

WESTGATE RESEARCH, INC.

Executive Summary:
School Principal Feedback About *The Leader in Me*

June 5, 2014

Study Description

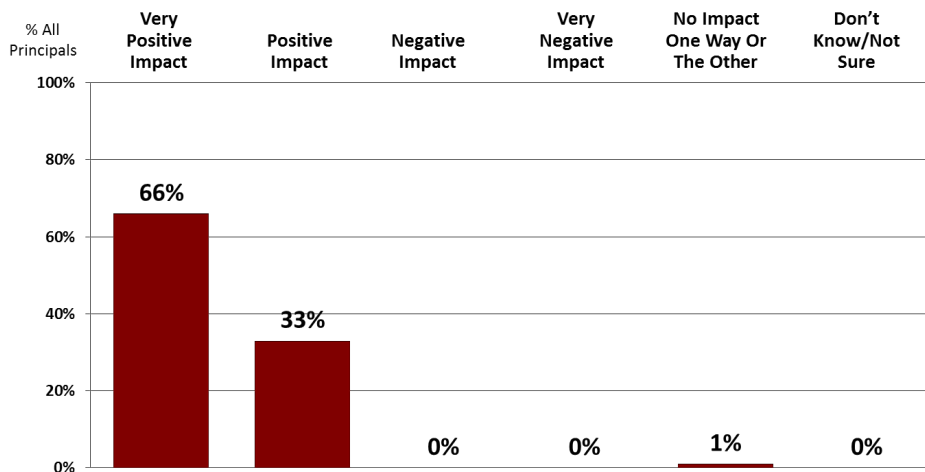
This study involved 260 telephone interviews with a random sample of school principals in the United States and Canada who have been using *The Leader in Me* in their school for at least a year. The sample included schools from different socio-economic situations, various sizes, and the range of urban/suburban/rural contexts.

The cooperation rate for the survey was very high. Once a school principal was contacted and understood the purpose of the survey, 96% agreed to complete the interview. This high level of cooperation provides the assurance that the results of this study are representative of all principals who have at least one year's experience with the program.

Study Results

Overall Impact of *The Leader in Me*:

Principals were asked to rate the impact *The Leader in Me* has had in their school. Ninety-nine percent (99%) of the principals reported the impact has been “very positive” or “positive,” with one percent (1%) reporting no impact.



QUESTION: All things considered, which of the following best describes the impact the LEADER IN ME program has had in your school?

Top Results From *The Leader in Me*:

Since nearly all principals reported *The Leader in Me* has had a positive impact in their school, the results of a **totally open-ended question** dealing with the specific types of positive impact they have seen becomes especially relevant. The advantage of this open-ended question is that the principal was permitted to explain what was most important to him or her.

Below are the results listed in order of most cited to least cited, along with actual verbatim comments.

1. Principals volunteered *The Leader in Me* has **reduced discipline problems** and/or improved student behavior:
 - a. "We have seen student's behavior turn around as much as 180 degrees. With that, their academics improved as well."
 - b. "There are more leaders in the classroom, there is less discipline issues, less children in my office."
 - c. "We have had a decrease in the number of discipline referrals."
 - d. "Students' behavior and interactions with each other have improved and been positive. Bullying issues have decreased significantly."

2. Principals spoke about the value of having a **common language** for everyone:
 - a. "The teachers are communicating better with the students. The planning meetings are better and the language is better."
 - b. "We have seen a common language between student, staff, and parents. And we have seen students take leadership with their learning behavior."
 - c. "I think it gives all the staff a common language to address anything that is happening in the school."
 - d. "I have seen, because of the common language, it has helped parents at home."

3. Principals cited **improved student responsibility** and/or ownership and accountability:
 - a. "We have had an increase in students taking responsibility for their actions and academics."
 - b. "The students are more proactive and responsible for their actions."
 - c. "The students are more accountable for their learning and behavior. They monitor their goals."
 - d. "We have seen our children become very responsible and accountable, and our teachers are using the habits personally and professionally. The staff and students have set goals and work to achieve the goals."

4. Principals referred to **improved leadership skills** among students and/or teachers:
 - a. “The students have taken on more leadership in school. It has helped growth with education and their leadership ability.”
 - b. “The students’ leadership abilities are higher. They are able to set goals for themselves and meet those goals.”
 - c. “I have seen an increase in the teachers’ leadership capacity and not just teachers, but the adult staff who have been trained and also me, the principal.”
 - d. “Their leadership abilities are higher. They are able to set goals themselves and meet those goals. It holds them accountable for their behavior and also learning.”

5. Principals spoke about an **improved school culture** and/or climate and morale:
 - a. “We have seen a culture shift within the staff and faculty and it goes down to the students and also with the parents and community.”
 - b. “Our school climate has changed to a sense of family.”
 - c. “There is a palatable difference in school culture, student empowerment and engagement and overall joy in teaching and learning.”
 - d. “Overall it has made our school climate a better place. You can feel it when you come through the doors.”

6. Principals brought up improved academic performance and **better academic test scores**:
 - a. “We have had an increase in our state testing. We have had a decrease in the number of F’s in academic classes.”
 - b. “Fewer lost days and suspension and increase in test scores.”
 - c. “I have seen better behavior, better focusing from the students and better academic scores as a result.”
 - d. “We have an increase in community involvement and we have had academically, the test scores go up. “

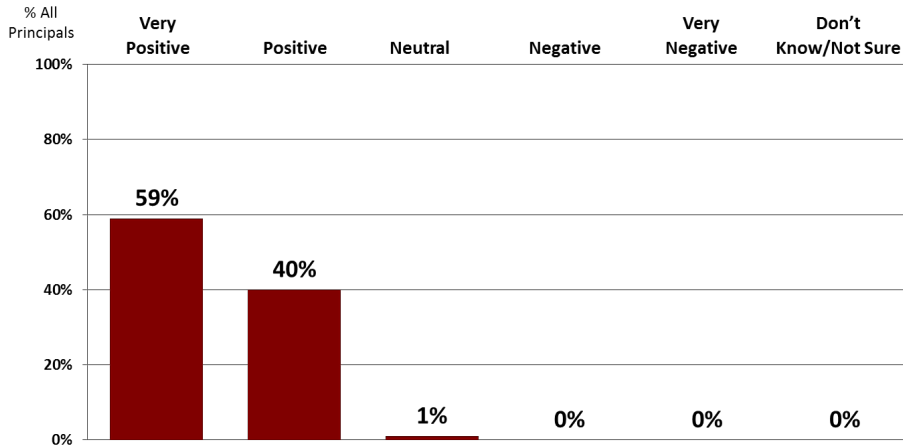
In addition to these top cited results, there were several other positive results mentioned by principals including:

7. Improved student engagement and motivation
8. Improved parent involvement
9. Improved self-confidence and self-esteem
10. Improved interaction between students
11. Made teachers better
12. Impacted both school and family life

Reaction of Teachers and Parents to *The Leader in Me*:

Principals were asked what the reactions of teachers and parents have been to *The Leader in Me* based upon the feedback they have received.

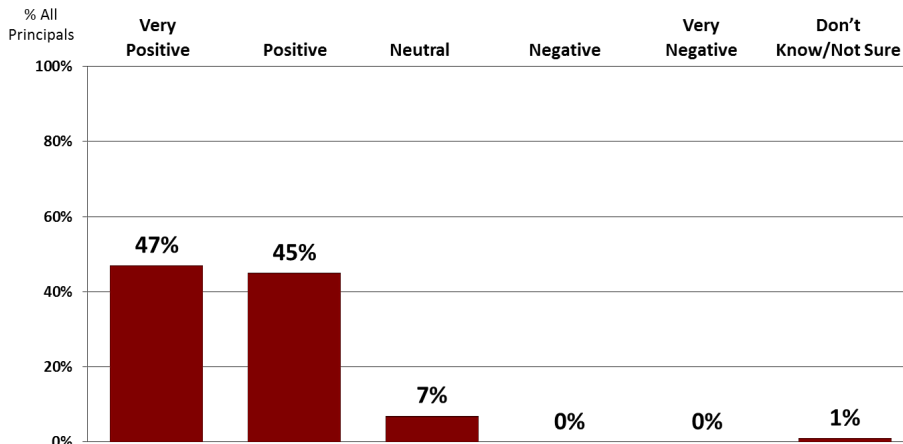
Ninety-nine percent (99%) of principals reported a “very positive” or “positive” reaction from teachers, while one percent (1%) reported a neutral reaction.



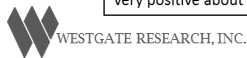
QUESTION: Based upon the feedback you have received from teachers, would you say teachers have generally been very positive about the program, positive, neutral, negative, or very negative about the program?



Principals reported a similar rate of “very positive” or “positive” reactions from parents totaling ninety-two percent (92%) with seven percent (7%) neutral and one percent (1%) not knowing.



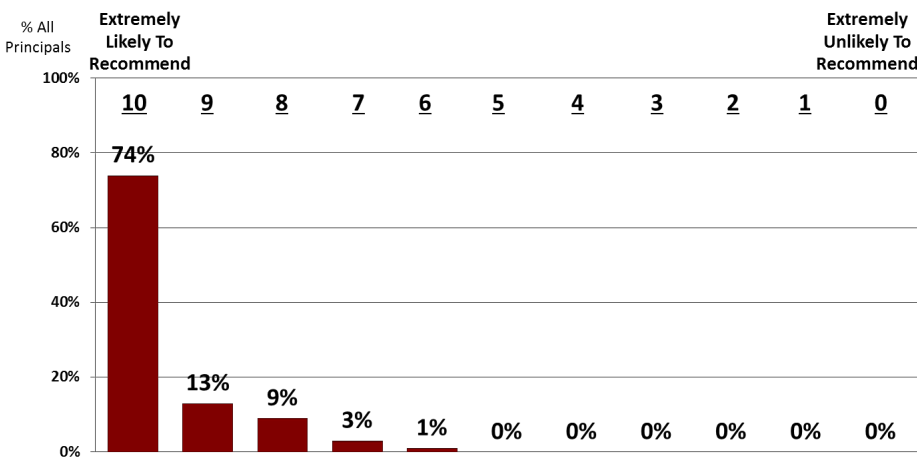
QUESTION: Based upon the feedback you have received from parents, would you say parents have generally been very positive about the program, positive, neutral, negative, or very negative about the program?



Likelihood to Recommend *The Leader in Me*:

The toughest question was saved for last. Principals were asked how likely they would be to recommend *The Leader in Me* to another principal who asked for their opinion. Principals were asked to use a scale ranging from 0 to 10, where 0 meant “extremely unlikely to recommend” and 10 meant “extremely likely to recommend.”

Personal recommendation questions require a lot of commitment, since people put their reputation on the line. In this case, a very high 87% of the principals gave *The Leader in Me* one of the two highest recommendation ratings (a 9 or 10).



QUESTION: How likely would you be to recommend the LEADER IN ME program to another school principal who called to get your opinion? Please use a scale from zero to 10 where zero means EXTREMELY UNLIKELY TO RECOMMEND and 10 means EXTREMELY LIKELY TO RECOMMEND.



Conclusion

Overall, the results of this study indicate *The Leader in Me* is being extremely well received by all of the important stakeholders involved in the education process: school principals, teachers, parents, and most importantly, the students themselves.