



Measurable Results Assessment Summary Report

**Ogden Preparatory
Academy**

School Year 2020-2021

Accepting this report implies endorsement of the conditions listed below.

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Introduction

The MRA links the daily actions within a school to the results they are getting.

The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insight on the attitudes and behaviors of staff and students. The data-informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me, and seen in the Framework below. As a result of the alignment between the Framework and the MRA outcomes, the data-informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement, not as an accountability measure.

LeaderinMe® FRAMEWORK											
SEE Core Paradigms	Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education		
	NOT THIS Leadership is for the few.	BUT THIS Everyone can be a leader.	NOT THIS A few people are gifted.	BUT THIS Everyone has genius.	NOT THIS To improve schools the system needs to change first.	BUT THIS Change starts with me.	NOT THIS Direct and control student learning.	BUT THIS Empower students to lead their own learning.	NOT THIS Educators focus solely on academic achievement.	BUT THIS Educators and families partner to develop the whole person.	
DO Highly Effective Practices	Leadership				Culture			Academics			
	Start with Adults Learning & Modeling <ul style="list-style-type: none"> Principal & Coordinator Development New & Ongoing Staff Learning Family & Community Partnerships Teach Students to Lead <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Service Learning 				Create a Leadership Environment <ul style="list-style-type: none"> Physical Environment Social-Emotional Environment Leadership Events Share Leadership <ul style="list-style-type: none"> Lighthouse & Action Teams Leadership Roles Student Voice 			Achieve Goals <ul style="list-style-type: none"> Individual Goals Team Goals Aligned School Goals Empower Learners <ul style="list-style-type: none"> Leadership Portfolios Student-Led Conferences Empowering Instruction 			
GET Measureable Results	Highly effective students and adults who are leaders in their school and community.				A high-trust school culture where every person's voice is heard and their potential is affirmed.			Engaged students who are equipped to achieve and entrusted to lead their own learning.			

TARGETED RESULTS

LEADERSHIP	CULTURE	ACADEMICS
<p>Family & Community Involvement Families and community organizations are included as valued school partners who support student development.</p>	<p>Staff Satisfaction Staff members feel supported and empowered with voice, choice, and opportunities to have a valuable impact while doing meaningful work.</p>	<p>Teacher Efficacy Teachers positively impact students, using evidence-based instructional practices and empowering them to lead their own learning.</p>
<p>SEL Readiness Teachers and staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills.</p>	<p>Supportive Environment School is a welcoming, inclusive, supportive environment where students are actively engaged in leadership and decision-making.</p>	<p>Student-led Learning Students are empowered with the mindsets, skills, and supportive relationships they need to take ownership of their learning.</p>
<p>Student Leadership Students are developing the mindsets, behaviors, and skills to be effective lifelong leaders.</p>	<p>School Belonging Students have positive relationships of trust and feel a sense of authenticity and inclusive belonging.</p>	<p>Goal Achievement Schools integrate goal execution at the student and schoolwide level with the help of teachers confident in their abilities to support student goal achievement.</p>

Survey Report Scoring

In this report, we've provided scores created using the process that has been employed for all previous MRA surveys., i.e., reflecting the average score of respondents to each scale. You can use the guide below to interpret your results.

All scores in this MRA Report on presented on a 0-100 scale, with 100 being the most ideal and 0 being least ideal. Your school scores are color coded to give schools a general guide of effectiveness on each measure.

0-49 Not at all effective. Serious and immediate efforts should be made to improve this student/staff/parent outcome.

50-69 Needs Improvement. This area should be considered a place for further growth and development when determining school improvement plans.

70-79 Moderately Effective. While this area still needs to be improved, there is evidence that this measure has some strength that can be built upon in the coming years.

80-89 Effective: This is an area of strength that should be continued to be built up and strengthen so it can be a highly-effective outcome for your school.

90-100 Highly Effective. This is an area of strength for your school that should be celebrated and used to help build areas where growth is still needed. Continued growth and building in this area will certainly ensure continued positive outcomes.

COMING SOON

The Leader in Me research team is adopting a new model of scoring MRA surveys and are in the process of calibrating the new survey scores. This calibration will allow us to confidently provide increased accuracy regarding what levels of scores correspond with effective implementation of LiM to support you in setting performance goals. This process will also allow us to ensure that schools will always be able to directly compare year-to-year schools going forward. We expect this process to be completed before the fall, when it will become the scoring process for all schools taking the MRA.

Once completed, you will receive a new report of these survey results using the new process, along with resources explaining what has changed and why. This will allow you to compare your year-to-year scores the next time you take the MRA.

SURVEY RESULTS OVERVIEW

SCORE

OVERALL 75

LEADERSHIP 74

FAMILY & COMMUNITY INVOLVEMENT

Families and community organizations are included as valued school partners who support student development.

68

SEL READINESS

Teachers and staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills.

80

STUDENT LEADERSHIP

Students are developing the mindsets, behaviors, and skills to be effective lifelong leaders.

74

CULTURE 76

STAFF SATISFACTION

Staff members feel supported and empowered with voice, choice, and opportunities to have a valuable impact while doing meaningful work.

84

SUPPORTIVE ENVIRONMENT

School is a welcoming, inclusive, supportive environment where students are actively engaged in leadership and decision-making.

68

SCHOOL BELONGING

Students feel a sense of belonging at school that comes from experiences of inclusion and authenticity being valued.

77

ACADEMICS 76

TEACHER EFFICACY

Teachers positively impact students, using evidence-based instructional practices and empowering them to lead their own learning.

73

STUDENT-LED LEARNING

Students are empowered with the mindsets, skills, and supportive relationships they need to take ownership of their learning.

78

GOAL ACHIEVEMENT

Schools integrate goal execution at the student and schoolwide level with the help of teachers confident in their abilities to support student goal achievement.

76

LEADERSHIP

SCORE

FAMILY & COMMUNITY INVOLVEMENT		68
Families and community organizations are included as valued school partners who support student development.		
School & Family Partnership	Teachers feel most students' families engage as partners in their child's learning.	53
Family Engagement	Students' families are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.	83
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.	68
SEL READINESS		80
Students are developing the mindsets, behaviors, and skills to be effective lifelong leaders.		
Staff Personal Effectiveness	Staff practice the habits of personal effectiveness including a routine that supports and sustains their wellbeing.	74
Staff Interpersonal Effectiveness	Staff practice the habits of interpersonal effectiveness that supports their ability to grow and sustain positive relationships with others.	84
Teacher SEL Efficacy	Teachers feel confident in their students' ability to apply social and emotional learning as a strategy that helps them navigate life.	82
STUDENT LEADERSHIP		74
Students are developing the mindsets, behaviors, and skills to be effective lifelong leaders.		
Student Personal Effectiveness	Students take responsibility for their actions and emotions and take initiative to prioritize the things most important to their future.	72
- Positive Wellbeing	Students are developing their leadership ability as they engage in the behaviors and mindsets that build their resilience and hope.	73
- Student Advocacy	Students are developing their unique voice by growing their leadership strengths and enlisting support as needed.	72
Student Interpersonal Effectiveness	Students build positive relationships and value the differences in others.	78
- Prosocial Helping Behaviors	Students are developing their interpersonal skills as they support each other and offer help as needed.	75

CULTURE

SCORE

STAFF SATISFACTION Staff members feel supported and empowered with voice, choice, and opportunities to have a valuable impact while doing meaningful work.		84
Staff Empowerment Staff members feel the administration provides them with meaningful ways to grow their strengths as well as voice and choice in decisions that are important to them.		86
Staff Fulfillment Staff members believe they are doing valuable work that allows them to positively impact others and grow in their role.		81
SUPPORTIVE ENVIRONMENT School is a welcoming, inclusive, supportive environment where students are actively engaged in leadership and decision-making.		68
School Climate Staff SEE students through paradigms of equity, recognizing the worth and potential in every student, build trusting relationships that help them understand and provide the support each of them needs to develop their inherent strengths.		77
Student Empowerment Students feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities.		58
SCHOOL BELONGING Students feel a sense of belonging at school that comes from experiences of inclusion and authenticity being valued.		77
Trusted Teacher Relationships Students have positive relationships of trust with one or more of their current teachers.		84
Psychological Safety Students feel cared about and understood by the people in their school.		70

ACADEMICS

SCORE

TEACHER EFFICACY		73
Teachers positively impact students, using evidence-based instructional practices and empowering them to lead their own learning.		
Effective Instruction	Teachers feel confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.	80
Collective Efficacy	Teachers share the belief that they have the ability to positively affect students and act collaboratively to help students succeed.	78
Empowering Learners	Teachers are empowering students to apply their personal and interpersonal knowledge as a skill to accelerate their learning and deepen their social and emotional competence.	62
STUDENT-LED LEARNING		78
Students are empowered with the mindsets, skills, and supportive relationships they need to take ownership of their learning.		
Academic Support	Students have supportive relationships with one or more teachers who believe in their ability to do hard things.	87
Academic Self-Efficacy	Students can plan and organize themselves, they can stay focused to get their assignments done on time, and motivate themselves to get work done, even if there are distractions.	70
Perseverance	Students are committed to working hard to achieve their goals and persist even when things are difficult.	76
GOAL ACHIEVEMENT		76
Schools integrate goal execution at the student and schoolwide level with the help of teachers confident in their abilities to support student goal achievement.		
Student Goals	Students can set their own academic goals, track their progress, and identify the steps they need to take to reach those goals.	67
Supporting Student Goals	Teachers are able to support students as they learn and implement the goal setting process.	83
School Goals Alignment	Teachers see schoolwide goals as something everyone helps to create and play a role in achieving that is motivating and meaningful.	77

Appendix

MEASURABLE RESULTS CROSSWALK

KEY
 • NEW
 • COLLAPSED
 • CUT

ORIGINAL		UPDATED	
LEADERSHIP		LEADERSHIP	
Family Involvement		Family & Community Involvement	
School & Family Partnerships	T	School & Family Partnerships	T
Family Engagement	F	Family Engagement	F
Family Efficacy	F	Community Engagement	T
Staff SEL Readiness		SEL Readiness	
Modeling Personal Effectiveness	A	Staff Personal Effectiveness	A
Modeling Interpersonal Effectiveness	A	Staff Interpersonal Effectiveness	A
Modeling Whole Person Wellness	A	Teacher SELF Efficacy	T
SEL Support	A		
Student Leadership		Student Leadership	
Student Personal Effectiveness	S/F	Student Personal Effectiveness	S/F
Student Interpersonal Effectiveness	S/F	- Positive Wellbeing	S
Whole Person Wellness	S	- Student Advocacy	S
Confidence	S	Student Interpersonal Effectiveness	S/F
Group Leadership	S/F	- Prosocial Helping Behaviors	S
Public Speaking	S		
Social Etiquette	S		
Perseverance	S		
CULTURE		CULTURE	
Staff Satisfaction		Staff Satisfaction	
Staff Empowerment	A	Staff Empowerment	A
Staff Fulfillment	A	Staff Fulfillment	A
Supportive Environment		Supportive Environment	
School Climate	A	School Climate	A
Student Empowerment	S	Student Empowerment	S
School Events	A		
Teacher Expectations	S		
Student Engagement		School Belonging	
School Belonging	S	Trusted Teacher Relationships	S
Learning Engagement	S	(Student valued for herself)	S
ACADEMICS		ACADEMICS	
Teacher Efficacy		Teacher Efficacy	
Instructional Efficacy	T	Instructional Efficacy	T
Goal Focus & Achievement	T	Collective Efficacy	T
		Empowering Learners	T/S
Student-led Achievement		Student-led Learning	
Academic Goal Achievement	S/F	Academic Support	S
Student Motivation	S	Academic Self-Efficacy	S
Growth Mindset	S	Perseverance	S
Self-Efficacy for Enlisting Social Resources	S		
Self-Efficacy for Self-Regulated Learning	S		
		Goal Achievement	
		Student Goal Achievement	S
		Supporting Goal Achievement	T
		School Goals Alignment	T

LEADERSHIP

SCORE

FAMILY & COMMUNITY INVOLVEMENT			68
School & Family Partnership		N	53
How many of your students' families are:			
Teacher	...active participants in after-school events?	9	39
Teacher	...available to volunteer when you need them?	10	38
Teacher	...aware of how their child is doing in school?	11	52
Teacher	...engaged in their child's education?	11	66
Teacher	...responsive to your requests for feedback?	11	64
Teacher	...supportive of their child's learning at home?	11	55

Family Engagement			N	83
How satisfied are you with the way this school...				
Family	...engages your child in learning?	52	84	
Family	...treats you as a partner in your child's education?	52	83	
Family	...provides ways you can assist in your child's learning at home?	51	81	
Family	...cares about your child's wellbeing?	51	88	
Family	...takes the time to understand the home culture of your child?	52	80	
Family	...works to make your family feel welcomed, valued, loved and trusted?	45	86	
Family	...includes families in making decisions that affect your child?	52	86	
Family	...shares positive updates and information about your child?	45	76	
Family	...provides open communication about important issues and events?	52	79	

Community Engagement			N	68
TO WHAT EXTENT...				
do service-learning experiences help your students:				
Teacher	...grow their community awareness?	9	64	
Teacher	...positively impact their community?	9	69	
are your school's community partnerships:				
Teacher	...enhancing student learning?	8	70	
Teacher	...providing for the needs of your students and families?	9	69	
Teacher	...providing students with opportunities to engage with diverse members of your community?	8	70	

SCORE

SEL READINESS			80
Staff Personal Effectiveness		N	74
In the last three months, how easy was it for you to:			
Staff	...align your daily priorities with your long-term goals?	19	75
Staff	...feel motivated by a sense of purpose in your life.	19	77
Staff	...find time each week to reconnect with your long-term goals?	19	72
Staff	...focus your time and energy on things that you could control, rather than on what you could not?	19	81
Staff	...maintain self-control in emotional circumstances?	19	88
Staff	...take initiative to get things done?	19	89
Staff	...plan out your week by scheduling times for your highest priorities?	19	73
Staff	...schedule time for the things that are most important to you?	19	68
Staff	...take time to clearly define your desired outcomes at the beginning of a project?	19	67
Staff	maintain a routine that...		
Staff	...allows you to connect you with your personal values?	18	72
Staff	...supports your emotional well-being?	18	67
Staff	...supports your mental capacity?	18	70
Staff	...supports your physical health?	18	63

Staff Interpersonal Effectiveness		N	84
In the last three months, how easy was it for you to:			
Staff	...consider ideas that conflict with your own?	22	74
Staff	...find meaningful ways to utilize the strengths of others when working together?	22	84
Staff	...see how differences in others' experiences could benefit a situation?	21	86
Staff	...see value in people's opinions and experiences that are different from your own?	22	86
Staff	...speak-up for yourself and the things that are important to you.	22	79
Staff	...understand another person's point of view by actively listening?	22	88
Staff	...consider the other people's perspectives when making group decisions?	22	88
Staff	...find mutually agreeable solutions in conflicts with others?	22	83
Staff	...respectfully communicate your perspective during conflicts with others?	22	87

SCORE

SEL READINESS			80
Teacher SEL Efficacy			82
SCENARIO 1: In your classroom, students are working in small groups on a collaborative project. As you are facilitating, you observe that the interactions in one group are not going well. Two students are disagreeing about how to move forward to the next step, and the group's progress has slowed.			
Teacher	How confident are you that the students will be able to utilize the strategies that you have taught them to effectively solve their dilemma with little or no intervention from you?	14	73
Teacher	If your classroom has established routines that would help students move beyond the disagreement...How confident are you that students could move beyond the disagreement with a simple prompt from you to utilize an established routine?"	14	80
SCENARIO 2: A new student has enrolled in your school. You notice the student is struggling with social interactions in their new environment.			
Teacher	How confident are you that you can assist this new student in utilizing skills or strategies to help them to work through this issue?	14	90
Teacher	How confident are you that students already in your class will be able to empathize with the student and assist them with adjusting to their new school setting?	14	88
SCENARIO 3: During the moments before class, a small group of friends had a disagreement because of a comment that was taken out of context. This misunderstanding caused a disruption in the learning process because there is tension among the friends. You ask the students to utilize strategies learned in your class to work through the misunderstanding.			
Teacher	How confident are you that you can assist the students in utilizing skills or strategies that will help them work through this disagreement?	14	87
Teacher	How confident are you that the students will be able to utilize empathy to rebuild their friendship with each other?	14	83
Teacher	How confident are you that the students, without mediation from you, will be able to utilize the strategies you have taught them rebuild their friendship with each other? (Just Upper Grades 3+)	7	69
SCENARIO 4: The student leadership team has been given the task of creating a Mini Leadership Day. The day will consist of a 2-hour tour where students will present the things they love most about their school. They will have one month to plan, practice, and present their day. There are many ideas being shared by the team; however, they will have to decide on what they would like to present and begin planning.			
Teacher	How confident are you that you can assist the student leaders in utilizing skills or strategies to help them plan the day?? (Just Lower Grades: K-2)	9	83
Teacher	How confident are you that students will be able to utilize the strategies you have taught them to create their shared vision of the Mini Leadership Day with very little intervention from teachers? (Just Upper Grades 3+)	7	78
Teacher	How confident are you that students, with very little intervention from teachers, will be able to utilize the strategies you have taught them to create a successful Leadership Day that demonstrates their student leadership skills?	14	76

SEL READINESS (Cont.)			
Teacher SEL Efficacy			
SCENARIO 5: Students often participate in extracurricular activities and teams within their communities. These interactions require many skills and strategies taught through Leader in Me.			
Teacher	How confident are you that students will be able to successfully employ the leadership strategies they have learned in school to assist them in building positive team relationships?	14	75
Teacher	How confident are you that students will be able to successfully employ the leadership strategies they have learned in school to build more positive interactions with their team?	13	77
Teacher	How confident are you that students will be able to successfully employ the leadership strategies they have learned in school to manage their time and balance their responsibilities to their team(s) and their school responsibilities? (Just Middle School)	0	
SCENARIO 6: A student, who is normally very jovial, enters the building and does not greet their teachers or friends. This is unusual for the student. You ask the student to come to your room and inquire what is wrong. The student shares that they had a bad disagreement with their older sibling and now their day is ruined.			
Teacher	How confident are you that you can assist this student in utilizing skills or strategies to help them change their attitude towards the day ahead?	14	90
Teacher	How confident are you that you can assist this student in utilizing skills or strategies to help them become an active participant in your class?	0	
SCENARIO 7: Students are encouraged to find their voice and share their greatness. You notice that you have a student who is very shy and doesn't respond much in class. You also notice, through their work, that they are quite a talented artist and writer.			
Teacher	How confident are you that you can assist this student in utilizing skills or strategies to help them find their voice?	14	90
Teacher	How confident are you that you can help them gain confidence to share their talent with the class? (Just Middle School)	14	88
Teacher	Has your school explicitly taught students the strategies or skills that would help them work through the types of issues discussed in the above scenarios?	14	77
Teacher	Does your school embed rituals and routines into daily practice that would help students practice the skills that would help them work through the types of issues discussed in the above scenarios?	14	79

SCORE

STUDENT LEADERSHIP			74
Student Personal Effectiveness		N	72
How easy is it for you to:			
Student	Doing the things that you said you would do.	62	75
Student	Following rules at school when others don't.	61	82
Student	Picturing the kind of person you want to be when you grow up.	60	76
Student	Getting yourself out of a bad mood.	61	59
Student	Knowing what is most important to you.	63	77
Student	Doing the most important things first.	61	80
Most days, how likely is your child to:			
Family	...manage their emotions in a difficult moment?	53	76
Family	...work to develop their talents?	53	75
Family	...help without needing to be asked?	53	70
Family	...think ahead so they can be prepared?	53	67
Family	...consider potential consequences before making a big decision?	53	73
Family	...follow through on their responsibilities without being reminded?	53	67
Family	...use their time effectively?	53	63
Family	...make choices that support their physical health?	53	72
Family	...make choices that support their mental and emotional health?	53	72
Family	...look for ways to discover their strengths?	53	68

Positive Wellbeing			N	68
Most weeks, how often do you do these kinds of things?				
Student	Most weeks, how often do you do things that are good for your body?(Like exercise, eating well, and getting enough sleep.)	63	72	
Student	Most weeks, how often do you do things that are good for your "spirit"?(Like helping others or doing things that make you feel peaceful.)	63	68	
Student	Most weeks, how often do you do things that are good for your mind?(Anything that means you are using your brain to learn new things.)	64	76	
Student	Most weeks, how often do you do things that are good for your "heart"?(Like laughing, having fun, and spending time with friends and family)	63	81	
How often are these things true for you:				
Student	"I believe I will have a good life when I am older. "	64	69	
Student	"I am proud of who I am."	62	78	
Student	"I feel excited about my future."	63	64	
Student	"I like who I am."	61	74	

SCORE

74

STUDENT LEADERSHIP			74
	Self-Advocacy	N	72
	How easy is it for you to:		
Student	Getting help to reach your goals when you need it.	63	71
Student	Telling a friend when you need something.	63	73
Student	Asking an adult for what you need.	63	75
Student	Working to develop your strengths and talents.	62	69
Student	Standing up for yourself when you need to.	60	74

	Student Interpersonal Effectiveness	N	78
	How easy is it for you to:		
Student	Focusing on what a person is saying, instead of what you want to say.	62	75
Student	Thinking about other people when you make decisions, not just about yourself	56	80
Student	Being happy for people when good things happen to them.	62	90
Student	Getting along with a friend when you disagree with them.	60	75
Student	Imagining what life is like for other people.	61	59
Student	Sharing your ideas when you work with others.	60	76
	Most days, how likely is your child to:		
Family	...communicate their opinions and ideas clearly?	52	79
Family	...be open to other people's points of view?	53	79
Family	...resolve conflicts peacefully?	53	78
Family	...be open to other people's ideas?	47	83
Family	...try to understand the other person's point of view when listening?	52	81
Family	...build and maintain relationships?	47	86

	Prosocial Helping Behaviors	N	75
	How easy is it for you to:		
Student	Finding ways to use your strengths to help others.	60	78
Student	Helping others without being asked.	58	73
Student	Finding ways to use your talents to contribute to your school or community.	59	68
Student	Helping to encourage others.	59	78
Student	Helping a student who feels left out.	62	78

CULTURE

STAFF SATISFACTION			SCORE
Staff Empowerment			84
		N	86
How satisfied are you with the way the school administration:			
STAFF	...encourages you to use your strengths to make meaningful contributions?	29	89
STAFF	...provides opportunities for you to influence school decisions that are important to you?	29	82
STAFF	...gives you the autonomy to meet students' needs?	29	92
STAFF	...provides opportunities for you to have a voice in creating annual school goals?	28	83
STAFF	...seeks and acts on staff feedback?	29	80
STAFF	...supports you to be effective in your role?	28	87

Staff Fulfillment			N	81
How often do you:				
STAFF	...enjoy your work?	20	79	
STAFF	...feel like you have a positive influence on the lives of others in this school?	20	81	
To what extent do you:				
STAFF	...feel like a valuable member of this school?	20	74	
STAFF	...find your work meaningful?	20	86	
How satisfied are you with the school-related opportunities you have had to:				
STAFF	...connect with your passions?	20	80	
STAFF	...utilize your strengths?	20	87	

SCORE

SUPPORTIVE ENVIRONMENT			68
	School Climate	N	77
	Think about your school's policies and practices:		
STAFF	How closely do they align with the belief that all students have worth and potential?	28	84
STAFF	How many adults at this school act like they believe these statements?		
STAFF	"All of our students have the potential to succeed."	28	78
STAFF	"All students can reach their potential when provided with equitable opportunities and support."	28	79
STAFF	How many adults at this school:		
STAFF	...have high standards for students?	28	72
STAFF	...take the time to understand the strengths of each student's cultural background?	28	71
STAFF	...work to build positive relationships with all students?	28	78
	Student Empowerment	N	58
STUDENT	Do you help make decisions with your class?	75	57
STUDENT	Do students have the power to change how things are done at your school?	74	47
STUDENT	Do students at this school get to help plan or lead school events?	73	64
STUDENT	Do adults at this school ask students how to make the school better?	74	54
STUDENT	Do you have a say in important decisions in your life?	69	68

SCHOOL BELONGING			77
	Psychological Safety	N	70
STUDENT	Do you feel like there are other students at this school that like you?	54	60
STUDENT	Do you feel cared for at school?	52	75
STUDENT	Are adults at this school kind to students?	52	87
STUDENT	Do you feel like a valuable part of your school?	54	59
STUDENT	Can you be yourself at your school?	54	71
	Trusted Teacher Relationships	N	84
	Think about the teachers you have right now.		
	Are these things true about AT LEAST ONE of them?		
STUDENT	"My teacher understands me as a person."	51	81
STUDENT	"My teacher wants the best for me."	53	95
STUDENT	"I can be myself around my teacher."	50	76
STUDENT	"I can talk to my teacher when I have a problem."	53	85
STUDENT	"My teacher is easy to talk to."	53	81

ACADEMICS

SCORE

TEACHER EFFICACY			73
Collective Efficacy		N	78
Teacher	How helpful are adults at this school when another staff member is facing a problem?	11	93
Teacher	How strong are the relationships between the adults in this school?	10	78
Teacher	How effectively do teachers at this school:		
Teacher	...come together to overcome barriers?	11	75
Teacher	...work together to support everyone's students?	11	75
Teacher	To what extent:		
Teacher	...do adults at this school share responsibility for every student's success?	11	70
Teacher	...do teachers at this school share responsibility for school growth?	11	70
Teacher	...does this school feel like part of who you are?	11	82
Instructional Efficacy		N	80
How confident are you in your ability to:			
STAFF	...provide differentiated instruction that challenges each student's thinking in new and interesting ways?	10	82
STAFF	...provide students with feedback that helps them grow?	10	80
STAFF	...seek out information that helps you improve your instructional practices?	10	82
STAFF	...encourage student learning that is driven by curiosity to discover what they don't know?	10	80
STAFF	...help build each student's ability to work independently?	10	78
STAFF	...model a growth mindset in your classroom?	10	78
STAFF	...co-create learning targets with your students?	9	81
STAFF	...collect data that helps you improve your instruction?	9	83
Empowering Learners		N	62
STUDENT	Are the things you are learning in school useful in your life?	72	74
STUDENT	Do you have a choice in the kind of things you do to learn something new?	72	67
STUDENT	Do you get to work on school projects about things you like?	75	56
STUDENT	Do you find answers to questions with your classmates as a way to help you learn?	72	60
STUDENT	Have you had the chance to teach others in your class something you learned?	74	52
STUDENT	Have you had the chance to grade and then improve your own work?	75	61
STUDENT	Have you had the chance to give your classmates feedback on their work?	75	46
How often do you provide opportunities for students to:			
TEACHER	...choose how they demonstrate their learning?	15	73
TEACHER	...self-assess and make plans to improve?	15	68
TEACHER	...solve problems and find answers with their peers?	15	80
TEACHER	...connect new learning to their lived experiences?	15	85
TEACHER	...engage in collaborative group work?	15	73
TEACHER	How often do you co-create learning targets with your students?	15	68

SCORE

STUDENT-LED LEARNING			68
Academic Self-Efficacy			70
STUDENT	Can you get past things that might stop you from achieving your goals?	55	67
STUDENT	Do you like working towards challenging goals?	56	70
STUDENT	Do you believe you can learn most things if you try hard?	55	81
STUDENT	How often do you try your hardest at school?	53	82
STUDENT	How easy is it for you to:		
STUDENT	Getting things done without being reminded.	55	64
STUDENT	Planning the steps that you need to take to get something big done.	54	66
STUDENT	Deciding what to do first when you have a lot to do.	54	69
STUDENT	Figuring out how to do hard assignments.	53	61

Perseverance			76
How likely are you to do these things?			
STUDENT	Make a plan when you are struggling to learn something new.	54	63
STUDENT	Keep trying when things are hard.	54	81
STUDENT	Try to find out what you did wrong when you make a mistake.	54	77
STUDENT	Finish what you start.	54	80
STUDENT	Keep trying even after you get something wrong.	53	80

Academic Support			87
STUDENT	Do you feel like you get the support you need to succeed?	51	81
STUDENT	Do you have people in your life who push you to keep going when things are hard?	54	82
STUDENT	Think about the teachers you have right now.		
STUDENT	Are these things true about AT LEAST ONE of them?		
STUDENT	"My teacher trusts me to do my best."	53	93
STUDENT	"My teacher thinks I work hard.""	48	89
STUDENT	"My teacher pays attention to what I need and helps me get it."	53	84
STUDENT	"My teacher is proud of me."	52	88
STUDENT	"My teacher helps me to keep trying when something is hard."	54	92

SCORE

GOAL ACHIEVEMENT			76
Student Goals		N	67
How easy is it for you to:			
STUDENT	Setting goals.	51	67
STUDENT	Talking to someone about how you are doing on reaching your goals.	52	60
STUDENT	Tracking your progress as you work to reach your goals.	54	67
STUDENT	Using the progress you tracked to see what you need to do to reach your goal.	51	67
STUDENT	Making a plan to reach your goals.	54	72
STUDENT	Following the plan you made to reach your goals.	50	66
Supporting Student Goals		N	83
How likely are your student to:			
TEACHER	...set long-term academic goals?	10	80
TEACHER	...set short-term academic goals?	10	88
TEACHER	...make a plan to reach their goals?	10	84
TEACHER	...track their progress as they work to reach their goals?	10	84
TEACHER	...use the progress they tracked to see what they need to do to reach their goal?	10	82
TEACHER	...regularly use their goals to guide their actions?	10	74
TEACHER	...talk to someone about how they are doing on reaching their goals?	10	86
School Goal Alignment		N	77
How satisfied are you with the way your school:			
TEACHER	...empowers teachers to choose how to implement schoolwide goals in their classroom?	14	86
TEACHER	...sets annual goals that everyone plays a role in achieving?	14	83
TEACHER	...uses annual goals to help guide decision-making?	13	85
TEACHER	...publicly tracks their progress towards their goals?	13	83
TEACHER	...uses grade-level teams to implement schoolwide goals?	13	87
TEACHER	...builds in time for staff to reflect on progress towards schoolwide goals?	13	81
TEACHER	...celebrates schoolwide goal achievements?	14	77
TEACHER			
TEACHER	Does your school's accountability teams identify clear next steps for achieving schoolwide goals?	14	77
TEACHER	How regularly does your school update the schoolwide scoreboards?	14	77
TEACHER	Are the plans your school creates around schoolwide WIGS engaging for staff, students, and teachers?	14	74
TEACHER	How many of your school's students would be able to articulate the schoolwide:		
TEACHER	...wigs?	12	52
TEACHER	...lead measures?	13	54