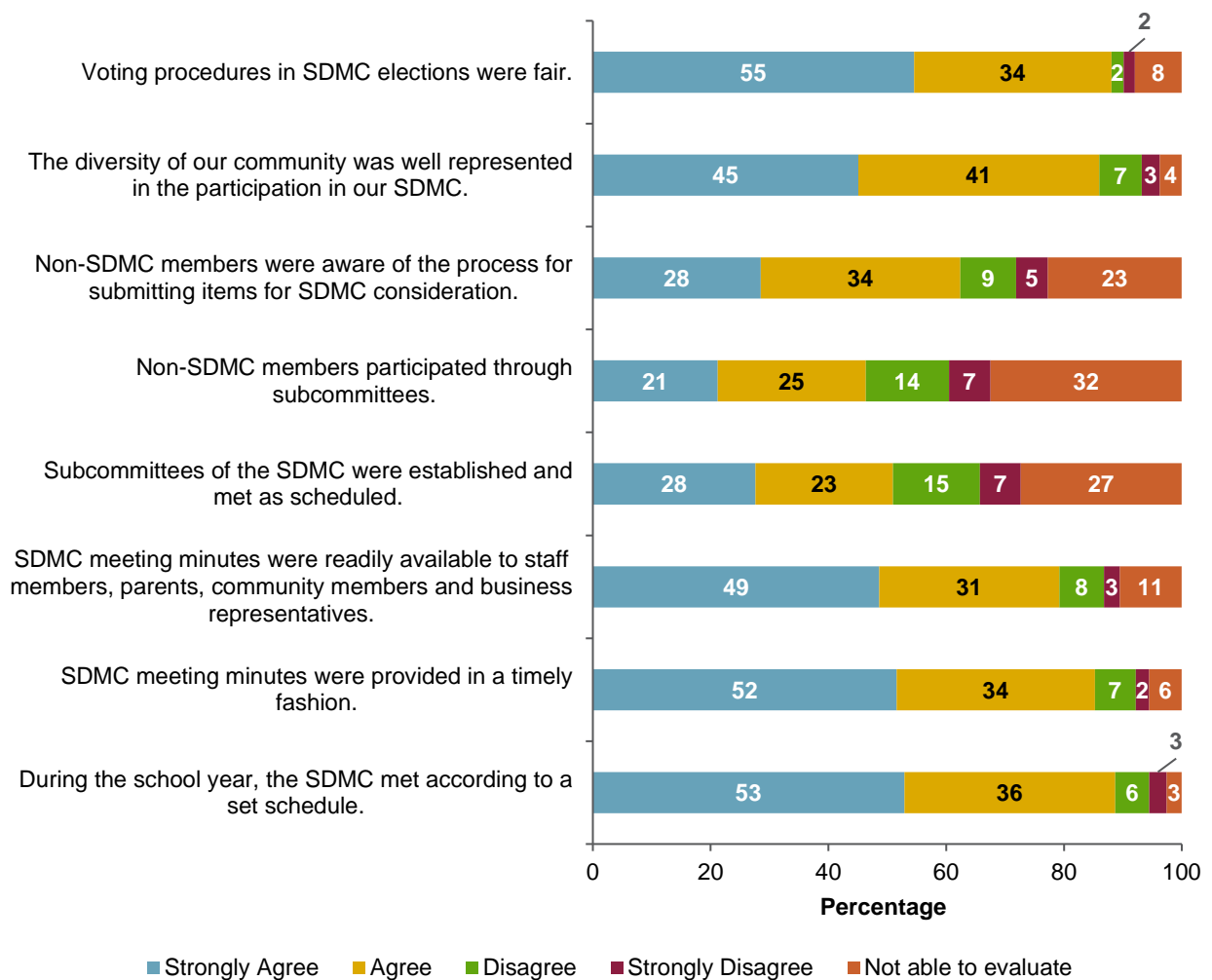
Source: HISD SDMC Survey, 2019

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

- A list of topics of other training received as well as general comments on SDMC training can be found in **Table 9** (p. 31). Of the 779 SDMC respondents, 687 (88 percent) stated that no other training was needed. It is evident that 92 (12 percent) of 779 SDMC respondents listed other kinds of training they received to support their SDMC service. These included training on school budget, family and community, generic district training, school safety, and special populations.
- When asked to indicate what other SDMC training was needed, 645 (83 percent) of the 779 respondents noted that no other training was needed (**Table 10**, p. 32). Seventeen percent (n=134) respondents requested more training on school budgets, effective learning environment, family and community, the role of SDMC, and school safety. More detail on the kinds of additional training suggested by survey respondents can be found in Table 10.
- Survey respondents' evaluations of the organization of their committee's organization can be seen in **Figure 5** (p. 8) and are detailed in **Table 11** (pp. 33–34). The largest proportion of respondents reported agreement ("strongly agree" or "agree") on most statements about the organization of the SDMC committees (Figure 5). The highest proportion (89 percent) were reported for both SDMC voting procedures and the SDMC meeting according to a set schedule. In addition, 86 percent reported agreement on the diversity of their SDMC membership, and that the SDMC meeting minutes were provided in a timely manner.

- The statements with the highest percentage of both disagreement and inability to evaluate was non-SDMC participation on subcommittees (53 percent), followed by their SDMC establishing subcommittees (49 percent), and non-SDMC members being aware of the process for submitting items for SDMC consideration (37 percent). More detailed responses concerning the organization of the SDMC committee can be located in Table 11 (pp. 33–34).
- These results were paralleled in the mean ratings reported in Table 11 (for respondents who felt able to make an evaluation). On a scale of 1 (“strongly disagree”) to 4 (“strongly agree”) means ranged from 2.9 for non-SDMC members participated through subcommittees to 3.5 for SDMC voting procedures were fair.

**Figure 5. Percentage of SDMC Survey Responses Concerning Organization of the Committee, 2018–2019**



Source: HISD SDMC Survey, 2019

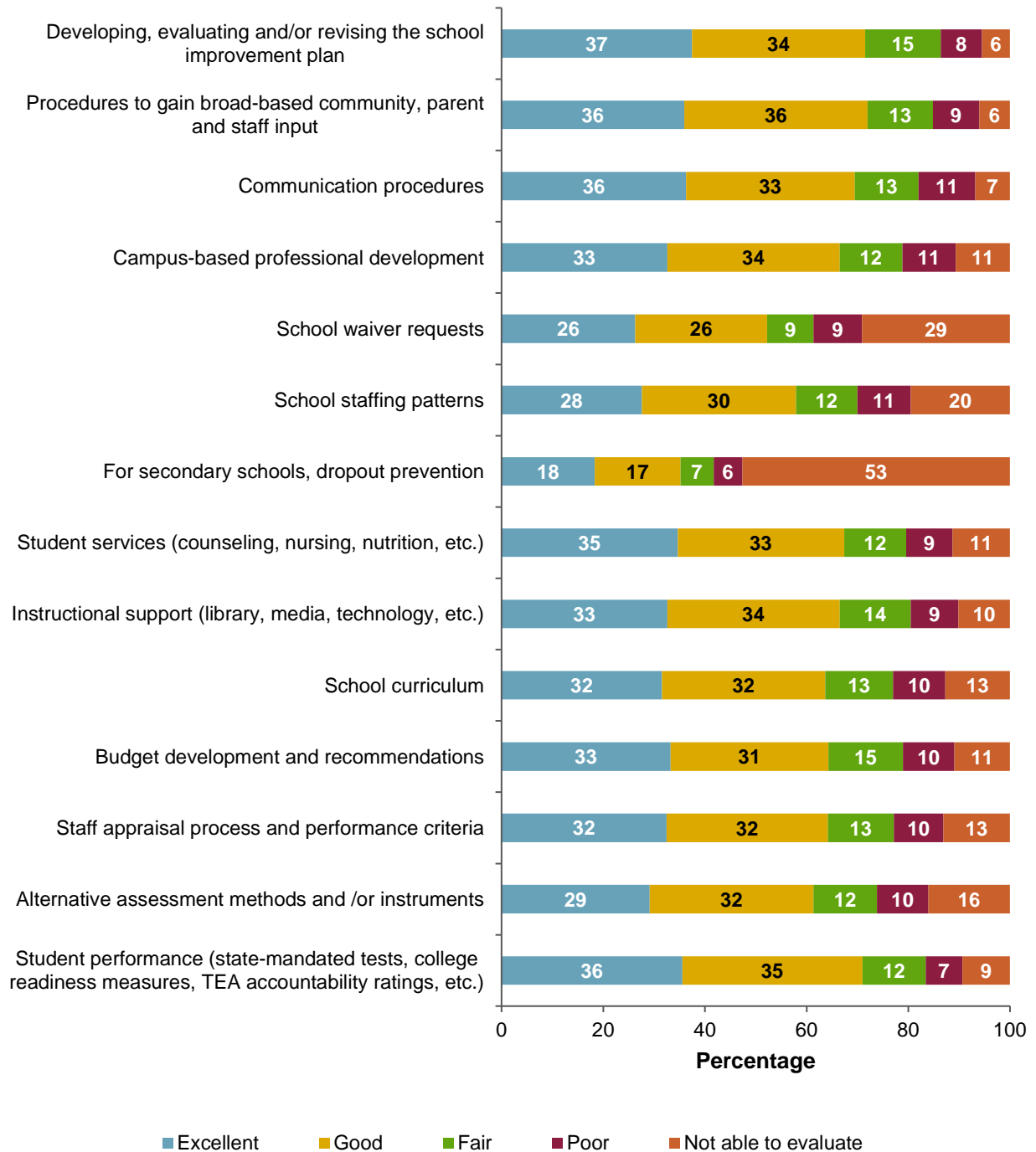
Note: Percentages may not total 100 percent due to rounding.

*How did SDMC survey respondents describe the committee involvement within their schools?*

- Survey respondents reported relatively high ratings on the quality of their involvement in school-based decisions, shown in **Figure 6** (p. 9) and **Table 12** (p. 35). Ratings of “excellent” and “good” quality of

involvement ranged from 35 percent for consideration of dropout prevention, which was only required for middle and secondary schools, to 72 percent for procedures to gain broad-based input and 71 percent for committee consideration of the school improvement plan and student performance.

**Figure 6. Percentage of SDMC Survey Responses Concerning Quality of Involvement of the Committee in School-Based Program Decisions, 2018–2019**



Source: HISD SDMC Survey, 2019

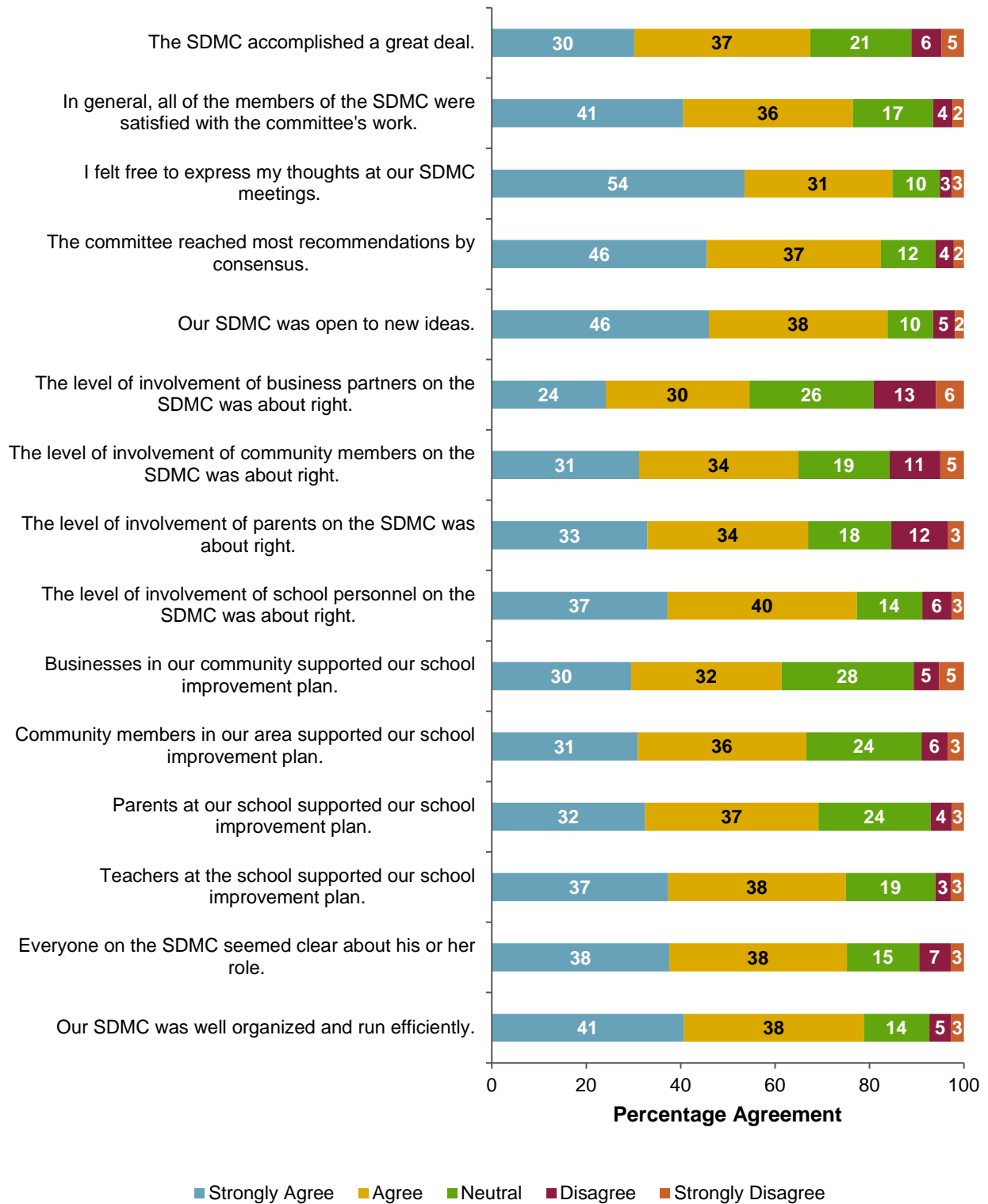
Note: Percentages may not total 100 percent due to rounding.

- These ratings were tempered by the percentage of respondents who reported they were unable to evaluate their committees' involvement on each topic (**Figure 6**, p. 9). The largest percentages of respondents unable to evaluate involvement were for dropout prevention (53 percent), which was limited to middle and high schools, followed by school waiver requests (29 percent), school staffing (20 percent), and alternative assessments (16 percent).
- Found in **Table 12** (p. 35), the mean ratings (on a scale of 1- Poor to 4-Excellent), which include only results from respondents who felt able to make an evaluation, ranged from 2.9 (out of 4.0) to 3.1 indicating uniformly "good" ratings of quality of the committee involvement in school-based decisions.

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

- Shown in **Figure 7** (p. 11) and **Table 13** (pp. 36–37), SDMC survey respondents expressed general satisfaction with the results of their committee. In Figure 7, levels of agreement with each indicator ranged from 54 percent on the level of involvement of business partners on their SDMC to 85 percent stating that they felt free to express their thoughts at the SDMC meetings.
- Percentages reflected in the average ratings in Table 13 demonstrate agreement with positive results 3.5 to 4.3 (out of 5.0). The highest average rating of 4.3 was recorded for members feeling free to express their thoughts at meetings. The lowest mean rating, 3.5, was for the involvement of business partners being enough.
- Depicted in Figure 7, 19 percent of respondents felt that the business partners were not involved enough, followed by 16 percent not being satisfied with the level of involvement of community members in their SDMC meetings.
- In response to an open-ended question on how the school benefitted from having an SDMC, 289 (37 percent) of 779 respondents reported feeling that their voices were heard and valued, 70 (nine percent) expressed a belief that the SDMC process needed improvement (**Table 14**, p. 38).
- When asked how to make the SDMC process more effective, 195 of 779 (25 percent) survey respondents reported the SDMC process needs improvement to meet the needs of the school's students, while nine percent (n=66) expressed that the SDMC ran effectively and did not need to change. These findings are tempered by the fact that 422 of 779 respondents (54 percent) chose not to provide an answer to this question (**Table 15**, p. 39).
- Additional comments provided by SDMC respondents offered a variety of suggestions on ways to improve the shared decision-making process. These suggestions included an increase in business and community involvement in the SDMC, as well as receiving more training on the responsibilities of the SDMC (**Table 16**, p. 40). However, 90 percent of respondents did not provide a response or indicated that the SDMC ran smoothly.

**Figure 7. Percentage of Survey Responses Concerning Results of SDMC Work, 2018–2019**



Source: HISD SDMC Survey, 2019

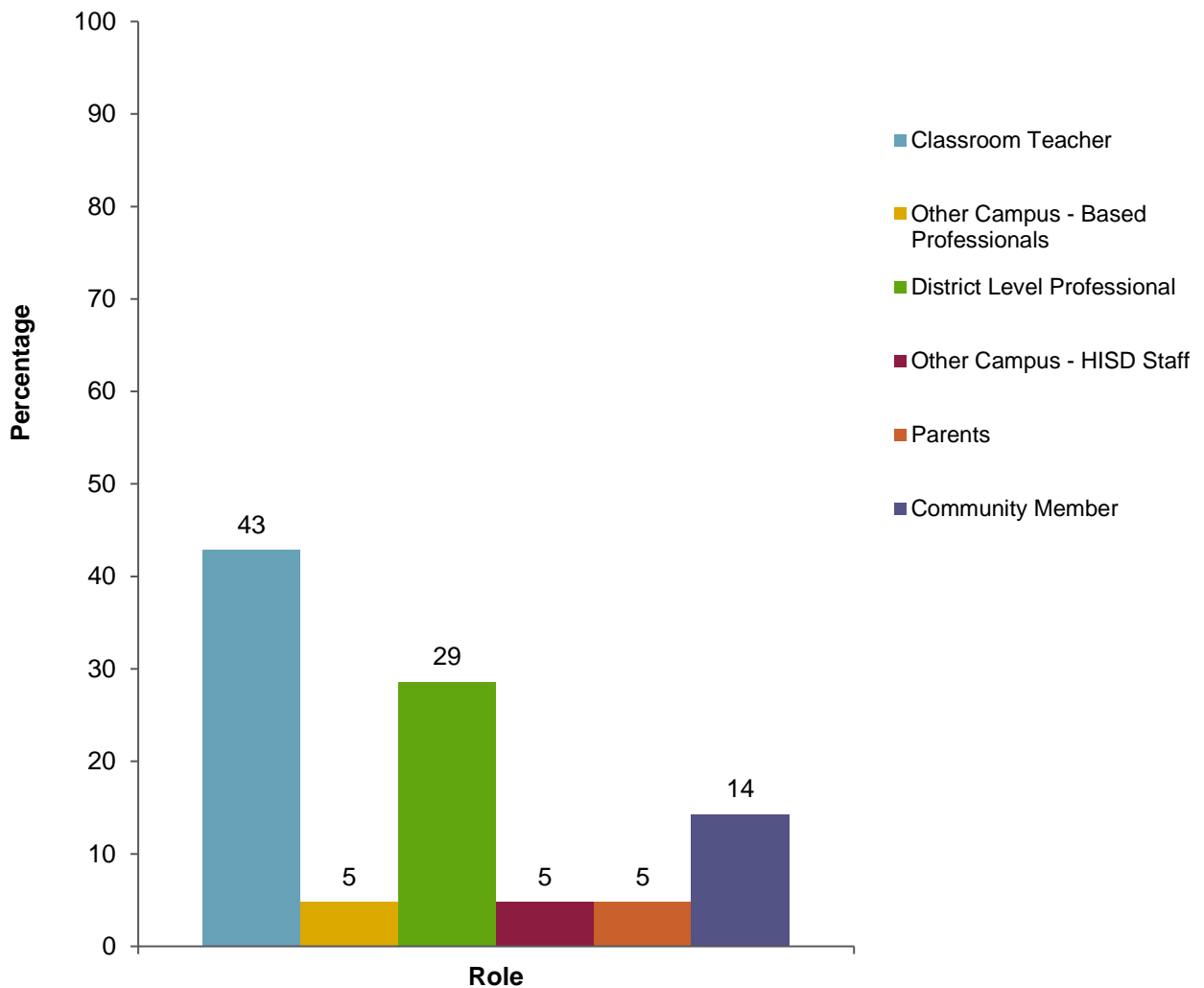
Note: Percentages may not total 100 percent due to rounding.

## District Advisory Committee (DAC)

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

- The 2019 DAC survey was completed by 21 of 26 DAC members (81 percent). For comparison, in 2017, 19 of 25 DAC members (76 percent) responded to the survey, and in 2015, 17 of 28 DAC members (61 percent) responded (Department of Research and Accountability, 2015, 2017).
- Shown in **Figure 8** on the 2019 DAC survey, 81 percent, were HISD employees. The largest number of respondents represented HISD classroom teachers (43 percent), followed by district-level professionals (29 percent) and community members (14 percent). The roles with the lowest percentage of respondents (five percent) were parents, other campus or HISD staff, and other campus-based professionals. A business representative returned no survey. For more detail on DAC membership go to **Table 17** (p. 41).

**Figure 8. Percentage of 2018 and 2019 DAC Survey Respondents by Committee Role**

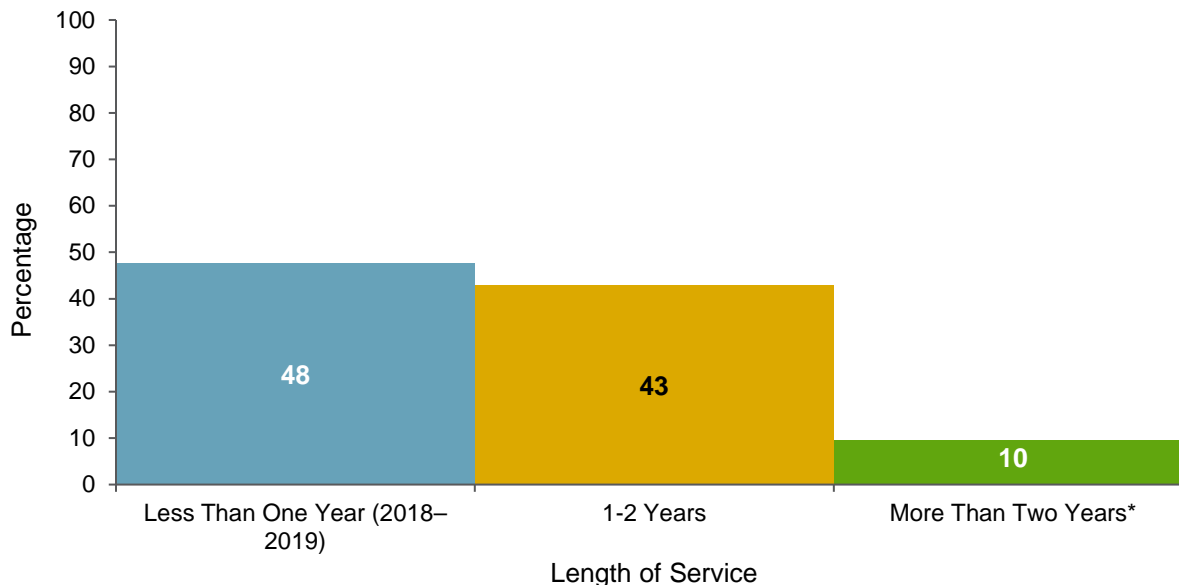


Source: HISD DAC Survey, 2019

Note: There were DAC members identified as business members that did not complete a survey.

- When asked how long they had served on the DAC, 48 percent reported serving on the committee for less than one year, 43 percent reported serving on the committee for one to two years, and finally, 10 percent reported serving on the committee for more than two years (**Figure 9**; **Table 18**, p. 41).

**Figure 9. Length of Service Reported by 2018 and 2019 DAC Survey Respondents**



Source: HISD DAC Survey, 2019

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

\*One respondent reported being a DAC member for four years.

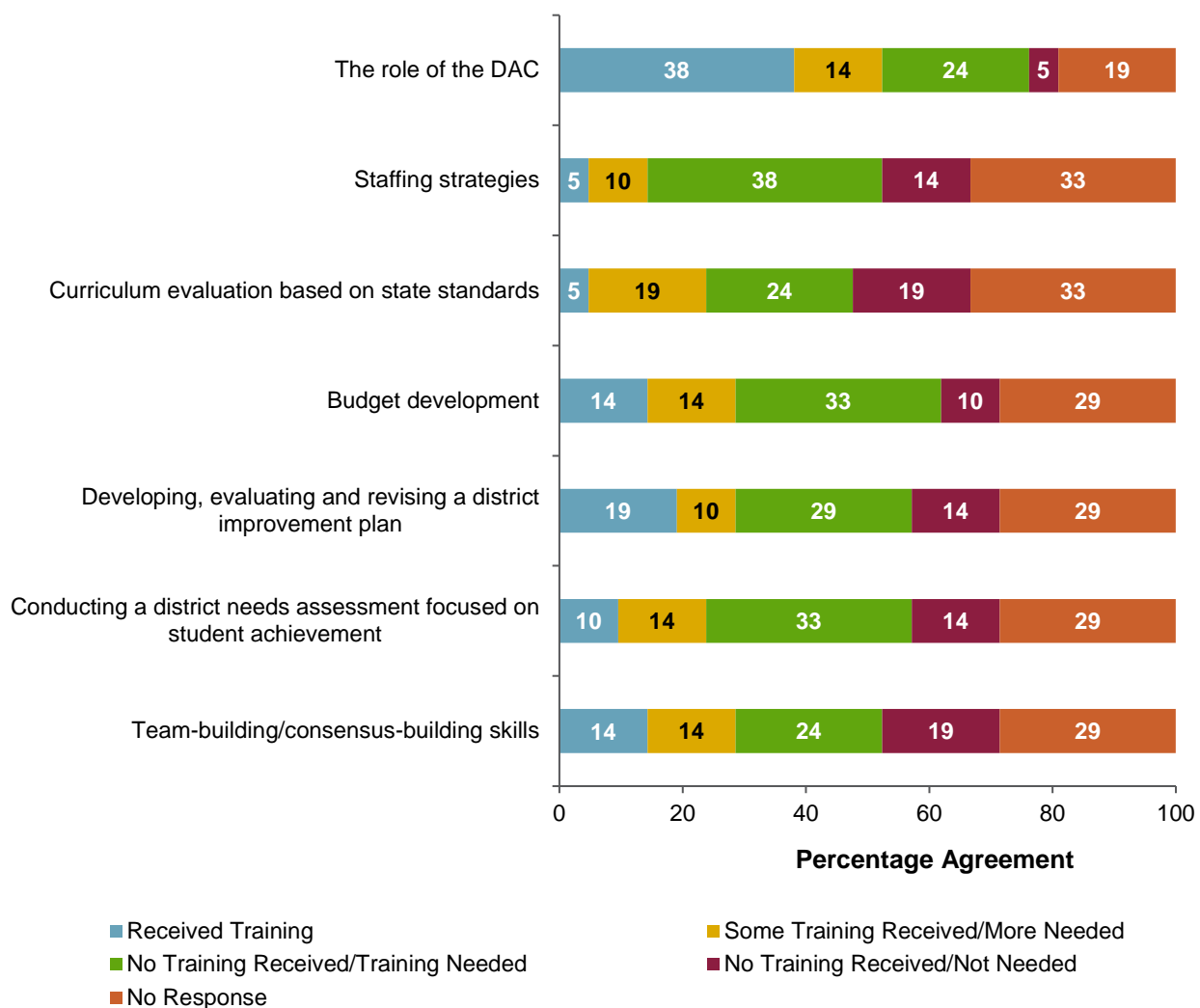
#### *How did DAC survey respondents describe the training provided to and organization of their committee?*

- DAC members' perceptions of the training they received on topics appropriate for DAC services are shown in **Figure 10** (p. 14) and **Table 19** (p. 42). From 5 to 38 percent of respondents reported receiving training in each of the topics identified for the DAC to consider, while from 24 to 38 percent reported not receiving training but with training needed.
- As shown in Figure 10, a total of 38 percent of survey respondents reported receiving training for the role of the DAC, with another five percent reported not needing training on the role of the DAC. However, another 38 percent reported needing more training on the role of the DAC.
- The greatest need for training (48 percent) was reported for staffing strategies followed by 47 percent on both budget development and conducting a district needs assessment focused on student achievement.
- As depicted in Figure 10, 33 percent of respondents provided no responses regarding the need for training on staffing strategies and curriculum evaluation on state standards (Figure 10).
- Responding to an open-ended survey item, 11 of 21 respondents (52 percent) believed that DAC members required more training for the committee to run as intended (**Table 20**, p. 43). Topics for



training mentioned by respondents included the role of the DAC, budget development, and staffing strategies.

**Figure 10. Respondent Agreement with Training and/or Technical Assistance Provided to 2018 and 2019 DAC Members**



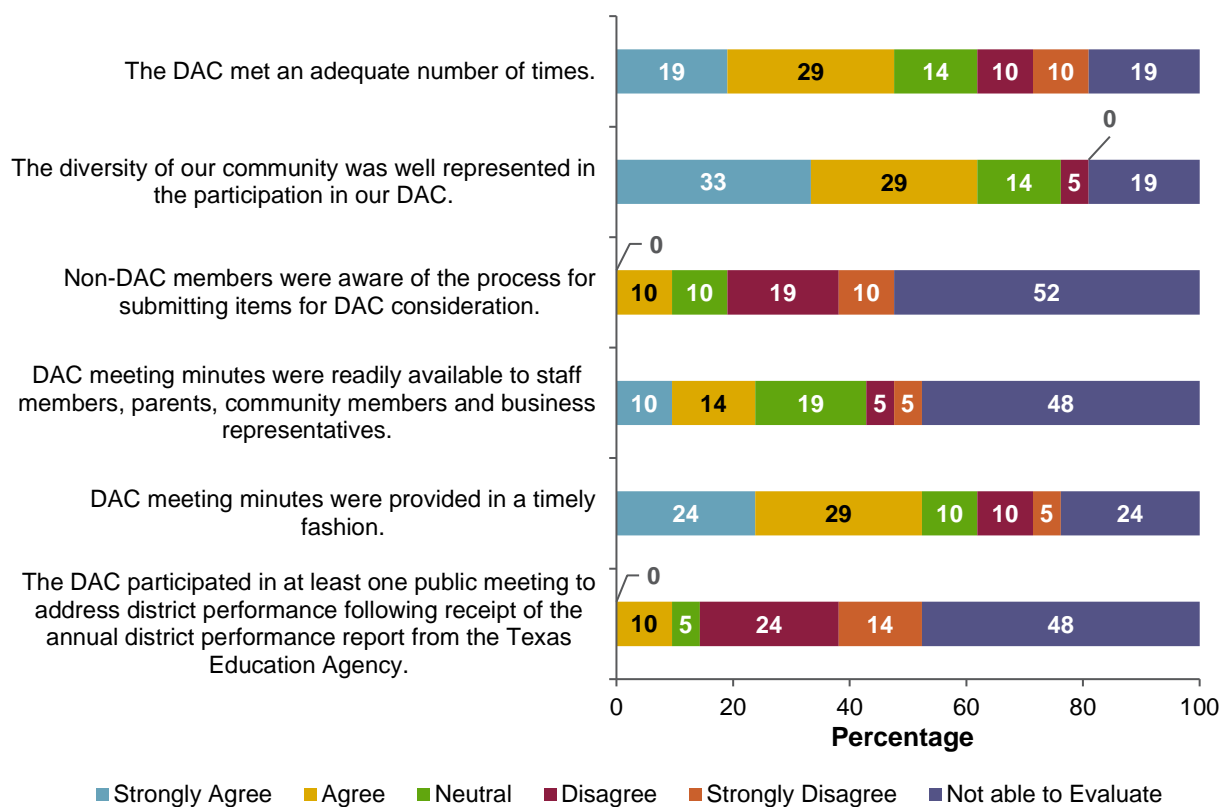
Source: HISD DAC Survey, 2019

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

- Survey respondents’ evaluations of the organization of the DAC are illustrated in **Figure 11** (p. 15) and detailed in **Table 21** (p. 44). In general, larger percentages of respondents “agreed” or “strongly agreed”, than “disagreed”, with positive indicators of a well-organized committee. On a scale of 1-Strongly Disagree to 5-Strongly agree, average ratings ranged from 2.2 to 4.1.
- A large percentage of respondents “agreed” or “strongly agreed” that the DAC represented the diversity of the community being served (62 percent), DAC meeting minutes were provided in a timely fashion (53 percent), and the DAC met an adequate number of times (48 percent) (Figure 11).

- As shown in Figure 11, many respondents (67 percent) reported being “neutral” or “unable to evaluate” DAC meeting minutes being readily available to staff members, parents, community members and business representatives. Further, 38 percent of respondents “disagreed” or “strongly disagreed” with the item concerning the DAC having at least one public hearing following receipt of the annual district performance report from the Texas Education Agency. Likewise, the lowest average rating 2.2 out of 5, also concerned the DAC having at least one public hearing to address district performance following receipt of the annual district performance report from the Texas Education Agency (Table 21, p. 44). This may be tempered by the public hearing being held in conjunction with the presentation of the District Performance Report right before a public board meeting.

**Figure 11. Percentage of 2018 and 2019 DAC Member Survey Responses Concerning Organization of the Committee**



Source: HISD DAC Survey, 2019

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

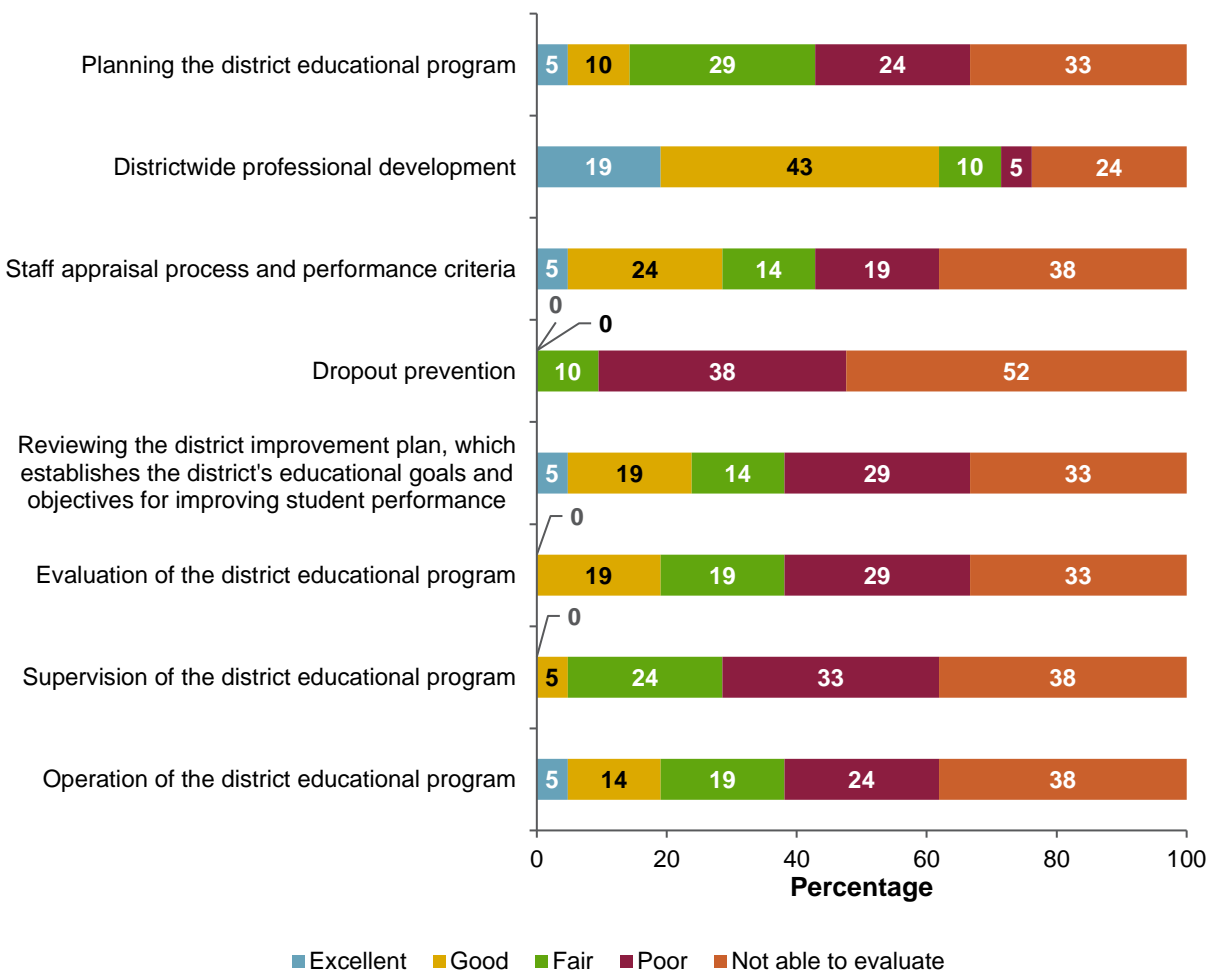
*How did DAC survey respondents describe the DAC’s involvement within the district?*

- Respondents’ opinions about the quality of DAC involvement in district decisions with topics appropriate to the committee are shown in **Figure 12** (p. 16) and detailed in **Table 22** (pp. 45–46). A total of 62 percent of respondents reported “excellent” or “good” quality DAC involvement in districtwide professional development decisions.
- Of the eight items concerning DAC involvement in HISD decisions, seven had a higher percentage of respondents who reported “fair” or “poor” quality of involvement, with the highest percentage of “fair” or

“poor” rated involvement on supervision of the district educational program (57 percent), followed by 53 percent on the planning of the district educational program (Figure 12).

- Illustrated in Figure 12, more than a quarter of respondents for each topic felt unable to evaluate the quality of committee involvement with the identified topic. A total of 52 percent of DAC respondents reported that they were unable to evaluate the quality of committee involvement in dropout prevention decisions.

**Figure 12. Percentage of 2018 and 2019 DAC Member Survey Respondents Concerning the Quality of Involvement of the Committee in District Program Decisions**



Source: HISD DAC Survey, 2019

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

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

- DAC members’ evaluations of their committee are depicted in **Figure 13** (p. 17) and presented in **Table 23** (pp. 46–47). A majority of respondents “agreed” or “strongly agreed” with 11 of 12 statements regarding the work of the DAC compared to those who “disagreed” or “strongly disagreed.” However, 43 percent of DAC members “disagreed” or “strongly disagreed” with the statement that the committee accomplished a great deal, while 10 percent “agreed” or “strongly agreed” that the DAC accomplished a great deal.

**Figure 13. Percentage of 2018 and 2019 DAC Member Survey Responses Concerning Results of DAC Work**



Source: HISD DAC Survey, 2019

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

- As shown in Figure 13 (p.17), between 24 and 43 percent of respondents reported not being able to evaluate the specific topic concerning the results of the work of the DAC. With 24 percent being the most frequent response percentage.
- When asked what benefit HISD has derived from the work of the DAC, seven of 11 DAC survey respondents (64 percent) reported feeling the committee's work was a positive benefit to HISD. However, of those that reported a need for improvement, there was a desire for feedback from the district leadership on how the input from the DAC was incorporated into decision-making (**Table 24**, p. 48). More complete survey responses on DAC's benefit to HISD can be found in Table 24.
- A total of 15 DAC survey respondents reported on how the district advisory committee's process could be more effective. Five respondents felt that a greater understanding of the DAC processes as a whole would go a long way in making the DAC more effective. Further, 10 respondents reported a desire for more communication with, and feedback from, district leadership (**Table 25**, p. 49). More complete responses are presented in Table 25.
- Six of 21 DAC respondents (29 percent) took advantage of the opportunity to provide additional comments. Comments centered on offering suggestions to improve feedback from district leadership to DAC members concerning the impact of DAC discussions on decision-making (**Table 26**, p. 50). More detailed comments are found in Table 26.

## Discussion

The effectiveness of the HISD District Advisory Committee (DAC) and the Shared Decision-Making Committees (SDMC) established at each HISD campus was measured through surveys of the respective committee members. Of the estimated 3,025 SDMC members in HISD for 2018–2019, 26 percent (n=779) responded to a survey asking questions about the support structures and impact of their committees, and another 81 percent (n=21) of DAC members responded to the survey designed to evaluate the effectiveness of their committee. In comparison to the previous administration of surveys in 2017, the 2019 DAC response rate was slightly higher (2017=76 percent; 2019=81 percent), and the 2019 SDMC response rate was slightly higher (2017=24 percent; 2019=26 percent). The majority of respondents on both surveys were employed by HISD as school administrators, classroom teachers, and other school staff.

The mean reported involvement of SDMCs, on a scale of 1 (poor) to 4 (excellent), was 3.0 or higher for 12 of 13 topics. 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) with 53 percent, school waiver requests (29 percent), and school staffing patterns (20 percent). The first of these topics, dropout prevention, is required only for middle and high school committees, so a lack of consideration in elementary schools is appropriate. Further, not all HISD campuses requested school waivers so it is understandable that 29 percent of SDMC respondents reported being unable to evaluate their involvement in the topic. The inability to offer an evaluation of the school staffing patterns could be explained by the relatively high proportion (44 percent) of SDMC committee members that had participated for one or two years. Exposure to SDMC training and participation in meetings should allow new contributors to gain confidence in their ability to evaluate involvement in these areas in the future.

On the scale of 1.0 (poor) to 4.0 (excellent), mean scores on seven of eight topics on the DAC survey were between 1.2 and 2.0. The one area that scored higher concerned involvement in districtwide professional development, with a mean of 3.0. One explanation for the relatively low mean scores could be committee members not receiving feedback on how their input influenced the staff appraisal process and criteria for HISD. DAC survey scores could be tempered by the relatively high percentage of contributors who reported an inability to evaluate many of the topics concerning the committee's quality of involvement in contributing to district decisions. A large percentage (48 percent) of DAC respondents reported serving on the committee for less than a year. DAC members should benefit from exposure to training over the separate topics to feel confident with their level of involvement in DAC discussions.

Many respondents to both the SDMC and DAC surveys expressed satisfaction with the work they accomplished through their respective committees. Generally, they found their committees to be well organized and open to members' contributions. However, these findings were not universal. Many reported a desire for more training, and some SDMC committees were reportedly organized for disseminating information, rather than for contributing to significant school-based decisions. Individual members of the SDMCs provided suggestions for improving the effectiveness of their committees. Principals are encouraged to access responses to open-ended survey questions found in Tables 14–16 (pp. 38–40) for ideas that may be pertinent to their school committees, and the district facilitator for the DAC is encouraged to turn to comments listed in Tables 24–26 (pp. 48–50) for further suggestions.

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

<b>Shared Decision-Making Committees (SDMC)</b>	
<b>Purpose</b>	To direct and support the improvement of student performance for all students [Texas Education Code 11.253(a)]
<b>Composition</b>	<p>The principal will serve as chairperson and as a member of the SDM committee and will determine the size of the SDM committee. Membership must include parents, community representatives, and no more than one business representative. Professional staff members must include at least two-thirds classroom teachers and one-third other campus-level professional staff, and as of February 15, 2019, one non-voting special education representative. (Houston ISD Board Policy BQB, paragraph 6)</p> <hr/> <p>The committee shall include at least two parents of students currently enrolled within the District. The parent representatives are selected by the campus's parent organization (PTA/PTO). (Houston ISD Board Policy BQB, paragraph 7)</p> <hr/> <p>A minimum of two community members (Houston ISD Board Policy BQB, paragraph 8)</p> <hr/> <p>A minimum of one business representative (Houston ISD Board Policy BQB, paragraph 9)</p> <hr/> <p>One noninstructional staff member (Houston ISD Board Policy, BQB, paragraph 12)</p>
<b>Responsibilities</b>	<p>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 BQB (local)]</p> <hr/> <p>Participate in making decisions about planning, budgeting, curriculum, staffing patterns, staff development, school organization [Texas Education Code 11.253(e)], staff appraisal systems [Texas Education Code 21.352(a)] and distribution of any successful school awards distributed to the campus [Texas Education Code 39.264(b)]</p> <hr/> <p>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)</p> <hr/> <p>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)]</p> <hr/> <p>Solicit input from a broad base of community, parent, and staff members [Texas Education Code 11.253(g)]</p> <hr/> <p>Disseminate SDMC recommendations to the community, parents and staff of the district [Texas Education Code 11.253(g)]</p>

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

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

Sources: Houston Independent School District, 2017a, 2017b, 2017c, 2019; and Texas Education Code 2009a, 2009b, 2013a, 2013b

**Table 2. Shared Decision-Making Committee Roles Reported by Survey Respondents, 2018–2019**

<b>Committee Role</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Business Representative	8	1.0
Classroom Teacher, with primary responsibility for students with disabilities	82	10.5
Classroom Teacher, without primary responsibility for students with disabilities	269	34.5
Community Member (but not a parent of a student at the school or an HISD employee)	27	3.5
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	62	8.0
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	124	15.9
Other member not employed by the district	2	0.3
Other School or HISD Staff	12	1.5
Parent (but not an employee of HISD)	62	8.0
Principal	129	16.6
Not Reported	2	0.3
<b>Total</b>	<b>779</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2019

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

**Table 3. School Levels Represented by SDMC Survey Respondents, 2018–2019**

<b>School Level</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Elementary School (including Pre-K through grade 8 campuses)	536	68.8
Middle School	136	17.5
High School (including grade 6 through grade 12 campuses)	107	13.7
<b>Total</b>	<b>779</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2019

**Table 4. Schools Represented by SDMC Survey Respondents, 2018–2019**

<b>School</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Almeda ES	4	0.5
Anderson ES	1	0.1
Arabic Immersion	3	0.4
Attucks MS	1	0.1
Baylor College of Medicine Biotech Academy at Rusk	6	0.8
Bell ES	1	0.1
Bellfort ECC	13	1.7
Benbrook ES	4	0.5
Black MS	6	0.8
Bonner ES	9	1.2
Braeburn ES	1	0.1
Briar Meadow	5	0.6
Briscoe ES	2	0.3
Brookline ES	7	0.9
Browning ES	8	1.0
Bruce ES	7	0.9
Burnet ES	3	0.4
Burrus ES	7	0.9
Bush ES	12	1.5
Cage ES	2	0.3
Carnegie HS	4	0.5
Carrillo ES	9	1.2
Challenge EC HS	3	0.4
Chrysalis MS	2	0.3
Clifton MS	1	0.1
Condit ES	6	0.8
Cook ES	8	1.0
Crespo ES	7	0.9
Crockett ES	12	1.5
Davila ES	1	0.1
De Chaumes ES	6	0.8
Deady MS	2	0.3
DeBaKey HS	5	0.6
DeZavala ES	6	0.8
Dogan ES	2	0.3
Durham ES	6	0.8
Durkee ES	4	0.5
East EC HS	5	0.6
Eastwood Acad HS	1	0.1
Edison MS	9	1.2

**Table 4. Schools Represented by SDMC Survey Respondents, 2018–2019  
(continued)**

<b>School</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Eliot ES	1	0.1
Elrod ES	5	0.6
Energized MS	1	0.1
Farias ECC	9	1.2
Field ES	2	0.3
Foerster ES	1	0.1
Fondren ES	3	0.4
Fonville MS	1	0.1
Fonwood ECC	1	0.1
Franklin ES	1	0.1
Frost ES	4	0.5
Gallegos ES	1	0.1
Garden Oaks	7	0.9
Golfcrest ES	3	0.4
Gregg ES	5	0.6
Gregory-Lincoln PK-8	1	0.1
Grissom ES	4	0.5
Gross ES	1	0.1
Halpin ECC	2	0.3
Hamilton MS	5	0.6
Harris JR ES	3	0.4
Harris RP ES	6	0.8
Hartman MS	1	0.1
Hartsfield ES	3	0.4
Harvard ES	6	0.8
Heights HS	7	0.9
Helms ES	6	0.8
Henderson, JP ES	10	1.3
Henry MS	6	0.8
Herod ES	2	0.3
High School Ahead Acad MS	5	0.6
Highland Heights ES	1	0.1
Hines-Caldwell ES	5	0.6
Hobby ES	3	0.4
Hogg MS	2	0.3
Holland MS	2	0.3
Horn ES	10	1.3
Houston Math and Science Technology Center HS	6	0.8
HS for Law and Justice	8	1.0

**Table 4. Schools Represented by SDMC Survey Respondents, 2018–2019  
(continued)**

<b>School</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Janowski ES	1	0.1
Jefferson ES	6	0.8
Jones HS	1	0.1
Kelso ES	2	0.3
Kennedy ES	1	0.1
Ketelsen ES	9	1.2
Kinder High School for Performing and Visual Arts	9	1.2
Lanier MS	9	1.2
Lantrip ES	11	1.4
Laurenzo ECC	1	0.1
Lawson MS	3	0.4
Leland YMCPA	5	0.6
Lewis ES	1	0.1
Lockhart ES	2	0.3
Longfellow ES	1	0.1
Lyons ES	3	0.4
MacGregor ES	2	0.3
Mading ES	4	0.5
Mandarin Immersion Magnet	5	0.6
Marshall MS	11	1.4
Martinez, R ES	8	1.0
McGowen ES	6	0.8
McReynolds MS	1	0.1
Memorial ES	1	0.1
Meyerland MS	9	1.2
Middle College HS - Fraga	4	0.5
Milby HS	1	0.1
Montgomery ES	6	0.8
Navarro MS	1	0.1
Neff ECC	7	0.9
North Forest HS	1	0.1
North Houston EC HS	6	0.8
Northline ES	6	0.8
Northside HS	6	0.8
Not Reported	2	0.3
Oak Forest ES	6	0.8
Oates ES	2	0.3
Ortiz MS	3	0.4
Osborne ES	5	0.6
Park Place ES	1	0.1

**Table 4. Schools Represented by SDMC Survey Respondents, 2018–2019  
(continued)**

<b>School</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Parker ES	8	1.0
Patterson ES	9	1.2
Peck ES	1	0.1
Pershing MS	9	1.2
Petersen ES	5	0.6
Pin Oak MS	8	1.0
Piney Point ES	3	0.4
Pleasantville ES	2	0.3
Poe ES	1	0.1
Port Houston ES	2	0.3
Pugh ES	7	0.9
Red ES	6	0.8
Revere MS	10	1.3
River Oaks ES	5	0.6
Roberts ES	13	1.7
Robinson ES	3	0.4
Roosevelt ES	3	0.4
Rucker ES	5	0.6
Sanchez ES	1	0.1
Scarborough ES	6	0.8
Seguin ES	1	0.1
Shadydale ES	4	0.5
Sharpstown HS	5	0.6
Shearn ES	2	0.3
Sinclair ES	2	0.3
Smith ES	2	0.3
Southmayd ES	1	0.1
Sterling HS	1	0.1
Stevenson MS	5	0.6
Sugar Grove MS	3	0.4
Sutton ES	7	0.9
Tanglewood MS	8	1.0
Thomas MS	1	0.1
Thompson ES	8	1.0
Tijerina ES	7	0.9
Travis ES	10	1.3
Twain ES	8	1.0
Valley West ES	6	0.8
Wainwright ES	3	0.4

**Table 4. Schools Represented by SDMC Survey Respondents, 2018–2019  
(continued)**

<b>School</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Waltrip HS	13	1.7
Washington HS	5	0.6
Welch MS	2	0.3
Wesley ES	4	0.5
West Briar MS	1	0.1
West University ES	4	0.5
Westbury HS	9	1.2
Westside HS	1	0.1
Wharton ES	3	0.4
White E ES	7	0.9
White M ES	5	0.6
Whittier ES	1	0.1
Williams MS	3	0.4
Wilson ES	1	0.1
Windsor Village ES	3	0.4
Woodson	4	0.5
Yates HS	1	0.1
Young ES	1	0.1
<b>Total</b>	<b>779</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2019

**Table 5. Length of Service on the SDMC Reported by Survey Respondents, 2018–2019**

<b>Length of Service</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
1-2 years	340	43.6
Less than a year	216	27.7
More than 2 years	223	28.6
<b>Total</b>	<b>779</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2019

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

**Table 6. Frequency of 2018–2019 SDMC Meetings Reported by Survey Respondents**

<b>Frequency</b>	<b>Respondents (N)</b>	<b>Respondents (%)</b>
Once	13	1.7
More than once a month	3	0.4
Once a month	298	38.3
Once each quarter	349	44.8
Twice each quarter	90	11.6
Not sure	26	3.3
<b>Total</b>	<b>779</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2019

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



**Table 7. Adequacy of the Number of 2018–2019 SDMC Meetings Reported by Survey Respondents, 2018–2019**

Adequacy	Respondents (N)	Respondents (%)
Just right	634	81.4
Too few	90	11.6
Too many	26	3.3
Not sure	29	3.7
<b>Total</b>	<b>779</b>	<b>100.0</b>

Source: HISD SDMC Survey, 2019

**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,” 2018–2019**

	All Respondents (N)	Received Training		Some Training Received / More Needed		No Training Received / Training Needed		No Training Received / Not Needed		Not Applicable	
		N	%	N	%	N	%	N	%	N	%
The role of the SDMC	779	294	37.7	77	9.9	95	12.2	261	33.5	52	6.7
Team-building/consensus-building skills	779	232	29.8	96	12.3	117	15	281	36.1	53	6.8
Developing, evaluating and revising a school improvement plan	779	272	34.9	112	14.4	142	18.2	200	25.7	53	6.8
Site-based budgeting	779	208	26.7	115	14.8	188	24.1	187	24.0	81	10.4
Curriculum evaluation based on state standards	779	232	29.8	110	14.1	151	19.4	214	27.5	72	9.2
Staffing strategies	779	215	27.6	107	13.7	163	20.9	205	26.3	89	11.4
Professional development strategies	779	274	35.2	103	13.2	128	16.4	202	25.9	72	9.2

Source: HISD SDMC Survey, 2019

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

**Table 9. Responses to the SDMC Open-Ended Item, “What Other Training Have You Received?” 2018–2019\***

Committee Role	Surveys	Budget		Family and Community		Generic District Training		School Safety		Special Populations		None	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Business Representative	8	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	7	87.5
Classroom Teacher, with primary responsibility for students with disabilities	82	0	0.0	1	1.2	9	11.0	1	1.2	1	1.2	70	85.4
Classroom Teacher, without primary responsibility for students with disabilities	269	0	0.0	2	0.7	17	6.3	5	1.9	0	0.0	245	91.1
Community Member (but not a parent of a student at the school or an HISD employee)	27	1	3.7	1	3.7	6	22.2	0	0.0	0	0.0	19	70.4
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	62	0	0.0	1	1.6	1	1.6	0	0.0	0	0.0	60	96.8
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	124	1	0.8	0	0.0	10	8.1	4	3.2	0	0.0	109	87.9
Other member not employed by the district	2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Other School or HISD Staff	12	0	0.0	1	8.3	2	16.7	0	0.0	0	0.0	9	75.0
Parent (but not an employee of HISD)	62	0	0.0	0	0.0	4	6.5	0	0.0	0	0.0	58	93.5
Principal	129	2	1.6	1	0.8	16	12.4	1	0.8	2	1.6	107	82.9
Not Reported	2	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0
<b>Total</b>	<b>779</b>	<b>4</b>	<b>0.5</b>	<b>7</b>	<b>0.9</b>	<b>67</b>	<b>8.6</b>	<b>11</b>	<b>1.4</b>	<b>3</b>	<b>0.4</b>	<b>687</b>	<b>88.2</b>

Source: HISD SDMC Survey, 2019

Notes: \*Comments reported in themes that emerged from survey responses.

Table 10. Responses to the SDMC Open-Ended Item, “What Other SDMC Training is Needed?” 2018–2019\*

Committee Role	Surveys		Budget		Effective Learning Environment		Family and Community		Role of SDMC		School Safety		None	
	N		N	%	N	%	N	%	N	%	N	%	N	%
Business Representative	8		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0
Classroom Teacher, with primary responsibility for students with disabilities	82		3	3.7	0	0.0	5	6.1	7	8.5	0	0.0	67	81.7
Classroom Teacher, without primary responsibility for students with disabilities	269		7	2.6	7	2.6	1	0.4	33	12.3	1	0.4	220	81.8
Community Member (but not a parent of a student at the school or an HISD employee)	27		0	0.0	2	7.4	1	3.7	2	7.4	1	3.7	21	77.8
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	62		0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	61	98.4
Not Reported	2		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	124		2	1.6	3	2.4	2	1.6	11	8.9	0	0.0	106	85.5
Other member not employed by the district	2		1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0
Other School or HISD Staff	12		0	0.0	1	8.3	1	8.3	0	0.0	1	8.3	9	75.0
Parent (but not an employee of HISD)	62		0	0.0	2	3.2	2	3.2	8	12.9	0	0.0	50	80.6
Principal	129		3	2.3	2	1.6	4	3.1	18	14.0	1	0.8	101	78.3
<b>Total</b>	<b>779</b>		<b>16</b>	<b>2.1</b>	<b>19</b>	<b>2.4</b>	<b>16</b>	<b>2.1</b>	<b>79</b>	<b>10.1</b>	<b>4</b>	<b>0.5</b>	<b>645</b>	<b>82.8</b>

Source: HISD SDMC Survey, 2019

Notes: \*Comments reported in themes that emerged from survey responses.

Table 11. SDMC Survey Responses Concerning the Organization of the Committee, 2018–2019

	All Respondents	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)		Not able to evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	
Voting procedures in SDMC elections were fair.	779	425	54.6	261	33.5	16	2.1	15	1.9	62	8.0	3.5
During the school year, the SDMC met according to a set schedule.	779	412	52.9	279	35.8	45	5.8	23	3.0	20	2.6	3.4
SDMC meeting minutes were provided in a timely fashion.	779	402	51.6	262	33.6	54	6.9	18	2.3	43	5.5	3.4
SDMC meeting minutes were readily available to staff members, parents, community members and business representatives.	779	379	48.7	238	30.6	59	7.6	21	2.7	82	10.5	3.4
Subcommittees of the SDMC were established and met as scheduled.	779	215	27.6	182	23.4	115	14.8	54	6.9	213	27.3	3.0
Non-SDMC members participated through subcommittees.	779	165	21.2	196	25.2	110	14.1	55	7.1	253	32.5	2.9

Table 11. SDMC Survey Responses Concerning the Organization of the Committee, 2018–2019 (continued)

	All Respondents	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)		Not able to evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	
Non-SDMC members were aware of the process for submitting items for SDMC consideration.	779	222	28.5	264	33.9	74	9.5	42	5.4	177	22.7	3.1
The diversity of our community was well represented in the participation in our SDMC.	779	351	45.1	319	40.9	56	7.2	24	3.1	29	3.7	3.3

Source: HISD SDMC Survey, 2019

**Table 12. SDMC Survey Responses Concerning the Quality of the Involvement of the Committee in Contributing to School Decisions, 2018–2019**

	Respondents	Excellent (4)		Good (3)		Fair (2)		Poor (1)		Not able to evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	
Developing, evaluating and/or revising the school improvement plan	779	292	37.5	265	34.0	116	14.9	63	8.1	43	5.5	3.1
Student performance (state-mandated tests, college readiness measures, TEA accountability ratings, etc.)	779	277	35.6	276	35.4	97	12.5	56	7.2	73	9.4	3.1
Alternative assessment methods and /or instruments	779	227	29.1	251	32.2	97	12.5	79	10.1	125	16.0	3.0
Staff appraisal process and performance criteria	779	253	32.5	247	31.7	101	13.0	76	9.8	102	13.1	3.0
Budget development and recommendations	779	259	33.2	242	31.1	114	14.6	79	10.1	85	10.9	3.0
School curriculum	779	246	31.6	250	32.1	104	13.4	80	10.3	99	12.7	3.0
Instructional support (library, media, technology, etc.)	779	254	32.6	264	33.9	109	14.0	73	9.4	79	10.1	3.0
Student services (counseling, nursing, nutrition, etc.)	779	270	34.7	255	32.7	95	12.2	71	9.1	88	11.3	3.0
For secondary schools, dropout prevention	779	143	18.4	131	16.8	51	6.5	44	5.6	410	52.6	3.0
School staffing patterns	779	215	27.6	236	30.3	94	12.1	82	10.5	152	19.5	2.9
School waiver requests	779	205	26.3	202	25.9	71	9.1	74	9.5	227	29.1	3.0
Campus-based professional development	779	254	32.6	264	33.9	96	12.3	82	10.5	83	10.7	3.0
Communication procedures	779	283	36.3	258	33.1	98	12.6	87	11.2	53	6.8	3.0
Procedures to gain broad-based community, parent and staff input	779	280	35.9	281	36.1	100	12.8	71	9.1	47	6.0	3.1

Source: HISD SDMC Survey, 2019

**Table 13. SDMC Survey Responses Concerning Results of the Committee's Work, 2018–2019**

	Surveys	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Mean
	N	N	%	N	%	N	%	N	%	N	%	
The SDMC accomplished a great deal.	779	235	30.2	290	37.2	167	21.4	50	6.4	37	4.7	3.8
Our SDMC was well organized and run efficiently.	779	317	40.7	297	38.1	108	13.9	36	4.6	21	2.7	4.1
Everyone on the SDMC seemed clear about his or her role.	779	293	37.6	293	37.6	119	15.3	52	6.7	22	2.8	4.0
Teachers at the school supported our school improvement plan.	779	291	37.4	293	37.6	148	19.0	25	3.2	22	2.8	4.0
Parents at our school supported our school improvement plan.	779	253	32.5	286	36.7	185	23.7	35	4.5	20	2.6	3.9
Community members in our area supported our school improvement plan.	779	241	30.9	278	35.7	190	24.4	43	5.5	27	3.5	3.9
Businesses in our community supported our school improvement plan.	779	230	29.5	248	31.8	218	28.0	42	5.4	41	5.3	3.7
The level of involvement of school personnel on the SDMC was about right.	779	290	37.2	312	40.1	108	13.9	49	6.3	20	2.6	4.0
The level of involvement of parents on the SDMC was about right.	779	257	33.0	265	34.0	137	17.6	94	12.1	26	3.3	3.8

Table 13. SDMC Survey Responses Concerning Results of the Committee's Work, 2018–2019 (continued)

	Surveys	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Mean
	N	N	%	N	%	N	%	N	%	N	%	
The level of involvement of community members on the SDMC was about right.	779	243	31.2	263	33.8	150	19.3	84	10.8	39	5.0	3.8
The level of involvement of business partners on the SDMC was about right.	779	188	24.1	237	30.4	205	26.3	103	13.2	46	5.9	3.5
Our SDMC was open to new ideas.	779	358	46.0	295	37.9	75	9.6	36	4.6	15	1.9	4.2
The committee reached most recommendations by consensus.	779	355	45.6	287	36.8	90	11.6	30	3.9	17	2.2	4.2
I felt free to express my thoughts at our SDMC meetings.	779	417	53.5	244	31.3	78	10.0	20	2.6	20	2.6	4.3
In general, all of the members of the SDMC were satisfied with the committee's work.	779	316	40.6	280	35.9	132	16.9	32	4.1	19	2.4	4.1

Source: HISD SDMC Survey, 2019



**Table 14. Responses to the Open-Ended Item, “How Has Your School Benefited from Having a Shared Decision-Making Committee?” 2018–2019\***

Committee Role	Surveys	Campus Activities Ran Smooth		Increased Family and Community Engagement		Members Voices Heard and Valued		SDMC Process Needs Improvement		No Response	
	N	N	%	N	%	N	%	N	%	N	%
Business Representative	8	2	25.0	0	0.0	3	37.5	1	12.5	2	25.0
Classroom Teacher, with primary responsibility for students with disabilities	82	4	4.9	3	3.7	36	43.9	9	11.0	30	36.6
Classroom Teacher, without primary responsibility for students with disabilities	269	9	3.3	7	2.6	90	33.5	32	11.9	131	48.7
Community Member (but not a parent of a student at the school or an HISD employee)	27	1	3.7	4	14.8	8	29.6	2	7.4	12	44.4
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	62	5	8.1	3	4.8	18	29.0	0	0.0	36	58.1
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	124	11	8.9	2	1.6	40	32.3	11	8.9	60	48.4
Other member not employed by the district	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
Other School or HISD Staff	12	0	0.0	3	25.0	5	41.7	0	0.0	4	33.3
Parent (but not an employee of HISD)	62	0	0.0	4	6.5	21	33.9	10	16.1	27	43.5
Principal	129	3	2.3	4	3.1	65	50.4	5	3.9	52	40.3
Not Reported	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0
<b>Total</b>	<b>779</b>	<b>36</b>	<b>4.6</b>	<b>30</b>	<b>3.9</b>	<b>289</b>	<b>37.1</b>	<b>70</b>	<b>9.0</b>	<b>354</b>	<b>45.4</b>

Source: HISD SDMC Survey, 2019

Notes: \*Comments reported in themes that emerged from survey responses.

**Table 15. Responses to the Open-Ended Item, “How Could the Shared Decision-Making Process be More Effective?” 2018–2019\***

Committee Role	Surveys	Increase Family and Community Engagement		More SDMC Training Needed		No Change Needed		SDMC Process Needs Improvement		No Response	
	N	N	%	N	%	N	%	N	%	N	%
Business Representative	8	0	0.0	0	0.0	1	12.5	3	37.5	4	50.0
Classroom Teacher, with primary responsibility for students with disabilities	82	2	2.4	4	4.9	9	11.0	33	40.2	34	41.5
Classroom Teacher, without primary responsibility for students with disabilities	269	13	4.8	19	7.1	15	5.6	72	26.8	150	55.8
Community Member (but not a parent of a student at the school or an HISD employee)	27	0	0.0	0	0.0	6	22.2	8	29.6	13	48.1
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	62	1	1.6	0	0.0	7	11.3	12	19.4	42	67.7
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	124	9	7.3	8	6.5	14	11.3	21	16.9	72	58.1
Other member not employed by the district	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0
Other School or HISD Staff	12	1	8.3	0	0.0	2	16.7	3	25.0	6	50.0
Parent (but not an employee of HISD)	62	3	4.8	5	8.1	3	4.8	17	27.4	34	54.8
Principal	129	15	11.6	15	11.6	9	7.0	23	17.8	67	51.9
Not Reported	2	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0
<b>Total</b>	<b>779</b>	<b>45</b>	<b>5.8</b>	<b>51</b>	<b>6.5</b>	<b>66</b>	<b>8.5</b>	<b>195</b>	<b>25.0</b>	<b>422</b>	<b>54.2</b>

Source: HISD SDMC Survey, 2019

Notes: \*Comments reported in themes that emerged from survey responses.

**Table 16. Sample Responses of SDMC Survey Respondents to the Open-Ended Item, “Additional Comments You May Have Regarding the Shared Decision-Making Process,” 2018–2019\***

Committee Role	Surveys	Increase Business and Community Involvement		More SDMC Training		SDMC Process Needs Improvement		SDMC Ran Smoothly		No Response	
	N	N	%	N	%	N	%	N	%	N	%
Business Representative	8	0	0.0	0	0.0	1	12.5	2	25.0	5	62.5
Classroom Teacher, with primary responsibility for students with disabilities	82	0	0.0	1	1.2	11	13.4	13	15.9	57	69.5
Classroom Teacher, without primary responsibility for students with disabilities	269	0	0.0	3	1.1	26	9.7	35	13.0	205	76.2
Community Member (but not a parent of a student at the school or an HISD employee)	27	0	0.0	0	0.0	3	11.1	11	40.7	13	48.1
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	62	1	1.6	0	0.0	1	1.6	8	12.9	52	83.9
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	124	1	0.8	0	0.0	6	4.8	16	12.9	101	81.5
Other member not employed by the district	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
Other School or HISD Staff	12	0	0.0	0	0.0	0	0.0	3	25.0	9	75.0
Parent (but not an employee of HISD)	62	0	0.0	5	8.1	9	14.5	9	14.5	39	62.9
Principal	129	1	0.8	2	1.6	5	3.9	19	14.7	102	79.1
Not Reported	2	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
<b>Total</b>	<b>779</b>	<b>3</b>	<b>0.4</b>	<b>11</b>	<b>1.4</b>	<b>63</b>	<b>8.1</b>	<b>117</b>	<b>15.0</b>	<b>585</b>	<b>75.1</b>

Source: HISD SDMC Survey, 2019

Note: \*Comments reported in themes that emerged from survey responses.

**Table 17. 2018 and 2019 District Advisory Committee (DAC) Member Survey Respondents' Roles**

Committee Role	Respondents	
	N	%
Classroom Teacher, with primary responsibility for students with disabilities	2	9.5
Classroom Teacher, without primary responsibility for students with disabilities	7	33.3
Community Member (but not a parent of a student in HISD or an HISD employee)	3	14.3
District-Level Professional Staff	6	28.6
Other Campus or HISD Staff	1	4.8
Other Campus-Based Professional Staff (e.g., principal, assistant principal, counselor, magnet coordinator, nurse, librarian, etc.)	1	4.8
Parent (but not an employee of HISD)	1	4.8
<b>Total</b>	<b>21</b>	<b>100.0</b>

Source: HISD DAC Survey, 2019

Note: There were DAC members identified as business members that did not complete a survey.

**Table 18. Length of Service on the 2018 and 2019 DAC Reported by Survey Respondents**

Length of Service	Respondents	
	N	%
Less than a year (2018–2019)	10	47.6
1-2 years	9	42.9
More than 2 years*	2	9.5
<b>Total</b>	<b>21</b>	<b>100.0</b>

Source: HISD DAC Survey, 2019

Note: \*One respondent reported being a DAC member for four years.

**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,” 2018–2019**

	Surveys	Received Training		Some Training Received/More Needed		No Training Received/Training Needed		No Training Received/Not Needed		No Response	
	N	N	%	N	%	N	%	N	%	N	%
The role of the DAC	21	8	38.1	3	14.3	5	23.8	1	4.8	4	19.0
Team-building/consensus-building skills	21	3	14.3	3	14.3	5	23.8	4	19.0	6	28.6
Conducting a district needs assessment focused on student achievement	21	2	9.5	3	14.3	7	33.3	3	14.3	6	28.6
Developing, evaluating and revising a district improvement plan	21	4	19.0	2	9.5	6	28.6	3	14.3	6	28.6
Budget development	21	3	14.3	3	14.3	7	33.3	2	9.5	6	28.6
Curriculum evaluation based on state standards	21	1	4.8	4	19.0	5	23.8	4	19.0	7	33.3
Staffing strategies	21	1	4.8	2	9.5	8	38.1	3	14.3	7	33.3

Source: HISD DAC Survey, 2019

**Table 20. 2018 and 2019 DAC Member Survey Responses to Open-Ended Questions on Training for the Committee\***

- DAC members need actual interaction and open dialogue with Board Members to understand better [how DAC recommendations impact the decision-making process].

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- Training on Budget Development and Staffing Strategies [to inform DAC recommendations].

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- [Evaluation] of programs.

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- General overview, history, and potential goals.

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- I find that each role/perspective has its own lingo. A rundown on what some of that language means would be helpful, but honestly, just raising my hand and asking "what does that mean" gets me pretty far.

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- [Confused on] what is being asked of DAC members. [No] feedback process on [on how DAC recommendations impact decision-making]. My question is, "Dear Board, what, if anything, do you wish/see the role of DAC to be?"

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- Responsibilities to the district.

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- Roles and responsibilities; election process; co-chair role/responsibilities; aligning budgetary needs to staffing, curriculum needs

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- State accountability standards. Teacher evaluation.

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- Topics need to be discussed in a more meaningful manner; currently, the discussions seem superficial and that the committee has very little input or ability to affect meaningful changes.

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- Training to explain the roles of the DAC in the district.

Source: HISD DAC Survey, 2019

Note: \*Comments edited for clarity.

**Table 21. 2018 and 2019 DAC Member Survey Responses Concerning the Organization of the Committee**

	Surveys	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Not Able to Evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	N	%	
The DAC met an adequate number of times.	21	4	19.0	6	28.6	3	14.3	2	9.5	2	9.5	4	19.0	3.5
The DAC participated in at least one public meeting to address district performance following receipt of the annual district performance report from the Texas Education Agency.	21	0	0.0	2	9.5	1	4.8	5	23.8	3	14.3	10	47.6	2.2
DAC meeting minutes were provided in a timely fashion.	21	5	23.8	6	28.6	2	9.5	2	9.5	1	4.8	5	23.8	3.8
DAC meeting minutes were readily available to staff members, parents, community members and business representatives.	21	2	9.5	3	14.3	4	19.0	1	4.8	1	4.8	10	47.6	3.4
Non-DAC members were aware of the process for submitting items for DAC consideration.	21	0	0.0	2	9.5	2	9.5	4	19.0	2	9.5	11	52.4	2.4
The diversity of our community was well represented in the participation in our DAC.	21	7	33.3	6	28.6	3	14.3	1	4.8	0	0.0	4	19.0	4.1

Source: HISD DAC Survey, 2019

**Table 22. 2018 and 2019 DAC Member Survey Responses Concerning Quality of Involvement of the Committee in Contributing to District Decisions**

	Surveys	Excellent (4)		Good (3)		Fair (2)		Poor (1)		Not able to evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	
Planning the district educational program	21	1	4.8	2	9.5	6	28.6	5	23.8	7	33.3	1.9
Operation of the district educational program	21	1	4.8	3	14.3	4	19.0	5	23.8	8	38.1	2.0
Supervision of the district educational program	21	0	0.0	1	4.8	5	23.8	7	33.3	8	38.1	1.5
Evaluation of the district educational program	21	0	0.0	4	19.0	4	19.0	6	28.6	7	33.3	1.9
Reviewing the district improvement plan, which establishes the district's educational goals and objectives for improving student performance	21	1	4.8	4	19.0	3	14.3	6	28.6	7	33.3	2.0
Dropout prevention	21	0	0.0	0	0.0	2	9.5	8	38.1	11	52.4	1.2
Staff appraisal process and performance criteria	21	1	4.8	5	23.8	3	14.3	4	19.0	8	38.1	2.2



**Table 22. 2018 and 2019 DAC Member Survey Responses Concerning Quality of Involvement of the Committee in Contributing to District Decisions (continued)**

	Surveys	Excellent (4)		Good (3)		Fair (2)		Poor (1)		Not able to evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	
Districtwide professional development	21	4	19.0	9	42.9	2	9.5	1	4.8	5	23.8	3.0

Source: HISD SDMC Survey, 2019

**Table 23. 2018 and 2019 DAC Member Survey Responses Concerning Results of the Committee's Work**

	Surveys	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Not able to evaluate		Mean
	N	N	%	N	%	N	%	N	%	N	%	N	%	
The DAC accomplished a great deal.	21	1	4.8	1	4.8	5	23.8	7	33.3	2	9.5	5	23.8	2.5
The DAC was well organized and run efficiently.	21	2	9.5	8	38.1	4	19.0	0	0.0	1	4.8	6	28.6	3.7
Everyone on the DAC seemed clear about his or her role.	21	1	4.8	6	28.6	5	23.8	2	9.5	2	9.5	5	23.8	3.1
The level of involvement of campus-based professional staff on the DAC was about right.	21	2	9.5	8	38.1	3	14.3	1	4.8	2	9.5	5	23.8	3.4

**Table 23. 2018 and 2019 DAC Member Survey Responses Concerning Results of the Committee's Work (continued)**

	Surveys		Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		Not able to evaluate		Mean
	N		N	%	N	%	N	%	N	%	N	%	N	%	
The level of involvement of district-based professional staff on the DAC was about right.	21		1	4.8	10	47.6	3	14.3	1	4.8	1	4.8	5	23.8	3.6
The level of involvement of parents on the DAC was about right.	21		1	4.8	8	38.1	2	9.5	4	19.0	1	4.8	5	23.8	3.3
The level of involvement of community members on the DAC was about right.	21		0	0.0	8	38.1	2	9.5	5	23.8	1	4.8	5	23.8	3.1
The level of involvement of business representatives on the DAC was about right.	21		0	0.0	6	28.6	4	19.0	3	14.3	3	14.3	5	23.8	2.8
The DAC was open to new ideas.	21		2	9.5	6	28.6	5	23.8	0	0.0	3	14.3	5	23.8	3.3
The committee reached most recommendations by consensus	21		1	4.8	11	52.4	1	4.8	0	0.0	2	9.5	6	28.6	3.6
I felt free to express my thoughts at our DAC meetings.	21		7	33.3	7	33.3	0	0.0	0	0.0	2	9.5	5	23.8	4.1
In general, all of the members of the DAC were satisfied with the committee's work	21		1	4.8	4	19.0	4	19.0	0	0.0	3	14.3	9	42.9	3.0

Source: HISD SDMC Survey, 2019

**Table 24. 2018 and 2019 DAC Member Responses to the Open-Ended Item, “How Has HISD Benefited from Having a District Advisory Committee?”**

<p><b>Positive</b></p>	<ul style="list-style-type: none"> <li>• General viewpoints were considered, leading to some useful recommendations.</li> <li>• DAC reviews and gives feedback on the District Improvement Plan</li> <li>• Our district is incredibly "silo-ed," and the DAC operates as a unique way to break down those silo's and offer much-needed perspectives.</li> <li>• It fostered creativity and spawned various discussions from individuals connected to the district one way or another.</li> <li>• It benefits by getting input from people who are on the front-lines of education.</li> <li>• Great ideas and leadership have come from the DAC.</li> <li>• The benefits are a diversity of opinions and approaches to various issues such as the Teacher Appraisal System.</li> </ul>
<p><b>Need Improvement</b></p>	<ul style="list-style-type: none"> <li>• Not sure how the district [values] the input of the committee.</li> <li>• HISD would benefit more if DAC had [more substantive discussions].</li> <li>• HISD has [not] benefited from having a DAC. [However], it does give the different departments a chance to present their information before they present to the board.</li> <li>• [Lack of an understanding of DAC] responsibilities.</li> </ul>

Source: HISD DAC Survey, 2019  
 Note: \*Comments edited for clarity.

**Table 25. 2018 and 2019 DAC Member Responses to the Open-Ended Item, “How Could the District Advisory Committee Process Be More Effective?”\***

<p><b>A greater understanding of DAC Processes</b></p>	<ul style="list-style-type: none"> <li>• Training [on how DAC should function]. Highly focused on district goals and how each consideration and decision relates to them. More outreach for broad-based decision-making.</li> <li>• The DAC process would be more [effective] by engaging in deeper dives and perhaps subcommittees being formed to help vet out the topic.</li> <li>• The process would be more effective if DAC members would receive information [promptly] rather than the day before. DAC members need time to process all the information given.</li> <li>• Meet more often, streamline meeting information</li> <li>• The co-chair [election] process should be [more] inclusive.</li> </ul>
<p><b>Communication with, and feedback from, the District Leadership</b></p>	<ul style="list-style-type: none"> <li>• More consideration of the committee's recommendations. Timely feedback on the committee's recommendations.</li> <li>• To have more advisory say than just PD. People on this committee generate a lot of good ideas, but there is not much of a place for them to go.</li> <li>• DAC could be utilized more as a sounding board before district decisions are made.</li> <li>• Provide agendas to be reviewed at least two weeks (if possible) before the meeting, to allow time for members to research, respond, compare, discuss, and submit ideas. [Further], invite [district leadership] to meetings to hear and reflect on ideas.</li> <li>• The DAC could be more effective if it had more than a "reviewing" advisory role. [Feedback on recommendations is not readily available]. Departments present the information to us and then the board. Usually, there is not enough time for them to implement our ideas. Most of the time [the DAC] are given the information days before we have to vote on it.</li> <li>• Approach it as a functional advisory board [with members' opinions being valued].</li> <li>• Having benchmarks of accomplishments and activities related to those goals instead of just information meetings.</li> <li>• Access to board policies before they are voted on.</li> </ul>

Source: HISD DAC Survey, 2019  
 Note: \*Comments edited for clarity.

**Table 26. 2018 and 2019 DAC Member Responses to the Open-Ended Item, “Additional Comments You May Have Regarding the District Advisory Committee”\***

<b>Responses</b>
<ul style="list-style-type: none"> <li>• DAC should advise on more than professional developmental needs.</li> </ul>
<ul style="list-style-type: none"> <li>• New members need to be able to evaluate their performance based on best practices of participation and involvement.</li> </ul>
<ul style="list-style-type: none"> <li>• The few times that presenters have been challenged there has been frustration and push back, we are clearly treated as though we should just come and rubber stamp stuff. There is no value regarding the role of the DAC.</li> </ul>
<ul style="list-style-type: none"> <li>• Decisions and topics we discuss should be about how to effect change that has the greatest benefit for the students and families of HISD. As we move forward, I would hope that we could do just that.</li> </ul>
<ul style="list-style-type: none"> <li>• We have not had [enough] senior district leaders attend a DAC meeting, which speaks to our value in their decision-making process.</li> </ul>
<ul style="list-style-type: none"> <li>• Is the DAC just a requirement of the district or does the district seriously take into consideration the input of the DAC.</li> </ul>

Source: HISD DAC Survey, 2019

Notes: \*Comments edited for clarity.