



All Measures Report

Report for Madison County Central School

All Measures Report

Madison County Central School: Measures in the 5 Essentials

Ambitious Instruction

 strong

English Instruction

 strong


Math Instruction

 very strong

Academic Press

 strong

Quality of Student Discussion

 neutral

Effective Leaders

 weak

Program Coherence

 very weak

Teacher-Principal Trust

 weak

Teacher Influence

 weak

Instructional Leadership

 weak

Collaborative Teachers

 weak

Collective Responsibility

 very weak

Quality Professional Development

 weak

School Commitment

 weak

Teacher-Teacher Trust

 very weak

Involved Families

 weak

Teacher-Parent Trust

 weak


Parent Involvement in School

 weak


Parent Influence on Decision Making in Schools

 weak


Supportive Environment

 neutral


Peer Support for Academic Work

 neutral

Academic Personalism

 neutral

Safety

 neutral

Student-Teacher Trust

 weak

Supplemental Measures

The following measures were not used to calculate a 5 Essentials score; however, they have been found to be related to other important student and school outcomes.

Teacher Measures

Student Measures

Course Clarity  strong

5 Essentials Measure Details

Ambitious Instruction: English Instruction

Performance: **Strong**

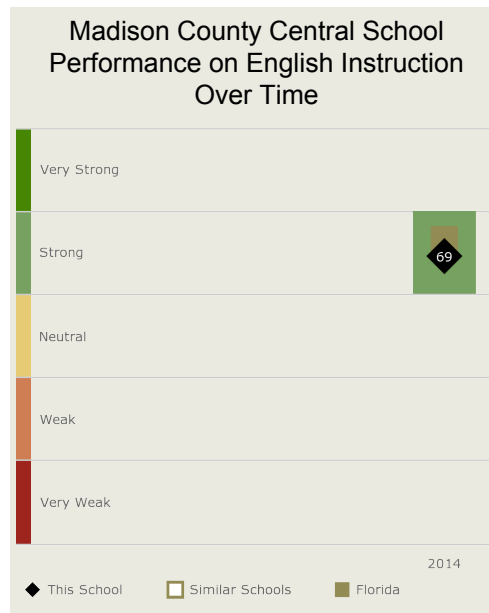
In schools with strong English Instruction, students interact with course materials and one another to build and apply critical reading and writing skills.

- Based on a comparison to the benchmark, an mScore of **69** means that Madison County Central School is **strong** on this measure.

Survey Questions

Students report doing the following in English class:

- Rewrite a paper or essay in response to comments.
- Improve a piece of writing as a class or with partners.
- Debate the meaning of a reading.
- Discuss how culture, time, or place affects an author's writing.
- Discuss connections between a reading and real life people or situations.



Ambitious Instruction: Math Instruction

Performance: **Very Strong**

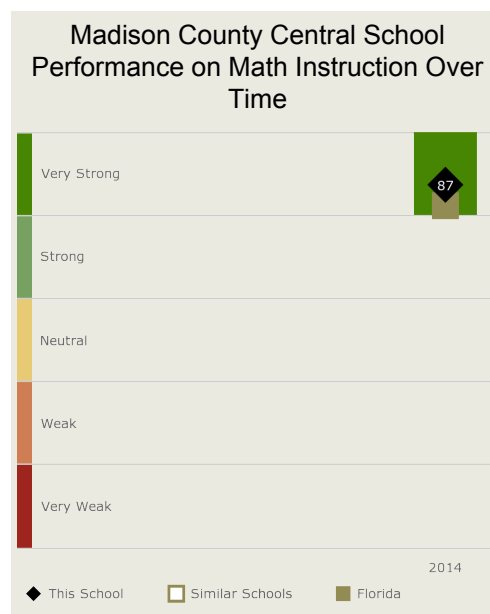
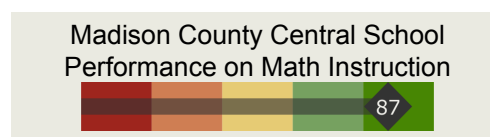
In schools with strong Math Instruction, students interact with course material and one another to build and apply knowledge in their math classes.

- Based on a comparison to the benchmark, an mScore of **87** means that Madison County Central School is **very strong** on this measure.

Survey Questions

Students report that they do the following in math class:

- Write a math problem for other students to solve.
- Write a few sentences to explain how you solved a math problem.
- Aplican la matemática a situaciones de la vida fuera de la escuela.
- Explain how you solved a problem to the class.
- Discuss possible solutions to problems with other students.



Ambitious Instruction: Academic Press

Performance: **Strong**

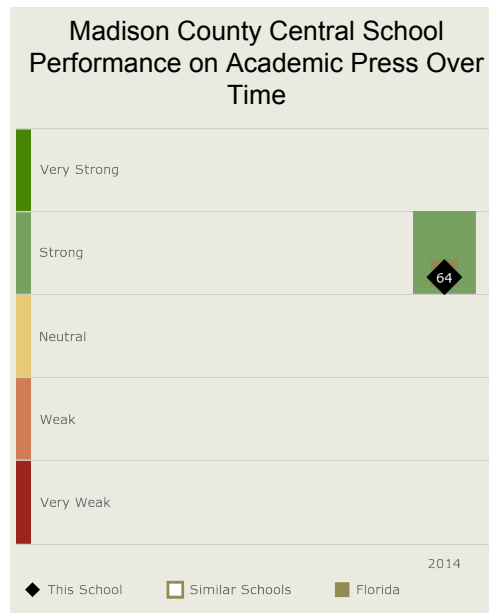
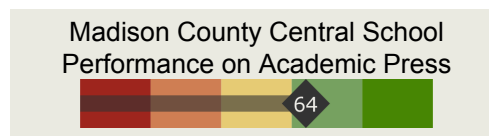
In schools with strong Academic Press, teachers expect students to do their best and to meet academic demands.

- Based on a comparison to the benchmark, an mScore of **64** means that Madison County Central School is **strong** on this measure.

Survey Questions

Students report that:

- The teacher asks difficult questions in class
- The teacher asks difficult questions on tests
- This class challenges me
- This class really makes me think.
- I really learn a lot in this class
- This class requires me to work hard to do well
- The teacher wants us to become better thinkers, not just memorize things
- The teacher expects me to do my best all the time
- The teacher expects everyone to work hard



Ambitious Instruction: Quality of Student Discussion

Performance: **Neutral**

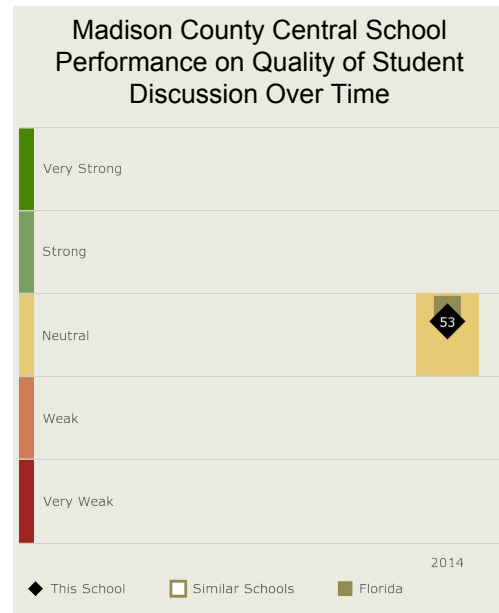
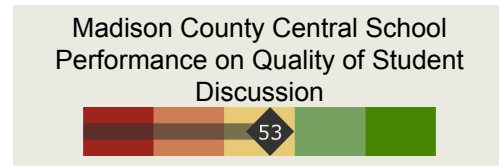
In schools with strong Quality of Student Discussion, students participate in classroom discussions that build their critical thinking skills.

- Based on a comparison to the benchmark, an mScore of **53** means that Madison County Central School is *neutral* on this measure.

Survey Questions

Teachers report that:

- Students use data and text references to support their ideas.
- Students provide constructive feedback to their peers and to me.
- Students build on each other's ideas during discussion.
- Most students participate in the discussion at some point.
- Students show each other respect.



Effective Leaders: Program Coherence

Performance: **Very Weak**

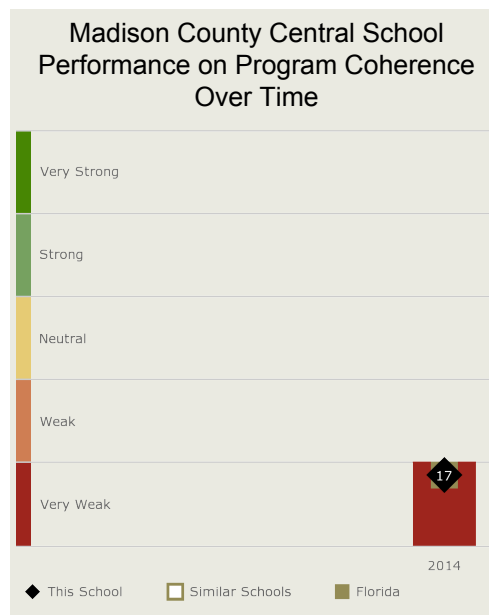
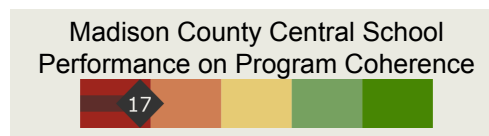
In schools with strong Program Coherence, school programs are coordinated and consistent with its goals for student learning.

- Based on a comparison to the benchmark, an mScore of **17** means that Madison County Central School is **very weak** on this measure.

Survey Questions

Teachers report that:

- Many special programs come and go at this school.
- Once we start a new program, we follow up to make sure that it's working.
- Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- We have so many different programs in this school that I can't keep track of them all.
- There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



Effective Leaders: Teacher-Principal Trust

Performance: **Weak**

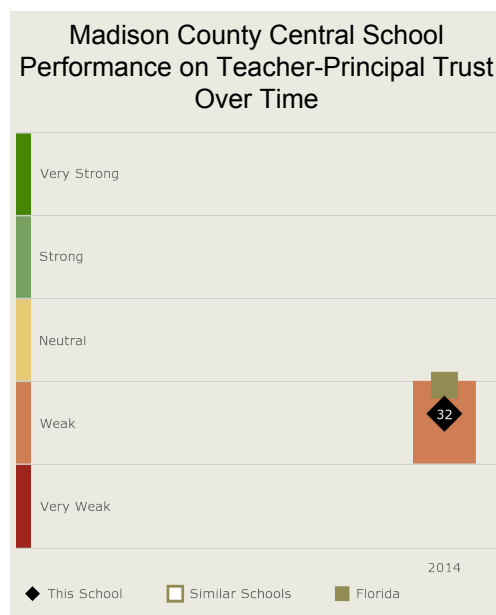
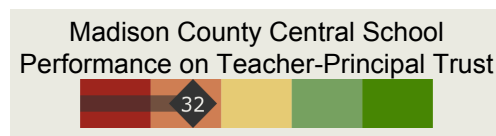
In schools with strong Teacher-Principal Trust, teachers and principals share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **32** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report that:

- It's OK in this school to discuss feelings, worries, and frustrations with the principal.
- The principal looks out for the personal welfare of the faculty members.
- I trust the principal at his or her word.
- The principal at this school is an effective manager who makes the school run smoothly.
- The principal places the needs of children ahead of personal and political interests.
- The principal has confidence in the expertise of the teachers.
- The principal takes a personal interest in the professional development of teachers.
- Teachers feel respected by the principal



Effective Leaders: Teacher Influence

Performance: **Weak**

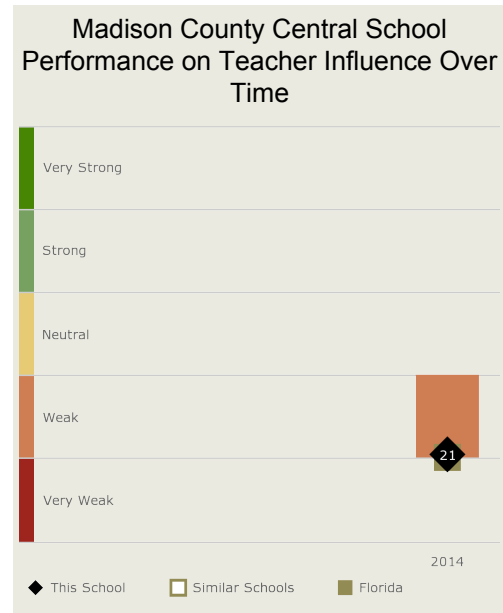
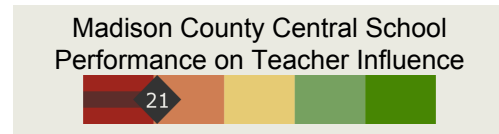
In schools with strong Teacher Influence, teachers have influence in a broad range of decisions regarding school policies and practices.

- Based on a comparison to the benchmark, an mScore of **21** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report having influence on:

- Planning how discretionary school funds should be used.
- Determining the content of in-service programs.
- Determining books and other instructional materials used in classrooms.
- Establishing the curriculum and instructional program.
- Setting standards for student behavior.



Effective Leaders: Instructional Leadership

Performance: **Weak**

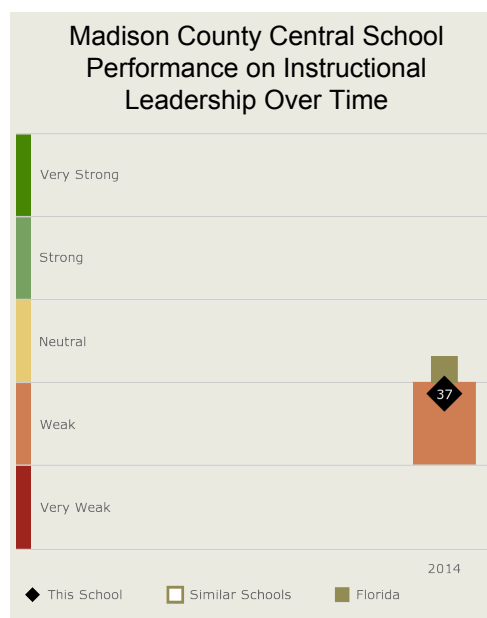
In schools with strong Instructional Leadership, the leadership team is an active and skilled group that sets high standards for teaching and student learning.

- On average, % of teachers at Madison County Central School responded favorably to questions related to Instructional Leadership.
- Based on a comparison to the benchmark, an mScore of **37** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report that the school leadership team:

- Knows what's going on in my classroom.
- Participates in instructional planning with teams of teachers.
- Provides me with useful feedback to improve my teaching.
- Has provided me with the support I need to improve my teaching.
- Communicates a clear vision for our school.
- Makes clear to the staff the leadership's expectations for meeting instructional goals.
- Presses teachers to implement what they have learned in professional development.



Collaborative Teachers: Collective Responsibility

Performance: **Very Weak**

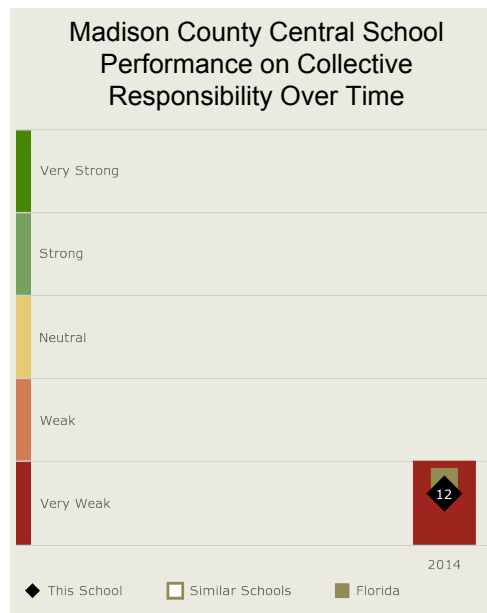
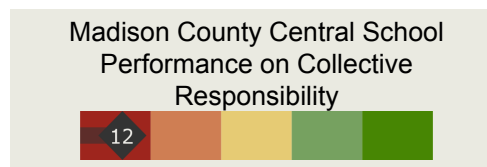
In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

- Based on a comparison to the benchmark, an mScore of **12** means that Madison County Central School is **very weak** on this measure.

Survey Questions

Teachers report that other teachers in the school:

- Feel responsible when students in this school fail.
- Feel responsible to help each other do their best.
- Help maintain discipline in the entire school, not just their classroom.
- Take responsibility for improving the school.
- Feel responsible for helping students develop self-control.
- Feel responsible that all students learn.



Collaborative Teachers: Quality Professional Development

Performance: **Weak**

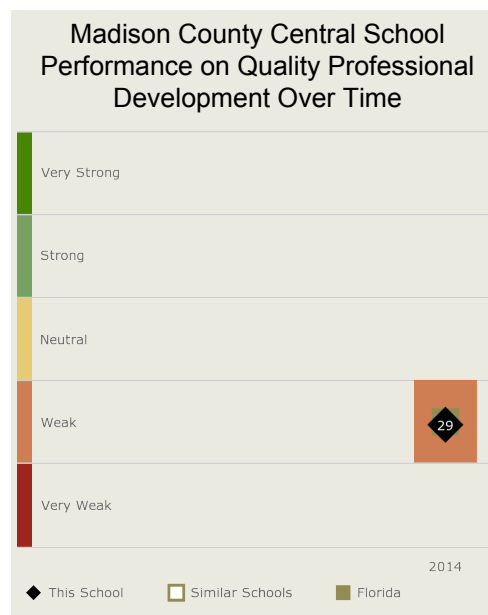
In schools with strong Quality Professional Development, professional development is rigorous and focused on student learning.

- Based on a comparison to the benchmark, an mScore of **29** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report that professional development this year has:

- Included opportunities to work productively with teachers from other schools.
- Included enough time to think carefully about, try, and evaluate new ideas.
- Been sustained and coherently focused, rather than short-term and unrelated.
- Included opportunities to work productively with colleagues in my school.
- Been closely connected to my school's improvement plan.



Collaborative Teachers: School Commitment

Performance: **Weak**

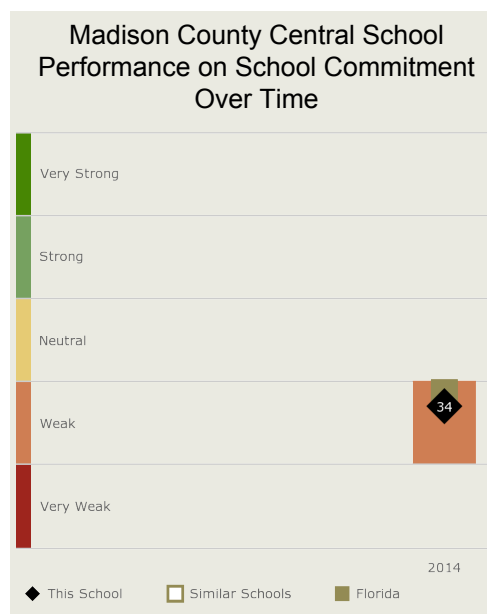
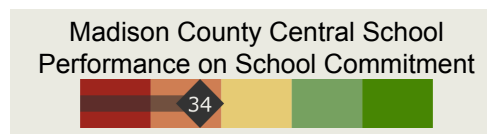
In schools with strong School Commitment, teachers are deeply committed to the school.

- Based on a comparison to the benchmark, an mScore of **34** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report that:

- I wouldn't want to work in any other school.
- I would recommend this school to parents seeking a place for their child.
- I usually look forward to each working day at this school.
- I feel loyal to this school.



Collaborative Teachers: Teacher-Teacher Trust

Performance: **Very Weak**

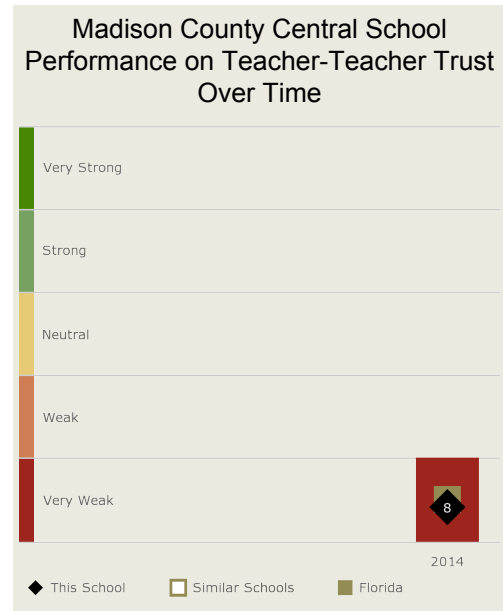
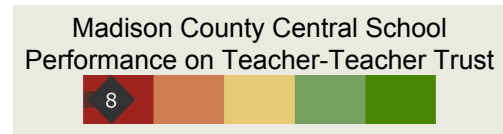
In schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally.

- Based on a comparison to the benchmark, an mScore of **8** means that Madison County Central School is **very weak** on this measure.

Survey Questions

Teachers report that:

- Teachers in this school trust each other.
- It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are experts at their craft.
- Teachers feel respected by other teachers



Involved Families: Teacher-Parent Trust

Performance: **Weak**

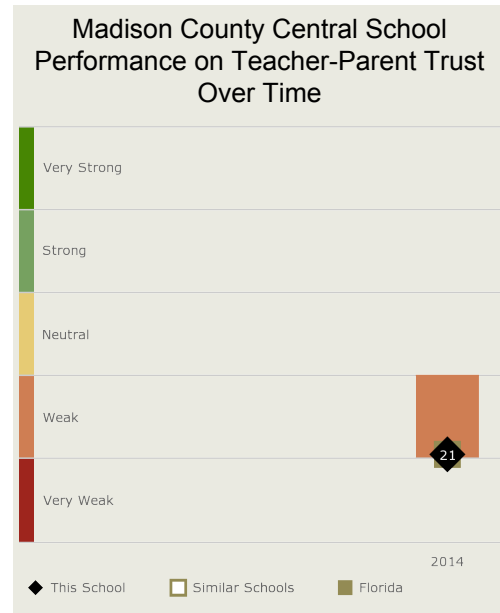
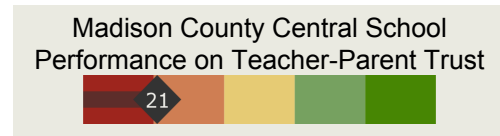
In schools with strong Teacher-Parent Trust, teachers view parents as partners in improving student learning.

- Based on a comparison to the benchmark, an mScore of **21** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report that:

- Parents do their best to help their children learn
- Parents support teachers teaching efforts
- Teachers and parents think of each other as partners in educating children.
- Staff at this school work hard to build trusting relationships with parents.
- Teachers feel respected by the parents of the students



Involved Families: Parent Involvement in School

Performance: **Weak**

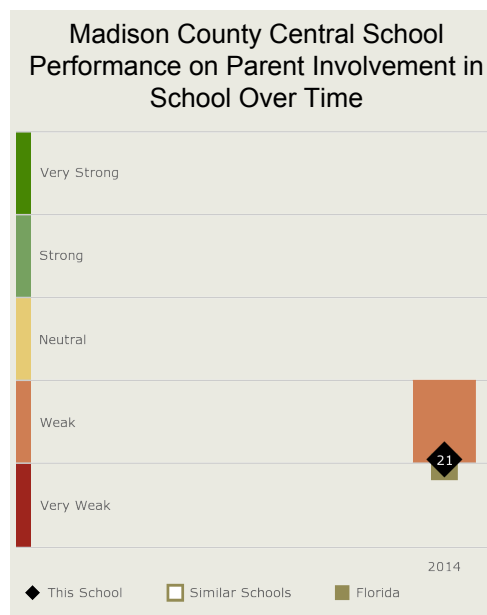
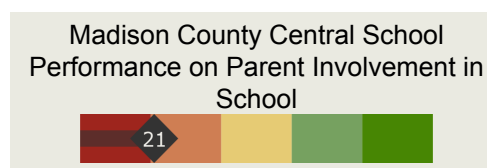
Parent Involvement in School

Parents are active participants in their child's schooling.

Survey Questions

Teachers report that parents at the school:

- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.).
- Contacted me about their child's performance.
- Respond to my suggestions for helping their child.
- Attended parent-teacher conferences when you requested them.



Involved Families: Parent Influence on Decision Making in Schools

Performance: **Weak**

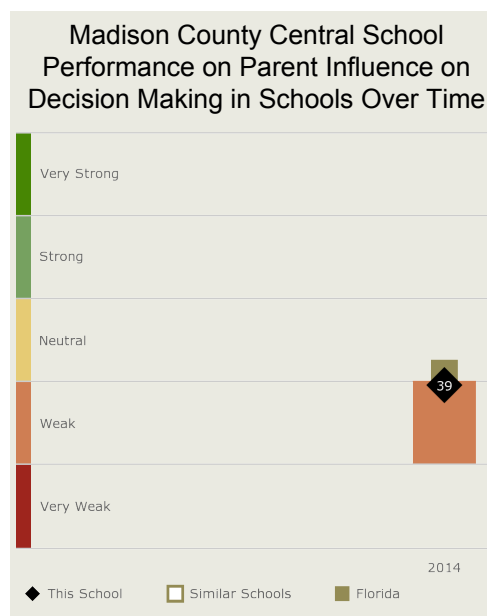
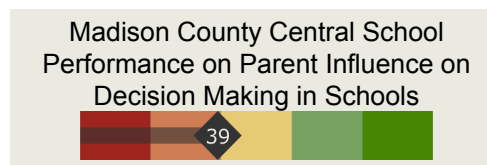
In schools with strong Parent Influence on Decision Making in Schools, the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula.

- On average, % of teachers at Madison County Central School responded favorably to questions related to Parent Influence on Decision Making in Schools.
- Based on a comparison to the benchmark, an mScore of **39** means that Madison County Central School is **weak** on this measure.

Survey Questions

Teachers report the school:

- Involve parents in commenting on school curricula?
- Develop formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc)?
- Encourage more involved parents to reach out to less-involved parents?
- Involve parents in the development of programs aimed at improving students' academic outcomes?
- Include parent leaders from all backgrounds in school improvement?



Supportive Environment: Peer Support for Academic Work

Performance: **Neutral**

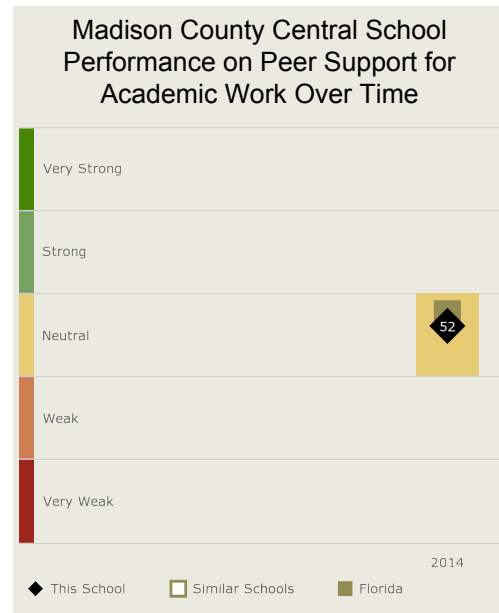
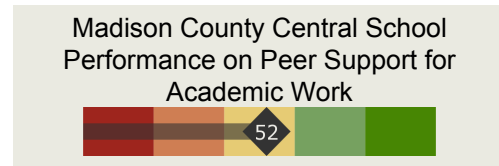
In schools with strong Peer Support for Academic Work, students demonstrate behaviors that lead to academic achievement.

- Based on a comparison to the benchmark, an mScore of **52** means that Madison County Central School is **neutral** on this measure.

Survey Questions

Students report that their classroom peers:

- Think doing homework is important.
- Feel it is important to pay attention in class.
- Feel it is important to come to school every day.
- Try hard to get good grades.



Supportive Environment: Academic Personalism

Performance: **Neutral**

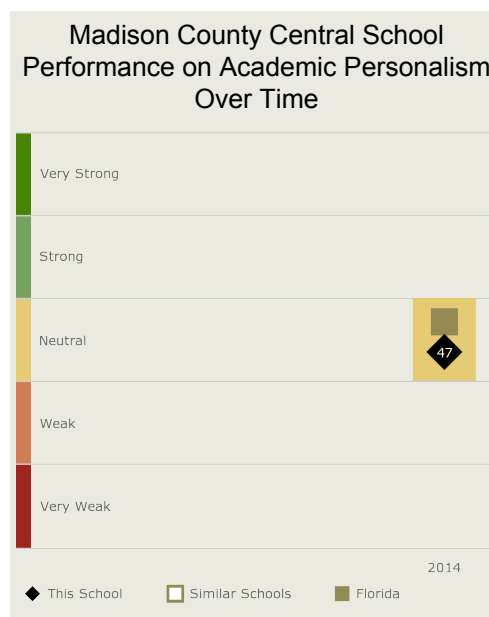
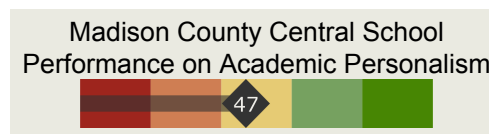
In schools with strong Academic Personalism, teachers connect with students in the classroom and support them in achieving academic goals.

- Based on a comparison to the benchmark, an mScore of **47** means that Madison County Central School is **neutral** on this measure.

Survey Questions

Students report that their teacher:

- Helps me catch up if I am behind.
- Notices if I have trouble learning something.
- Gives me specific suggestions about how I can improve my work in this class.
- Is willing to give extra help on schoolwork if I need it.
- Explains things in a different way if I don't understand something in class.



Supportive Environment: Safety

Performance: **Neutral**

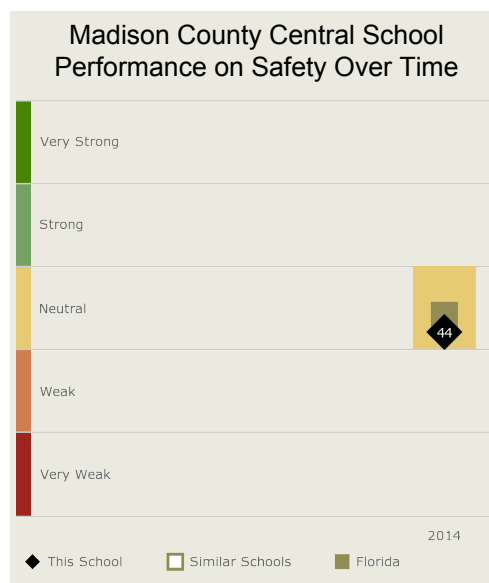
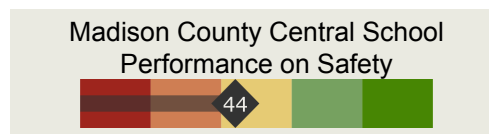
In schools with strong Safety, students feel safe both in and around the school building, and while they travel to and from home.

- Based on a comparison to the benchmark, an mScore of **44** means that Madison County Central School is **neutral** on this measure.

Survey Questions

Students report how safe they feel:

- Outside around the school.
- Traveling between home and school.
- In the bathrooms of the school.
- In the hallways of the school.
- In their classes



Supportive Environment: Student-Teacher Trust

Performance: **Weak**

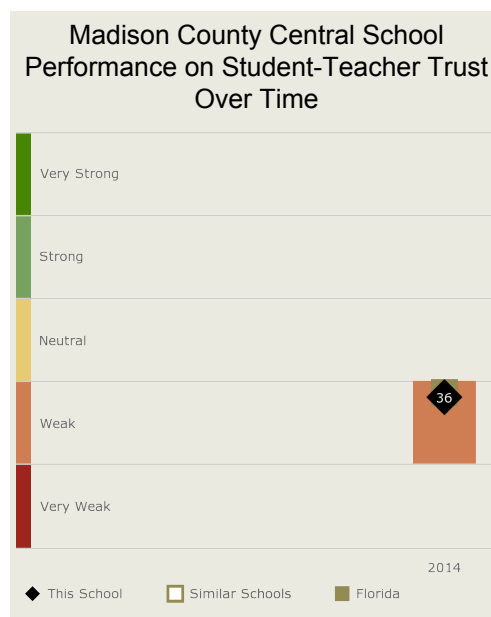
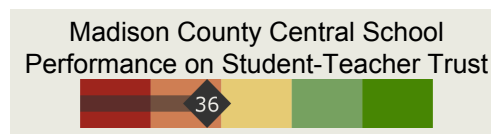
In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **36** means that Madison County Central School is **weak** on this measure.

Survey Questions

Students report that:

- My teachers always keep their promises
- I feel safe and comfortable with my teachers at this school.
- My teachers will always listen to students' ideas.
- My teachers treat me with respect.



Supplemental Teacher Measure Details

Supplemental Student Measure Details

Course Clarity

Performance: **Strong**

In schools with strong Course Clarity, students are provided clear learning goals and instruction that supports achievement.

- Based on a comparison to the benchmark, an mScore of **60** means that Madison County Central School is **strong** on this measure.

Survey Questions:

Students report that:

- I learn a lot from feedback on my work.
- The homework assignments help me to learn the course material.
- The work we do in class is good preparation for the test.
- I know what my teacher wants me to learn in this class.
- It's clear to me what I need to do to get a good grade.

