



Jefferson County Public Schools
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School-Based Decision Making (SBDM) Council Member 2019-20 Annual Survey Results

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Background Information

- SBDM Councils were created as part of the Kentucky Educational Reform Act (1990).
- School-Based Decision Making (SBDM) 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 the mandated areas (n = 18) 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, emergency plan, 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 (n = 11) of anti-bullying (*new for 2017*), budget and spending, classroom assessment, equity and diversity, homework, improvement planning, parent involvement (required of all Title I schools), primary program (elementary level only), principal selection, protection of instructional time, and student and family support services.
- KRS 160.346 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, re-staffing, closure, or external management. In both the transformation and re-staffing options the SBDM Councils could be retained, removed, or placed in an advisory capacity.
- At the time of this survey the following school Councils were placed in an advisory capacity (n = 38): Academy @ Shawnee, Atkinson Elementary, Breckinridge-Franklin Elementary, Byck Elementary, Cane Run Elementary, Coleridge-Taylor Elementary, Conway Middle, Doss High School, Engelhard Elementary, Frayser Elementary, Frost Middle, Greenwood Elementary, Iroquois High School, Jacob Elementary, Kennedy Montessori Elementary, King Elementary, Knight Middle, Maupin Elementary, McFerran Preparatory Academy, Mill Creek Elementary, Minors Lane Elementary, Moore School, Newburg Middle, Olmsted North Middle, Price Elementary, Rangeland Elementary, Roosevelt-Perry Elementary, Semple Elementary, Shelby Traditional Elementary, Slaughter Elementary, Stuart Academy, Thomas Jefferson Middle, Trunnell Elementary, Watson Lane Elementary, Wellington Elementary, Western High School, Wheatley Elementary, and Young Elementary.
- Pursuant to KRS 160.346(8), the authority of the school Council shall be restored if the school meets its Average Measurable Objective for two consecutive years.

Evaluation Objectives

- The purpose of this evaluation is to investigate the work of the SBDM Councils and how they shape policy in Jefferson County Public Schools (JCPS).
- 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

- The evaluator used survey methodological approaches that include the use of 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).
- In an effort to use state-of-the-art internet-based data collection processes, the survey was available online. Council members were provided the link to the survey through the school principal but also given the option to request a paper copy of the survey.
- The total respondent response rate was 857 of the 924 possible Council members (92.7%). The total school response rate was 134 of the 134 possible (100%).

Evaluation Results

A total of 858 SBDM members participated in the survey, including parents (25.2%), teachers (58.5%), and principals (16.3%). Under the standard single model of an SBDM Council there are two parents (33.3%), three teachers (50.0%), and one administrator (16.6%). While the size of the Council may increase, the proportions are to remain the same.

Demographic Characteristics

- The respondents indicate that they represent Council membership at the elementary (62.8%), middle (18.0%), high (15.1%), combined (3.4%) and special (0.8%) level. At the time of the survey, there were Councils in 3 combined schools (2.2%), 90 elementary (67.2%), 22 middle (16.4%), 18 high (13.4%), and 1 special (0.7%) school.
- The respondents indicate that their ethnicity is African-American (21.4%), White (69.4%), Latino (1.5%), or other (2.3%). Schools with a student minority population of 8 percent or more are required to have at least one minority representative (in any of the role groups) on the SBDM Council (KRS 160.345). All JCPS schools meet this requirement.
- The respondents indicate that their gender is male (22.3%) or female (74.3%) or did not answer (3.4%).
- The respondents indicate their age group to be under 30 (7.6%), 30-55 (82.6%), 56+ (6.2%), or did not answer (3.6%).

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- The respondents indicate their level of education to be some high school (0.3%), high school diploma (2.1%), some college (5.8%), or college diploma (90.3%) or did not answer (1.4%).
- The respondents indicate that they have served on the Council less than one year (30.7%), 1-2 years (32.2%), 3-5 years (22.8%), or 6+ years (14.4%).

General Overview

- The respondents (92.9%) indicate that the SBDM Council has an average or high impact on student achievement.
- The respondents (91.4%) indicate that their Council reviews state assessment data two or more times a year.
- The respondents (97.4%) indicate that they are usually or always given the information needed to make informed decisions.
- The respondents (84.5%) indicate that decisions are made by all Council members.*
- The respondents (67.1%) indicate that committees are usually or always used.**
- The respondents (80.9%) indicate that the training activities usually or always relevant.

*Note: *Advisory Councils do not have decision-making authority so their responses to this item were not included. **Councils are not legally required to establish committees.*

SBDM Policies

Respondents were asked to respond to the following statement: Indicate the extent to which SBDM policies have directly or indirectly affected student achievement. Possible responses were None, Low, Average, High, or No Policy (when applicable). Table 1 displays results.

*Table 1: The perceptions of SBDM Council members of the extent to which SBDM policies have directly or indirectly affected student achievement.**

Policy	None to Low %	Average to High %	No Policy %
a. Alignment with State Standards	6.4	93.5	0.1
b. Committees	12.0	87.2	0.8
c. Consultation with Principal for Hiring Personnel	7.6	91.9	0.5
d. Curriculum	8.2	91.8	0.9
e. Discipline/Classroom Management	13.0	86.9	0.1
f. Emergency Plan	8.1	91.9	2.3
g. Enhancing Student Achievement	6.5	93.2	0.2
h. Extracurricular Programs	12.6	87.2	0.2
i. Instructional Practices	8.5	91.5	1.4
j. Instructional & Non-Instructional Staff Time Assignment	12.0	87.6	0.4
k. Program Appraisal	11.7	86.5	1.9
l. School Day & Week Schedule	17.8	80.9	1.3
m. School Space	18.1	80.7	1.3

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n. Student Assignment	20.4	79.1	0.5
o. Technology Use	6.7	93.3	1.5
p. Writing	12.7	87.0	0.2

Note:

**Advisory Councils are permitted to recommend—not adopt—policies so their responses to these items were not included.*

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 (a) PTA (31.3%), (b) tutoring/mentoring students (45.9%), (c) fundraising (41.9%), (d) extracurricular activities (46.8%), (e) committee involvement (43.6%), (f) chaperoning field trips (40.3%), (g) assistance during state assessment (35.2%), and (h) technology/computer activities (43.6%).

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 (97.2%).
- The Council finishes all tasks that it undertakes (96.1%).
- The Council handles unexpected problems well (97.2%).
- The Council handles difficult problems well (95.7%).
- The Council is secure in its ability to make a difference in the school (95.3%).

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

- The Council’s decisions are ignored by the school administration (96.7%).
- The Council delays addressing difficult problems (96.0%).
- When the Council makes plans, it rarely completes them (94.5%).
- The Council avoids dealing with difficult problems (94.2%).
- The Council seems incapable of dealing with most problems that occur in the school (91.1%).
- The Council has no way to ensure that decisions will be implemented (92.2%).

Evaluation Conclusion

The confidential information gathered from this survey assists in determining how JCPS can better support SBDM Councils. The focus for the upcoming school year will continue to be on improved information and communication for Council members. Potential solutions to be utilized during the 2019-20 school year will include (but not be limited to) the following:

1. As schools are released from advisory status, the SBDM Specialist will meet with the principals in these schools begin drafting updated policies and to ensure that the Councils have the support necessary to ensure a smooth transition.
2. The SBDM Specialist and Assistant Superintendent for Accelerated Improvement Schools will continue to differentiate support for these schools.
3. The development of an alternate SBDM survey to better meet the needs of the Councils that have been placed in advisory capacity.
4. Continued revision of the SBDM website to ensure that all stakeholders can easily access the information they need to be successful.
5. Continued one-on-one trainings with new principals and principals who struggle to remain in compliance with KRS 160.345.

The success of these solutions will be determined through the 2020-21 SBDM summative survey results as well as ongoing formative feedback from Council members throughout the year.