

End of year 2026

Al-Hadi 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

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 Learners	
Supportive Teachers	S
Academic Self-Efficacy	S

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

Who answers these questions?

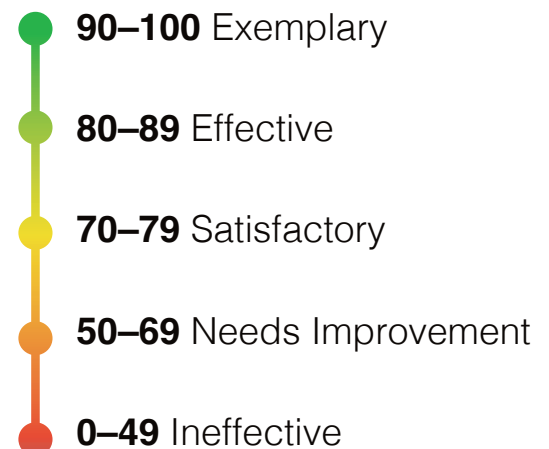
A = All School Staff (Including Teachers)
 T = Teachers Only
 S = Student
 F = Families

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.



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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.

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
	Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.
DO Highly Effective Practices	Leadership <ul style="list-style-type: none"> 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 	Culture <ul style="list-style-type: none"> 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 	Academics <ul style="list-style-type: none"> 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 Measurable 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.		

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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LEADERSHIP

STUDENT LEADERSHIP

72 → 72

Personal Development

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

74 → 73 -1

Interpersonal Development

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

81 → 79 -2

Positive Wellbeing

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

74 → 75 +1

Self-Advocacy

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

81 → 80 -1

Prosocial Behaviors

Students support each other and offer help as needed.

STAFF LEADERSHIP

78 → 78

Personal Effectiveness

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

75 → 74 -1

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

73 → 75 +2

School & Family Partnerships

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

62 → 61 -1

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.

72 → 75 +3

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 ENVIRONMENT FOR STUDENTS

77 → 79 +2

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.

71 → 69 -2

Student Empowerment

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

71 → 68 -3

Trusting Relationships

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

74 → 75 +1

School Belonging

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

SUPPORTIVE ENVIRONMENT FOR STAFF

80 → 81 +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.

70 → 76 +6

Collective Efficacy

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

ACADEMICS

EMPOWERING TEACHERS

- 72 → 69 **-3** **Instructional Efficacy**
Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.
- 77 → 75 **-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

- 78 → 77 **-1** **Social Support**
Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.
- 76 → 75 **-1** **Academic Self-efficacy**
Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

GOAL ACHIEVEMENT

- 72 → 74 **+2** **Student Goals**
Students are confident in their ability to set and achieve their goals.
- 74 → 75 **+1** **Student Goal Support**
Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.
- 72 → 77 **+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

74 → 79 +5

Group Collaboration

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

77 → 75 -2

Future-Focus

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