

Executive Summary
Prepared for Board of Trustees Meeting
February 11, 2014

HB5 Community and Student Engagement Survey Update

Board Goals

- Vision
 - Establish goals for individual campuses that incorporate both measurable and intangible factors.
 - Effectively communicate achievements and recognitions to the Denton ISD community.
- Climate
 - Establish a high expectation level for success for all students, staff, parents, and community.
- Parent and Community Involvement
 - Foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students.
 - Work continuously with the community in planning and facility development.
 - Utilize citizens' advisory committees to focus on short and long-term tasks.
- Growth, Change, and Fiscal Responsibility
 - Work continuously with our community to adjust and enhance district goals as appropriate.
 - Demonstrate effective and efficient management of district resources.
 - Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Purpose of Report

HB 5 requires all school districts in the state to self-evaluate 9 categories of school programs and services. The results of the evaluation must be reported to the community and the state. The actual text of HB 5, Section 46 includes the following:

Section 46 of Texas House Bill 5 addresses the requirements for evaluating our district's performance in community and student engagement:

SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE.

- (a) Each school district shall evaluate the district's performance and the performance of each campus in the district in community and student engagement and in compliance as provided by this section and assign the district and each campus a performance rating of exemplary, recognized, acceptable, or unacceptable for both overall performance and each individual evaluation factor listed under Subsection(b). Not later than August 8 of

each year, the district shall report each performance rating to the agency and make the performance ratings publicly available as provided by commissioner rule.

(b) For purposes of assigning the performance ratings under Subsection (a), a school district must evaluate:

- (1) the following programs or specific categories of performance at each campus:
 - (A) fine arts;
 - (B) wellness and physical education;
 - (C) community and parental involvement, such as:
 - (i) opportunities for parents to assist students in preparing for assessments under Section 39.023;
 - (ii) tutoring programs that support students taking assessments under Section 39.023; and
 - (iii) opportunities for students to participate in community service projects;
 - (D) the 21st Century Workforce Development program;
 - (E) the second language acquisition program;
 - (F) the digital learning environment;
 - (G) dropout prevention strategies; and
 - (H) educational programs for gifted and talented students; and
- (2) the record of the district and each campus regarding compliance with statutory reporting and policy requirements.

(c) A school district shall use criteria developed by a local committee to evaluate:

- (1) the performance of the district's campus programs and categories of performance under Subsection (b)(1); and
- (2) the record of the district and each campus regarding compliance under Subsection (b)(2).

This section applies beginning with the 2013-2014 school year.

The legislature has intentionally provided little clarification beyond the statutory requirements contained in the bill so that individual districts could exercise a greater level of local control in designing the evaluation instrument and in meeting the legislative requirements. Our district

leadership team has sought guidance from many different professional organizations including TASA (Texas Association of School Administrators), and has participated in a number of conferences, focus groups, professional organization meetings, and presentations since the beginning of the school year.

The purpose of this report is to continue updating the Board of Trustees about the specific requirements of HB 5, Section 46, and to inform members regarding the implementation plan that has been developed.

Objectives

The implementation plan is divided into 3 different sections. The first section identifies the district administrators who have specific responsibilities for the development of the survey as well as the staff, parent, and community members who have been selected to review the process and provide feedback in a focus group format. The second section explains the 5 phases for survey creation and implementation that the district steering committee, principals and directors will use to guide their work. The third section includes the timeline for implementation.

Section 1: Responsibilities for Survey Instrument Creation and Implementation:

The following individuals and groups will participate in the design and evaluation process.

- **District Steering Committee:** David Hicks, Vicki Sargent, Vicky Christenson, Mary Helen Martin, David McCullar, Jonita Widmer, Joey Florence, Rene Shelton, Mario Zavala, Carla Ruge, Teresa Luna-Taylor, Barry Fox, Amy Lawrence, Lori Mabry, Chris Shade, Ray Lagleder, Barbara Fischer, Susannah Obara, and Debbie Nobles.
- **Superintendent's Cabinet**
- **District and Campus Administrators**
- **District and Campus Educational Improvement Councils**
- **District PTA Council**

Section 2: Process and Protocols for Survey Instrument Creation and Implementation:

The community and student engagement evaluation process includes 5 phases and involves hundreds of district staff, parents, and community members.

Phase 1 – Laying the Foundation

- HB 5 presentations are made for the administrative team (October 2013), principals (October and November 2013), and Board of Trustees (October and November 2013).
- District leaders participate in Region XI community and student engagement focus groups (December 2013).
- District leaders attend various professional development sessions to gather information and share expertise (Fall/Winter 2013-2014).

Phase 2 – Information Gathering

- Information gathered from Regions IV, VIII, X, XI, and XIII, TEA, TASA, and other school districts.
- Region XI presentation allows for representatives from area districts to share best practices and collaborate regarding survey instrument design. Region XI provides recommendations. (December 2013)

Phase 3 – Survey Instrument Development (February – March, 2014)

- DISD steering committee brainstorms for each of the 9 program categories:
 - Potential evaluation questions
 - Potential sources of data that can be evaluated to determine campus and district ratings
- DISD steering committee creates the evaluation rubric agreeing on evidence required to select each of the category ratings: exemplary, recognized, acceptable, and unacceptable.

Phase 4 – Survey Instrument Review (February – March, 2014)

- DISD steering committee shares drafts with district and community leaders to seek input and refine the documents (district and campus leadership, district and campus EICs, PTA council).
- DISD hosts a focus group for area school district leaders to share best practices and individual district survey designs.

Phase 5 – Complete the Survey, Communicate the Results, Next Steps (April – June, 2014)

- Principals facilitate campus data collection.
- Principals complete their campus surveys
- Region XI database compiles individual campus results and determines the district ratings.
- Principals will communicate campus results within their school and the larger community.
- Steering committee presents district and campus results to the community and Board of Trustees.
- District and campus ratings are submitted in PEIMS.
- District and campus ratings are used as part of the annual needs assessment and goal setting process conducted by district and campus leaders.

Section 3: Implementation Process/Timeline:

Feb 3 - Mar 20

District Designs Evaluation Instrument in Consultation with Region XI

- Steering Committee Meets with Region XI Representatives and Creates Evaluation Questions and Identifies Data Sources
- Meetings Are Held with the Following Groups to Gather Feedback on the Evaluation Instrument

- Superintendent's Cabinet (Feb 17)
- District Administrative Team (Feb 19)
- District Leadership Team
- Selected Region X and XI District Representatives
- District PTA Council (March 20)

Campus Principals Share Information and Solicit Feedback (Teachers, Parents and Community Members)

March 28	Campuses Receive Final Evaluation Instrument
April 1-30	Campuses Collect Data Evidence for Principal
May 1-23	Principals Complete Survey and CLTs Review Results
May 29	Region XI Compiles District Survey Results
June 24	Board Presentation on Campus and District Community Engagement Surveys
June 26	Survey Results Uploaded into PEIMS

Operational Impact

Although required under Texas HB 5, the community and student engagement survey evaluates the current state of community and student engagement by campus and district in each of the following areas:

- Fine Arts
- Wellness and Physical Education
- Community and Parental Involvement
- 21st Century Workforce Development Program
- 2nd Language Acquisition Program
- Digital Learning Environment
- Dropout Prevention Strategies
- Educational Programs for GT Students
- Compliance with Statutory Reporting and Policy Requirements

Results

This self-evaluation process will enable the district's stakeholders (teachers, administrators, parents, students, and citizens) to showcase areas of excellence and success and identify opportunities for continued emphasis at the campus and district levels. This self-evaluation process will serve as an informational and goal setting tool and will be conducted annually beginning with the 2013-2014 school year.