



All Measures Report

Report for Madison County High School

All Measures Report

Madison County High School: Measures in the 5 Essentials

Ambitious Instruction

 strong


English Instruction

 strong


Math Instruction

 very strong

Academic Press

 neutral

Quality of Student Discussion

 neutral


Effective Leaders

 weak

Program Coherence

 weak

Teacher-Principal Trust

 neutral

Teacher Influence

 very weak

Instructional Leadership

 weak

Collaborative Teachers

 weak

Collective Responsibility

 weak

Quality Professional Development

 weak


School Commitment

 weak

Teacher-Teacher Trust

 weak

Involved Families

 neutral

Teacher-Parent Trust

 very weak

Parent Involvement in School

 weak

Parent Influence on Decision Making in Schools

 very strong


Supportive Environment

 weak

Safety

 weak

School-Wide Future Orientation

 neutral

Student-Teacher Trust

 weak

Expectations for Postsecondary Education

 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

Academic Personalism	neutral
Course Clarity	weak

5 Essentials Measure Details

Ambitious Instruction: English Instruction

Performance: **Strong**

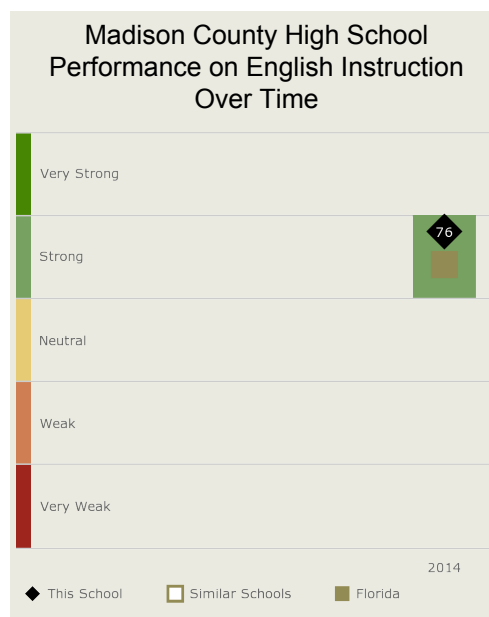
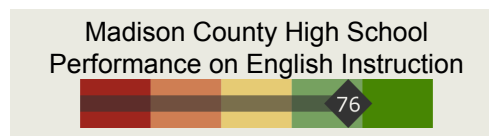
In schools with strong English Instruction, students interact with course materials and one another to build and apply critical reading and writing skills.

- Based on a comparison to the benchmark, an mScore of **76** means that Madison County High 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.
- Explain how writers use tools like symbolism and metaphor to communicate meaning.



Ambitious Instruction: Math Instruction

Performance: **Very Strong**

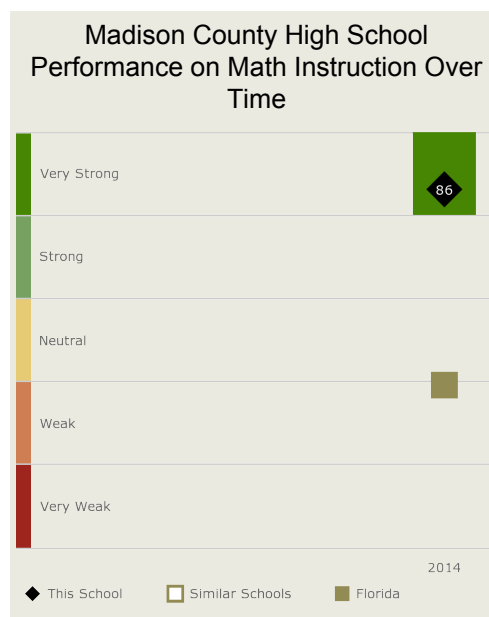
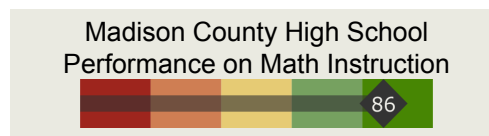
In schools with strong Math Instruction, students interact with course material and one another to build and apply knowledge in their math classes.

- Based on a comparison to the benchmark, an mScore of **86** means that Madison County High 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.
- Solve a problem with multiple steps that takes more than 20 minutes.
- Explain how you solved a problem to the class.
- Discuss possible solutions to problems with other students.



Ambitious Instruction: Academic Press

Performance: **Neutral**

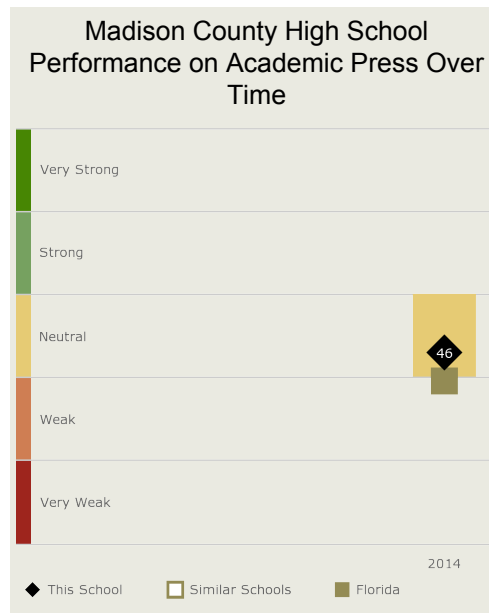
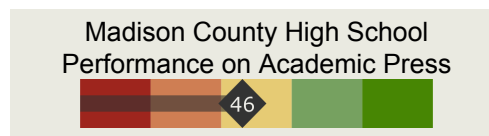
In schools with strong Academic Press, teachers expect students to do their best and to meet academic demands.

- Based on a comparison to the benchmark, an mScore of **46** means that Madison County High School is **neutral** 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**

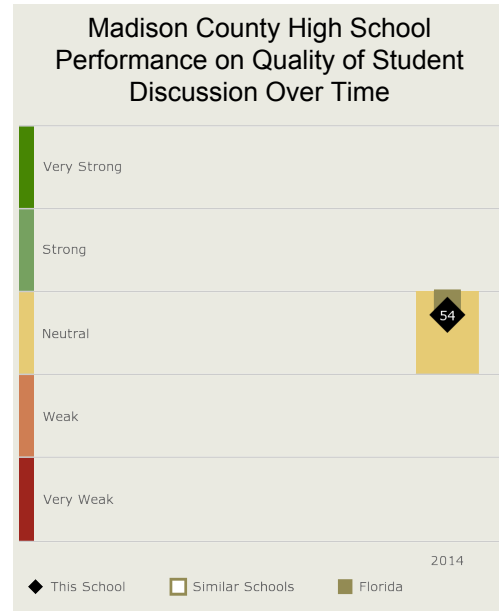
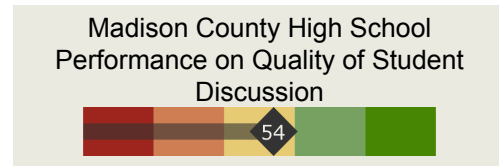
In schools with strong Quality of Student Discussion, students participate in classroom discussions that build their critical thinking skills.

- Based on a comparison to the benchmark, an mScore of **54** means that Madison County High 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: **Weak**

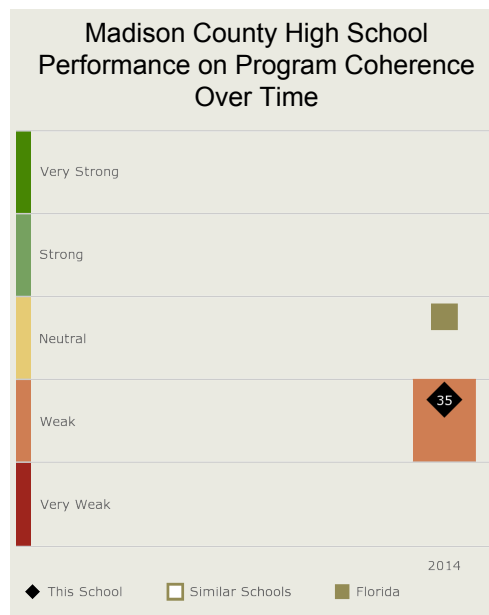
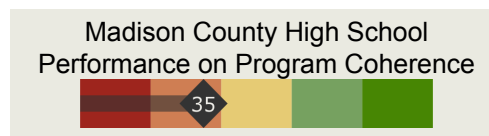
In schools with strong Program Coherence, school programs are coordinated and consistent with its goals for student learning.

- Based on a comparison to the benchmark, an mScore of **35** means that Madison County High School is **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: **Neutral**

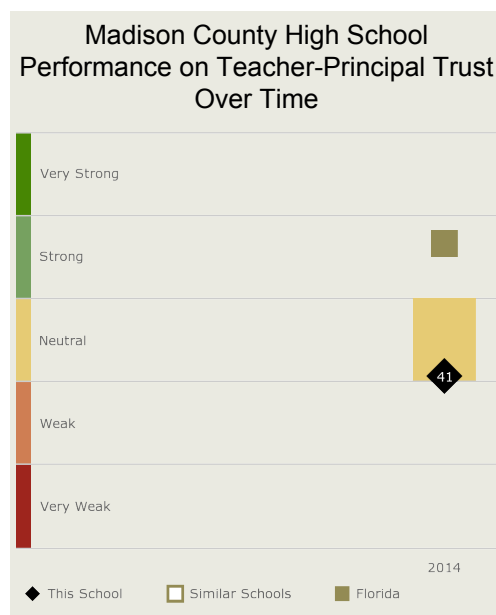
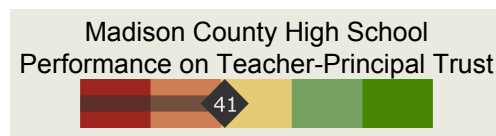
In schools with strong Teacher-Principal Trust, teachers and principals share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **41** means that Madison County High School is **neutral** 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: **Very Weak**

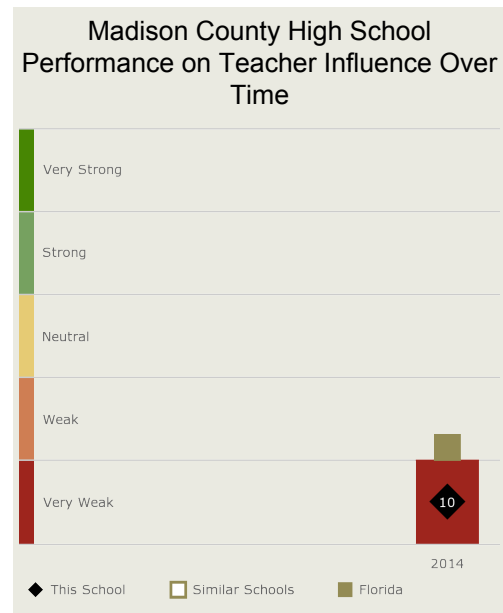
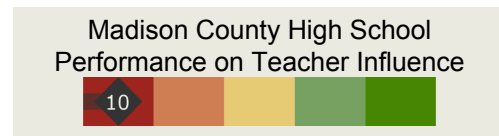
In schools with strong Teacher Influence, teachers have influence in a broad range of decisions regarding school policies and practices.

- Based on a comparison to the benchmark, an mScore of **10** means that Madison County High School is **very 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 High School responded favorably to questions related to Instructional Leadership.
- Based on a comparison to the benchmark, an mScore of **20** means that Madison County High 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: **Weak**

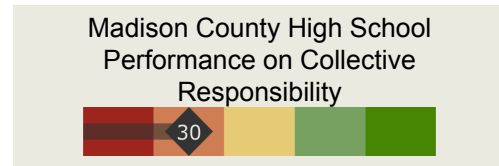
In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

- Based on a comparison to the benchmark, an mScore of **30** means that Madison County High School is **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**

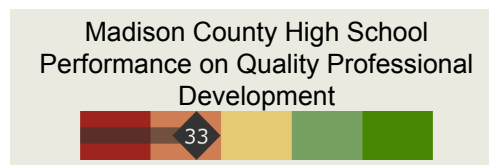
In schools with strong Quality Professional Development, professional development is rigorous and focused on student learning.

- Based on a comparison to the benchmark, an mScore of **33** means that Madison County High 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**

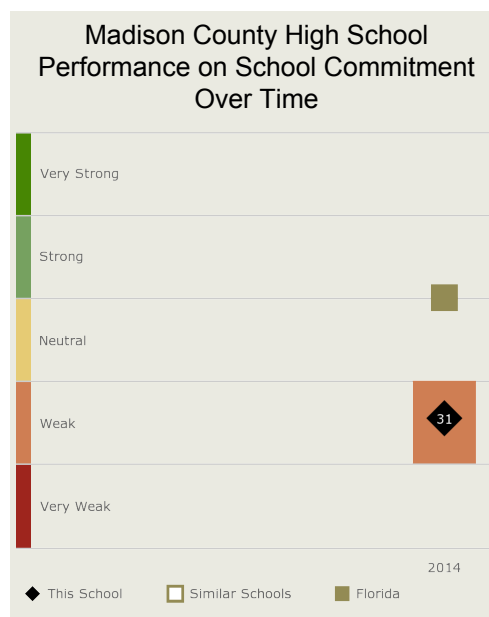
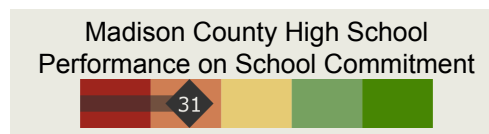
In schools with strong School Commitment, teachers are deeply committed to the school.

- Based on a comparison to the benchmark, an mScore of **31** means that Madison County High 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: **Weak**

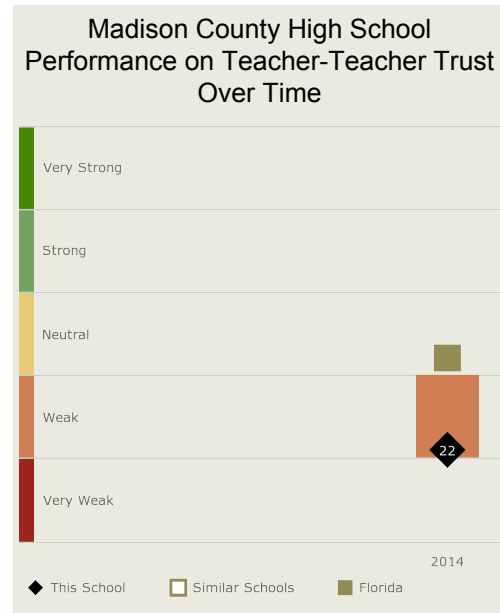
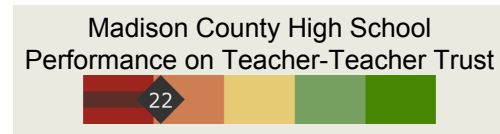
In schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally.

- Based on a comparison to the benchmark, an mScore of **22** means that Madison County High School is **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: **Very Weak**

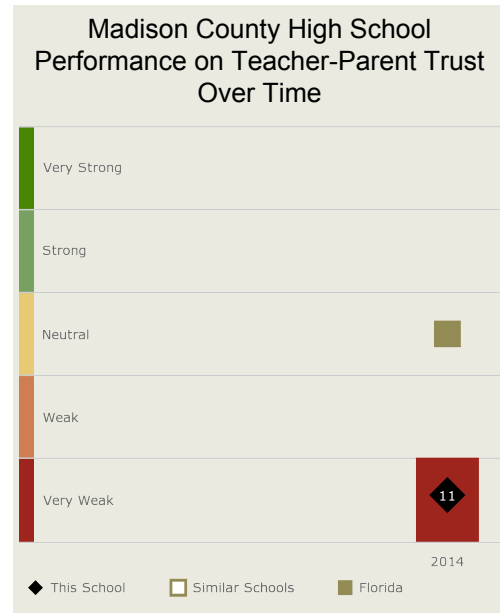
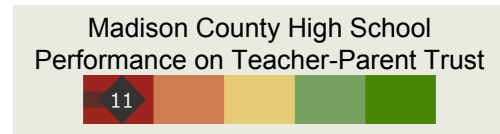
In schools with strong Teacher-Parent Trust, teachers view parents as partners in improving student learning.

- Based on a comparison to the benchmark, an mScore of **11** means that Madison County High School is **very 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**

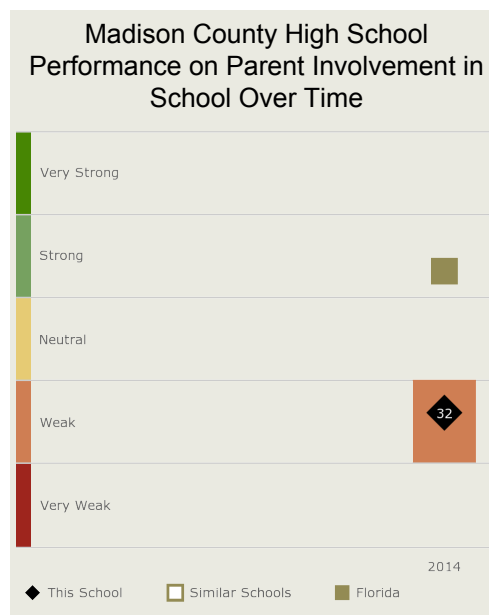
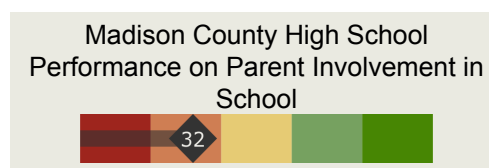
Parent Involvement in School

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: **Very Strong**

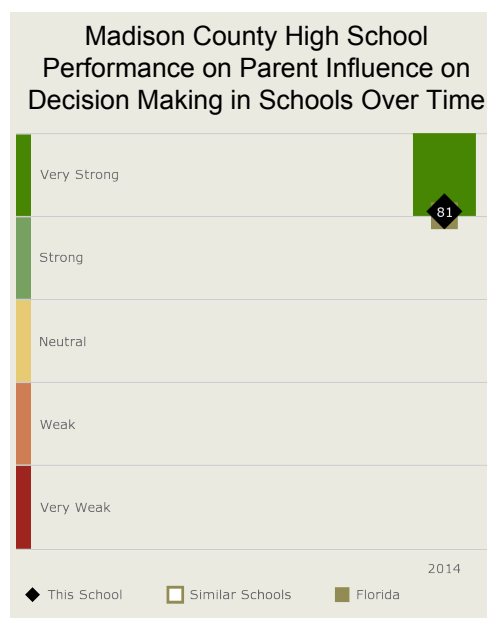
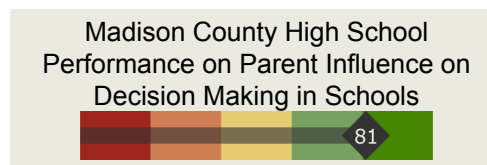
In schools with strong Parent Influence on Decision Making in Schools, the school actively creates opportunities for parents to participate in developing academic programs and influencing school curricula.

- On average, % of teachers at Madison County High School responded favorably to questions related to Parent Influence on Decision Making in Schools.
- Based on a comparison to the benchmark, an mScore of **81** means that Madison County High School is **very strong** 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: Safety

Performance: **Weak**

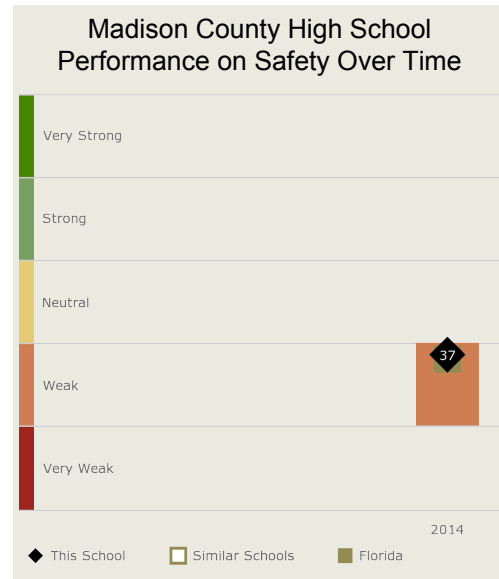
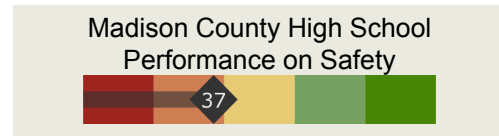
In schools with strong Safety, students feel safe both in and around the school building, and while they travel to and from home.

- Based on a comparison to the benchmark, an mScore of **37** means that Madison County High School is **weak** 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: School-Wide Future Orientation

Performance: **Neutral**

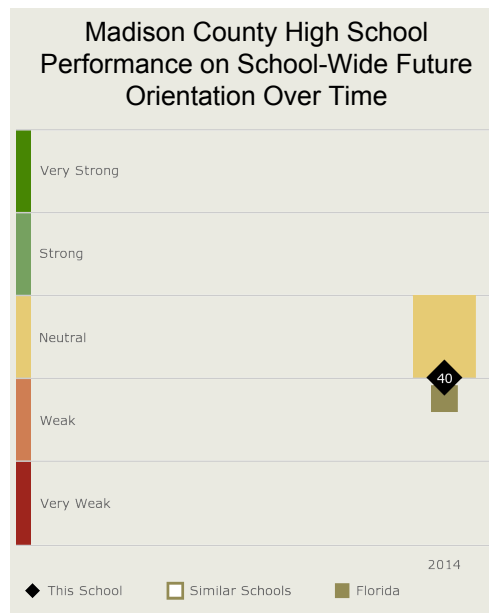
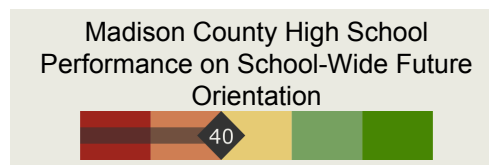
In schools with strong School-Wide Future Orientation, the school engages all students in planning for life after graduation.

- Based on a comparison to the benchmark, an mScore of **40** means that Madison County High School is **neutral** on this measure.

Survey Questions

Students report that:

- Teachers work hard to make sure that students stay in school.
- Teachers pay attention to all students, not just the top students.
- Teachers make sure that all students are planning for life after graduation.
- Teachers work hard to make sure that all students are learning.
- All students are encouraged to go to college.
- High school is seen as preparation for the future.



Supportive Environment: Student-Teacher Trust

Performance: **Weak**

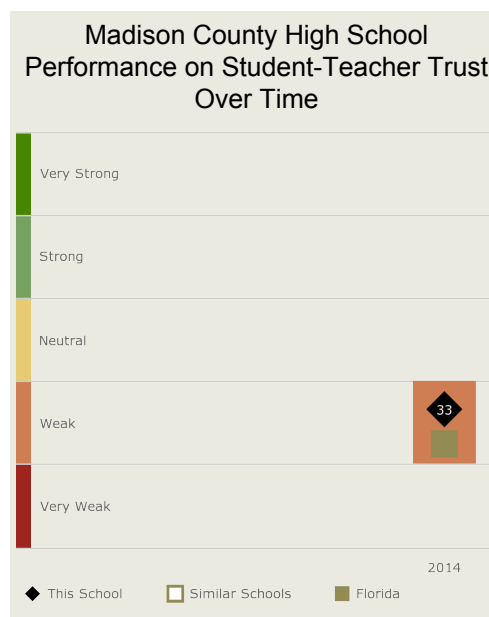
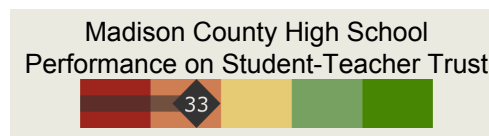
In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of **33** means that Madison County High 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.



Supportive Environment: Expectations for Postsecondary Education

Performance: **Weak**

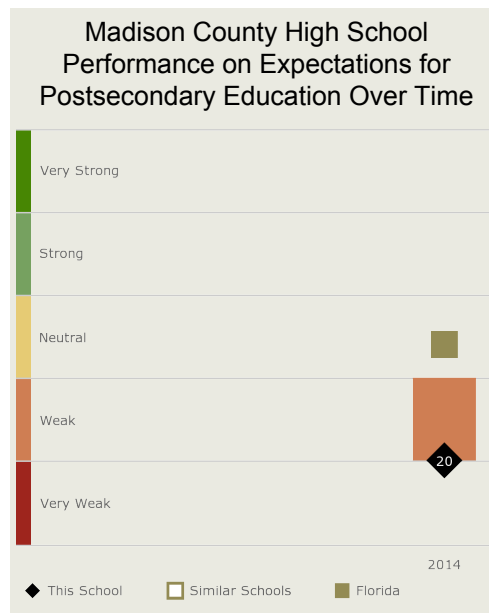
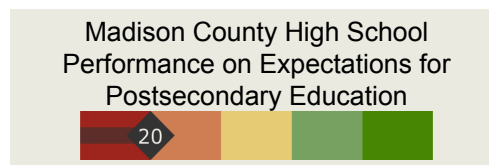
In schools with strong Expectations for Postsecondary Education, the school expects all students to attend college and promotes college readiness.

- Based on a comparison to the benchmark, an mScore of **20** means that Madison County High School is **weak** on this measure.

Survey Questions

Teachers report that:

- Most of the students in this school are planning to go to college.
- Teachers expect most students in this school to go to college.
- Teachers at this school help students plan for college outside of class time.
- The curriculum at this school is focused on helping students get ready for college.
- Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



Supplemental Teacher Measure Details

Supplemental Student Measure Details

Academic Personalism

Performance: **Neutral**

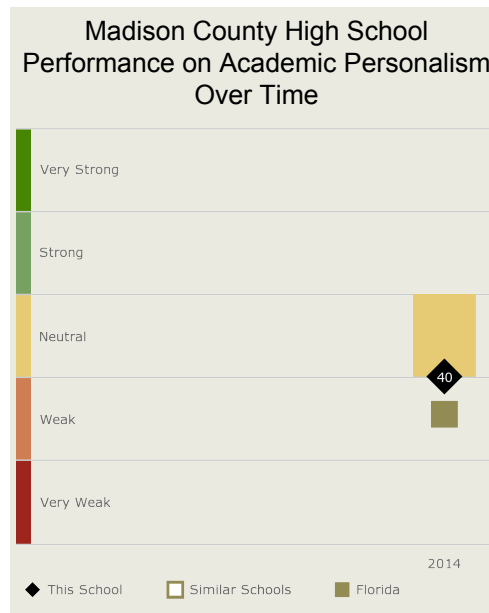
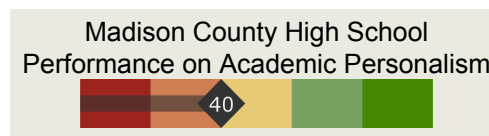
In schools with strong Academic Personalism, teachers connect with students in the classroom and support them in achieving academic goals.

- Based on a comparison to the benchmark, an mScore of **40** means that Madison County High 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.



Course Clarity

Performance: **Weak**

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 **34** means that Madison County High School is **weak** 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.

