

MEMORANDUM

September 30, 2023

TO: Allison E. Matney, Ed.D.
Executive Officer, Assessment, Accountability, and Compliance

FROM: B. Robert Reeves
Director, Accountability and Reporting

SUBJECT: **SHARED DECISION-MAKING COMMITTEES AND DISTRICT ADVISORY COMMITTEE BIENNIAL EVALUATION, 2022–2023**

Texas Education Code (TEC) Section 11.252(d) mandates that every district conduct a biennial evaluation of the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities. This evaluation serves to document how the representatives of the 2022–2023 Houston Independent School District (HISD) District Advisory Committee (DAC) and campus Shared Decision-Making Committees (SDMCs) perceived the support structures for and the impact of the advisory committees on which they served.

Key findings include:

- A total of 1,717, which accounts for 59 percent of the estimated 2,915 SDMC members, responded to a survey regarding their perceptions of their committees. The respondents represented all roles within an SDMC.
- Most SDMC survey respondents reported having good or excellent quality involvement with all topics appropriate to their committees. Notably, 73 percent of respondents indicated having good or excellent quality involvement in both student services and the development of the school improvement plan.
- Among the 26 DAC members, 85 percent participated in the DAC survey. All necessary committee roles were represented in the DAC survey responses.
- Furthermore, DAC respondents expressed a desire for more training, particularly in conducting a district needs assessment focused on student achievement, staffing strategies, and evaluating curriculum based on state standards.
- Overall, both SDMC and DAC survey respondents expressed satisfaction with the work of their respective committees. The largest percentage of positive ratings came from members of both groups who felt comfortable expressing their opinions.
- 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.

Should you have further questions, please contact Robert Reeves in Assessment, Accountability, and Compliance. This report is scheduled to be published on the department website on October 6, 2023.

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Shared Decision-Making Committees and District Advisory Committee Biennial Evaluation, 2022-2023

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ASSESSMENT, ACCOUNTABILITY, AND COMPLIANCE

Executive Summary

Evaluation Description

Texas Education Code (TEC) 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 TEC Section 11.251 through 11.255. The purpose of this evaluation is to document how the representatives of the 2022–2023 Houston Independent School District (HISD) DAC and the members of individual campus SDMCs perceived the support structures for and the impact of the advisory committees on which they served.

Key Findings

SDMC

- In 2023, online surveys were made available to an estimated 2,830 SDMC members in HISD, and 1,717 (61%) responded. For comparison, twenty-six percent of SDMC members responded in 2019 and twenty-four percent responded in 2017.
- Within Section II of the SDMC survey, thirty-nine percent of respondents reported receiving training and/or technical assistance during their committee membership. Additional training was requested in areas such as the role of the SDMC, staffing strategies, and team-/consensus-building skills.
- The majority of SDMC survey respondents reported experiencing good or excellent quality involvement across all topics relevant to their committees, with seventy-three percent indicating good or excellent quality involvement in both student performance assessment and the development of the school improvement plan.

DAC

- Out of the 26 DAC members, eighty-five percent responded to the DAC survey, ensuring representation from all essential committee roles.
- While twenty-four percent of DAC survey respondents reported experiencing good or excellent quality involvement in all topics relevant to their committees, requests for additional training emerged in areas such as conducting a district needs assessment focused on student achievement, implementing staffing strategies, and evaluating curriculum based on state standards.
- DAC respondents had mixed views regarding their engagement in DAC issues. Positive responses outweighed negative or neutral responses across all topics, with the largest proportion of DAC respondents (43%) giving high ratings for their involvement in districtwide professional development.

Both SDMC and DAC

- Overall, survey participants from both the SDMC and DAC conveyed contentment with the efforts of their respective committees. The most substantial share of favorable evaluations came from members of both groups reportedly felt at ease expressing their viewpoints.
- Respondents from both the SDMC and DAC highlighted the effective structure of their committees. The majority of each group reported that they met a sufficient number of times to fulfill their responsibilities, that meeting minutes were easily accessible, and that the diverse makeup of the community was well reflected in the composition of their respective committees.

Introduction

In 1992, the Houston Independent School District (HISD) Board of Education established a process for campus planning and decision-making within the district. According to this process, each school formed a shared decision-making committee (SDMC) with the responsibility of formulating student performance objectives for the respective campus. This committee is comprised of representatives from the professional and nonprofessional school staff, parents, community members, and business representatives and a non-voting special education representative. Their regular meetings aimed to support the academic achievement of students in each school. Subsequently, in 1995, the Texas Education Code (TEC) mandated the presence of an SDMC for every campus across the state. The law also necessitated the creation of a district advisory committee (DAC) for each school district. Although the requirements for SDMCs and DACs differ slightly, both were designed to complement each other, jointly fostering elevated student achievement across all public schools. For a detailed overview of the state and HISD requirements, refer to **Table 1** (pp 18–19).

TEC 11.252(d) introduced the mandate of assessing the processes and effectiveness of school SDMCs and the DAC at intervals of no more than two years to ensure a favorable influence on student achievement. This report fulfills this requirement by sharing the outcomes of two surveys. One survey was directed towards participants of HISD campus SDMCs while the other was administered to members of the HISD DAC. The aim was to capture members' viewpoints on the degree of support provided by and the impact exerted by the respective committees on student achievement.

Methods

Data Collection and Analysis

- Data were gathered online via Survey Monkey and were accessible to both members of campus based SDMCs and members of the DAC. SDMC surveys were accessible through school principals. An HISD Academic Service update for principals on March 10, 2023, featured a link to the SDMC survey along with instructions to share it with SDMC members. A follow-up reminder was dispatched via Academic Services on May 16, 2023, and through the HISD School Offices, subsequently extending the deadline to June 9, 2023.
- The distribution of SDMC surveys was estimated by multiplying the anticipated number of campuses with an SDMC in 2022–2023 by the minimum required participants on an SDMC. To determine the campus count, we excluded six schools that provide temporary services or cater to students with special needs: Secondary Discipline Alternative Education Program, Elementary Discipline Alternative Education Program, Juvenile Justice Alternative Education Program, Regional Day School Deaf Program, SOAR, and Texas Connections. This resulted in a total of 260 schools. The minimum required SDMC members consist of 11 individuals, including the principal, two teachers, one non-instructional staff member, and one other school-based professional, all of whom are elected. Additionally, the SDMC must consist of at least two parents, two community members, and a business representative. Furthermore, from February 25, 2019, onwards, a non-voting special education representative was either appointed by the school principal or designated by the HISD Central Office. This brought the estimated total of SDMC members in HISD eligible to complete the surveys to 2,916.
- A survey was sent to the 2,916 SDMC members regarding their perceptions of their committees. 2,830 surveys were successfully delivered via email; however, 86 committee members' emails returned

undeliverable. A total of 1,717, or sixty-one percent, of survey responses were received.

- The school levels of SDMC representatives were determined by categorizing the schools indicated on the survey, as outlined in the 2022–2023 District and School Profiles. This was supplemented by the respondent’s specification of the school level in cases where no specific school was mentioned.
- DAC committee surveys were made accessible via an introductory email from the Office of Student Support, including a survey link on March 10, 2023. The deadline for completion was set for June 9, 2023. The DAC survey was distributed to 26 members who served during either the 2022 calendar year, the 2023 calendar year, or both.
- Numbers within the text were rounded to the nearest whole number, while numbers within the tables were rounded to the nearest tenth. In cases where the next digit was five or greater, numbers were rounded up, but if the next digit was lower, the numbers were unchanged. For example, 11.49 was recorded as 11.5 in a table and as 11 in the text.

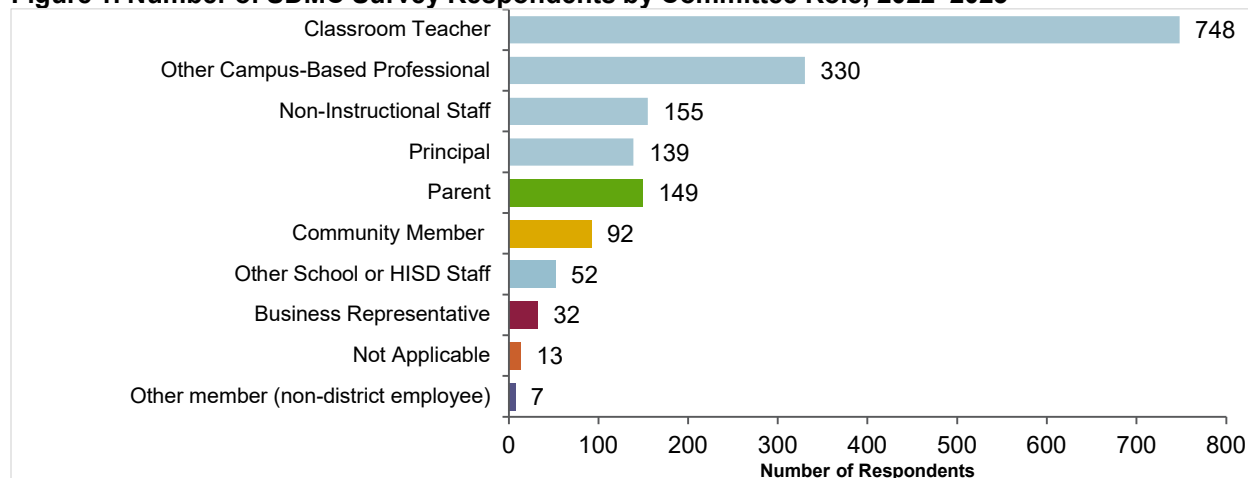
Results

Shared Decision-Making Committee (SDMC)

How did SDMC survey respondents describe their role and length of service on their school’s committee?

- In 2023, online surveys were made available to an estimated 2,830 SDMC members in HISD, and 1,717 (61%) responded. For comparison, twenty-six percent of SDMC members responded in 2019 (Department of Research and Accountability, 2019) and twenty-four percent responded in 2017 (Department of Research and Accountability, 2017).
- Eighty-three percent of SDMC survey respondents were employees of HISD, as indicated by the blue bars in **Figure 1**. HISD employees included principals, teachers, other school professional staff, non-instructional staff, and other HISD staff members (n=1,424). Parents formed the next largest group with 149 out of the total 1,717 respondents (9%), followed by community members (92 out of 1,717, or 5%), and then business representatives (32 out of 1,717, or 2%) of all respondents. For more details regarding the SDMC roles of survey respondents, please refer to **Table 2** (p. 20).

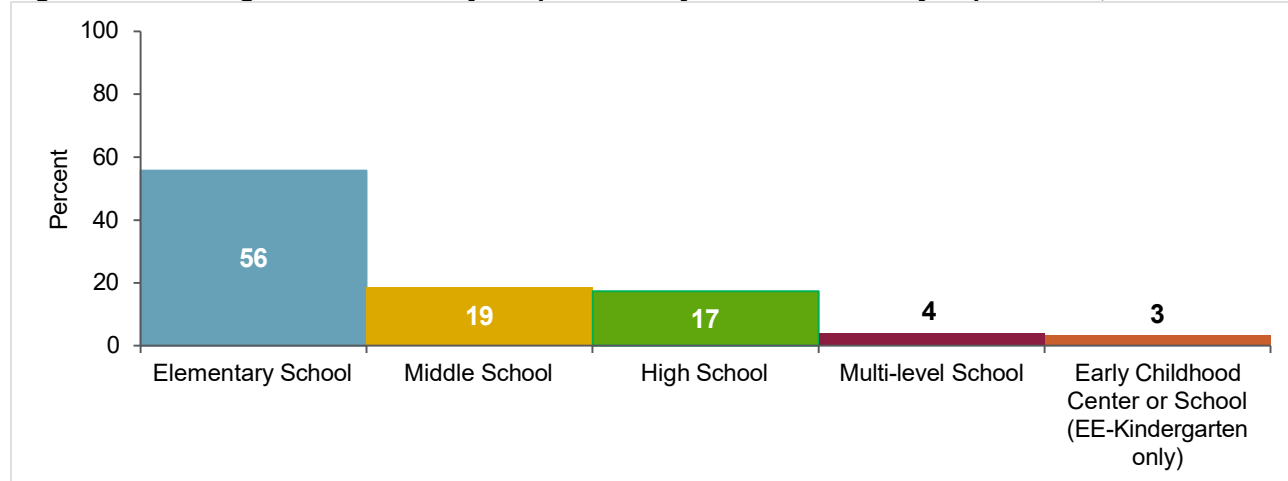
Figure 1. Number of SDMC Survey Respondents by Committee Role, 2022–2023



Source: HISD SDMC Survey, 2023

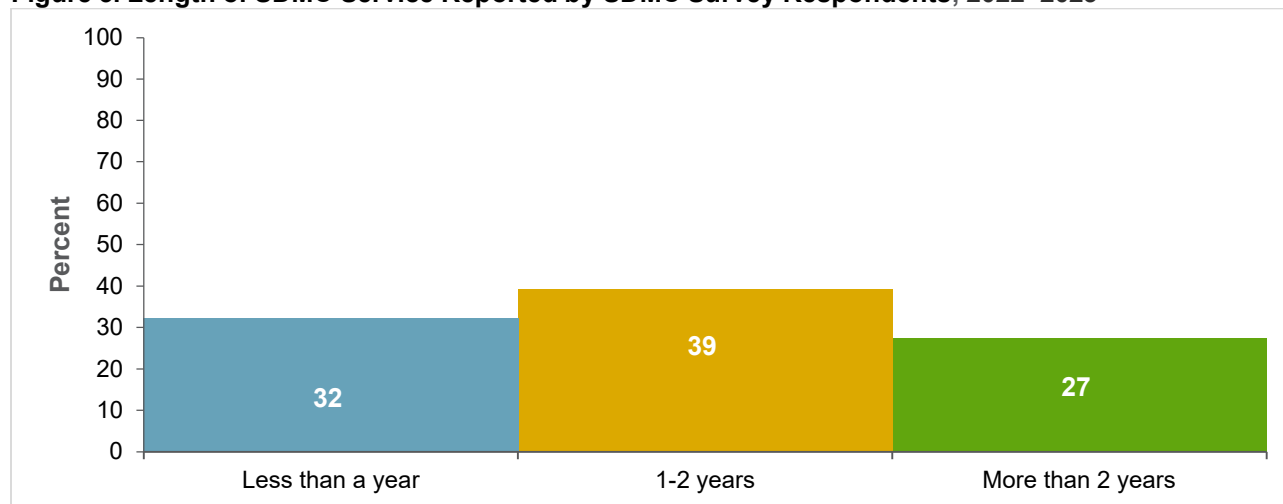
- The majority of 2023 SDMC survey respondents, fifty-six percent, reported serving on elementary school committees, followed by nineteen percent on middle school committees, and seventeen percent on middle school committees (**Figure 2**). See **Table 3** (p. 20) for more detail regarding the school levels served by SDMCs.
- The number of survey responses by school is listed in **Table 4** (pp. 21–27). Survey responses were received from SDMC members at 260 HISD schools (94% of the 276 HISD campuses eligible for an SDMC). A total of 161 elementary schools had at least one survey response, followed by 40 middle schools, and 38 high schools. The number of responses for the 260 schools ranged from one to fifteen, with a mean of six responses per campus.
- The duration of service on the committee, as reported by SDMC survey respondents, is depicted in **Figure 3** and **Table 5** (p. 27). The most substantial portion of respondents (39%) indicated a service period of one to two years, followed by over two years (32%), and less than a year, which accounted for twenty-seven percent of respondents (Figure 3).

Figure 2. Percentage of SDMC Survey Respondents by School Level They Represented, 2022–2023



Source: HISD SDMC Survey, 2023

Figure 3. Length of SDMC Service Reported by SDMC Survey Respondents, 2022–2023



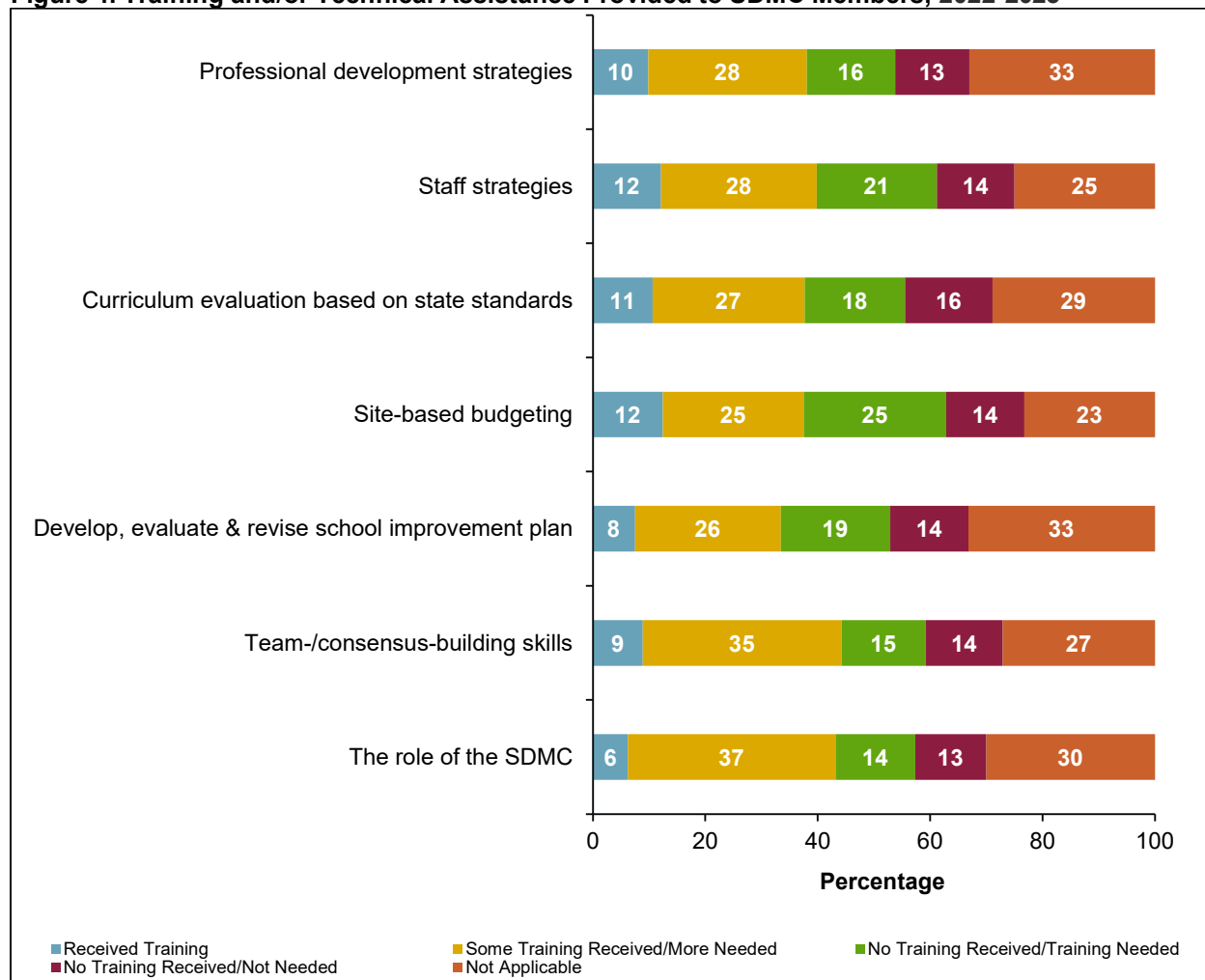
Source: HISD SDMC Survey, 2023

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 displayed in **Table 6** (p. 27), a majority of respondents, eighty-four percent, indicated that they attended SDMC meetings in accordance with the committee frequency stipulated in HISD Board Policy BQB2 ("must be held at least once per quarter").
- Seventy-six percent of respondents indicated that the number of times the SDMC met was enough to meet the committee's needs (**Table 7**, p. 28). In contrast, thirteen percent of respondents felt the SDMC met too seldom, and one percent reported the committee met too often.
- Survey participants specified receiving training but expressing a need for more training around understanding SDMC role (37%) and team or consensus-building skills (35%) (**Figure 4** or **Table 8**, p. 28). Additionally, respondents reported not receiving training but expressing a need for instruction in site-based budgeting (25%) and staffing strategies (21%).

Figure 4. Training and/or Technical Assistance Provided to SDMC Members, 2022-2023

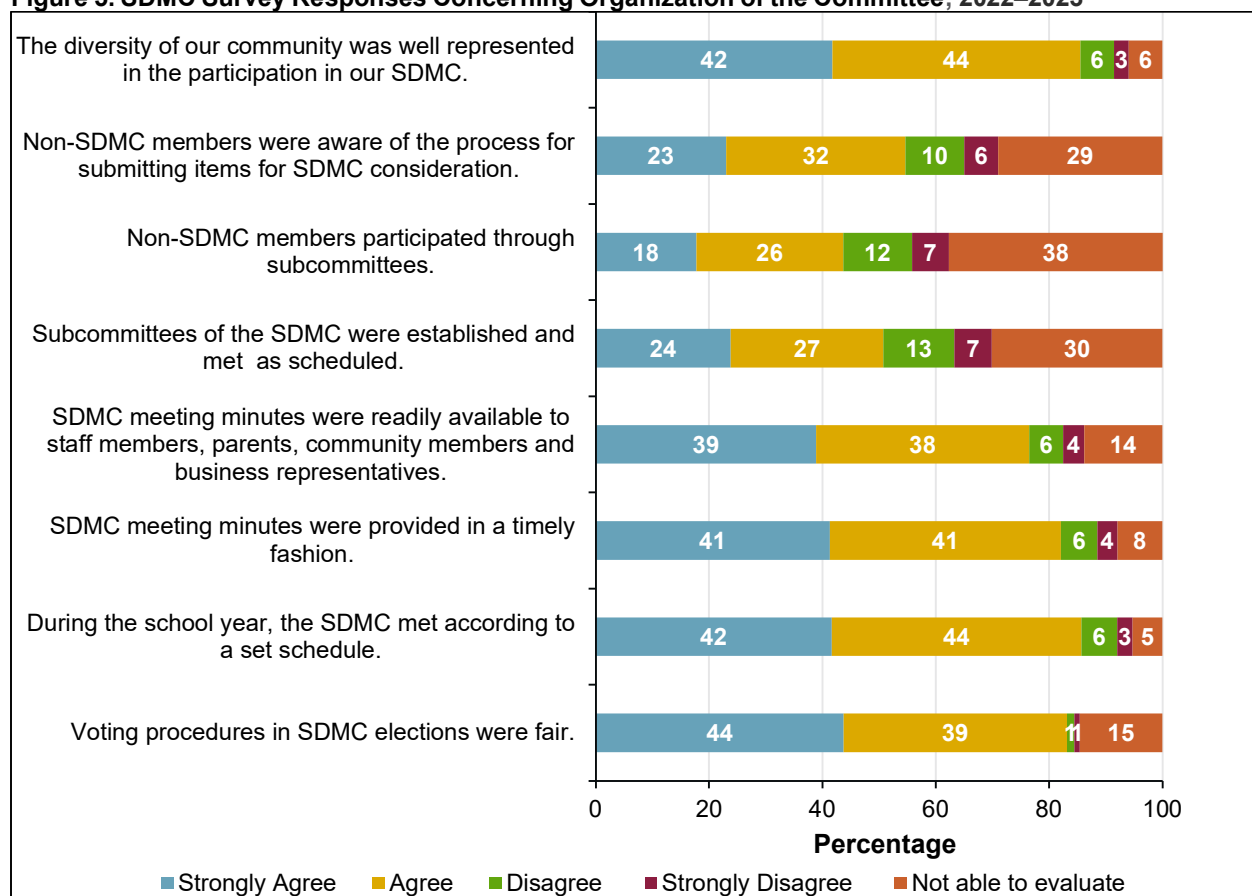


Source: HISD SDMC Survey, 2023

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

- When asked to indicate what other SDMC training was needed, eighty-three percent (n=525) of the 632 respondents that provided an answer to the open-ended question noted that no other training was needed (**Table 10**, p. 30), while eight percent of respondents (n=49) requested more training on the role of SDMC. More detail on the kinds of additional training suggested by survey respondents can be found in Table 10.
- SDMC survey responses concerning the organization of their respective committee are displayed in **Figure 5** and **Table 11** (p. 31). The majority of respondents expressed agreement ("Strongly Agree" or "Agree") with most statements regarding the organization of the SDMC committee (Figure 5). The highest proportion was recorded for their SDMC met according to a set schedule, and the diversity of their community was well represented in the participation in the SDMC (86%). Further, eighty-three percent of respondents indicated voting procedures in their SDMC elections were fair.
- Conversely, the highest percentage of respondents who indicated an inability to evaluate concerning the organization of their respective SDMC was related to non-SDMC members participation on subcommittees (38%), followed by SDMC subcommittees were established and met as scheduled (30%), and non-SDMC members were aware of the process for submitting items for SDMC consideration (29%). More detailed responses concerning the organization of the SDMC committee can be located in Table 11 (p. 31).

Figure 5. SDMC Survey Responses Concerning Organization of the Committee, 2022–2023



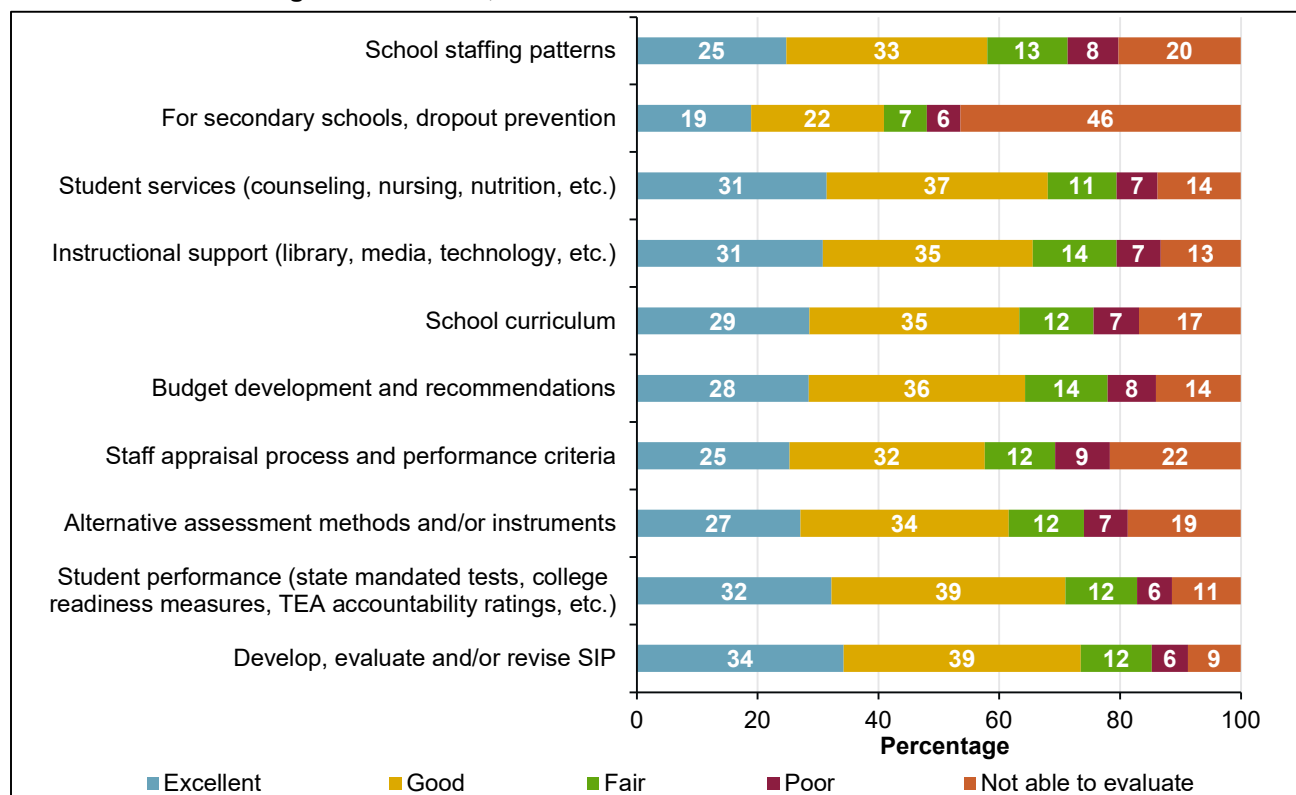
Source: HISD SDMC Survey, 2023

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

How did the SDMC survey respondents describe the committee's involvement within their school?

- Survey respondents reported relatively high ratings on the quality of their involvement in school-based decisions, shown in **Figure 6** and **Table 12** (p. 32). Ratings of “excellent” and “good” quality of involvement ranged from forty-one percent for consideration of dropout prevention for secondary schools, to seventy-three percent for committee involvement of developing, evaluating, and revising their school’s improvement plan, and seventy-one percent of respondents reported high ratings on the quality of their involvement around student performance.

Figure 6. SDMC Survey Responses Concerning Quality of Involvement of the Committee in School-Based Program Decisions, 2022–2023

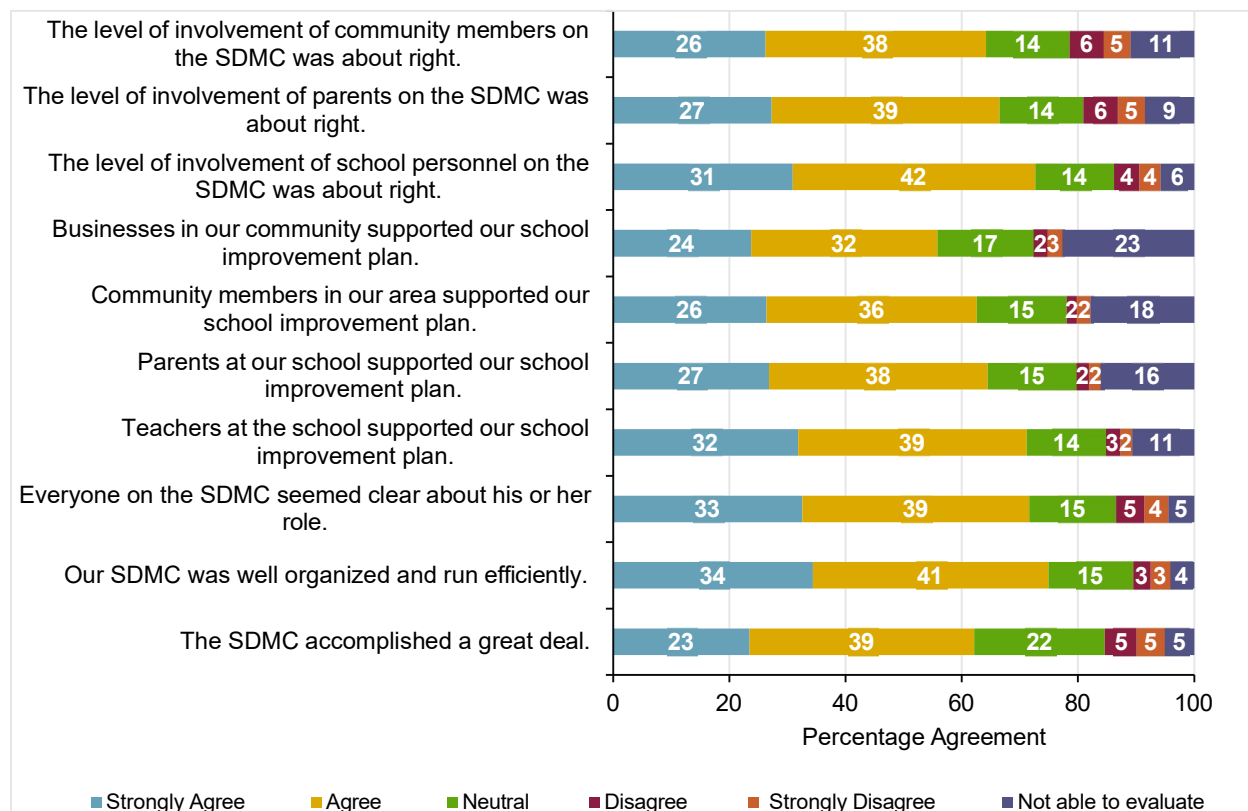


Source: HISD SDMC Survey, 2023

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

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

- Shown in **Figure 7** (p. 9) and **Table 13** (p. 33), an average of 955 SDMC survey respondents expressed general satisfaction ("Strongly Agree" or "Agree") with the results of their committee's work, with seventy-five percent stating they felt that the SDMC was well organized and ran efficiently, and seventy-three percent were satisfied with the level of involvement of school personnel on the SDMC.
- Additional comments provided by SDMC provided suggestions on ways to improve the shared decision-making process (Table 13, p. 33). 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.

Figure 7. Percentage of Survey Responses Concerning Results of SDMC Work, 2022–2023

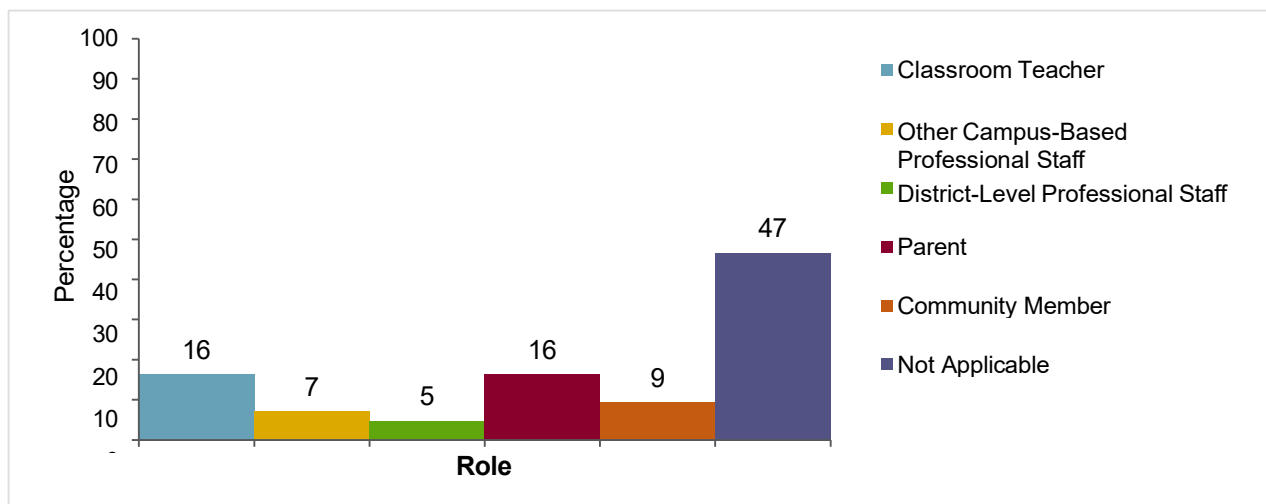
Source: HISD SDMC Survey, 2023

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

District Advisory Committee (DAC)

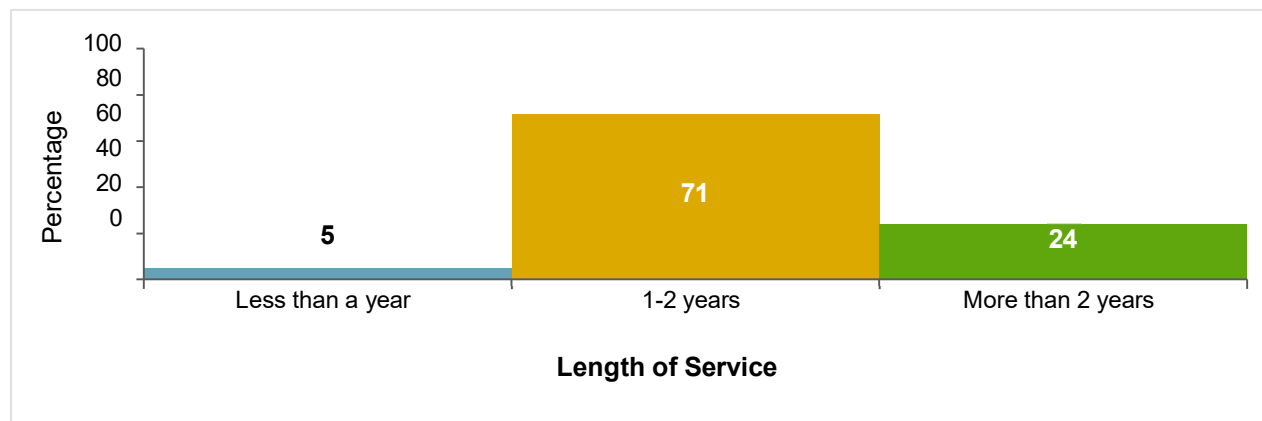
How did DAC survey respondents describe their roles and experience on the DAC?

- The 2023 DAC survey was completed by 22 of 26 DAC members (85%). For comparison, in 2021, 33 of 37 DAC members (89%) responded to the survey, and in 2019, 21 of 26 DAC members (81%) responded (Department of Research and Accountability, 2021, 2019).
- Figure 8** (p. 10) shows the percentage of 2022 and 2023 DAC survey respondents by committee role. According to the 2023 DAC survey responses, the largest number of respondents represented the Not Applicable committee role (46%), followed by HISD employees (28%) of which sixteen percent were classroom teachers. HISD parents comprised sixteen percent of the DAC and nine percent were community members. For more detail on DAC membership go to **Table 14** (p. 34).
- When asked how long they had served on the DAC, five percent reported serving on the committee for less than one year, seventy-one percent reported serving on the committee for one to two years, and twenty-four percent reported serving on the committee for more than two years (**Figure 9** and **Table 15**, p. 35).

Figure 8. Percentage of 2022 and 2023 DAC Survey Respondents by Committee Role

Source: HISD DAC Survey, 2023

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

Figure 9. Length of Service Reported by 2022 and 2023 DAC Survey Respondents

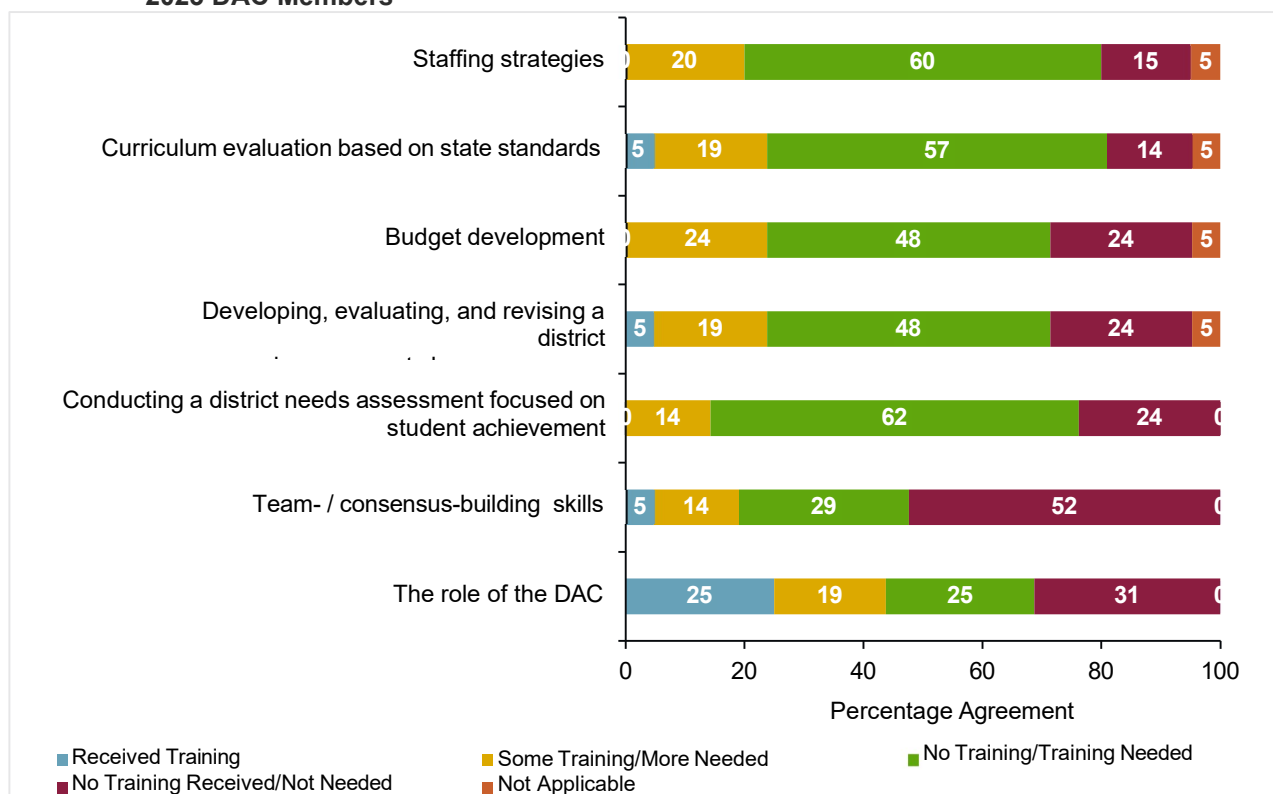
Source: HISD DAC Survey, 2023

Note: Percentages may not total 100 percent due to rounding

How did DAC survey respondents described 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. 11) and **Table 16** (p. 36). A total of forty-four percent of survey respondents reported receiving training for the role of the DAC; however, forty-four percent reported needing more training on the role of the DAC with another thirty-one percent reporting not needing training on the role of the DAC.
- The greatest need for training was reported for conducting a district needs assessment focused on student achievement (62%), followed by sixty percent on staffing strategies, and fifty-seven percent on curriculum evaluation based on state standards (Figure 10, p.11).

Figure 10. Respondent Agreement with Training and/or Technical Assistance Provided to 2022 and 2023 DAC Members

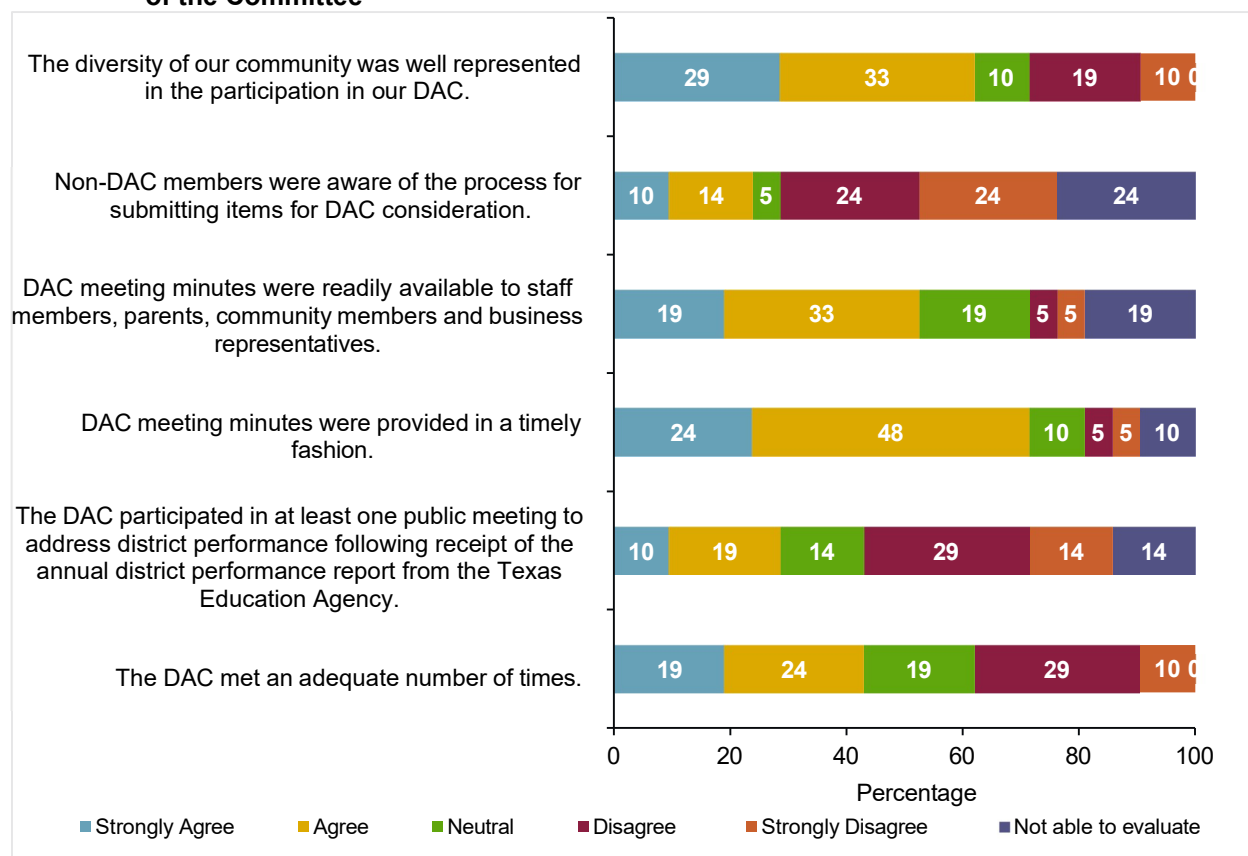


Source: HISD DAC Survey, 2023

Note: Percentages may not total 100 percent due to rounding

- As depicted in Figure 10, fifty-two percent of respondents reported no training was received or needed for team or consensus building skills and the role of DAC (31%).
- Responding to an open-ended survey item, 10 of 22 respondents (45%) believed that DAC members required more training for the committee to run as intended (**Table 17**, p. 37). Topics for training mentioned by respondents included the role of the DAC, On-Ramps, budget development, and staffing strategies.
- Survey respondents' evaluation of the organization of the DAC are illustrated in **Figure 11** (p. 12) and detailed in **Table 18** (p. 38). A large percentage of respondents "Agreed" or "Strongly Agreed" that DAC meeting minutes were provided in a timely fashion (72%), DAC represented the diversity of the community being served (62%), meeting minutes were readily available (52%), and the DAC met an adequate number of times (43%).
- As further depicted in Figure 11 (p. 12), fifty-seven percent of respondents were "Neutral," "Disagreed," and/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 (TEA). This may be tempered by the public hearing being held in conjunction with the presentation of the District Performance Report prior to a public board meeting.

Figure 11. Percentage of 2022 and 2023 DAC Member Survey Responses Concerning Organization of the Committee



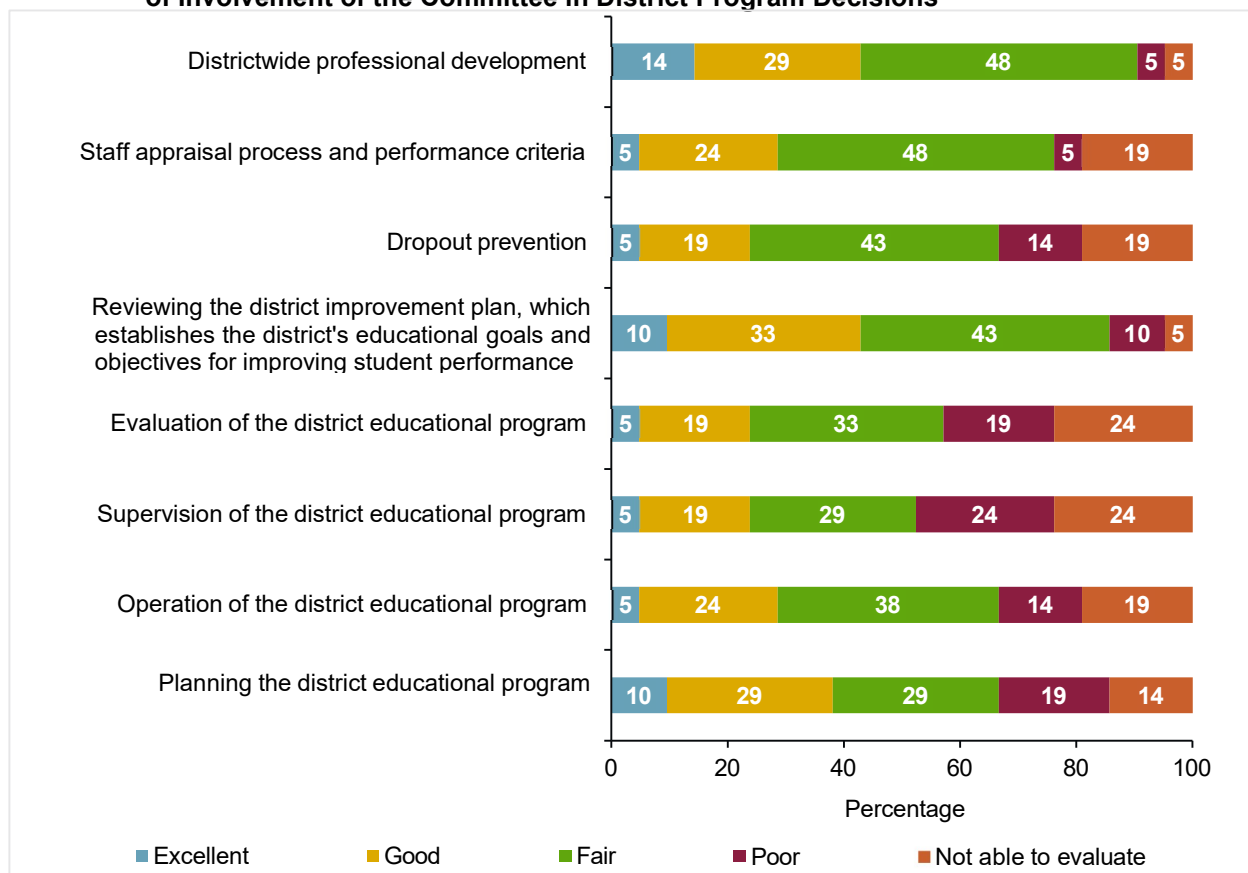
Source: HISD DAC Survey, 2023

Note: Percentages may not total 100 percent due to rounding

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

- Opinions of respondents regarding the quality of DAC involvement in district decisions related to committee-appropriate topics are presented in **Figure 12** (p. 13) and elaborated in **Table 19** (p. 39). Forty-three percent of respondents rated DAC involvement in districtwide professional development decisions as "Excellent" or "Good" quality.
- Among the eight items pertaining to DAC involvement in HISD decisions, seven demonstrated a higher percentage of respondents reporting "Good" or "Fair" quality of involvement (Figure 12, p. 13). The item with the highest percentage of "Good" or "Fair" rated involvement was the review of the district improvement plan, which outlines the district's educational goals and objectives for enhancing student performance (76%). This was followed by districtwide professional development planning and the planning of the district's educational program, both at seventy-seven percent (Figure 12, p. 13).

Figure 12. Percentage of 2022 and 2023 DAC Member Survey Respondents Concerning the Quality of Involvement of the Committee in District Program Decisions



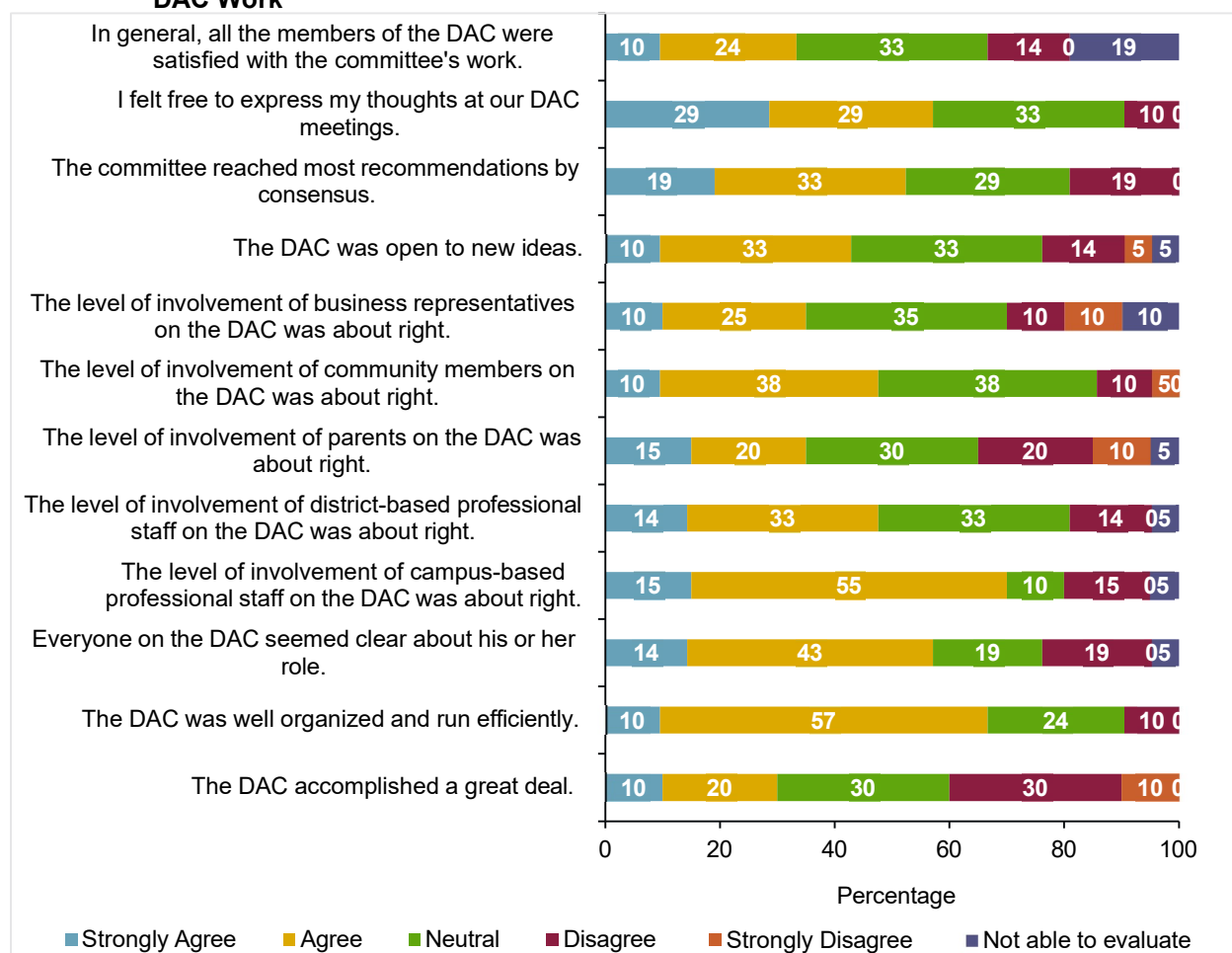
Source: HISD DAC Survey, 2023

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' evaluation of the work done by the committee are depicted in **Figure 13** (p. 14) and presented in **Table 20** (p. 40). Most respondents "Strongly Agreed" with three of twelve statements regarding the work of the DAC, with the highest percentage identifying the committee was well organized and efficient (57%) and the level of involvement of campus-based staff on the committee being about right (55%).
- Respondent were divided on the amount of worked accomplished by the committee, fifty percent of DAC members responded "Agreed" or "Strongly Agreed" with the statement that the committee accomplished a great deal compared to forty percent of respondents who "Disagreed" or "Strongly Disagreed" that the DAC accomplished a great deal (Figure 13, p. 14).
- As shown in Figure 13 (p. 14), thirty percent of DAC members responded "Disagree" or "Strongly Disagree" with the statement that the level of involvement of parents on the DAC was about right compared to twenty percent for business representatives and fifteen percent for community members.

Figure 13. Percentage of 2022 and 2023 DAC Member Survey Responses Concerning Results of DAC Work



Source: HISD DAC Survey, 2023

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

- When asked what benefit HISD has derived from the work of the DAC, 14 of 23 DAC survey respondents (61%) reported feeling the committee's work was a positive benefit to HISD (**Table 21**, p. 41). 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 21**, p. 41). More complete survey responses on DAC's benefit to HISD can be found in **Table 21** (p. 43).
- A total of 14 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 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 22**, p. 42). More complete responses are presented in **Table 22**.
- 7 of 23 DAC respondents (30.4%) 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 23**, p. 43). More detailed comments are found in **Table 23**.

Discussion

The efficacy of the HISD District Advisory Committee (DAC) and the Shared Decision-Making Committees (SDMC) established at 260 of HISD's campus was evaluated through surveys administered to their respective committee members. Out of an estimated 2,916 SDMC members projected to be part of HISD during the 2022–2023 school year, sixty-one percent (n=1,717) took part in a survey designed to gather insights concerning the support structures and the influence of their committees. It's important to note that 2,830 actual surveys were successfully delivered via email; however, 86 committee members' emails were sent back as invalid email addresses provided. Moreover, 22 out of 26 DAC members (85%) responded to a survey aimed at assessing the effectiveness of their committee. When comparing these response rates to the surveys conducted in 2021, notable differences emerged. The DAC response rate for 2023 was lower compared to the 2021 rate (85% vs. 89%, respectively), whereas the SDMC response rate for 2023 witnessed a significant increase in comparison to 2021 (61% vs. 25%, respectively). The majority of respondents from both surveys were employed by HISD, occupying roles such as school administrators, classroom teachers, and other school staff.

The SDMC survey results generally indicated positive perceptions of the SDMC's accomplishments, organization, and clarity of roles. Additionally, the survey results indicate a generally positive assessment of the organization of the SDMC, particularly in areas such as fair voting procedures and diversity representation. However, there are areas of concern, including meeting schedules, subcommittee effectiveness, and communication with non-SDMC members, which should be addressed to enhance the overall effectiveness and transparency of the committee. The majority of respondents (62.2%) express agreement that the SDMC accomplished a great deal, indicating a generally positive perception of the committee's achievements. A significant majority (75.0%) agree that the SDMC was well organized and efficiently run, indicating a high level of satisfaction with its management and operations. A substantial majority (72.6%) agree that the level of involvement of school personnel on the SDMC was appropriate, indicating a good balance, and the responses indicate a high level of agreement (70.7%) that teachers at the school supported the school improvement plan, which is a positive sign of alignment between the SDMC and school staff. While a majority (64.4%) agree that parents supported the school improvement plan, there is a notable neutral category and a relatively high "Not able to evaluate" percentage. This suggests room for engagement and communication improvement with parents. Similar to the parent response, there is a positive majority (62.6%) agreement that community members supported the school improvement plan. However, the neutral and "Not able to evaluate" percentages indicate room for enhanced community engagement. Additionally, addressing the "Not able to evaluate" category may require better feedback mechanisms and communication channels. However, there are areas where communication and engagement with parents, community members, and businesses could be enhanced to strengthen support for the school improvement plan.

A majority of DAC representatives agree that recommendations were reached by consensus, indicating effective collaboration within the DAC. The responses are quite varied, with a significant portion being neutral or in disagreement. This suggests that while some members acknowledge the accomplishments, there is also a notable portion that disagrees or is unsure about the DAC's achievements. A majority of respondents agree that the DAC was well organized and efficient. This indicates a positive perception of the committee's management and operations. The scores from the DAC survey might also have been influenced by the proportion of participants who indicated an inability to evaluate various topics related to the committee's effectiveness in contributing to district-wide decisions. A notable percentage (32%) of DAC respondents mentioned having served on the committee for less than a year. As these DAC members gain exposure to training sessions covering different topics, they should become more confident in their capacity to contribute effectively to DAC discussions. Most respondents believe that members of the DAC were clear about their

roles, though a notable percentage remain neutral or disagree. This suggests room for improvement in clarifying roles. The majority agree that the level of involvement of campus-based professional staff was appropriate, indicating a balance in their participation. The responses show mixed perceptions regarding the involvement of district-based professional staff, with a significant neutral and disagree category. This indicates potential issues in this area. Responses regarding the involvement of community members' and parents were mixed, thus, more efforts may be needed to align community member and parent involvement with expectations. While a significant portion agrees that the DAC was open to new ideas, there are also notable neutral and disagree responses. This suggests the need to foster a more innovative environment. The responses indicate mixed satisfaction levels among members, with a notable neutral and disagree category. It is important to address the concerns of dissatisfied members and seek ways to improve.

A high number of respondents from both the SDMC and DAC surveys expressed contentment with the achievements accomplished through their respective committees. In general, they perceived their committees as well-structured entities that welcomed and valued members' contributions. However, it's important to note that these findings were not universally shared. There was a notable inclination among many participants for additional training, and in some cases, certain SDMC committees were reportedly structured more for the purpose of information dissemination rather than active involvement in critical school-based decisions. Some members within the SDMCs offered recommendations aimed at improving the effectiveness of their committees. In the case of the DAC, the district facilitator is encouraged to refer to the comments documented in Tables 21–23 (pp. 43–45) for additional insights and suggestions on ways to further improve the committee's functionality.

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APPENDIX

Table 1. Summary of Texas State and Houston Independent School District Requirements for Shared Decision-Making Committees and the District Advisory Committee	
Shared Decision-Making Committees (SDMC)	
Purpose	To direct and support the improvement of student performance for all students [Texas Education Code 11.253(a)]
Composition	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)
	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)
	A minimum of two community members (Houston ISD Board Policy BQB, paragraph 8)
	A minimum of one business representative (Houston ISD Board Policy BQB, paragraph 9)
	One noninstructional staff member (Houston ISD Board Policy, BQB, paragraph 12)
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 BQB (local)]
	Participate in making decisions about planning, budgeting, curriculum, staffing patterns, staff development, school organization [Texas Education Code 11.253(e)], staff appraisal systems [Texas Education Code 21.352(a)] and distribution of any successful school awards distributed to the campus [Texas Education Code 39.264(b)]
	If the school is a junior high, middle school or high school, analyze information related to dropout prevention, including data specified in Texas Education Code 11.255(a)
	Hold at least one public meeting per year, held after receipt of the annual TEA district performance report, to discuss campus performance and performance objectives. [Texas Education Code 11.253(g)]
	Solicit input from a broad base of community, parent, and staff members [Texas Education Code 11.253(g)]
	Disseminate SDMC recommendations to the community, parents, and staff of the district [Texas Education Code 11.253(g)]

Table 1. Summary of Texas State and Houston Independent School District Requirements for Shared Decision- Making Committees and the District Advisory Committee (continued)	
Responsibilities to the SDMC	<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>
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	<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, 2022-2023		
Committee Role	Respondents (N)	Respondents (%)
Other member (non-district employee)	7	0.4
Not Applicable	13	0.8
Business Representative	32	1.9
Other School or HISD Staff	52	3.0
Community Member	92	5.4
Parent	149	8.7
Principal	139	8.1
Non-Instructional Staff	155	9.0
Other Campus-Based Professional	330	19.2
Classroom Teacher	748	43.6
Total	1,717	100.0

Source: HISD SDMC Survey, 2023

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

Table 3. School Levels Represented by SDMC Survey Respondents, 2022–2023		
School Level	Respondents (N)	Respondents (%)
Elementary School	957	55.7
Middle School	322	18.8
High School	297	17.3
Multi-level School	70	4.1
Early Childhood Center or School (EE-Kindergarten only)	57	3.3
Not Provided	14	0.8
Total	1,717	100.0

Source: HISD SDMC Survey, 2023

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 <i>(continued)</i>		
School	Respondents (N)	Respondents (%)
Alcott ES	2	0.1
Almeda ES	14	0.8
Anderson ES	6	0.3
Arabic Immersion	9	0.5
Ashford ES	6	0.3
Askew ES	2	0.1
Atherton ES	3	0.2
Attucks MS	7	0.4
Austin HS	5	0.3
Baker Montessori	10	0.6
Barrick ES	11	0.6
Bastian ES	7	0.4
Baylor College MS	12	0.7
BCM Biotech Acad at Rusk	10	0.6
Bell ES	6	0.3
Bellaire HS	13	0.8
Bellfort ECC	3	0.2
Benavidez ES	4	0.2
Benbrook ES	11	0.6
Berry ES	6	0.3
Black MS	9	0.5
Blackshear ES	10	0.6
Bonham ES	8	0.5
Bonner ES	3	0.2
Braeburn ES	2	0.1
Briargrove ES	7	0.4
Briarmeadow	8	0.5
Briscoe ES	7	0.4
Brookline ES	6	0.3
Bruce ES	5	0.3
Burbank ES	10	0.6
Burbank MS	10	0.6
Burnet ES	5	0.3
Burrus ES	4	0.2
Bush ES	6	0.3
Cage ES	11	0.6
Carnegie HS	10	0.6
Carrillo ES	11	0.6
Challenge EC HS	3	0.2
Chavez HS	10	0.6
Chrysalis MS	3	0.2
Clifton MS	4	0.2

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 <i>(continued)</i>		
School	Respondents (N)	Respondents (%)
Codwell ES	4	0.2
Condit ES	9	0.5
Cook ES	2	0.1
Coop ES	6	0.3
Cornelius ES	6	0.3
Crespo ES	6	0.3
Crockett ES	10	0.6
Cullen MS	10	0.6
Cunningham ES	10	0.6
DAEP EL	2	0.1
Daily ES	4	0.2
Davila ES	6	0.3
De Chaumes ES	1	0.1
Deady MS	6	0.3
DeAnda ES	6	0.3
DeBakey HS	15	0.9
DeZavala ES	7	0.4
Dogan ES	3	0.2
Durkee ES	7	0.4
East EC HS	8	0.5
Eastwood Acad HS	6	0.3
Edison MS	13	0.8
Eliot ES	6	0.3
Elmore ES	7	0.4
Elrod ES	11	0.6
Emerson ES	7	0.4
Energy Inst HS	4	0.2
Farias ECC	8	0.5
Fleming MS	7	0.4
Foerster ES	4	0.2
Fondren ES	2	0.1
Fondren MS	3	0.2
Fonville MS	11	0.6
Fonwood ECC	5	0.3
Forest Brook MS	9	0.5
Foster ES	2	0.1
Franklin ES	9	0.5
Frost ES	5	0.3
Furr HS	2	0.1
Gallegos ES	9	0.5
Garcia ES	4	0.2
Garden Oaks	6	0.3

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 <i>(continued)</i>		
School	Respondents (N)	Respondents (%)
Garden Villas ES	2	0.1
Golfcrest ES	5	0.3
Gregg ES	5	0.3
Gregory-Lincoln PK-8	3	0.2
Grissom ES	2	0.1
Gross ES	5	0.3
HAIS HS	12	0.7
Halpin ECC	4	0.2
Hamilton MS	2	0.1
Harris JR ES	5	0.3
Harris RP ES	6	0.3
Hartman MS	6	0.3
Hartsfield ES	3	0.2
Harvard ES	4	0.2
Heights HS	13	0.8
Helms ES	5	0.3
Henderson JP ES	2	0.1
Henderson NQ ES	2	0.1
Henry MS	6	0.3
Herod ES	6	0.3
Herrera ES	6	0.3
High School Ahead Acad MS	4	0.2
Highland Heights ES	2	0.1
Hilliard ES	3	0.2
Hines-Caldwell ES	7	0.4
Hobby ES	8	0.5
Hogg MS	10	0.6
Holland MS	5	0.3
Horn ES	6	0.3
Houston MSTC HS	8	0.5
HSLJ	2	0.1
Isaacs ES	9	0.5
Janowski ES	10	0.6
Jefferson ES	7	0.4
Jones HS	3	0.2
Kashmere Gardens ES	7	0.4
Kashmere HS	6	0.3
Kelso ES	8	0.5
Kennedy ES	3	0.2
Ketelsen ES	3	0.2
Key MS	7	0.4
Kinder HSPVA	7	0.4

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 <i>(continued)</i>		
School	Respondents (N)	Respondents (%)
Kolter ES	8	0.5
Lamar HS	14	0.8
Lanier MS	14	0.8
Lantrip ES	4	0.2
Las Americas MS	3	0.2
Laurenzo ECC	4	0.2
Law ES	2	0.1
Lawson MS	8	0.5
Leland YMCPA	4	0.2
Lewis ES	4	0.2
Liberty HS	1	0.1
Lockhart ES	4	0.2
Long Acad	3	0.2
Longfellow ES	8	0.5
Looscan ES	5	0.3
Love ES	8	0.5
Lovett ES	6	0.3
Lyons ES	6	0.3
MacGregor ES	6	0.3
Madison HS	11	0.6
Mandarin Immersion Magnet	12	0.7
Marshall ES	3	0.2
Marshall MS	3	0.2
Martinez C ES	11	0.6
Martinez R ES	7	0.4
McGowen ES	5	0.3
McNamara ES	7	0.4
McReynolds MS	1	0.1
Memorial ES	8	0.5
Meyerland MS	14	0.8
Middle College HS - Fraga	6	0.3
Middle College HS - Gulfton	6	0.3
Milby HS	6	0.3
Milne ES	1	0.1
Mistral ECC	6	0.3
Mitchell ES	3	0.2
MLK ECC	4	0.2
Montgomery ES	2	0.1
Moreno ES	11	0.6
Navarro MS	6	0.3
Neff ECC	11	0.6
Neff ES	4	0.2

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 <i>(continued)</i>		
School	Respondents (N)	Respondents (%)
North Forest HS	5	0.3
North Houston EC HS	5	0.3
Northline ES	6	0.3
Northside HS	6	0.3
Not Provided	21	1.2
Oak Forest ES	8	0.5
Oates ES	3	0.2
Ortiz MS	8	0.5
Osborne ES	7	0.4
Paige ES	5	0.3
Park Place ES	5	0.3
Parker ES	7	0.4
Patterson ES	18	1.0
Peck ES	7	0.4
Pershing MS	14	0.8
Petersen ES	2	0.1
Pilgrim Acad	5	0.3
Pin Oak MS	7	0.4
Piney Point ES	9	0.5
Pleasantville ES	7	0.4
Poe ES	8	0.5
Port Houston ES	4	0.2
Pugh ES	8	0.5
Reagan Ed Ctr PK-8	4	0.2
Red ES	13	0.8
Revere MS	5	0.3
Reynolds ES	6	0.3
Rice School PK-8	5	0.3
River Oaks ES	10	0.6
Roberts ES	13	0.8
Robinson ES	1	0.1
Rodriguez ES	6	0.3
Rogers T H	13	0.8
Roosevelt ES	7	0.4
Ross ES	6	0.3
Rucker ES	7	0.4
Sanchez ES	3	0.2
Scarborough ES	11	0.6
Scarborough HS	4	0.2
School at St. George ES	8	0.5
Scroggins ES	8	0.5
Secondary DAEP	6	0.3

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 <i>(continued)</i>		
School	Respondents (N)	Respondents (%)
Seguin ES	7	0.4
Shadowbriar ES	5	0.3
Shadydale ES	1	0.1
Sharpstown HS	14	0.8
Sharpstown Intl	10	0.6
Shearn ES	7	0.4
Sherman ES	5	0.3
Sinclair ES	7	0.4
Smith ES	13	0.8
South EC HS	7	0.4
Southmayd ES	7	0.4
Sterling HS	3	0.2
Stevens ES	3	0.2
Stevenson MS	7	0.4
Sugar Grove MS	13	0.8
Sutton ES	9	0.5
Tanglewood MS	12	0.7
TCAH	2	0.1
Thomas MS	6	0.3
Thompson ES	4	0.2
Tinsley ES	7	0.4
Travis ES	7	0.4
Twain ES	14	0.8
Valley West ES	10	0.6
Wainwright ES	9	0.5
Walnut Bend ES	6	0.3
Waltrip HS	13	0.8
Washington HS	8	0.5
Welch MS	3	0.2
Wesley ES	6	0.3
West Briar MS	12	0.7
West University ES	7	0.4
Westbury HS	15	0.9
Westside HS	15	0.9
Wharton K-8	6	0.3
Wheatley HS	2	0.1
Whidby ES	3	0.2
White E ES	8	0.5
White M ES	8	0.5
Whittier ES	3	0.2
Williams MS	3	0.2
Windsor Village ES	2	0.1

Table 4. Schools Represented by SDMC Survey Respondents, 2022–2023 (continued)

School	Respondents (N)	Respondents (%)
Wisdom HS	9	0.5
Woodson	4	0.2
Worthing HS	12	0.7
Yates HS	4	0.2
Young ES	4	0.2
YWCPA	8	0.5
Total	1,717	100.0

Source: HISD SDMC Survey, 2023

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

Table 5. Length of Service on the SDMC Reported by Survey Respondents, 2022–2023

Length of Service	Respondents (N)	Respondents (%)
1-2 years	672	39.1
Less than a year	555	32.3
More than 2 years	470	27.4
Total	1,717	100.0

Source: HISD SDMC Survey, 2023

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

Table 6. Frequency of 2022–2023 SDMC Meetings Reported by Survey Respondents

Frequency	Respondents (N)	Respondents (%)
Once each quarter	850	49.5
Once a month	376	21.9
Twice each quarter	215	12.5
Not sure	178	10.4
Once	52	3.0
Not Provided	20	1.2
Never	10	0.6
More than once a month	16	0.9
More than once a month	1,717	100.0

Source: HISD SDMC Survey, 2023

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

Table 7. Adequacy of the Number of 2022–2023 SDMC Meetings Reported by Survey Respondents, 2022–2023

Adequacy	Respondents (N)	Respondents (%)
Just right	1,301	75.8
Too few	218	12.7
Not sure	168	9.8
Too many	19	1.1
Not Provided	10	0.6
Grand Total	1,716	100.0

Source: HISD SDMC Survey, 2023

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,” 2022–2023

	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	1,527	95	6.2	564	36.9	217	14.2	193	12.6	458	30.0
Team- / consensus-building skills	1,525	135	8.9	540	35.4	228	15.0	209	13.7	413	27.1
Developing, evaluating and revising a school improvement plan	1,529	115	7.5	396	25.9	298	19.5	213	13.9	507	33.2
Site-based budgeting	1,527	190	12.4	383	25.1	387	25.3	212	13.9	355	23.2
Curriculum evaluation based on state standards	1,518	161	10.6	411	27.1	271	17.9	236	15.5	439	28.9
Staffing strategies	1,516	184	12.1	420	27.7	324	21.4	209	13.8	379	25.0
Professional development strategies	1,514	149	9.8	427	28.2	238	15.7	200	13.2	500	33.0

Source: HISD SDMC Survey, 2023

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?” 2022–2023*

Committee Role	Surveys		Budget		Family and Community		Generic District Training		School Safety		Special Populations		None	
	N	N	%	N	%	N	%	N	%	N	%	N	%	
Business Representative	12	0	0.0	0	0.0	6	50.0	0	0.00	0	0.0	6	50.0	
Classroom Teacher, with primary responsibility for students with disabilities	105	0	0.0	0	0.0	14	13.3	1	0.90	2	1.9	88	83.8	
Classroom Teacher, without primary responsibility for students with disabilities	197	3	1.5	0	0.0	12	6.1	3	1.50	0	0.0	179	90.9	
Community Member (but not a parent of a student at the school or an HISD employee)	47	0	0.0	0	0.0	12	25.5	0	0.00	0	0.0	35	74.5	
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	43	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	43	100.0	
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	122	0	0.0	0	0.0	9	7.4	1	0.80	2	1.6	110	.90.2	
Other member not employed by the district	3	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	3	100.0	
Other School or HISD Staff	15	1	6.7	0	0.0	4	26.7	0	0.00	0	0.0	10	2.0	
Parent (but not an employee of HISD)	67	0	0.0	0	0.0	10	14.9	0	0.00	0	0.0	57	85.1	
Principal	61	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	61	100.0	
Not Reported	6	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0	6	100.0	
Total	678	4	0.6	0.0	0.0	67	9.9	5	0.7	4	0.6	598	88.2	

Source: HISD SDMC Survey, 2023

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?” 2022–2023*

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	13	0	0.0	1	7.7	0	0.0	1	7.7	0	0.0	11	84.6
Classroom Teacher, with primary responsibility for students with disabilities	93	9	9.7	0	0.0	0	0.0	6	6.5	0	0.0	78	83.9
Classroom Teacher, without primary responsibility for students with disabilities	181	5	2.8	8	4.4	1	0.6	9	5.0	1	0.6	157	86.7
Community Member (but not a parent of a student at the school or an HISD employee)	42	2	4.8	7	16.7	2	4.8	6	14.3	0	0.0	25	59.5
Non-instructional Staff (clerical worker, custodian, food service worker, teacher aide)	42	0	0.0	1	2.4	0	0.0	0	0.0	0	0.0	41	97.6
Not Reported	6	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	5	83.3
Other Campus-Based Professional (e.g., assistant principal, counselor, magnet coordination, nurse, librarian, etc.)	120	2	1.7	6	5.0	0	0.0	6	5.0	2	1.7	104	86.7
Other member not employed by the district	3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0
Other School or HISD Staff	12	3	25.0	0	0.0	0	0.0	0	0.0	0	0.0	9	75.0
Parent (but not an employee of HISD)	60	2	3.3	0	0.0	0	0.0	7	11.7	0	0.0	51	85.0
Principal	60	2	3.3	2	3.3	2	3.3	13	21.7	0	0.0	41	68.3
Total	632	25	4.0	25	4.0	5	0.8	49	7.8	3	0.5	525	83.1

Source: HISD SDMC Survey, 2023

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

Table 11. SDMC Survey Responses Concerning the Organization of the Committee, 2022–2023

	All Respondents	Strongly Agree		Agree		Disagree		Strongly Disagree		Not able to evaluate	
		-4		-3		-2		-1			
	N	N	%	N	%	N	%	N	%	N	%
Voting procedures in SDMC elections were fair.	1,485	650	43.8	585	39.4	19	1.3	15	1.0	216	14.6
During the school year, the SDMC met according to a set schedule.	1,483	618	41.7	653	44.0	94	6.3	40	2.7	78	5.3
SDMC meeting minutes were provided in a timely fashion.	1,482	612	41.3	604	40.8	96	6.5	52	3.5	118	8.0
SDMC meeting minutes were readily available to staff members, parents, community members and business representatives.	1,476	262	38.9	383	37.6	178	6.0	96	3.7	557	13.8
Subcommittees of the SDMC were established and met as scheduled.	1,479	340	23.8	468	26.9	154	12.6	88	6.6	429	30.1
Non-SDMC members participated through subcommittees.	1,159	240	17.8	262	26.0	383	12.1	178	6.5	96	37.7
Non-SDMC members were aware of the process for submitting items for SDMC consideration.	1,479	340	23.0	468	31.6	154	10.4	88	6.0	429	29.0
The diversity of our community was well represented in the participation in our SDMC.	1,483	619	41.7	649	43.8	88	5.9	39	2.6	88	5.9

Source: HISD SDMC Survey, 2023

Table 12. SDMC Survey Responses Concerning the Quality of the Involvement of the Committee in Contributing to School Decisions, 2022–2023

	Respondents	Excellent -4		Good -3		Fair -2		Poor -1		Not able to evaluate	
	N	N	%	N	%	N	%	N	%	N	%
Developing, evaluating and/or revising the school improvement plan	1,454	498	34.3	571	39.3	171	11.8	87	6.0	127	8.7
Student performance (state-mandated tests, college readiness measures, TEA accountability ratings, etc.)	1,451	468	32.3	562	38.7	172	11.9	84	5.8	165	11.4
Alternative assessment methods and /or instruments	1,447	392	27.1	499	34.5	180	12.4	105	7.3	271	18.7
Staff appraisal process and performance criteria	1,448	366	25.3	468	32.3	169	11.7	131	9.0	314	21.7
Budget development and recommendations	1,448	412	28.5	519	35.8	198	13.7	116	8.0	203	14.0
School curriculum	1,441	412	28.6	501	34.8	177	12.3	108	7.5	243	16.9
Instructional support (library, media, technology, etc.)	1,449	446	30.8	504	34.8	201	13.9	106	7.3	192	13.3
Student services (counseling, nursing, nutrition, etc.)	1,450	456	31.4	531	36.6	165	11.4	98	6.8	200	13.8
For secondary schools, dropout prevention	1,383	262	18.9	304	22.0	98	7.09	77	5.6	642	46.4
School staffing patterns	1,433	355	24.8	477	33.3	190	13.3	121	8.4	290	20.2

Source: HISD SDMC Survey, 2023

Table 13. SDMC Survey Responses Concerning Results of the Committee's Work, 2022–2023

	Surveys	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not able to evaluate	
		-5		-4		-3		-2		-1			
	N	N	%	N	%	N	%	N	%	N	%	N	%
The SDMC accomplished a great deal.	1,437	337	23.5	556	38.7	323	22.5	79	5.5	69	4.8	69	5.1
Our SDMC was well organized and run efficiently.	1,438	494	34.4	583	40.5	209	14.5	43	3.0	48	3.3	48	4.2
Everyone on the SDMC seemed clear about his or her role.	1,437	468	32.6	561	39.0	214	14.9	69	4.8	59	4.1	59	4.6
Teachers at the school supported our school improvement plan.	1,436	457	31.8	565	39.3	195	13.6	36	2.5	28	1.9	28	10.8
Parents at our school supported our school improvement plan.	1,434	385	26.8	539	37.6	219	15.3	31	2.2	27	1.9	27	16.2
Community members in our area supported our school improvement plan.	1,433	378	26.4	519	36.2	221	15.4	25	1.7	33	2.3	33	17.9
Businesses in our community supported our school improvement plan.	1,432	340	23.7	459	32.1	237	16.6	33	2.3	36	2.5	36	22.8
The level of involvement of school personnel on the SDMC was about right.	1,429	442	30.9	596	41.7	194	13.6	62	4.3	52	3.6	52	5.8
The level of involvement of parents on the SDMC was about right.	1,430	390	27.3	561	39.2	206	14.4	86	6.0	65	4.5	65	8.5
The level of involvement of community members on the SDMC was about right.	1,429	375	26.2	542	37.9	205	14.3	83	5.8	65	4.5	65	11.1

Source: HISD SDMC Survey, 2023

Table 14. 2022 and 2023 District Advisory Committee (DAC) Member Survey Respondents' Roles		
Committee Role	Respondents	
	N	%
Classroom Teacher	7	16.3
Community Member (but not a parent of a student in HISD or an HISD employee)	4	9.3
District-Level Professional Staff	2	4.7
Other Campus-Based Professional Staff (e.g., principal, assistant principal, counselor, magnet coordinator, nurse, librarian, etc.)	3	7.0
Parent (but not an employee of HISD)	7	16.3
Not Applicable	20	46.5
Total	43	100.0

Source: HISD DAC Survey, 2023

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

Table 15. Length of Service on the 2022 and 2023 DAC Reported by Survey Respondents		
Length of Service	Respondents	
	N	%
Less than a year (2022–2023)	1	4.8
1-2 years	15	71.4
More than 2 years*	5	23.8
Total	21	100.0

Source: HISD DAC Survey, 2023

Table 16. 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,” 2022–2023

	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	16	4	25.0	3	18.8	4	25.0	5	31.3	0	0.0
Team building/consensus-building skills	21	1	4.8	3	14.3	6	28.6	11	52.4	0	0.0
Conducting a district needs assessment focused on student achievement	21	0	0.0	3	14.3	13	61.9	5	23.8	0	0.0
Developing, evaluating, and revising a district improvement plan	21	1	4.8	4	19.0	10	47.6	5	23.8	1	4.8
Budget development	21	0	0.0	5	23.8	10	47.6	5	23.8	1	4.8
Curriculum evaluation based on state standards	21	1	4.8	4	19.0	12	57.1	3	14.3	1	4.8
Staffing strategies	20	0	0.0	4	20.0	12	60.0	3	15.0	1	5.0

Source: HISD DAC Survey, 2023

Table 17. 2022 and 2023 DAC Member Survey Responses to Open-Ended Questions on Training for the Committee*

<ul style="list-style-type: none"> We routinely get trained on the role of the DAC & we always go over meeting norms. Aside from the DOI vote it seems the DAC is not taken seriously.
<ul style="list-style-type: none"> We need training on how to push back on district department presentations. Departments present how they are supposed to be running but not the actuality. Programs like FACE do not even follow their own rules or guidelines. We also need training on how to extract answers from the district. Often, we ask questions, and the district personnel give us incomplete answers and it's clear that the district has the DAC only to satisfy state law.
<ul style="list-style-type: none"> All mentioned above; [Evaluation] of programs.
<ul style="list-style-type: none"> Selecting professional development offerings. Budget presentations from Glenn Reed.
<ul style="list-style-type: none"> There was no on-ramp training. I have been on HISD committees for nearly 13 years prior to my DAC assignment.
<ul style="list-style-type: none"> At 1st DAC meeting. General expectations.
<ul style="list-style-type: none"> Training on the role the DAC plays in the district.
<ul style="list-style-type: none"> Understanding the teacher workload.

Source: HISD DAC Survey, 2023

Note: *Comments edited for clarity

Table 18. 2022 and 2023 DAC Member Survey Responses Concerning the Organization of the Committee

	Surveys	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not able to evaluate		Mean
		-5		-4		-3		-2		-1				
	N	N	%	N	%	N	%	N	%	N	%	N	%	
The DAC met an adequate number of times.	21	4	19.0	5	23.8	4	19.0	6	28.6	2	9.5	0	0.0	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	2	9.5	4	19.0	3	14.3	6	28.6	3	14.3	3	14.3	2.2
DAC meeting minutes were provided in a timely fashion.	21	5	23.8	10	47.6	2	9.5	1	4.8	1	4.8	2	9.5	3.8
DAC meeting minutes were readily available to staff members, parents, community members and business representatives.	21	4	19.0	7	33.3	4	19.0	1	4.8	1	4.8	4	19.0	3.4
Non-DAC members were aware of the process for submitting items for DAC consideration.	21	2	9.5	3	14.3	1	4.8	5	23.8	5	23.8	5	23.8	2.4
The diversity of our community was well represented in the participation in our DAC.	23	6	26.1	7	30.4	2	8.7	4	17.4	2	8.7	2	8.7	4.1

Source: HISD DAC Survey, 2023

Table 19. 2022 and 2023 DAC Member Survey Responses Concerning Quality of Involvement of the Committee in Contributing to District Decisions

	Surveys	Excellent		Good		Fair		Poor		Not able to evaluate		Mean
		-4		-3		-2		-1				
		N	%	N	%	N	%	N	%	N	%	
Planning the district educational program.	21	2	9.5	6	28.6	6	28.6	4	19.0	3	14.3	1.9
Operation of the district educational program.	21	1	4.8	5	23.8	8	38.1	3	14.3	4	19.0	2
Supervision of the district educational program.	21	1	4.8	4	19.0	6	28.6	5	23.8	5	23.8	1.5
Evaluation of the district educational program.	21	1	4.8	4	19.0	7	33.3	4	19.0	5	23.8	1.9
Reviewing the district improvement plan, which establishes the district's educational goals and objectives for improving student performance.	21	2	9.5	7	33.3	9	42.9	2	9.5	1	4.8	2
Dropout prevention	21	1	4.8	4	19.0	9	42.9	3	14.3	4	19.0	1.2
Staff appraisal process and performance criteria.	21	1	4.8	5	23.8	10	47.6	1	4.8	4	19.0	2.2
Districtwide professional development.	21	3	14.3	6	28.6	10	47.6	1	4.8	1	4.8	2.2

Source: HISD SDMC Survey, 2023

Table 20. 2022 and 2023 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	
	N	N	%	N	%	N	%	N	%	N	%	N	%
The DAC accomplished a great deal.	20	2	10.0	4	20.0	6	30.0	6	30.0	2	10.0	0	0.0
The DAC was well organized and run efficiently.	21	2	9.5	12	57.1	5	23.8	2	9.5	0	0.0	0	0.0
Everyone on the DAC seemed clear about his or her role.	21	3	14.3	9	42.9	4	19.0	4	19.0	0	0.0	1	4.8
The level of involvement of campus-based professional staff on the DAC was about right.	20	3	15.0	11	55.0	2	10.0	3	15.0	0	0.0	1	5.0
The level of involvement of district-based professional staff on the DAC was about right.	21	3	14.3	7	33.3	7	33.3	3	14.3	0	0.0	1	4.8
The level of involvement of parents on the DAC was about right.	20	3	15.0	4	20.0	6	30.0	4	20.0	2	10.0	1	5.0
The level of involvement of community members on the DAC was about right.	21	2	9.5	8	38.1	8	38.1	2	9.5	1	4.8	0	0.0
The level of involvement of business representatives on the DAC was about right.	20	2	10.0	5	25.0	7	35.0	2	10.0	2	10.0	2	10.0
The DAC was open to new ideas.	21	2	9.5	7	33.3	7	33.3	3	14.3	1	4.8	1	4.8
The committee reached most recommendations by consensus	21	4	19.0	7	33.3	6	28.6	4	19.0	0	0.0	0	0.0
I felt free to express my thoughts at our DAC meetings.	21	6	28.6	6	28.6	7	33.3	2	9.5	0	0.0	0	0.0
In general, all of the members of the DAC were satisfied with the committee's work.	21	2	9.5	5	23.8	7	33.3	3	14.3	0	0.0	4	19.0

Source: HISD SDMC Survey, 2023

Table 21. 2022 and 2023 DAC Member Responses to the Open-Ended Item, “How Has HISD Benefited from Having a District Advisory Committee?”

Positive	<ul style="list-style-type: none"> General viewpoints were considered, leading to some useful recommendations.
	<ul style="list-style-type: none"> DAC reviews and gives feedback on the District Improvement Plan
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> It fostered creativity and spawned various discussions from individuals connected to the district one way or another.
	<ul style="list-style-type: none"> It benefits by getting input from people who are on the frontlines of education.
	<ul style="list-style-type: none"> Great ideas and leadership have come from the DAC.
	<ul style="list-style-type: none"> The benefits are a diversity of opinions and approaches to various issues such as the Teacher Appraisal System.
Need Improvement	<ul style="list-style-type: none"> Not sure how the district [values] the input of the committee.
	<ul style="list-style-type: none"> The district was kept from becoming a District of Innovation.
	<ul style="list-style-type: none"> HISD would benefit more if DAC had [more substantive discussions] and superintendent was on the committee.
	<ul style="list-style-type: none"> HISD has [not] benefited from having a DAC. [However], it does give the different departments/stakeholders a chance to present their information before they present to the board.
	<ul style="list-style-type: none"> [Lack of an understanding of DAC] responsibilities.

Source: HISD DAC Survey, 2023

Note: *Comments edited for clarity.

Table 22. 2022 and 2023 DAC Member Responses to the Open-Ended Item, “How Could the District Advisory Committee Process Be More Effective?”*

A greater understanding of DAC Processes	<ul style="list-style-type: none"> • Training [on how DAC should function]. Highly focused on district goals and how each consideration and decision relate to them. More outreach for broad-based decision-making.
	<ul style="list-style-type: none"> • The DAC process would be more [effective] by engaging in deeper dives and perhaps subcommittees being formed to help vet out the topic.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Meet more often, streamline meeting information.
	<ul style="list-style-type: none"> • The co-chair [election] process should be [more] inclusive.
Communication with, and feedback from, the District Leadership	<ul style="list-style-type: none"> • More consideration of the committee's recommendations. Timely feedback on the committee's recommendations.
	<ul style="list-style-type: none"> • The spirit of the law that requires the formation of the DAC should be honored. My issues are not with the DAC itself but with district personnel & the viewing of the DAC as a joke & something that needs to get checked off the box.
	<ul style="list-style-type: none"> • DAC could be utilized more as a sounding board before district decisions are made.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Approach it as a functional advisory board [with members' opinions being valued].
	<ul style="list-style-type: none"> • Having benchmarks of accomplishments and activities related to those goals instead of just information meetings.
	<ul style="list-style-type: none"> • Access to board policies before they are voted on.

Source: HISD DAC Survey, 2023

Note: *Comments edited for clarity.

Table 23. 2022 and 2023 DAC Member Responses to the Open-Ended Item, “Additional Comments You May Have Regarding the District Advisory Committee” *

Responses
<ul style="list-style-type: none"> The DAC currently has parents serving on it appointed by a trustee, but they do not live in that trustee’s district. Currently there are about 5 appointed DAC members that reside in District 1- leaving the other districts without representation. That is a problem, and it has not been addressed.
<ul style="list-style-type: none"> In addition to time to consider issues, detailed data should be provided to the DAC beforehand and during the presentations.
<ul style="list-style-type: none"> Being a member of the DAC felt like shouting into a void. No decision-makers from the district bothered to consider the thoughts or feedback from the DAC. The DAC in its current structure does not operate to advise the district because the district does not consider or value the DAC's input.
<ul style="list-style-type: none"> Less teachers on committee.
<ul style="list-style-type: none"> The 2022-2023 DAC was almost non-existent. The work of the DAC should have continued to give stakeholder input, especially with a looming TEA Takeover. Members could have offered institutional knowledge and community voice to this situation. Having multiple leaders throughout the year was a very unfair way to take away the voice of stakeholders.
<ul style="list-style-type: none"> The DAC was originally the Superintendent District Advisory Committee. I am curious as to when the Superintendent left the committee. The point was for community engagement in a more intimate environment with the Superintendent. DAC has lost its focus and intent. Also, the number of HISD staff members are too great. Parents (non HISD), community members (non HISD), business members, and clergy should be equal to the HISD membership. There should be a maximum number of cumulative years served (4 to 6) years. We need to allow others to carry on the mantle. The teacher union exerted bully tactics during the DOI vote. Community members felt intimidated after the outburst Daniel Santos. We need to refocus on what the intent was a dialog between stakeholders and the Superintendent and their cabinet.

Source: HISD DAC Survey, 2023

Notes: *Comments edited for clarity.