2018-19 BPS SCHOOL QUALITY REPORT: Overview

School: Madison Park High

School Level: High School

School Quality Score: 48

Tier: 4*

* Schools that are DESE Level 4 or 5 are automatically given a Tier 4 based on the override provision of the School Quality Framework policy.

A school's quality tier is based on how a school performs on different metrics in 5 domain areas. Each domain area has a specific set of outcomes and metrics depending on school level.

Quality tiers are used for the school choice process.

In this measure, all schools have the ability to become a Tier 1 if they continue to make progress on these priority outcomes.
### Index Scores for Each Metric by Domain Translate into an Overall School Quality Tier

<table>
<thead>
<tr>
<th>Index Points</th>
<th>Definition</th>
<th>School Quality Score</th>
<th>School Quality Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Points</td>
<td>Above Target</td>
<td>65+</td>
<td>1</td>
</tr>
<tr>
<td>75 Points</td>
<td>On Target</td>
<td>55-65</td>
<td>2</td>
</tr>
<tr>
<td>50 Points</td>
<td>Improved Below Target</td>
<td>45-55</td>
<td>3</td>
</tr>
<tr>
<td>25 Points</td>
<td>No Change</td>
<td>0-45</td>
<td>4</td>
</tr>
<tr>
<td>0 Points</td>
<td>Declined</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are specific metrics associated with each outcome for all domain areas. Each metric is converted into a 100-point scale based on defined targets and averaged together to compute a domain score. After each metric is given an index score, and growth, proficiency, and domain weights are applied, a school receives an overall quality score between 1-100. This approach is criterion-referenced and gives all schools the ability to reach Tier 1. Schools with 65+ points are considered Tier 1 schools.

*Metrics associated with student growth are weighed twice as much as metrics that measure student proficiency.*
# Student Performance Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Metric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 year graduation rate – (All students, Black, Hispanic, Asian, White, SPED, ELL)</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>5 year graduation rate – (All students, Black, Hispanic, Asian, White, SPED, ELL)</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Drop-out rate - reflects number of 9th through 12th graders who drop out each year</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Percent of student enrolled in college within 16 months of graduation</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 1: Student climate survey questions on goal-setting and perseverance</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Whether school is meeting proficiency targets in ELA - (All students)</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Whether school is meeting proficiency targets in ELA - Subgroups (Black, Hispanic, White, Asian)</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Whether school is meeting proficiency targets in Math - (All students)</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Whether school is meeting proficiency targets in Math - Subgroups (Black, Hispanic, White, Asian)</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Achievement gap metric - MATH</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>Achievement gap metric - ELA</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>% of students well below or below benchmark who move up a performance level by the end of the year on DIBELS</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>Median Math SGP – (All students)</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Median Math SGP – Subgroups (Black, Hispanic, Asian, White, SPED)</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Median ELA SGP – (All students)</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Median ELA SGP – Subgroups (Black, Hispanic, Asian, White, SPED)</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Median growth percentile for students who are Proficient in Math</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>Median growth percentile for students who are Proficient in ELA</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>Median growth percentile for students who are Warning/Failing in Math</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>Median growth percentile for students who are Warning/Failing in ELA</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td>Median growth percentile on ACCESS for English Language Learners who are at ELD levels 1, 2, or 3.</td>
<td>25.0</td>
</tr>
</tbody>
</table>

## Growth Measures
### Teaching and Learning Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Metric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>Climate Survey Outcome 4: Parent, Teacher and Student climate survey results on whether all students are taught by highly effective, caring and committed teachers</td>
<td>41.7</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 5: Teacher Climate Survey results on whether school is led by effective instructional leader(s).</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Percentage of students that felt the school prepared them for further education, employment, and personal life after high school</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 6: Parent and Student Climate Survey results on preparation for the next grade</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### Family, Community and Culture Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Metric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family, Community and Culture</strong></td>
<td>Climate Survey Outcome 8: Student, parent and teacher climate survey on whether school is safe, well-organized and conducive to meeting educational goals.</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Number of out-of-school suspensions per 100 students (6th Grade and Above)</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Average daily attendance</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 9: Student and teacher climate survey results on whether students are engaged and enthusiastic</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 10: Teacher and Parent climate survey results on whether schools ensure all families feel welcomes and are involved</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.)</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>Climate Survey outcome 11: Parent climate survey results on whether school promotes inclusion of all students, families and community stakeholders</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>% of teachers that are minority</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Climate survey outcome 12: Student and teacher climate survey results on whether school demonstrates a culture of high achievement.</td>
<td>25.0</td>
</tr>
</tbody>
</table>
# Leadership and Collaboration Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Metric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Collaboration</td>
<td>Climate Survey Outcome 16: Student, Teacher and parent climate survey results on whether school leadership sets a vision for the school that actively engages the community</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Climate survey Outcome 17: Teacher climate survey results on whether school leadership creates a culture of collaboration among all staff members.</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 18: Parent climate survey results on whether school leadership develops clear and effective structures for communication with families and within the school community.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 19: Student and parent climate survey results on whether school leadership builds community partnerships</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Teacher retention rate for proficient and exemplary teachers</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Climate Survey Outcome 20: Teacher survey results on whether School leadership retains and leverages effective teachers.</td>
<td>50.0</td>
</tr>
</tbody>
</table>