Ryan Intermediate 25-26

Thomas M Ryan Intermediate School

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

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

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

CULTURE

Supportive Staff Environment	
Staff Voice	A
Collective Efficacy	A

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

Who answers these questions?

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

ACADEMICS

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

Empowered Learners	
Supportive Teachers	S
Academic Self-Efficacy	S

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.

90–100 Exemplary

80–89 Effective

70–79 Satisfactory

50–69 Needs Improvement

0–49 Ineffective

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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.

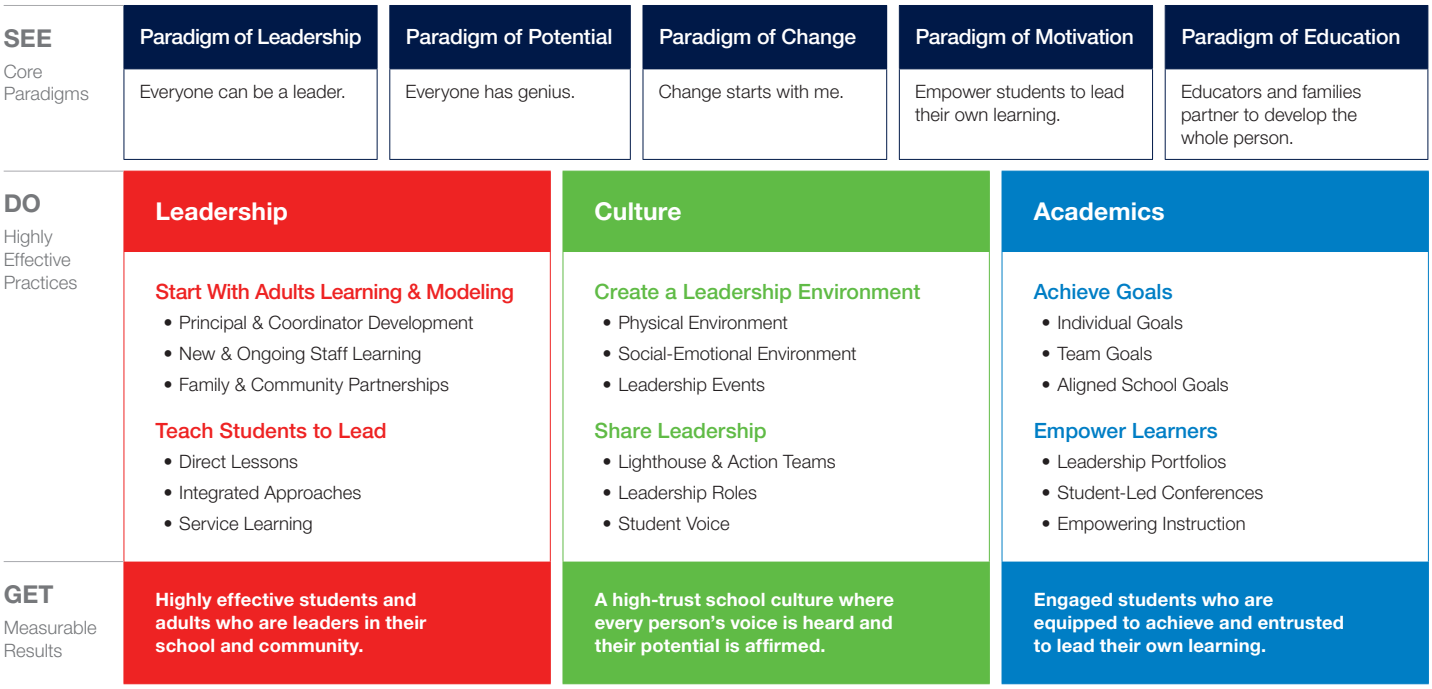

Figure 2. The *Leader in Me* Framework lays out the foundational paradigms and practices of the *Leader in Me* process.

Accepting this report implies endorsement of the conditions listed below. FranklinCovey has committed to the keeping the confidentiality of all schools and survey participants. This report is the property of the school named above and will not be distributed to anyone outside of the school without the written permission of the principal. Anyone accepting a copy of this report promises to adhere to this agreement as well.

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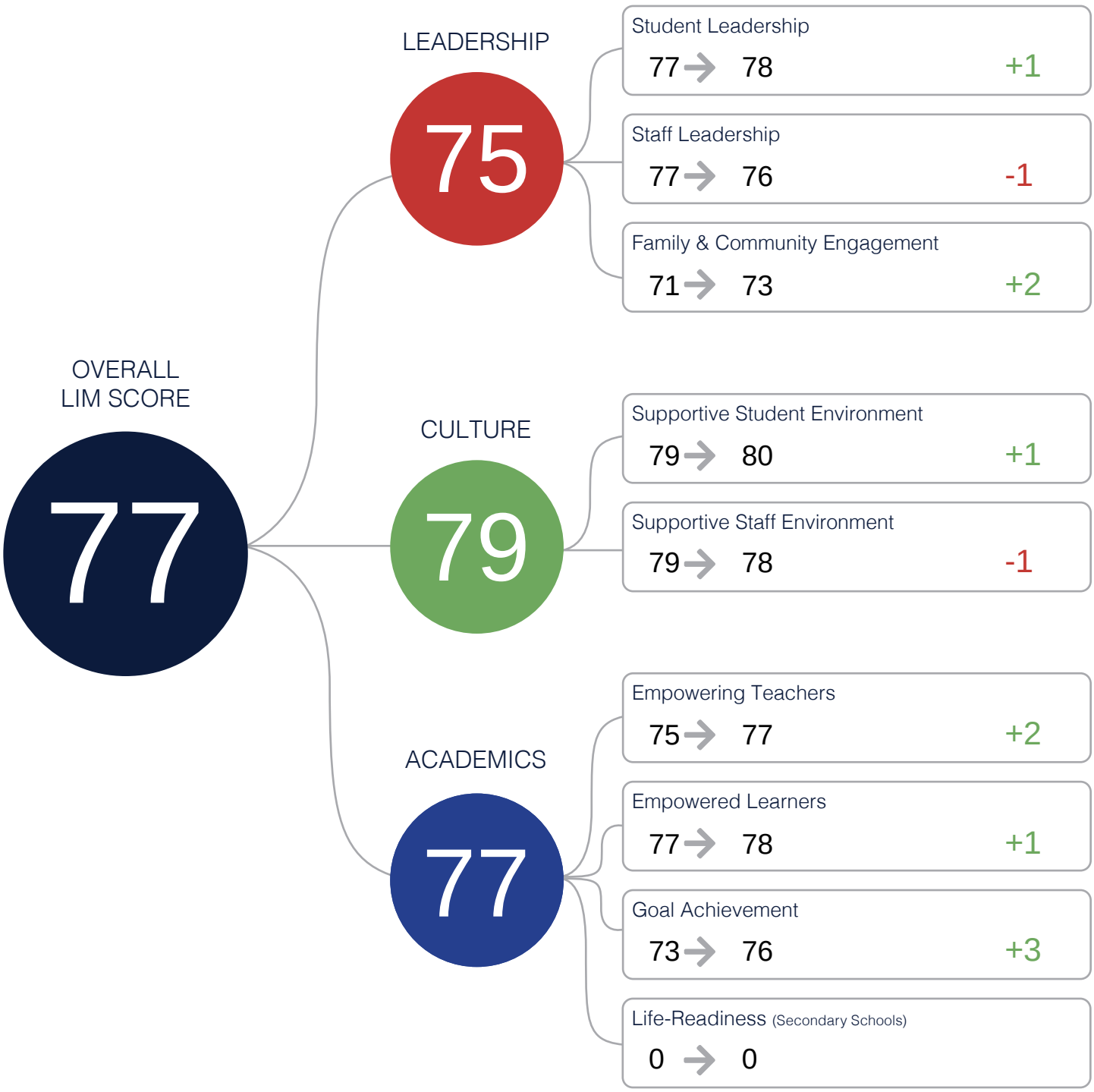

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LEADERSHIP

STUDENT LEADERSHIP

77 → 78 +1

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

78 → 78

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

78 → 80 +2

Positive Wellbeing
Students regularly engage in activities that promote their well-being, including actions that benefit their heart, mind, and body.

77 → 78 +1

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

77 → 78 +1

Prosocial Behaviors
Students support each other and offer help as needed.

STAFF LEADERSHIP

79 → 78 -1

Personal Effectiveness
Staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most.

75 → 75

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.

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LEADERSHIP

FAMILY & COMMUNITY ENGAGEMENT

77 → 78 +1

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

72 → 76 +4

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.

68 → 67 -1

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.

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CULTURE

SUPPORTIVE ENVIRONMENT FOR STUDENTS

84 → 83 -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.

81 → 81

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

77 → 80 +3

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

77 → 78 +1

School Belonging
Students believe that they are cared about and understood by the people in their school.

SUPPORTIVE ENVIRONMENT FOR STAFF

78 → 77 -1

Staff Voice
Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.

80 → 79 -1

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

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ACADEMICS

EMPOWERING TEACHERS

71 → 76 +5

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

76 → 78 +2

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.

EMPOWERED LEARNERS

75 → 77 +2

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

79 → 79

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

GOAL ACHIEVEMENT

74 → 75 +1

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

71 → 75 +4

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

75 → 80 +5

School Goals
Schools have annual goals teachers played a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

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ACADEMICS

LIFE-READINESS

0 → 0

Group Collaboration
Students effectively work together to achieve a common goal across academic and community settings.

0 → 0

Future-Focus
Students are confident in their ability to envision and achieve a desired future, believing that they will lead a meaningful life.