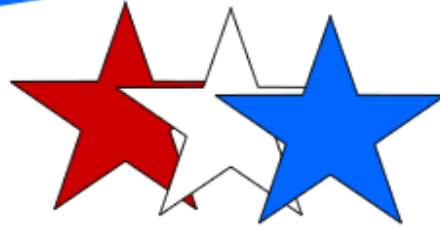


Learning The Randolph Way

Randolph Field
Independent School District



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DWIC Effectiveness Survey

Results

**RFISD 2010-2011
District and Campus Planning & Decision-Making Survey**

The purpose of this survey is to obtain the information on the types of district and campus planning and decision-making structures that exist, the extent of involvement of various stakeholders in district and campus planning and decisionmaking, and the perceptions stakeholders have regarding the quality and effectiveness of decisions related to student performance. Please select the response that best describes your situation.

Complete the survey by clicking on your choice each time. After the last item, click on the button labeled "Submit" to record your answers. If you do not "Submit" your answers, they will be lost when you leave the web page. **Do NOT click on "Submit" before you have finished all responses.**

SECTION I

DISTRICT AND CAMPUS PLANNING AND DECISION-MAKING STRUCTURES.

This first section addresses the committee's inception, its composition, and the regulations governing the election and / or selection of district or campus committee members. The "District Planning and Decision-Making Structure" is DWIC (DistrictWide Improvement Committee). The "Campus Planning and Decision-Making Structure" is the CIC (Campus Improvement Committee).

Item 01

I am completing this survey for (which committee?).

- DWIC
- CIC

Item 02

(If you answered CIC in Item 1)

My campus is

- Randolph Elementary
- Randolph Middle
- Randolph High

Item 03

My role on the committee is

- Classroom Teacher Representative **10**
- Parent Representative **1**
- Business Representative **1**
- Community Representative **0**
- District Staff Representative **2**
- Other (Advisor) Participant **1**

Item 04

(If you answered DWIC in Item 1)

I have served on the DWIC for (number of years).

- 1st year **6**
- 1-2 years **1**
- 3-5 years **3**

more than 5 years 3

Item 05

(If you answered CIC in Item 1)

I have served on the CIC for (number of years).

1st year

1-2 years

3-5 years

more than 5 years

Item 06

The committee includes PARENT representation.

Yes 10

No 1

Uncertain 3

Item 07

The committee includes COMMUNITY representation.

Yes 12

No 0

Uncertain 2

Item 08

The committee includes BUSINESS representation.

Yes 13

No 0

Uncertain 2

Item 09

The committee includes DISTRICT-LEVEL PROFESSIONAL STAFF representation.

Yes 15

No 0

Uncertain 0

Item 10

The committee includes elected CLASSROOM TEACHER representation.

Yes 12

No 0

Uncertain 2

Item 11

The committee includes OTHER (Advisory) representatives beyond parents, community, and business representatives, district-level professional staff, and elected classroom teachers.

Yes 7

- No 5
- Uncertain 3

Item 12

The ratio of elected classroom teacher committee members to administrative committee members is at least two to one (2:1).

- Yes 11
- No 0
- Uncertain 3

Item 13

School board policy provides a procedure for the selection of the committee members.

- Yes 6
- No 0
- Uncertain 9

SECTION II

ROLES AND RESPONSIBILITIES OF PLANNING AND DECISION-MAKING COMMITTEES.

"Stakeholders" refers to all persons affected by the planning and decision-making process, including employees of the district, students, parents, community persons, and businesses in the area. Indicate the level of involvement that the committee has in the planning and decision making process, answering (as before) for DWIC or CIC.

Item 14

The committee provides input regarding revision of the (district or campus) improvement plan.

- Agree 13
- Disagree 0
- Uncertain 2

Item 15

The committee provides input regarding evaluation of (district or campus) performance annually.

- Agree 12
- Disagree 0
- Uncertain 3

Item 16

The committee provides input regarding the development of the budget.

- Agree 7
- Disagree 6
- Uncertain 2

Item 17

The committee provides input regarding the development of the curriculum.

- Agree 9
- Disagree 3
- Uncertain 3

Item 18

The committee provides input regarding the evaluation and modification of instruction of students served in special programs (English as a Second Language Program; Career and Technology Education; Dyslexia; Federal Title Programs; State compensatory Education Programs; Gifted and Talented Education; and Special Education).

- Agree 9
- Disagree 2
- Uncertain 4

Item 19

The committee provides input regarding the review and recommendation of staffing patterns.

- Agree 7
- Disagree 5
- Uncertain 3

Item 20

The committee provides input regarding staff development activities.

- Agree 11
- Disagree 2
- Uncertain 2

Item 21

The committee provides input regarding the review and revision of the organizational structure.

- Agree 9
- Disagree 4
- Uncertain 2

Item 22

The committee provides input regarding the performance objectives.

- Agree 9
- Disagree 2
- Uncertain 4

SECTION III**PERCEPTIONS OF THE QUALITY AND EFFECTIVENESS OF DECISIONS RELATED TO THE COMMITTEE'S IMPACT ON STUDENT PERFORMANCE.**

In your opinion and based upon your experience, indicate how your committee performs its responsibilities in this final section.

Item 23

The committee is guided by goals and specific plans.

- Agree 14
- Disagree 0
- Uncertain 1

Item 24

The committee is focused on meeting students' needs.

- Agree 15
- Disagree 0
- Uncertain 0

Item 25

The committee demonstrates effective teamwork.

- Agree 15
- Disagree 0
- Uncertain 0

Item 26

The decisions are made within the scope of the school board policies.

- Agree 13
- Disagree 0
- Uncertain 2

Item 27

The committee decisions are made through consensus.

- Agree 15
- Disagree 0
- Uncertain 0

Item 28

The committee has positively impacted student improvement.

- Agree 10
- Disagree 1
- Uncertain 4

Item 29

OPTIONAL

Please provide any comments or suggestions regarding the planning and decision making process for DWIC and/or CIC.

- I was not elected; I volunteered and do not know if others were elected.
- In item 16 we discuss the budget but rarely have input in it's development.
- I enjoy being on the DWIC. It allows me to see the inner workings of the district. However, for two years now, I have wondered about our purpose. We listen to presentations (i.e. GT, CATE, Title 1, etc.) but don't ask questions, give compliments, or actively participate in the presentations. I have also noticed that some aspects of the presentations are clear and concise and others are unclear and confusing. Representatives work hard on their data, but sometimes data is presented that is inaccurate. I know there must be a better way to go about conducting these meetings to where people find them of use. The DWIC is a group of leaders from all over the district that have so much to offer, if we could only appropriately tap into their resources.