

Report Overview

This report contains information gathered through the Measurable Results Assessment (MRA; See Figure 1), a validated survey used annually to collect, analyze, and report on student, staff, family, and school-level outcomes. The MRA is an important tool for starting larger conversations about the school’s growth in leadership, culture, and academics. For this reason, the scores within this report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

LEADERSHIP

Staff Leadership	
Personal Effectiveness	A
Interpersonal Effectiveness	A
Student Leadership Support	T

CULTURE

Supportive Staff Environment	
Staff Voice	A
Collective Efficacy	A

ACADEMICS

Empowering Teachers	
Instructional Efficacy	T
Student-Led Practices	T/S

Student Leadership	
Personal Development	S/F
Interpersonal Development	S/F
Positive Wellbeing	S
Self-Advocacy	S
Prosocial Behaviors	S

Supportive Student Environment	
School Climate	A
Student Empowerment	S
School Belonging	S
Trusting Relationships	S

Empowered Teachers	
Supportive Teachers	S
Academic Self-Efficacy	S

Family & Community Engagement	
School & Family Partnerships	T
Family Engagement	F
Community Engagement	A

Who answers these questions?

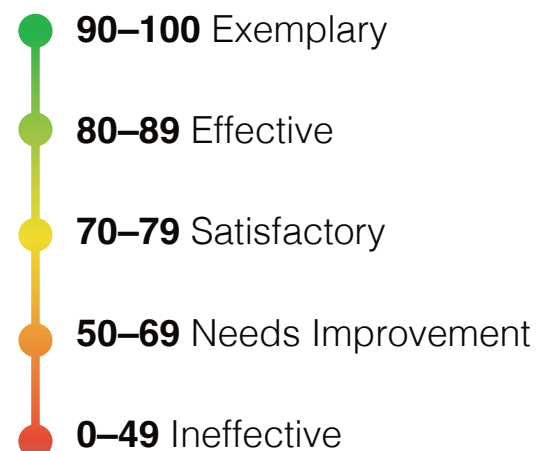
A = All School Staff (Including Teachers)
 T = Teachers Only
 S = Student
 F = Families

Goal Achievement	
Student Goals	S
Student Goal Support	T
School Goals	T

Figure 1. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and submeasure provides distinct insight into the expected outcomes of implementing the *Leader in Me* process.

Survey Scoring Guide

Each score is generated through analyses that are responsive to the characteristics and growth of a school while also factoring in overarching performance across schools. Scores are reported on a 0–100 scale for ease of interpretation and familiarity of use. 100 is considered the highest score and 0 the lowest across all measures and sub-measures.



Organization of the Report

The MRA was developed in alignment with the practices and paradigms of *Leader in Me* (see Figure 2). The three categories—Leadership, Culture, and Academics—that organize the practices of *Leader in Me* also organize the measurable results associated with the use of those practices provided in this report. Within each section, scores are provided on the related measures and sub-measures.

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
DO Highly Effective Practices	<p>Everyone can be a leader.</p>	<p>Everyone has genius.</p>	<p>Change starts with me.</p>	<p>Empower students to lead their own learning.</p>	<p>Educators and families partner to develop the whole person.</p>
GET Measurable Results	<p>Highly effective students and adults who are leaders in their school and community.</p>	<p>A high-trust school culture where every person's voice is heard and their potential is affirmed.</p>	<p>Engaged students who are equipped to achieve and entrusted to lead their own learning.</p>		

Figure 2. The *Leader in Me* Framework lays out the foundational paradigms and practices of the *Leader in Me* process.

Spring 2023

Elizabethtown Area High School



LEADERSHIP

Student Leadership

65 → 67 +2

Personal Development

Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.

67 → 69 +2

Interpersonal Development

Students build positive relationships through understanding, communicating, and valuing the differences they see in others.

60 → 65 +5

Positive Wellbeing

Students engage in the behaviors and embrace the mindsets that build resilience and hope.

62 → 67 +5

Self-Advocacy

Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed.

62 → 64 +2

Prosocial Behaviors

Students support each other and offer help as needed.

Staff Leadership

68 → 69 +1

Personal Effectiveness

Staff take responsibility for their actions and emotions and prioritizing the things that are most important to their future.

64 → 64

Interpersonal Effectiveness

Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others.

Student Leadership Support

Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.

LEADERSHIP

Family & Community Engagement

69 → 70 +1

School & Family Partnerships

Teachers feel like most students' families/caregivers engage as partners in their child's learning.

65 → 65

Family Engagement

Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

62 → 66 +4

Community Engagement

The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

CULTURE

Supportive Student Environment

63 → 64 +1

School Climate

Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

65 → 68 +3

Student Empowerment

Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

66 → 68 +2

Trusting Relationships

Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.

60 → 64 +4

School Belonging

Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

Supportive Staff Environment

69 → 71 +2

Staff Voice

Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.

67 → 72 +5

Collective Efficacy

Teachers believe that their collective actions can positively impact students and help them succeed.

ACADEMICS

Empowering Teachers

64 → 66 +2

Instructional Efficacy

Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.

63 → 68 +5

Student-led Practices

Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

Empowering Learners

59 → 61 +2

Supportive Teachers

Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

64 → 66 +2

Academic Self-efficacy

Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Goal Achievement

61 → 66 +5

Student Goals

Students are confident in their ability to set and achieve their goals.

62 → 64 +2

Student Goal Support

Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.

56 → 61 +5

School Goals

Teachers are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals.