



Effective Leaders Report

Report for Madison County High School

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Effective Leaders



Performance: **Weak**

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

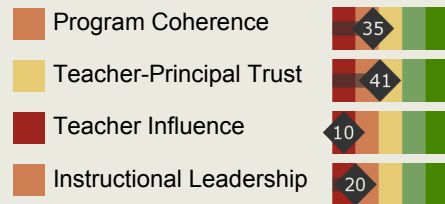
Madison County High School received a score of **27** on Effective Leaders, representing its aggregate performance across four key indicators of this essential:

- Program Coherence (35 - Weak)
- Teacher-Principal Trust (41 - Neutral)
- Teacher Influence (10 - Very Weak)
- Instructional Leadership (20 - Weak)

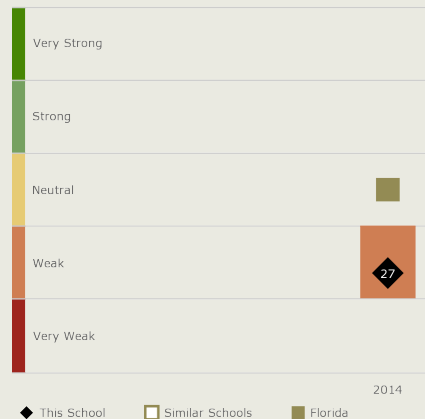
Madison County High School Performance on Effective Leaders



Measures for Effective Leaders



Performance on Effective Leaders Over Time



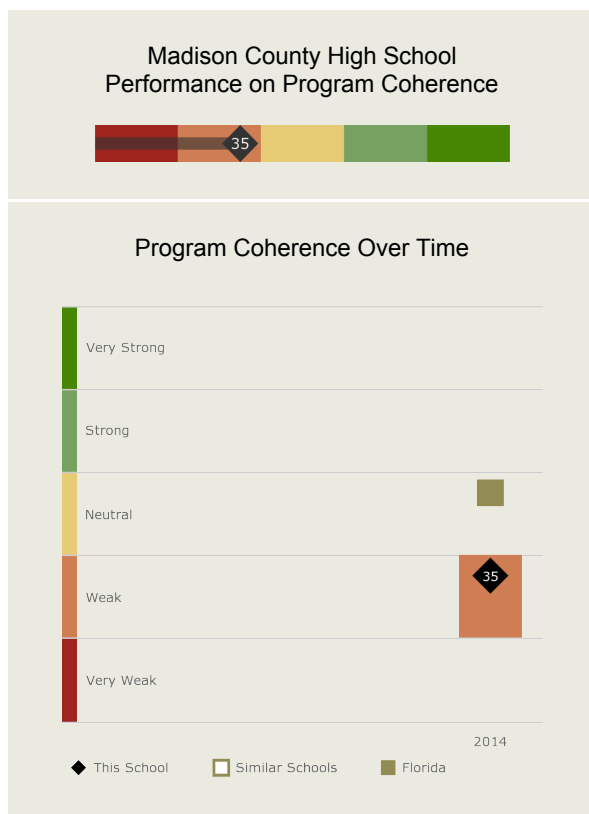
Measures of Effective Leaders

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.

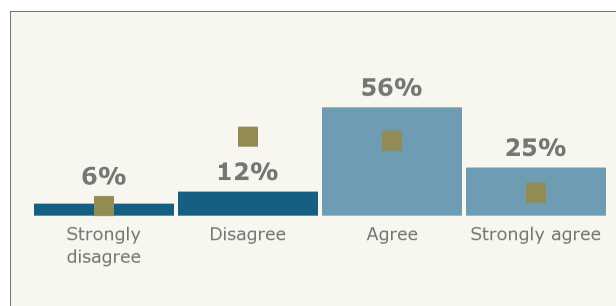


What are these results based on?

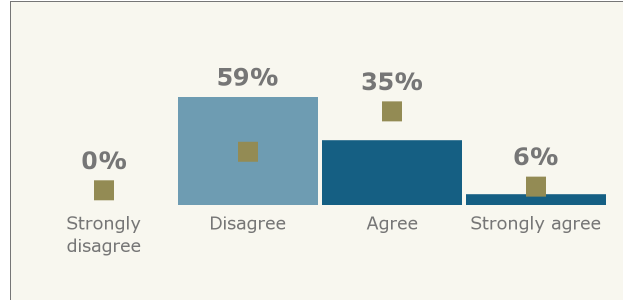
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that:

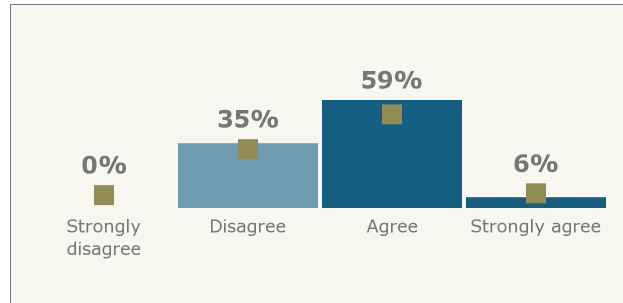
Many special programs come and go at this school.



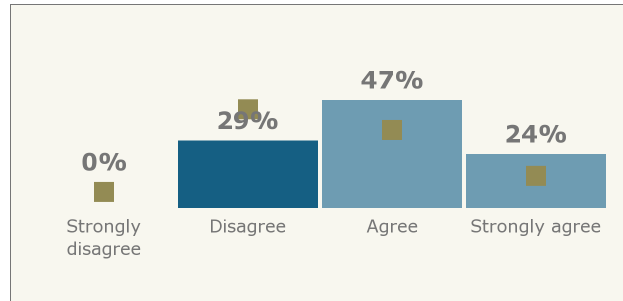
Once we start a new program, we follow up to make sure that it's working.



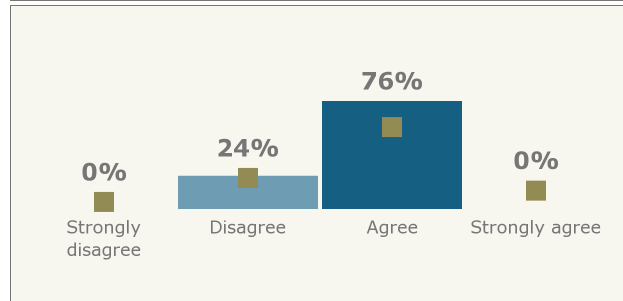
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



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.

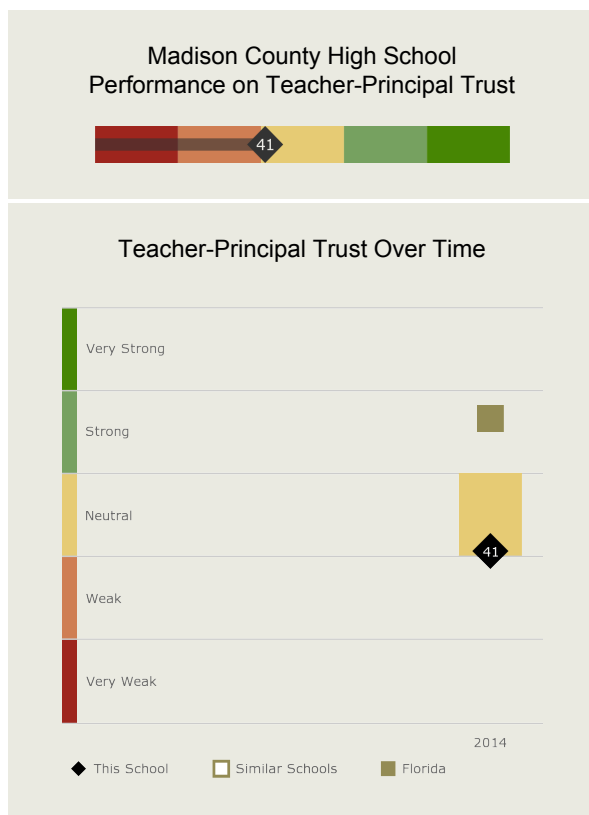


Teacher-Principal Trust

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.

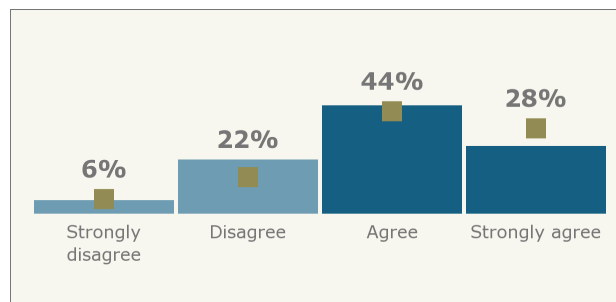


What are these results based on?

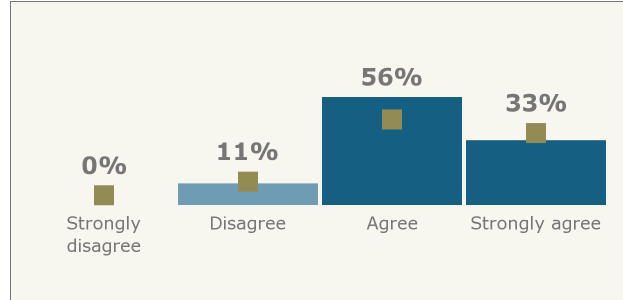
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that:

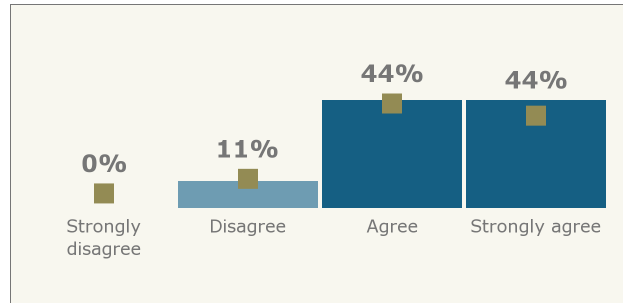
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



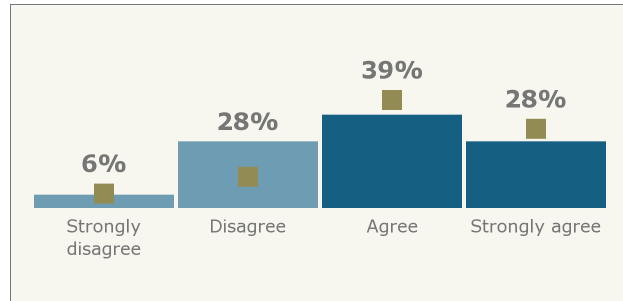
The principal looks out for the personal welfare of the faculty members.



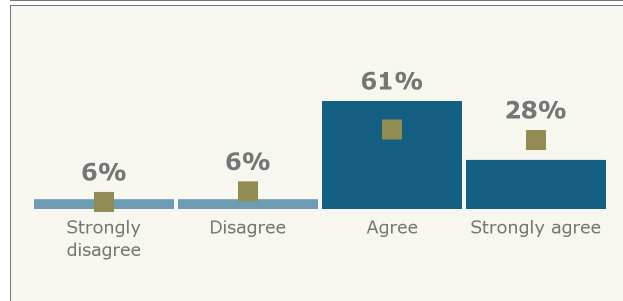
I trust the principal at his or her word.



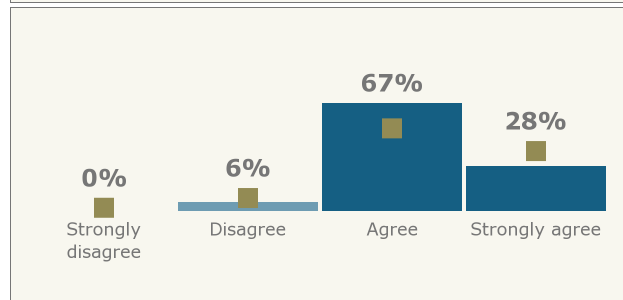
The principal at this school is an effective manager who makes the school run smoothly.



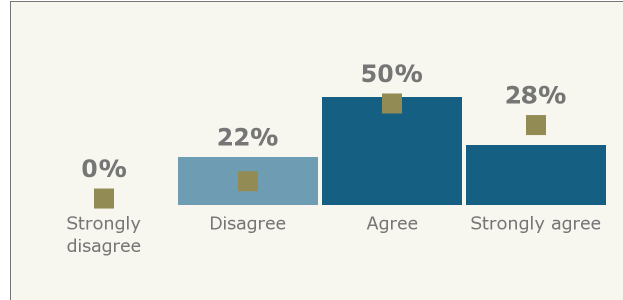
The principal places the needs of children ahead of personal and political interests.



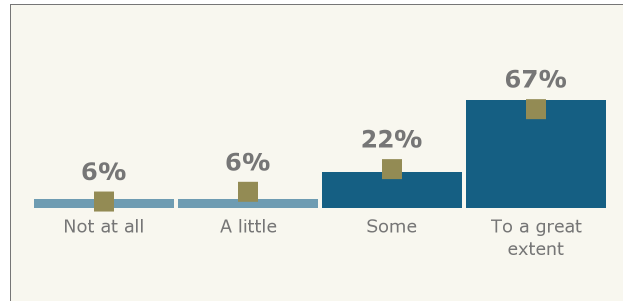
The principal has confidence in the expertise of the teachers.



The principal takes a personal interest in the professional development of teachers.



Teachers feel respected by the principal

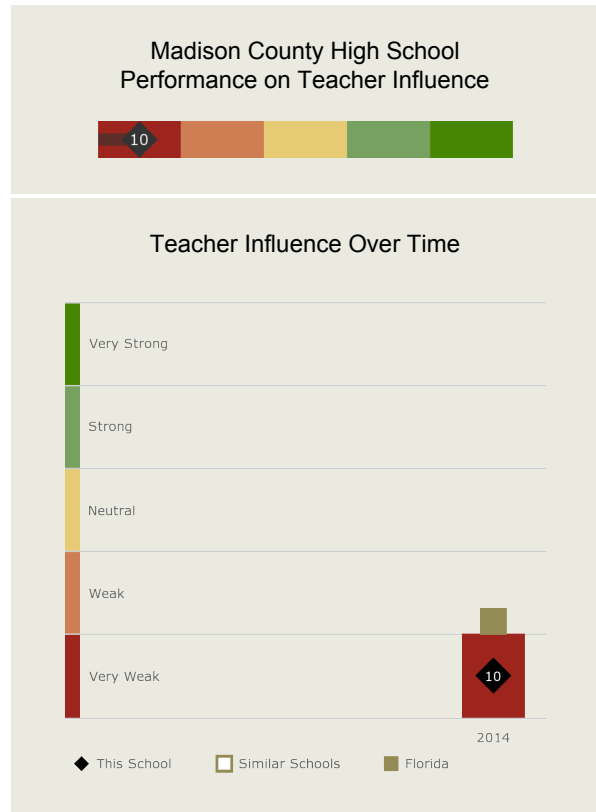


Teacher Influence

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.

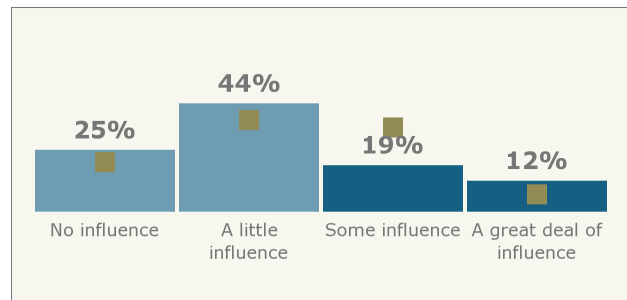


What are these results based on?

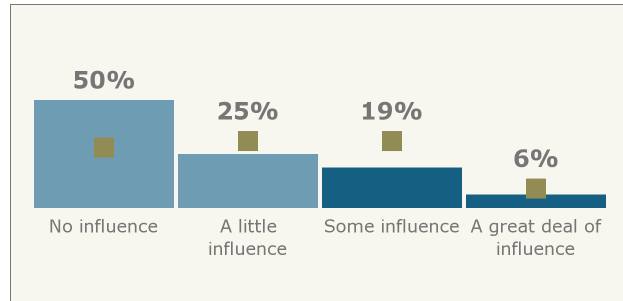
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report having influence on:

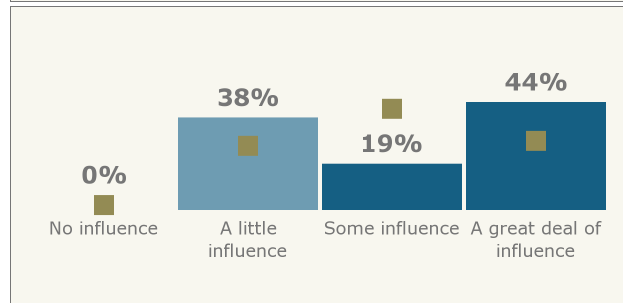
Planning how discretionary school funds should be used.



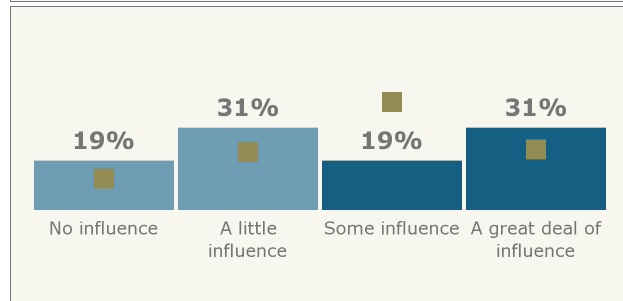
Determining the content of in-service programs.



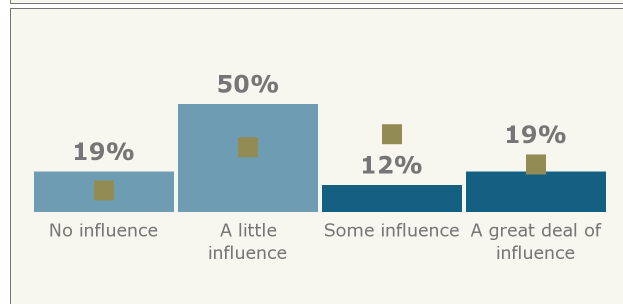
Determining books and other instructional materials used in classrooms.



Establishing the curriculum and instructional program.



Setting standards for student behavior.

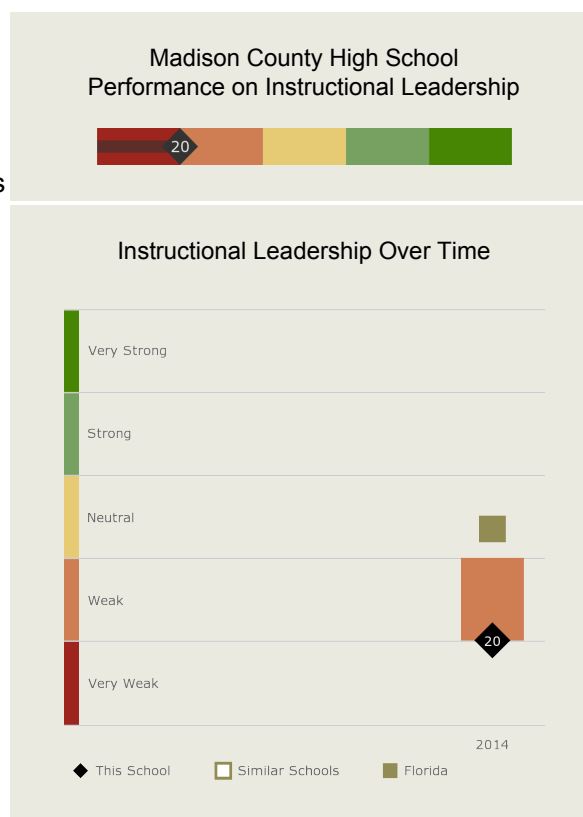


Instructional Leadership

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.

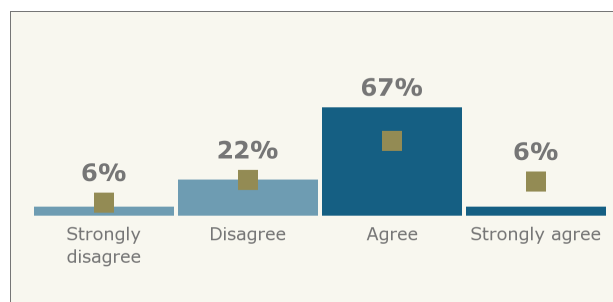


What are these results based on?

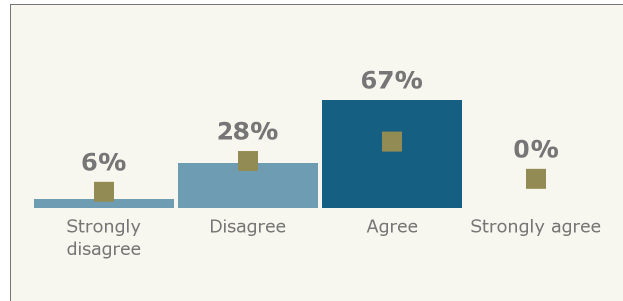
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that the school leadership team:

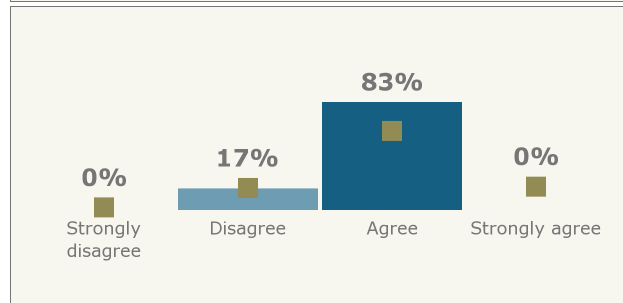
Knows what's going on in my classroom.



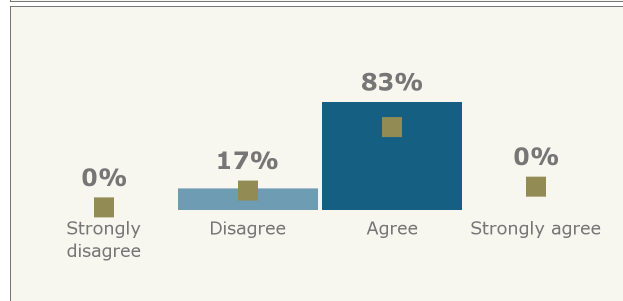
Participates in instructional planning with teams of teachers.



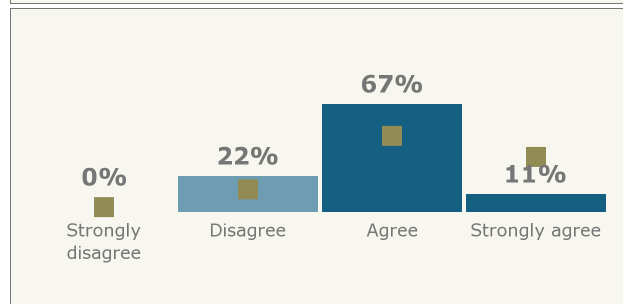
Provides me with useful feedback to improve my teaching.



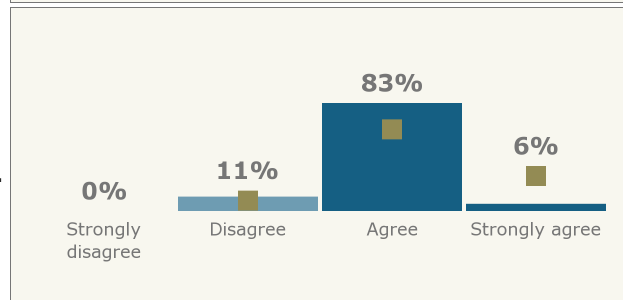
Has provided me with the support I need to improve my teaching.



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.

