



Jefferson County Public Schools  
Dr. Sheldon Berman, Superintendent

# Program Evaluation

## School-Based Decision Making Councils

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## School-Based Decision Making (SBDM) Councils

### Background Information

- SBDM Councils were created as part of the Kentucky Educational Reform Act (1990).
- School-Based Decision Making Council Responsibilities as defined by KRS 160.345: The school Council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451.
- SBDM Councils have an impact on mandated areas of alignment with state standards, college-level courses (high school level only) committee use and structure, consultation with principal for hiring personnel, curriculum, discipline/classroom management/safety, enhancing student achievement, extracurricular programs, instructional practices, instructional and non-instructional staff time assignment, program appraisal, school day and week schedule, school space use, student assignment, technology use, wellness (elementary level only) and writing.
- Schools may have additional best practice policies in the areas of budget and spending, classroom assessment, equity and diversity, homework, improvement planning, parent involvement, primary program (elementary level only), principal selection, protection of instructional time, and student and family support services.
- Budget and spending, classroom assessment, equity and diversity, homework, and protection of instructional time policies must be fully implemented to for a Council to receive a 3 on the Standards and Indicators for School Improvement.
- On January 15, 2010 House Bill 176 was signed into law. The new law outlines an intervention system for schools that are defined as persistently low achieving based on their performance on state academic assessments. The intervention options include transformation, restaffing, closure, or external management. In both the transformation and restaffing options the SBDM councils could be retained, removed, or placed in an advisory capacity. At the time of the survey, nine councils had been removed and three were placed in an advisory capacity. Councils were removed from Fern Creek High, Valley High, Western High, Frost Middle, Iroquois High, Southern High, Fairdale High, Seneca High, and Western Middle. Councils from Waggener High, Doss High, and the Academy @ Shawnee were placed in an advisory capacity.

### Evaluation Objectives

The purpose of this evaluation is to investigate the work of the SBDM Councils and how they shape policy in JCPD. Given that SBDM Councils are mandated by law to govern decision-making in many aspects of school operations, this is an important structure in influencing school operations within the school system.

### Evaluation Methodology

- Survey methodology using a tailored design. The tailored design is a set of procedures for collecting successful self-administered surveys that produce both high quality information and high response rates (Dillman, 2000).

- The tailored design distinguishing feature is rather than relying on one basic procedure for all survey situations, it builds on the population to be surveyed, respondent burden, and sponsorship. It reduces overall survey error, with particular emphasis on non-response and measurement.
- The total respondent response rate was seven hundred and thirteen of the eight hundred and eight-eight possible (80.2 percent). The total school response rate was one hundred and fifteen of the one-hundred and twenty-seven possible (90.6 percent).
- Additional information was provided based on the 2010-2011 annual efficiency reviews.

### **2011 SBDM Survey Results**

Seven hundred and thirteen SBDM parents (26.0 percent), teachers (57.4 percent), and principals (16.5 percent) completed the SBDM survey. Under the standard single model of an SBDM Council there are two parents (33.3 percent), three teachers (50 percent), and one administrator (16.6 percent). While the size of the Council may increase, the proportions are to remain the same. The following statements are summaries from the survey:

#### Demographic Characteristics

Respondents were asked to respond to several demographic items. The demographic variables and the potential item answers are consistent with JCPS survey protocol.

- The respondents indicate that they represent Council membership at the elementary (65.5 percent), middle (18.4 percent), high (14.6 percent), and special (1.5 percent) level. At the time of the survey, there were Councils in 89 elementary (70.0 percent), 21 middle (16.5 percent), 14 high (11.0 percent), and 3 special (.02 percent) schools. While the response rate for elementary, middle and special schools remained consistent from the previous year, the high school response rate dropped over 30% due to the decrease in the number of high schools with councils from 21 to 14.
- The respondents indicate that their ethnicity is African-American (21.9 percent), White (74.8 percent), Latino (1.1 percent), or other (2.1 percent).
- The respondents indicate that their gender is male (24.6 percent) or female (75.4 percent).
- The respondents indicate their age group to be under 26 (3.1 percent), 26-34 (20.5 percent), 35-49 (52.5 percent), 50-64 (23.0 percent), or 65+ (1.0 percent).
- The respondents indicate their level of education to be some high school (0.6 percent), high school diploma (2.4 percent), some college (8.2 percent), or college diploma (88.8 percent).
- The respondents indicate that they have served on the Council less than one year (33.4 percent), 1-2 years (28.8 percent), 3-5 years (21.2 percent), or 6+ years (16.6 percent).

#### General Overview

- The respondents (96.8 percent) indicate that the SBDM Council has an average or high affect on student achievement.
- The respondents (91.9 percent) indicate that their Council reviews the Kentucky Core Content Test (KCCT) data two or more times a year.

- The respondents (96.1 percent) indicate that they are given the information needed to make informed decisions.
- The respondents (90.3 percent) indicate that decisions are made by all Council members.
- The respondents (78.0 percent) indicate that committees are usually or always used.
- The respondents (88.1 percent) indicate that the training activities usually or always relevant.

#### Policies

Respondents were asked to respond to the following statement: Indicate the extent to which SBDM Policies have affected student achievement. Possible responses were None, Low, Average, High, or No Policy.

*The perceptions of SBDM Council members of the effect policies have on student achievement*

Policy	None	Low	Average	High	No Policy
Alignment with State Standards	0.9%	1.8%	28.5%	67.9%	0.9%
Committee	1.6%	3.4%	37.4%	55.9%	1.1%
Consultation with Principal for Hiring	2.8%	2.3%	26.1%	68.6%	0.3%
Curriculum	1.0%	2.3%	28.4%	68.0%	0.3%
Discipline/Classroom Management/Safety	0.9%	4.4%	36.6%	57.7%	0.4%
Enhancing Student Achievement	0.6%	2.5%	26.0%	70.2%	0.7%
Extracurricular Programs	1.8%	7.5%	41.5%	48.3%	0.9%
Instructional Practices	0.8%	2.5%	31.6%	64.7%	0.3%
Instructional & Non-instructional Staff Time Assignment	1.1%	4.6%	42.0%	51.7%	0.6%
Program Appraisal	1.6%	4.3%	41.1%	51.6%	1.4%
School Day & Week Schedule	3.3%	7.3%	39.6%	48.1%	1.7%
School Space Use	2.7%	7.0%	42.5%	46.9%	1.0%

Student Assignment	4.7%	8.3%	39.4%	46.5%	1.1%
Technology Use	1.0%	4.4%	33.1%	60.9%	0.6%
Writing	.09%	4.0%	36.7%	58.0%	0.4%

### Parental Involvement

Council members were asked to indicate how actively the SBDM Council encourages ALL parents to be involved. They indicated that parents are encouraged to be involved in the PTA (74.7 percent), tutoring/mentoring students (57.8 percent), fundraising (60.9 percent), extracurricular activities (64.7 percent), committee involvement (63.6 percent), chaperoning field trips (60.9 percent), assistance during KCCT testing (43.7 percent), and technology/computer activities (49.3 percent).

### School Council Efficacy

Most Council members agreed or strongly agreed with the following statements:

- When the Council makes plans, I am certain that the Council can make them work (98.4 percent).
- The Council finishes all tasks that it undertakes (96.6 percent).
- The Council handles difficult problems well (96.7 percent).
- The Council is secure in its ability to make a difference in the school (96.9).
- The Council handles unexpected problems well (97.3 percent).
- The Council is able to make decisions because Council members are given adequate information about each problem (94.7 percent).

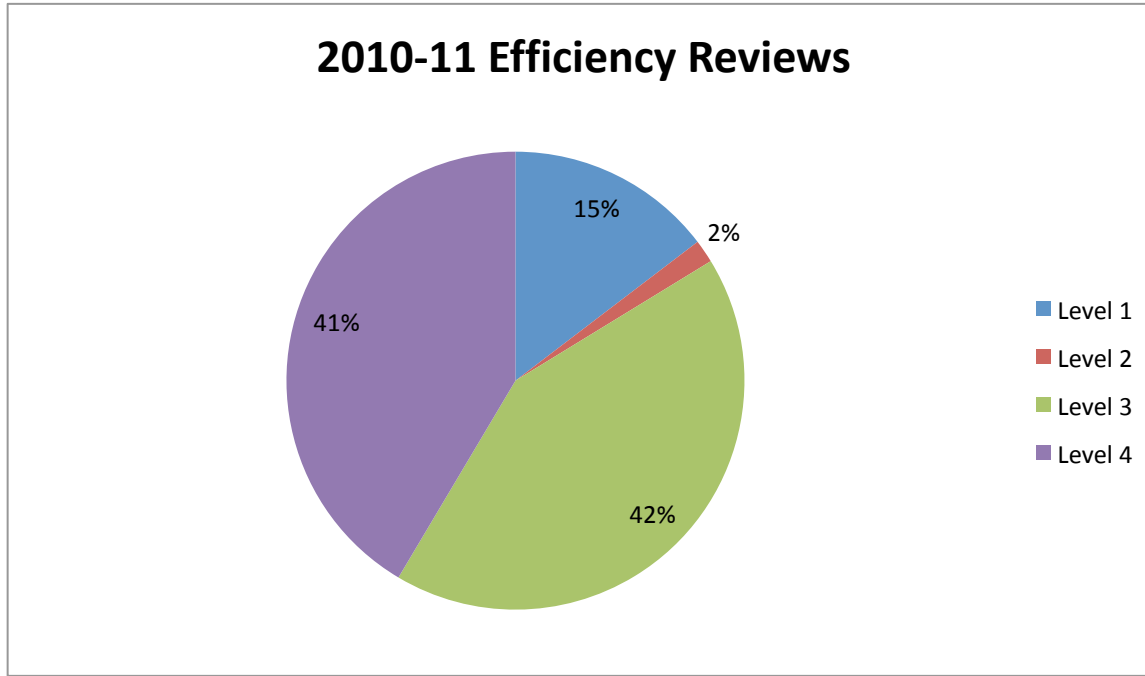
Most Council members disagreed or strongly disagreed with the following statements:

- The Council seems incapable of dealing with most problems that come up in the school (91.4 percent).
- The Council has no way to ensure that decisions will be implemented (92.0 percent).
- The Council delays addressing difficult problems (94.4 percent).
- The Council's decisions are ignored by the school administration (95.9 percent).
- When the Council makes plans, it rarely completes them (92.6 percent).
- The Council avoids dealing with difficult problems (94.5 percent).

### Annual Efficiency Reviews

The SBDM Office annually reviews all SBDM Councils in the areas of policy development, record keeping, and compliance with KRS 160.345. This review informs the SBDM Council chairperson of potential improvements that need to be made to improve the efficiency of the Council. Included in the review is a letter to the Council chairperson that notifies them of any missing information or noncompliance issues, an efficiency scale with items specific to their Council highlighted, and a policy spreadsheet which

includes all of the Council policies, their adoption dates, and suggested next steps. Based on the information in the review, the Council is awarded a Level of Efficiency (1=not in compliance; 2=working toward compliance, 3=in compliance; 4=exceeding compliance). This information is copied to the appropriate assistant superintendent for follow-up and may be included in their evaluation.



#### Recommendations

- While most council members indicate that their council has adopted all of the legally required policies, there are a few councils that have not adopted these policies. The Office of SBDM will have contacted the appropriate supervisor to ensure that these policies will be developed and adopted during the 2011-12 school year. **Examples of these policies are Committees, Program Appraisal, School Day & Week Schedule, School Space Use, and Student Assignment**
- Jcps sample policies will be reviewed during the summer 2011 to ensure that they reflect current best practices and focus on student achievement. These policies will be sent to the appropriate district expert for initial review and then to the assistant superintendent for final approval before being placed on the SBDM website and sent electronically to all principals. Policies that will need major revisions this year due to changes in the law are **Principal Selection and Classroom Assessment**.
  - While 94.7 percent of council members agree with the statement “The Council is able to make decisions because Council members are given adequate information about each problem,” there remain a small percentage of council members that disagree with the statement. Online training will be available to council members in the summer of 2011 to aid council members in obtaining adequate information on Senate Bill 1 and the changes in assessment and accountability. This training will also be shared with principals and they will be encouraged to complete this training with their council. **In addition, the Office of SBDM will continue to offer several Budget Basics trainings**

facilitated by the Director of Financial Planning and Management to increase council member's knowledge of budget process and planning as it relates to school improvement.

- A council secretaries-only training will be piloted during the summer of 2011 to increase the efficiency of the councils so they may focus entirely on student achievement.
- The new online training will provide busy council members with the opportunity to complete their required training at a time and location that is convenient to them. Face-to-face trainings will still be offered during the day, in the evening, and on weekends.