

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Evaluation of Leader in Me Cohort 1 2021-2022

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Shared Accountability
Applied Research and Evaluation

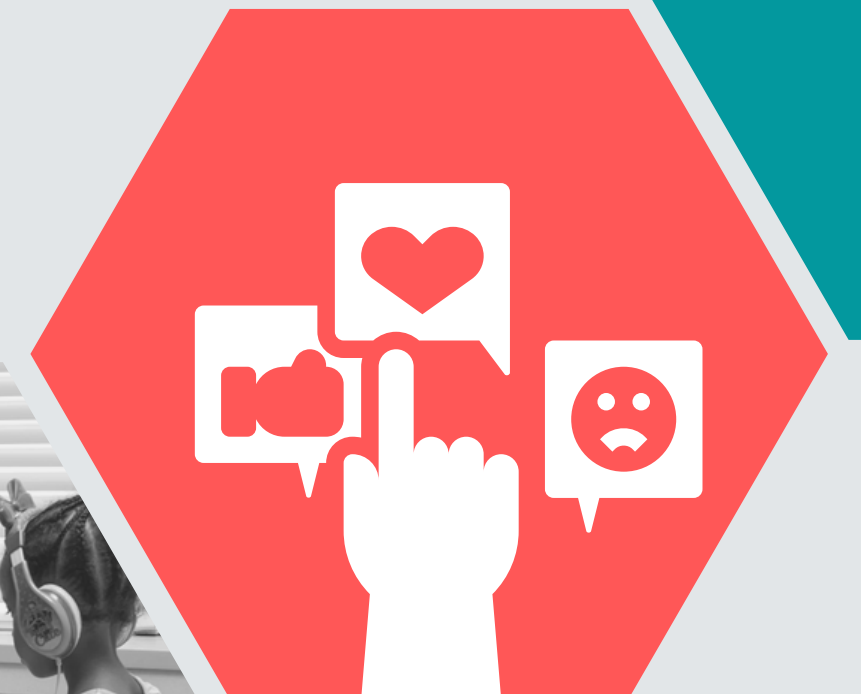


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LeaderinMe®



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Background

Leader in Me (LiM) was adopted as a Social Emotional Learning (SEL) curriculum for Montgomery County Public Schools (MCPS) starting in 2021–2022. This schoolwide program was implemented in 80 Cohort 1 elementary, middle, and high schools in Year 1 to be followed by Cohort 2 and 3 schools in subsequent years.

LiM is a comprehensive model designed to build leadership and life skills in students, create a high-trust school culture, and lay the foundation for sustained academic achievement.[1] The program developer, FranklinCovey Education, describes the program as “a holistic approach to education, empowering educators with effective practices and tools to teach leadership to every student; create a culture of student empowerment; and align systems to drive results in academics.” [2]

[1] Leader in Me (LiM). (2022). What is Leader in Me? Retrieved from <https://www.leaderinme.org>

[2] Montgomery County Public Schools (MCPS). (2021). MCPS June Staff Bulletin.



Purpose

Explore the experiences of implementing LiM from the perspectives of school staff during Year 1 and examine stakeholders' perceived impact of LiM on students' SEL and academic skills.

Research Questions

1. What were the perceptions and experiences of school staff and stakeholders in schools implementing LiM?
2. After participating in LiM, did staff, students, and parents report that LiM improved students' social-emotional (SEL) and academic skills?





Methodology

Design: A descriptive, non-experimental design was used to address the two research questions.

Measures: Surveys of Cohort 1 stakeholders (teachers, administrators, students, parents/guardians) collected feedback regarding experiences with LiM during Year 1 and self-reported perceptions of change in SEL skills among students. The following SEL skills were measured: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Analysis: Descriptive statistics were used to report survey response data. Qualitative survey data was analyzed for common themes; quotes were used as examples to illustrate the findings.

Limitation: When reviewing the findings for the first year of implementation, it is important to note that although most stakeholders reported awareness of LiM and implementation of lessons, the implementation dosage and methods varied across schools. It may take 2–3 years for a program to reach full implementation fidelity and show desired outcomes. Stakeholders used a self-reported retrospective-change method, which requires self-reflection and recalling students' SEL skills prior to LiM implementation, ratings may be over- or under-estimated.

Sample: Cohort 1 Stakeholders

Invited Sample

Stakeholders in Cohort 1 schools were emailed a link to an online survey followed by reminder emails as needed.

	Elementary	Middle	High
Classroom Teachers	All Cohort 1	All Cohort 1	All Cohort 1
Principals/ Assistant Principals	All Cohort 1	All Cohort 1	All Cohort 1
Students	Grade 5 in 25 Cohort 1 schools*	All Cohort 1 Grade 8	All Cohort 1 Grade 10
Parents/ Guardians	Grade 3 and 5 in 25 Cohort 1 schools*	All Cohort 1 Grade 8	All Cohort 1 Grade 10

***A stratified random sampling approach was used to choose the 25 elementary schools and ensure a balance on school characteristics (e.g., enrollment size, percent students receiving FARMS, EML, etc.)**

Survey Sample and Response Rate

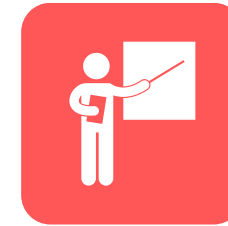
Students
(Grades 5,8,10)



Parents/Guardians
(Grades 3,5,8,10)



Teachers



Administrators



Total # of Survey Invitations

11,037

11,355

3,316

197

51% Principal
49% Asst. Principal

Total # of Survey Responses

3,834

837

1,146

78

Survey Response Rate (%)

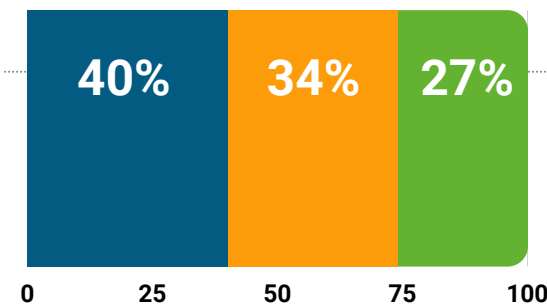
35%

7%

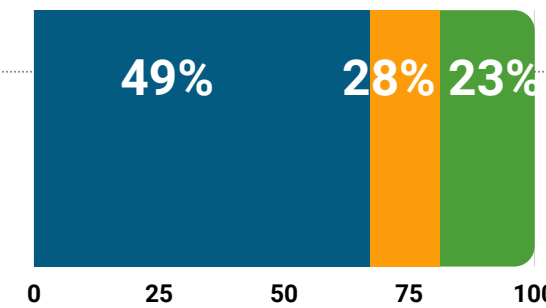
35%

40%

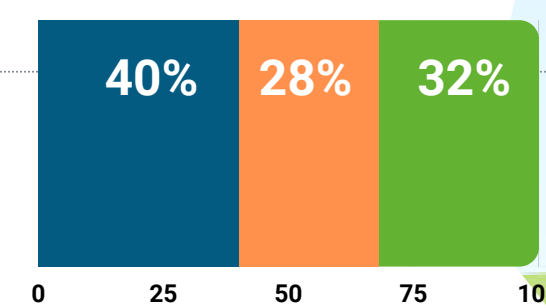
Respondent Breakdown by Level



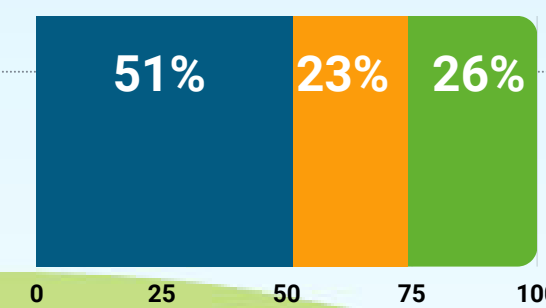
32 schools represented



47 schools represented



80 schools represented

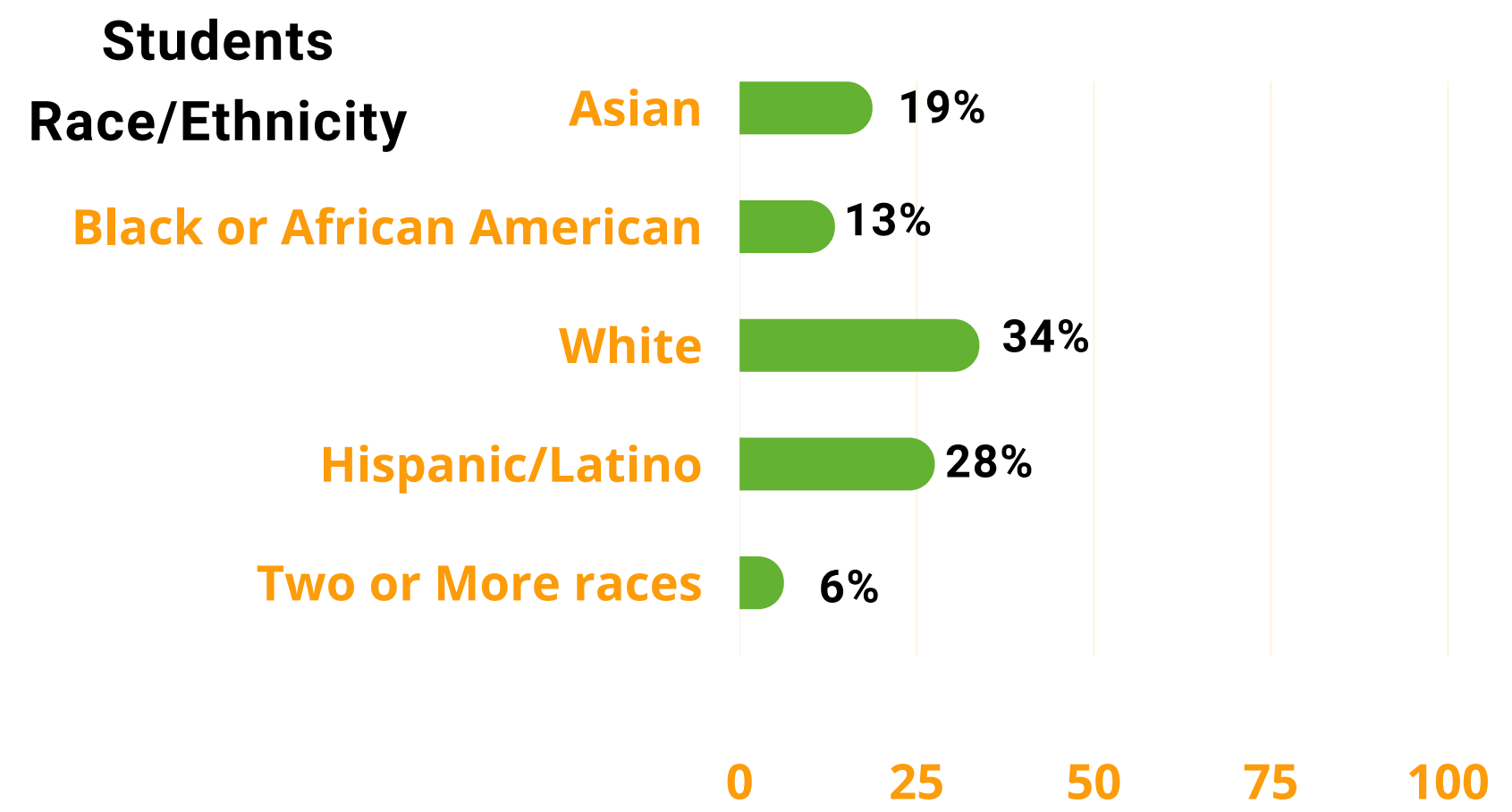
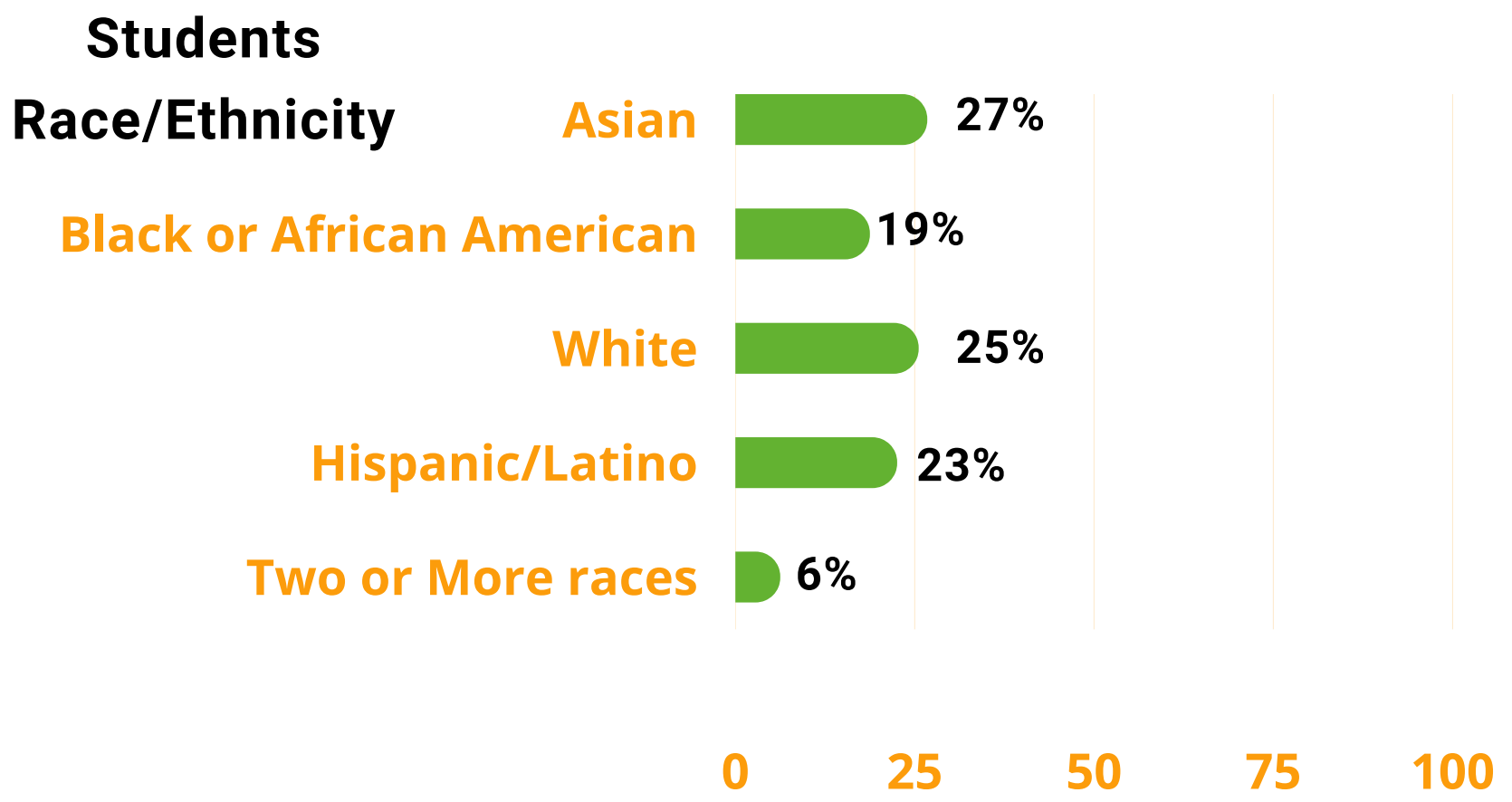


51 schools represented

- Elementary School
- Middle School
- High School

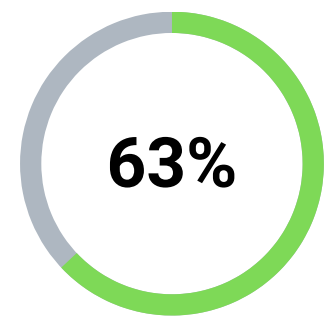
Demographic Characteristics of Responding Students (N=3,834)

Demographic Characteristics of Responding Parents/Guardians (N=837)



Student respondents included just over one-fourth of Asian students (27%), 25% White students, 23% Hispanic/Latino, and 19% Black or African American students. Respondents' gender was almost evenly split, with a slightly higher proportion of females (52%) to males (48%). Among parent respondents, there was a higher proportion of White students (34%) followed by Hispanic/Latino students (28%). The vast majority of parent/guardian respondents (87%) speak English as their primary language; 12% speak Spanish as their primary language.

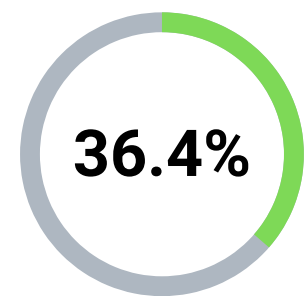
LiM Participation Reported by Responding Students ★



of 3,834 students reported receiving LiM lessons or activities a few (31%) or many (32%) times, 10% reported once or twice, 11% never, and 16% didn't know.

Students who reported never having had a LiM lesson or activity or those who were not aware of LiM, were not included in survey question findings. (N=3,031 included)

LiM Awareness Among Responding Parents/Guardians ★



of 837 Parents/Guardians were aware of LiM, 43.6% were not aware, and 20% were not sure.

Parent/Guardian results were limited to the 36% of respondents who reported awareness of LiM (N=305).

Findings

Almost two-thirds (63%) of student respondents reported receiving a few or many LiM lessons during the school year. Eleven percent of the students reported they never received a LiM lesson.

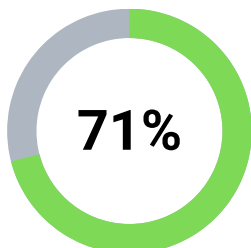
Just over one-third (36%) of parent respondents reported that they were aware of LiM at their child's school; the remaining respondents were either not aware (44%) or not sure (20%).

LiM findings from students do not include those who reported never having a lesson or who were not aware of LiM (N=803). Also, parent/guardian findings do not include those who were not aware or were unsure of LiM (N=532).



Implementation Reported by Administrators

(N=51 Administrators)



71% of Admins reported students received 6+ LiM lessons



96%

of Admins reported Teachers Implemented Lessons

*2 schools reported teachers did not implement lessons

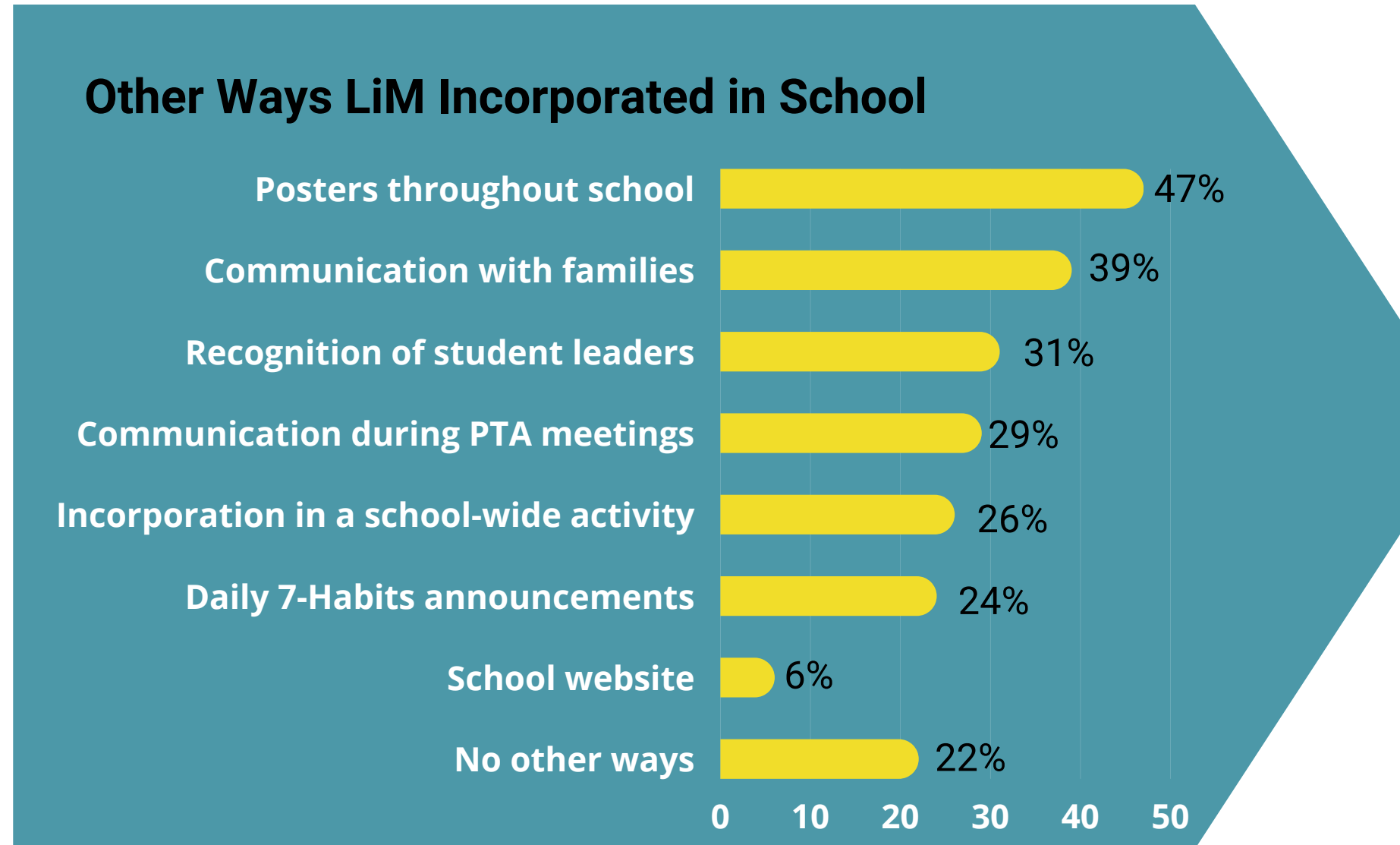
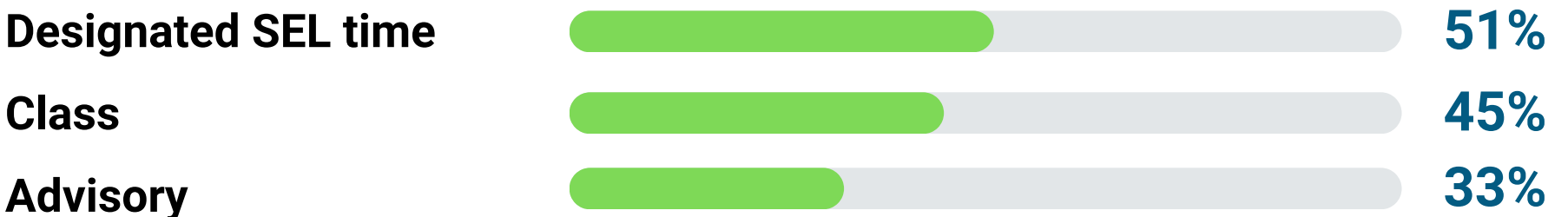


43%

of Admins reported Counselors Implemented Lessons

*4 schools reported administrators implemented some lessons

When were lessons implemented? During....

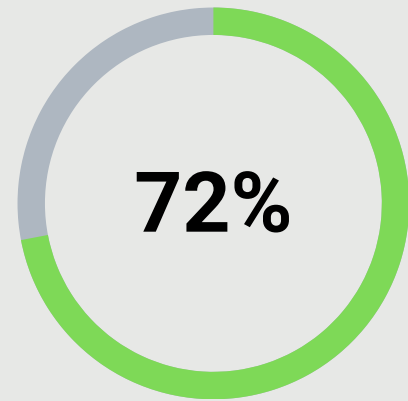


Findings

Almost three fourths (71%) of school administrators reported that students received at least six LiM lessons. Almost all (96%) reported that teachers implemented the lessons, and one-half (51%) reported the lessons occurred during a designated SEL time.

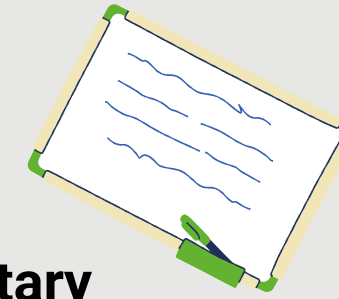
LiM is designed to be a whole-school model involving all staff, students, and families and incorporated into the school's culture. Almost one-half (47%) reported there are LiM posters throughout the school, they've communicated LiM to families (39%), and have recognized student leaders (31%).

Implementation Reported by Teachers



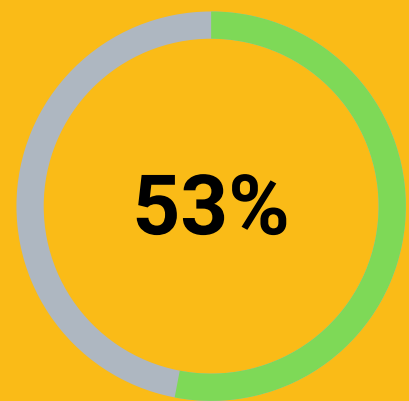
72%
of Teachers reported they taught or supported LiM lessons

- 78% Elementary
- 77% Middle
- 61% High



Findings

Almost three-fourths of the teacher respondents reported they taught or supported LiM lessons. About one-half (53%) reported they implemented at least six LiM lessons, which is a lower percentage than what administrators reported their students received.



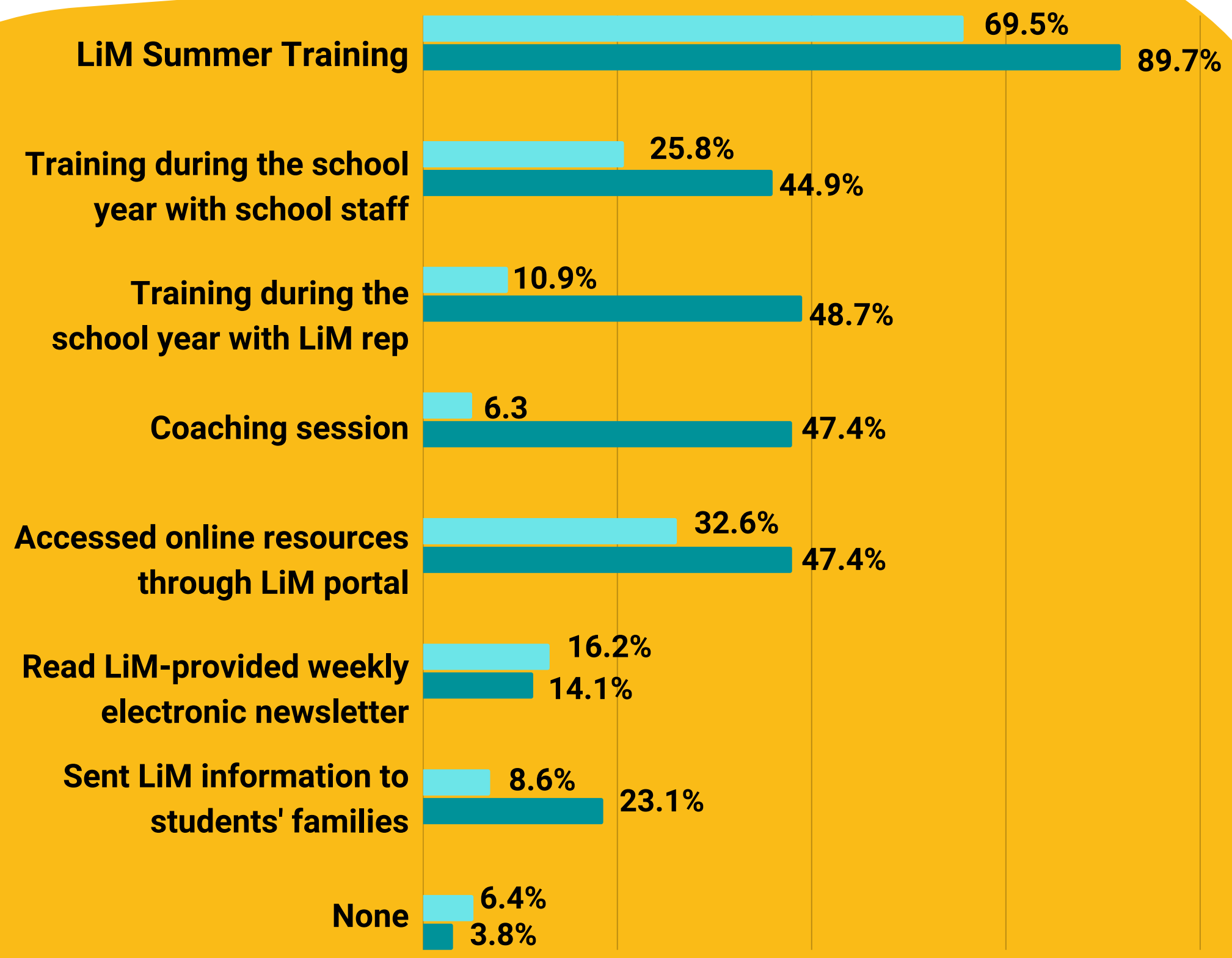
53%
of Teachers reported implementing 6 or more lessons (35% reported 10 or more)

- 64% Elementary (52% 10+)
- 55% Middle (39% 10+)
- 39% High (18% 10+)



Background: Participation in Professional Learning and Resources Reported by Teachers and Administrators

Teachers Administrators



Findings

Overall, a higher percentage of administrators reported participating in professional learning and using resources compared to teachers. Nine out of ten administrators, and seven of ten teachers, participated in the summer training.

Just under one-half of administrators participated in training during the school year led by school staff (45%), training with the LiM rep (49%), and coaching sessions (47%). Also, just under one-half accessed LiM online resources (47%).

One-third of teachers (33%) reported accessing online resources and just over one-fourth (26%) reported participating in training with school staff throughout the school year.

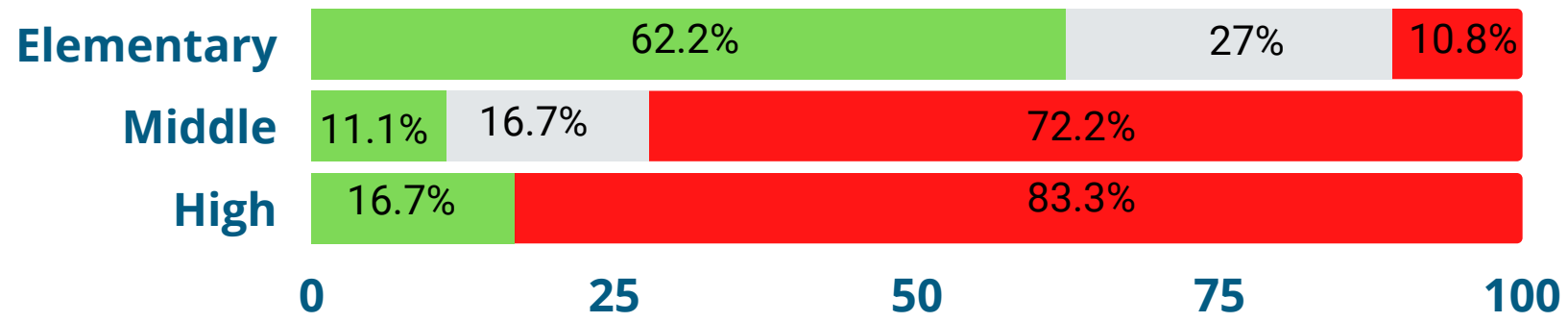
Student Enjoyment with LiM Components

Findings: In general, agreement was higher among elementary compared to secondary staff, and administrators reported more positive experiences than teachers across levels. A majority of elementary administrators and a plurality of elementary teachers agreed that elementary students enjoyed the LiM lessons (62% and 46% respectively), leadership opportunities (69% and 46%) and workbooks (53% and 43%). In contrast, substantial majorities of middle and high school administrators and teachers disagreed that students enjoyed the lessons and workbook. More than 6 in 10 high school administrators and middle and high school teachers disagreed that students enjoyed the leadership opportunities. Middle school administrators were more mixed in their response regarding leadership opportunities. The vast majority of high school administrators and teachers, and middle school teachers, disagreed that students enjoyed the workbook.

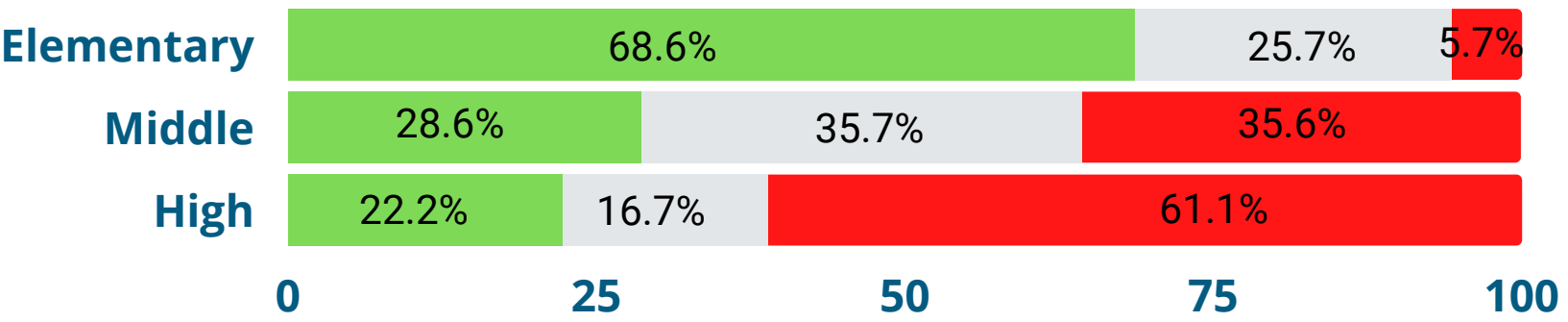
Administrators

Teachers

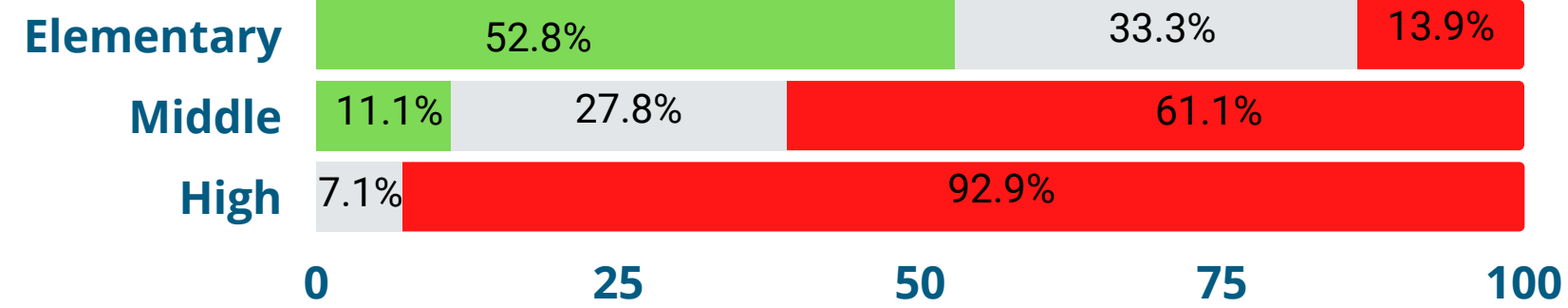
Students enjoy the LiM Lessons - Administrators



Students enjoy the leadership opportunities - Administrators



Students enjoy the workbook - Administrators

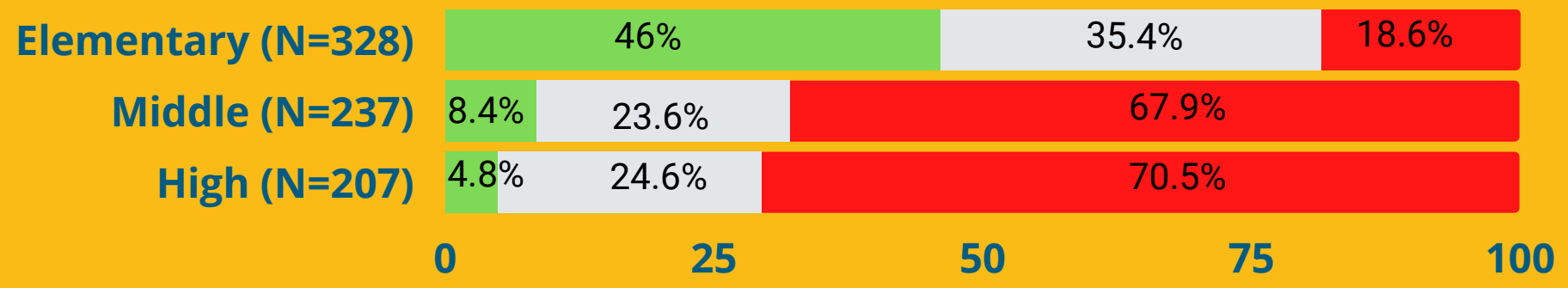


Admin. Elementary (N=37) Middle (N=18) High (N=20)

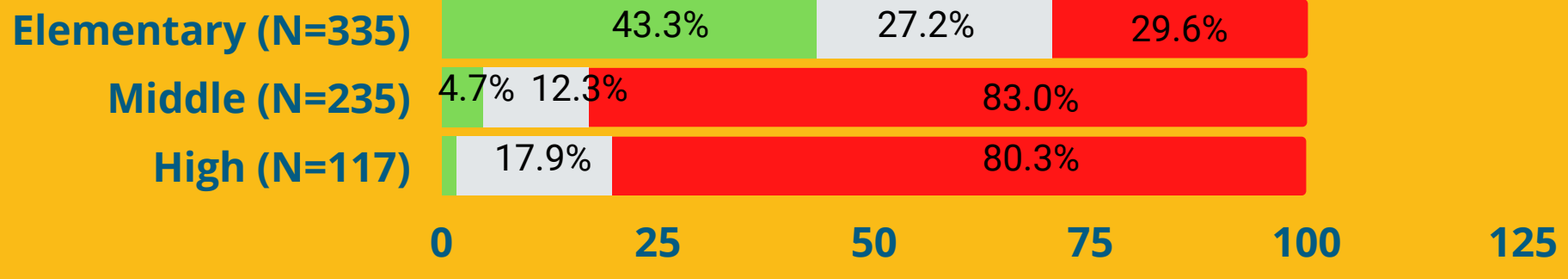
Students enjoy the LiM Lessons - Teachers



Students enjoy the leadership opportunities - Teachers



Students enjoy the workbook - Teacher



■ Strongly Agree/Agree
 ■ Neither
 ■ Strongly Disagree/Disagree

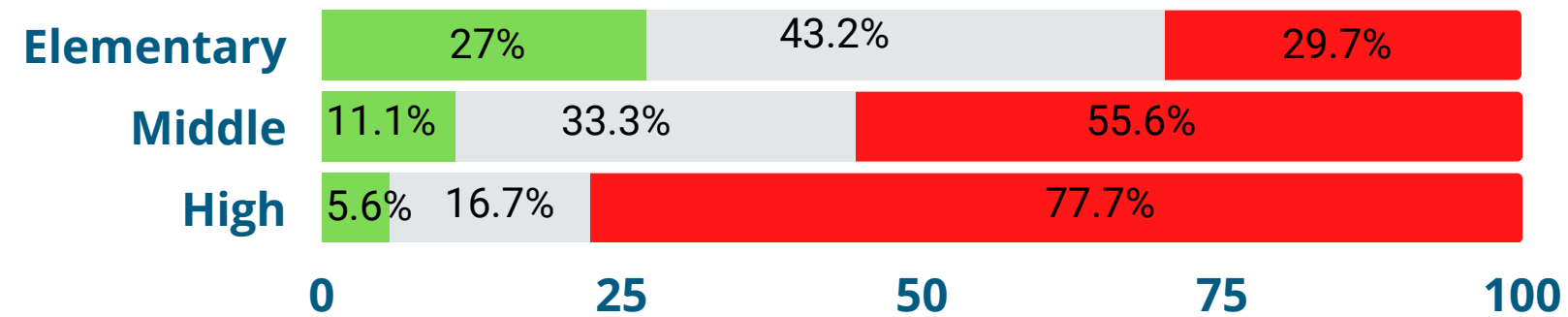
Lessons and Materials

Findings: Overall, the majority of secondary administrators and teachers disagreed that lessons are inclusive for Emergent Multilingual Learners (EMLs) and students receiving special education services. Additionally, the majority of secondary administrators disagreed that lessons are inclusive of a variety of cultures and ethnicities. Elementary administrators and teachers were split on their levels of agreement ranging between 27% and 46% agreement.

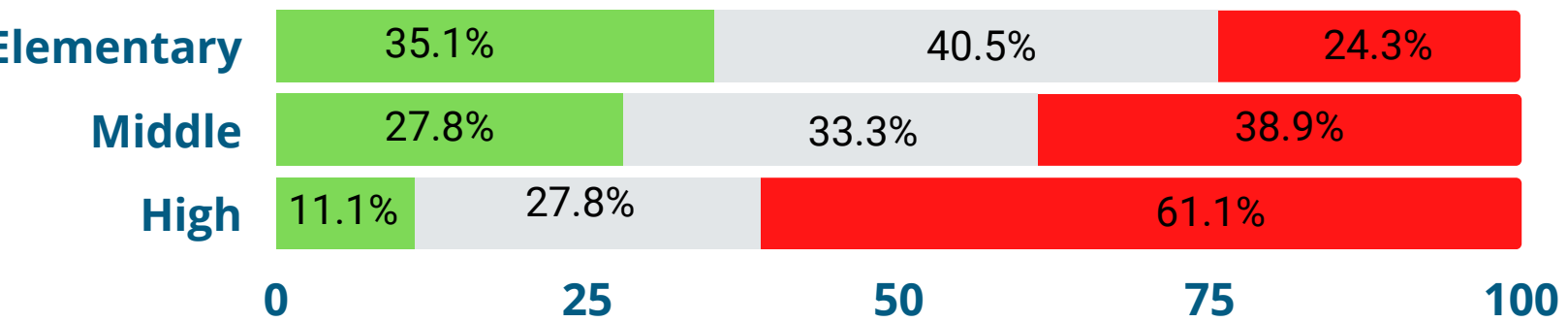
Administrators

Teachers

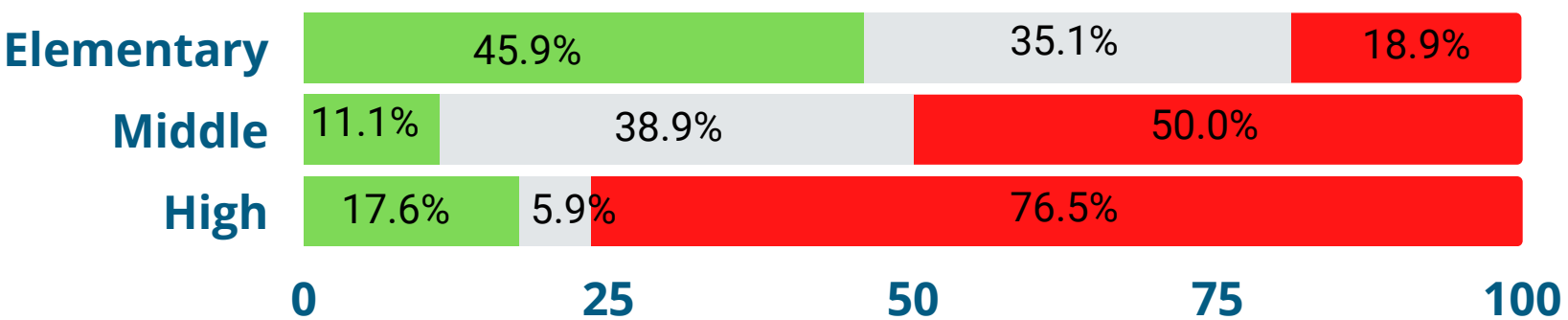
The lessons can be used with EML with little or no modification



The lessons can be used with students receiving special education with little or no modifications

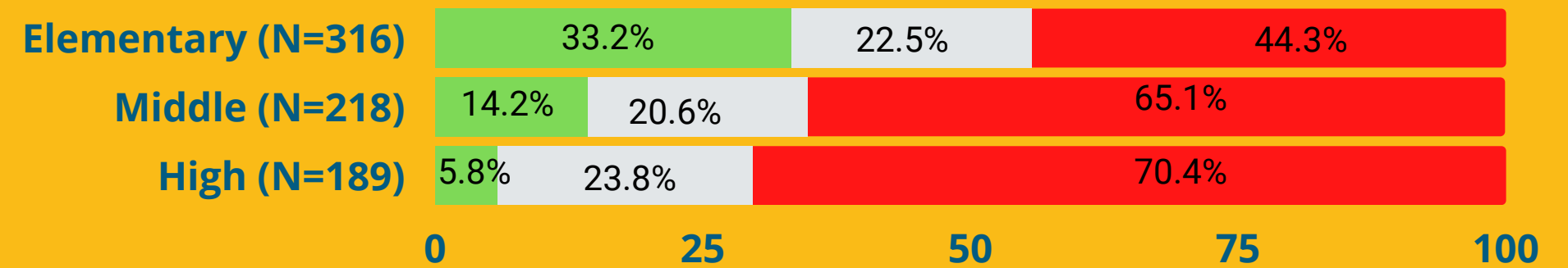


The lesson materials are inclusive of a variety of cultures and ethnicities

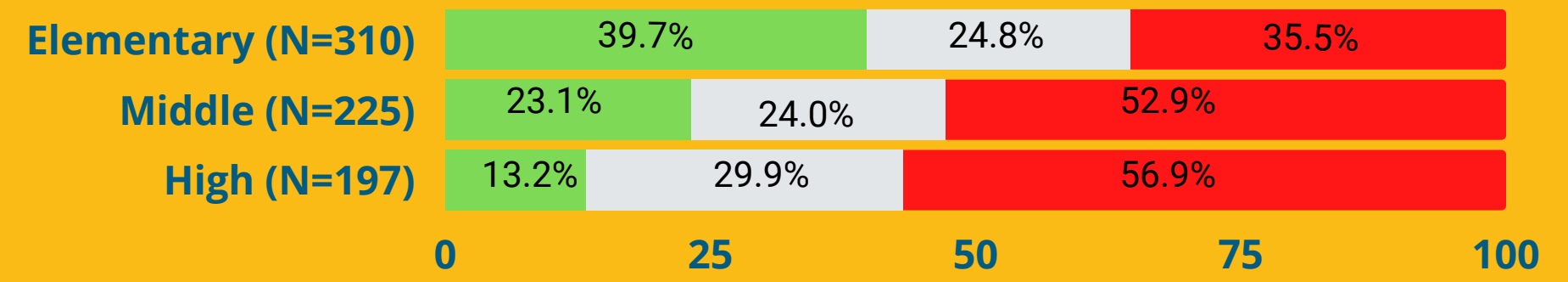


Admin. Elementary (N=37) Middle (N=18) High (N=20)

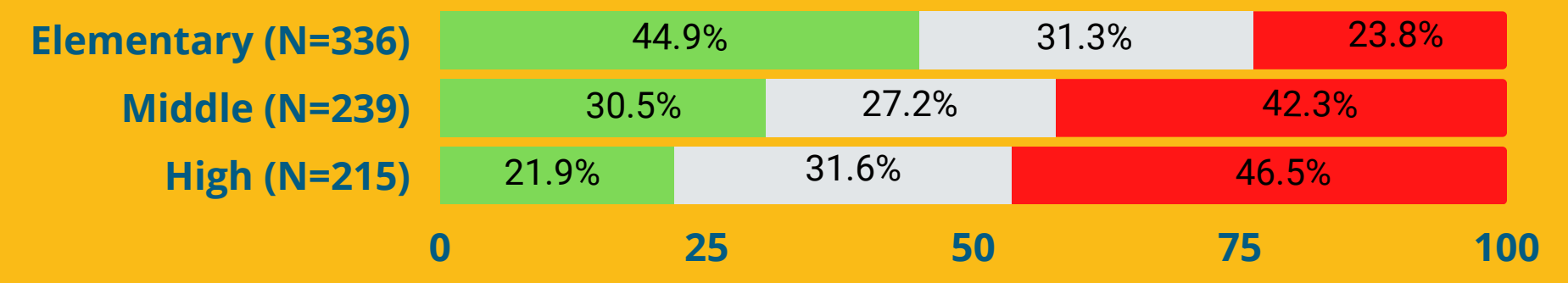
The lessons can be used with EML with little or no modification



The lessons can be used with students receiving special education with little or no modifications



The lesson materials are inclusive of a variety of cultures and ethnicities



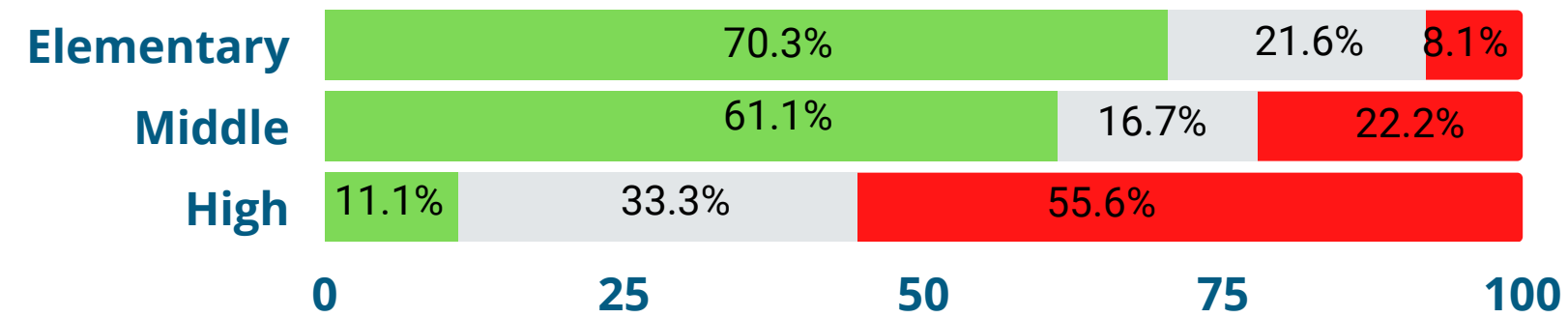
Strongly Agree/Agree Neither Strongly Disagree/Disagree

Lessons, School Culture, and Preparedness

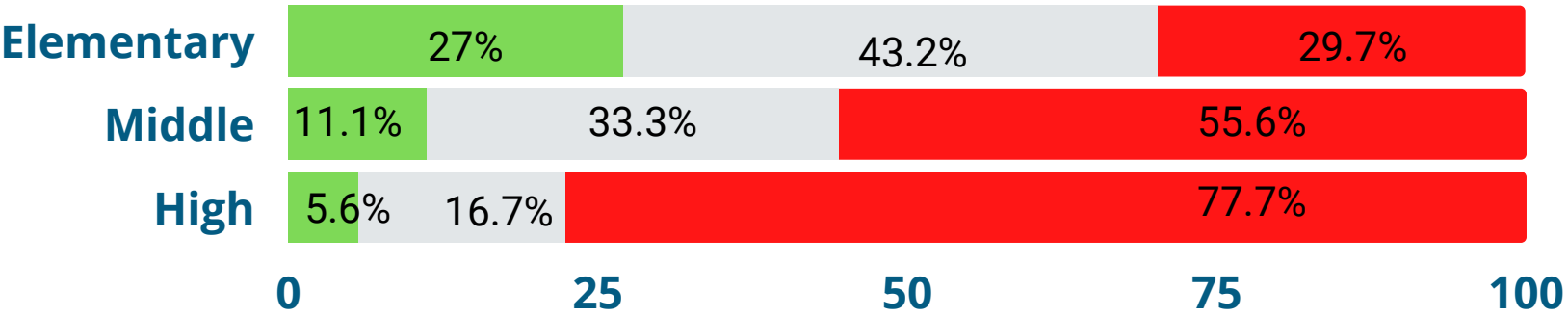
Findings: In general, higher percentages of elementary staff than secondary staff reported agreement when asked if LiM was age appropriate, a whole school culture at their school, or if the professional development (PD) prepared them to integrate the 7 Habits into daily instruction. More than three-fourths of high school staff disagreed that LiM is a whole-school culture at their school. More than three-fourths of high school administrators, and more than two-thirds of high school teachers, disagreed that PD prepared them to integrate the 7 Habits into daily instruction.

Administrators

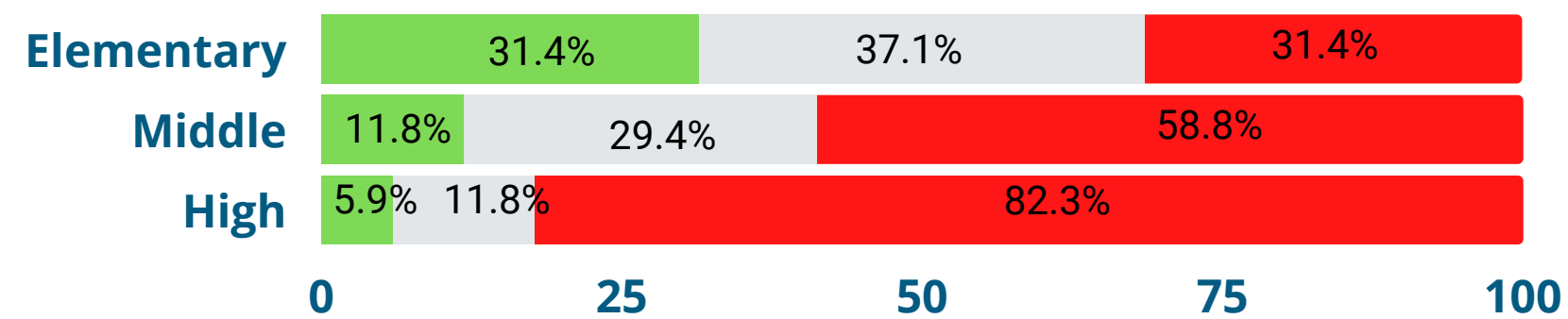
The LiM Lessons are age appropriate



LiM is a whole-school culture at my school.



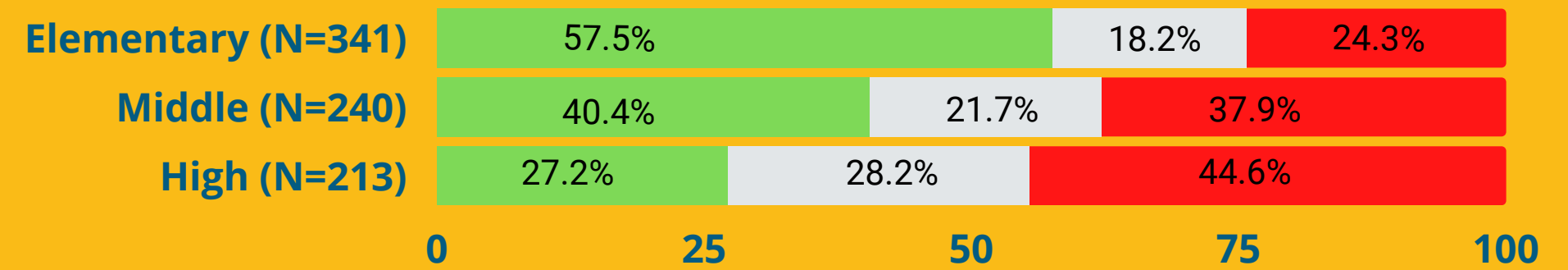
PD prepared me to integrate the 7 Habits into daily instruction



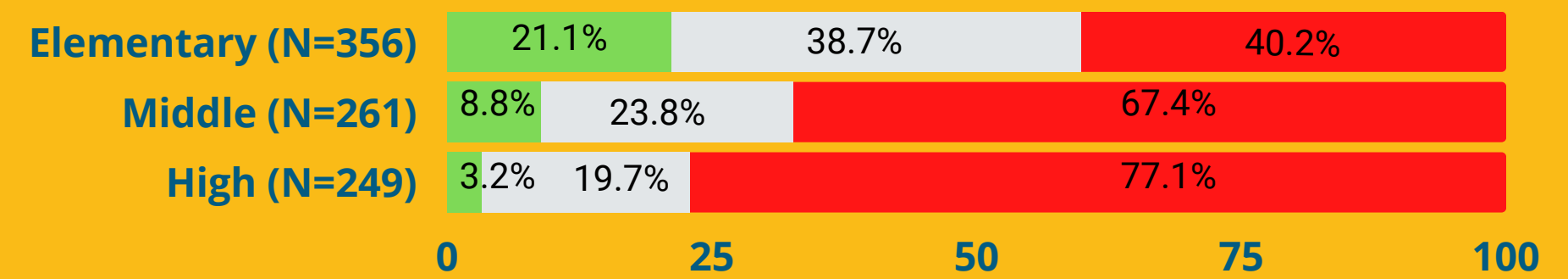
Admin. Elementary (N=37) Middle (N=18) High (N=20)

Teachers

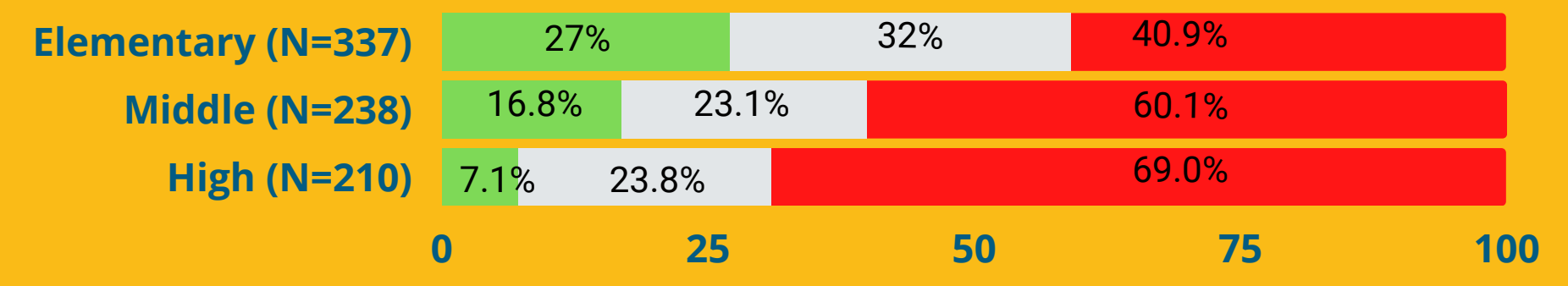
The LiM Lessons are age appropriate



LiM is a whole-school culture at my school.



PD prepared me to integrate the 7 Habits into daily instruction

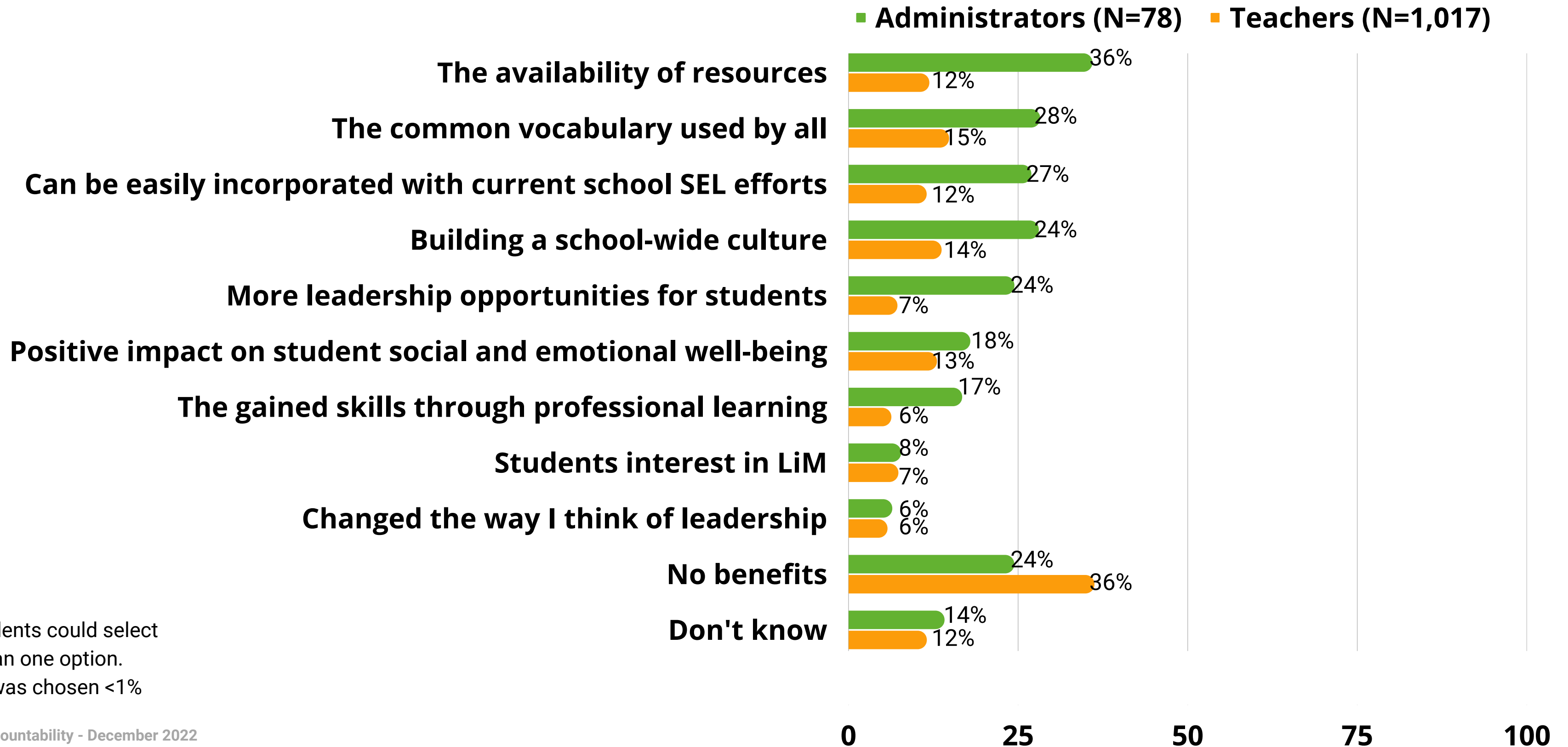


Strongly Agree/Agree Neither Strongly Disagree/Disagree

Top Benefits Reported by Staff



More than one-third of administrators cited the availability of resources as a benefit while more than one-third of teachers cited no benefits to LiM. None of the benefits listed were chosen by more than one-half of administrators or teachers.



Respondents could select more than one option.
"Other" was chosen <1%



Greatest Challenges with Implementing LiM Reported by Administrators

Scale Used: a Great Extent, a Small Extent, Not a Challenge

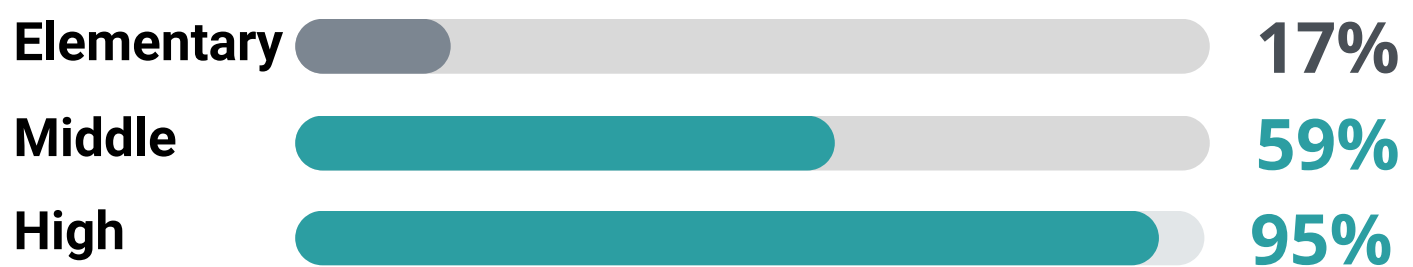
Percentages of "Great Extent" are displayed

- >50%
- 33-49%
- < 33%

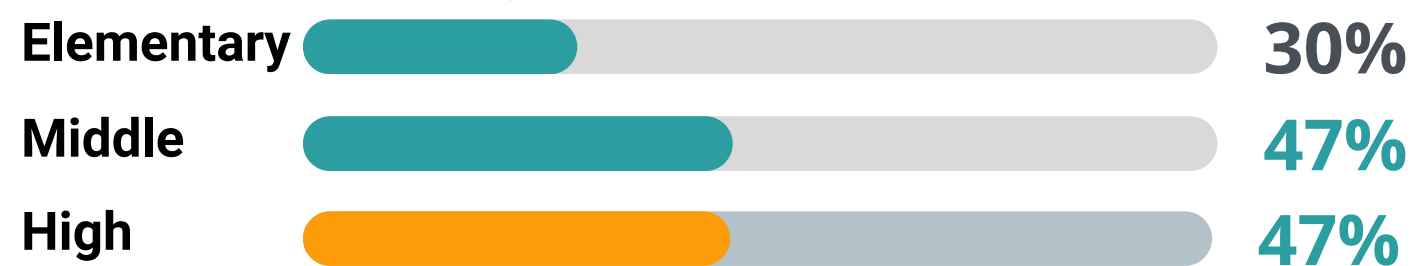
Staff Buy-In



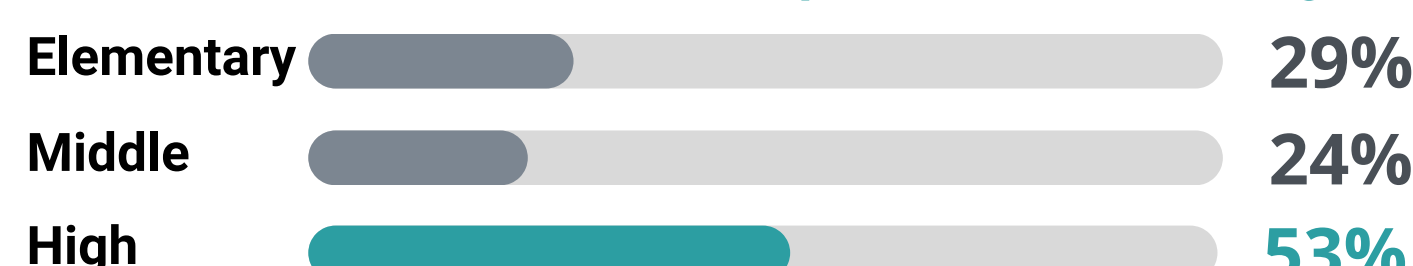
Student Buy-In



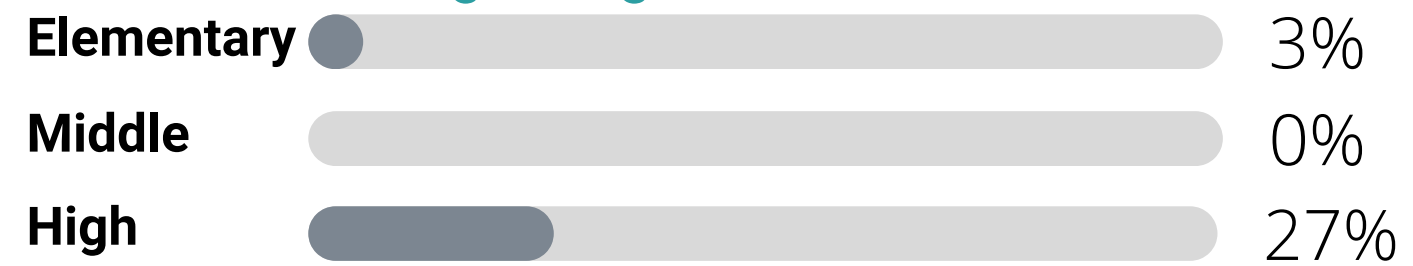
Planning lessons



Staff attendance at professional learning



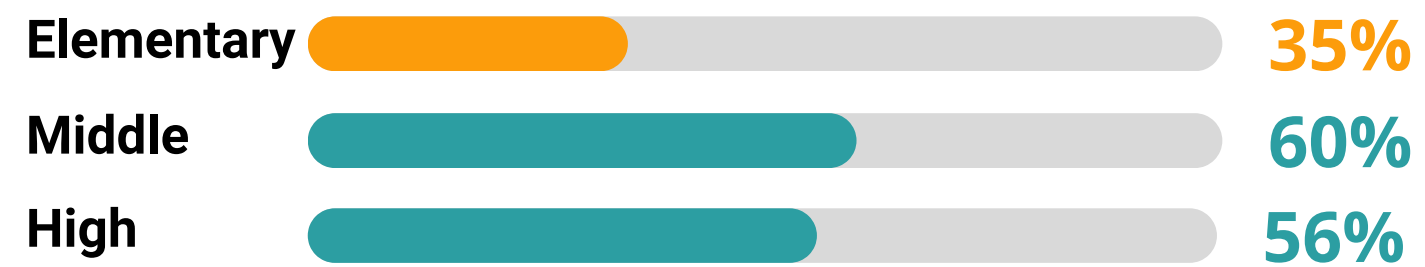
Having enough LiM materials



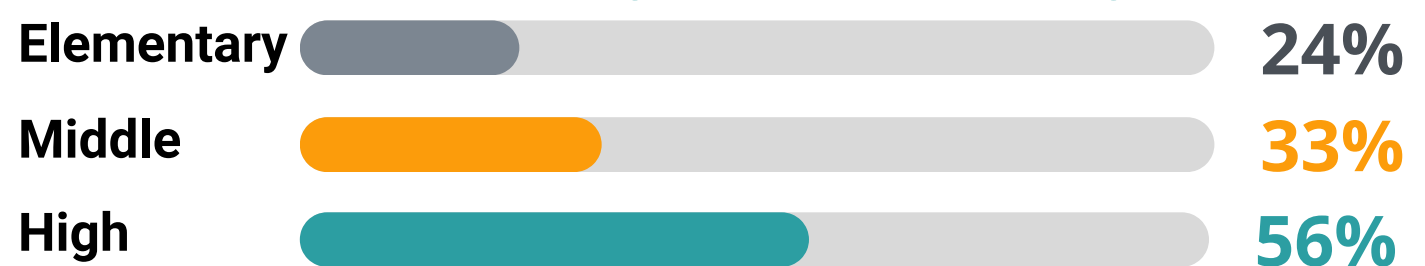
Keeping students engaged



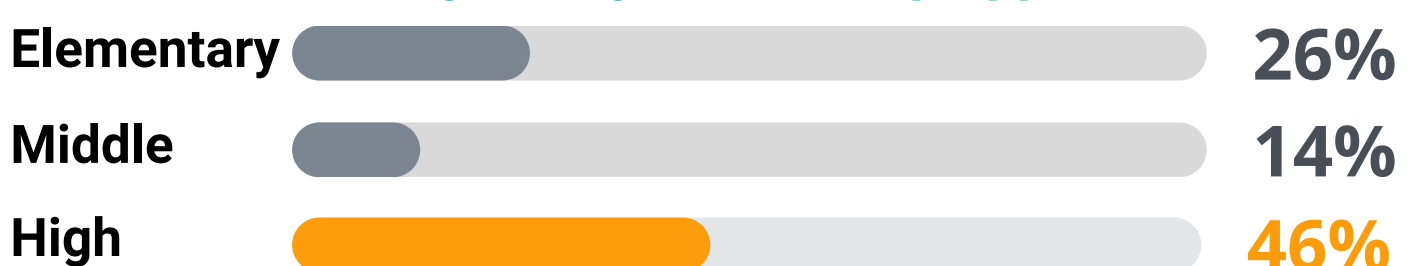
Scheduling



Incorporating with other existing SEL efforts



Having enough leadership opportunities



Findings

The majority of administrators across all levels reported staff buy-in as an area of greatest challenge ranging from 47% at elementary to 95% at high school. Almost all secondary administrators reported student buy-in and keeping students engaged as areas of great challenge (both 95%). After staff buy-in, the greatest challenges reported by elementary administrators was scheduling (47%) and lesson planning (30%).

Administrators' Voice: Comments About Challenges



"I really don't feel like this is an effective program for my school. It teaches good work habits, which can be helpful for 4th and 5th graders. However, **it lacks the basic social skills training that elementary students need**. It then tries to connect to those things in such convoluted ways that it becomes **confusing for children**. Our youngest students need to learn about friendship, getting along, and solving conflicts, not sharpening the saw or putting the first things first. Its just **not appropriate and was a bad choice**. My staff is not invested because they see this too."



"The program would be more beneficial for students and staff if there was **more time to be able to engage in the lessons**. While we tried to make it so that it wasn't an additional prep by modifying the lessons by our Staff Development Teacher, but to deliver the lessons with enthusiasm, teachers need additional time to review them."



"We have enough challenges keeping many students in the room for 45-minutes of geometry. This model appears to be **designed for businesses**, and the lack of investment by staff and students is not surprising. **Continuing to force it upon schools will only further alienate and frustrate staff and students who are missing out on instructional or social time.**"



"The materials **should be provided to schools in an editable format** to avoid us having to recreate in order to modify."



"Leader in Me has some nice components, but [high school] **students did not feel connected** to the material because of the simplicity of the content."

"Other" Great Challenges Reported by 3 or More Administrators

Administrator Voice

Not what students need right now/Not SEL/This is not a good time (7 of 23 "other" mentions)



- "While LiM has been billed as an SEL curriculum, we are **not seeing it meeting the SEL needs of students**. It is a good student leadership or building responsible citizens curriculum, but it does not seem to address students' skills with problem solving, conflict resolution, peer mediation, emotional regulation, etc..."
- "Students returned to in-person after a year and a half with a tremendous amount of emotional+social needs. We were **not prepared to implement this program fully because students' needs were so great.**"
- "This was a **very challenging year** to implement LIM as students' **mental health needs should have been the priority.**"
- "There was absolutely no engagement with school communities regarding the needs for SEL. Rather, we were told that we would administer this program. Despite lots of feedback, we seemed to keep moving forward with little to **no regard for what my school actually needs** in terms of SEL curriculum."

Competing demands/another additive or priority (6 of 23 "other" mentions)



- "**Implementing the entire program with the numerous programs within our school, returning to school during the pandemic,** and implementing it with fidelity alongside Eureka, Benchmark and our Two-Way Immersion schedule."
- "With this being our first full year of in-person learning, it was a **challenge to provide this program with the attention and effort needed for the pilot.**"

Not anti-racist/implicit bias, has white undertones/inequities (4 of 23 "other" mentions)



- "This program is **not appropriate for a diverse district** like MCPS. Many of the **lessons had to be modified or rewritten** to reflect our initiatives such as antiracism and trauma informed instruction, as well as our diverse student population."

Lack of direction and planning from MCPS (4 of 23 "other" mentions)



- "We taught and supported our own program for the majority of the school year with **no guidance from MCPS or LIM.**"

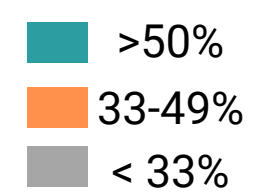
Poor/late training or coaching (3 of 23 "other" mentions)



- "The LiM **coaching sessions are not at all helpful**. The coach tends to keep directing us to a very **overwhelming website** with huge volumes of materials, even when we ask for very specific examples and models of it's success elsewhere. We were **notified so late of training** in spring 2021 that none of our staff was able to attend."

Greatest Challenges Implementing LiM Reported by Teachers

Percentages of "Great Extent" shown below



Scale Used: a Great Extent, a Small Extent, Not a Challenge

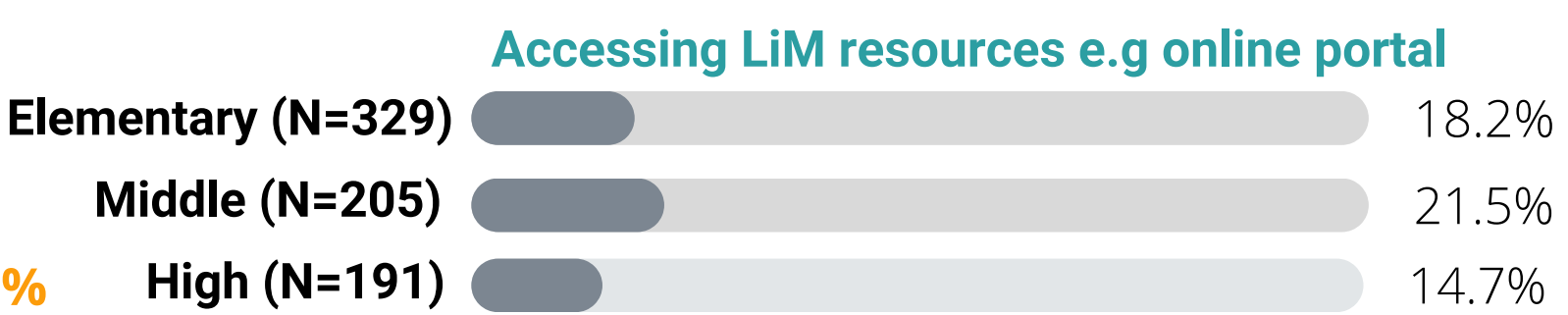
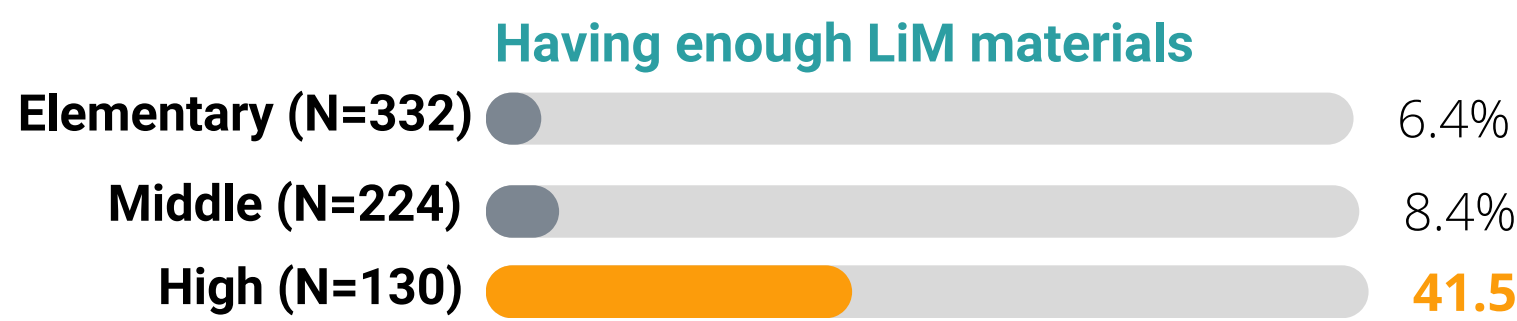
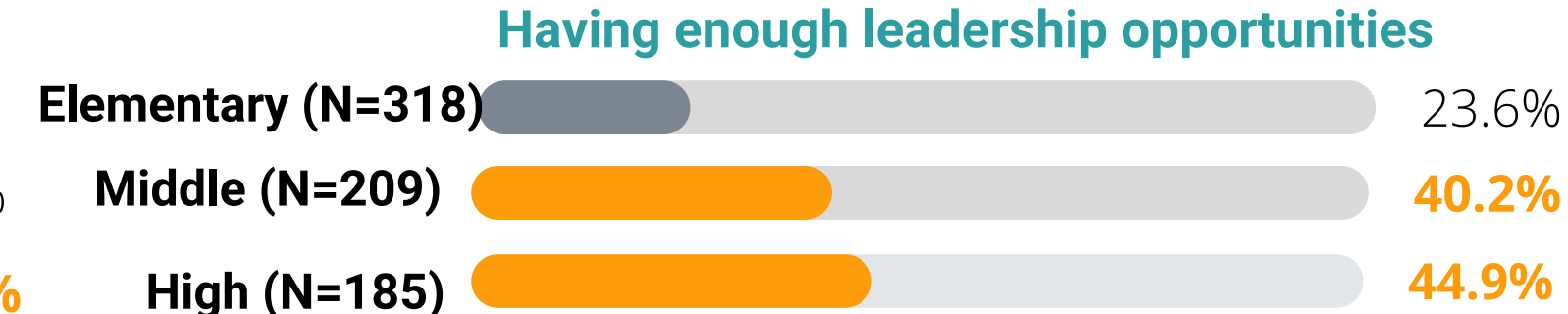
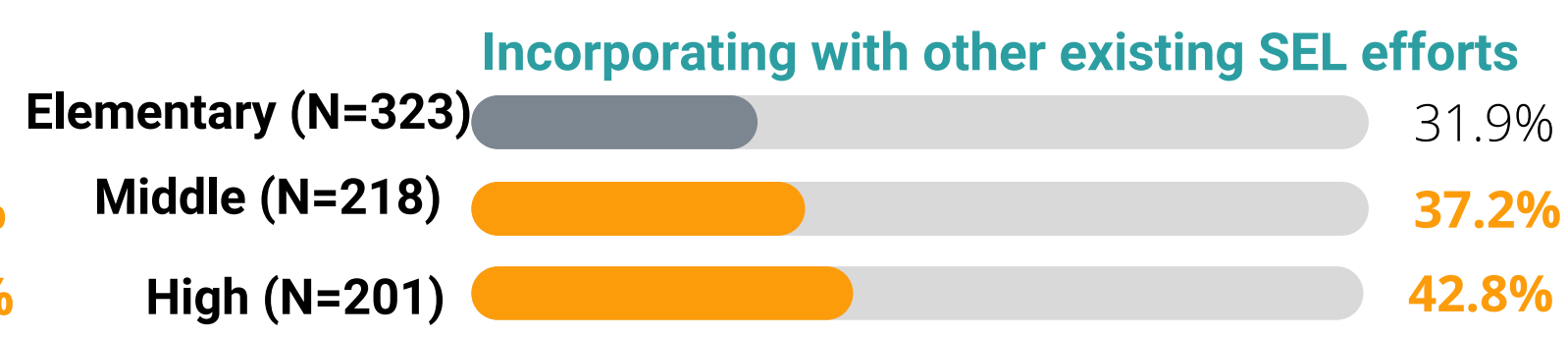
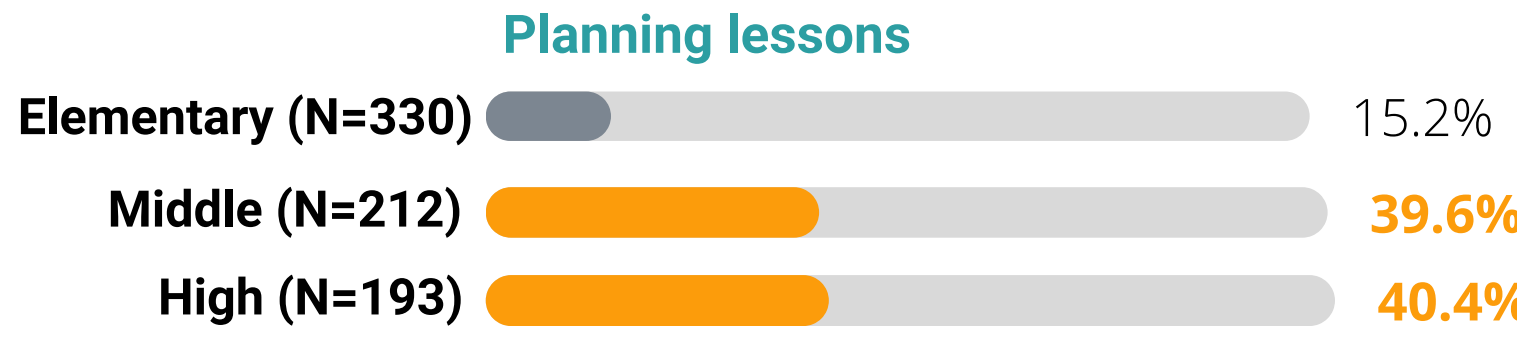
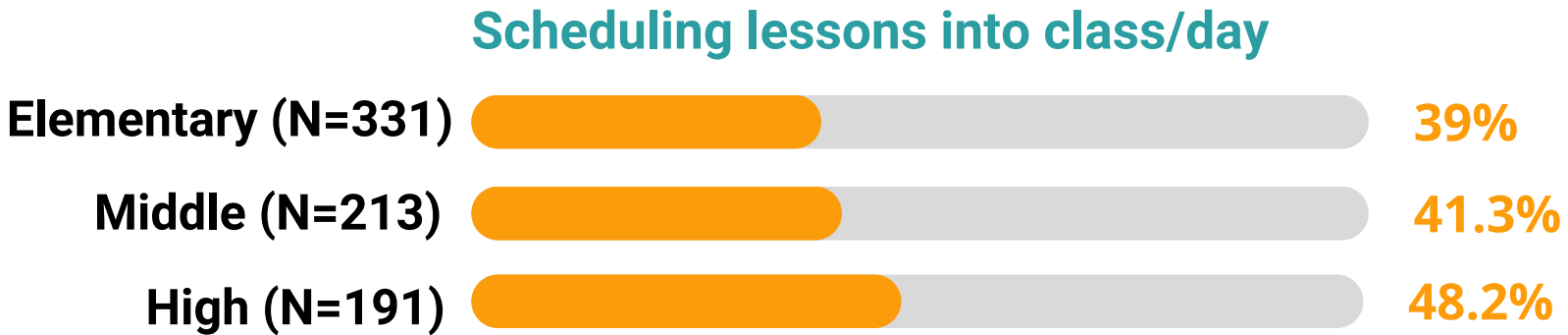
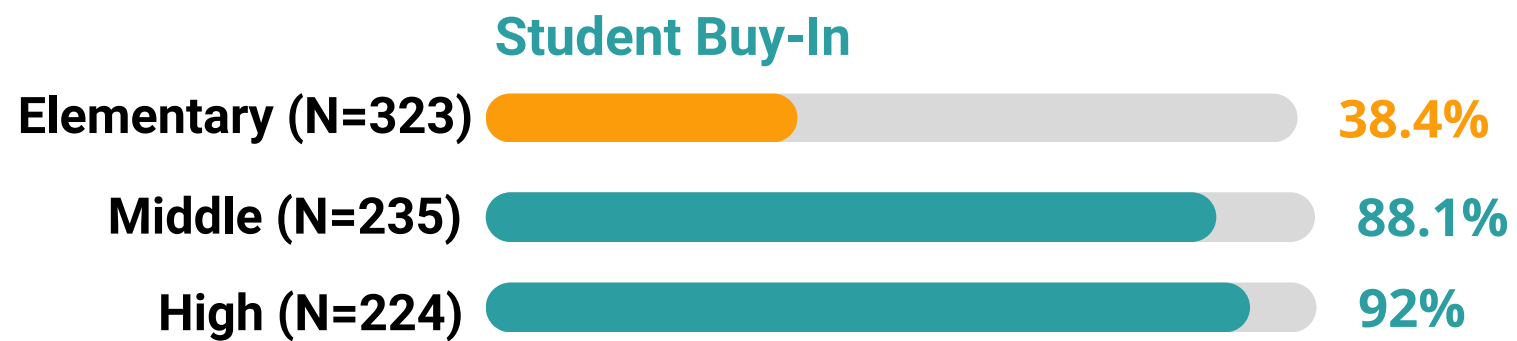
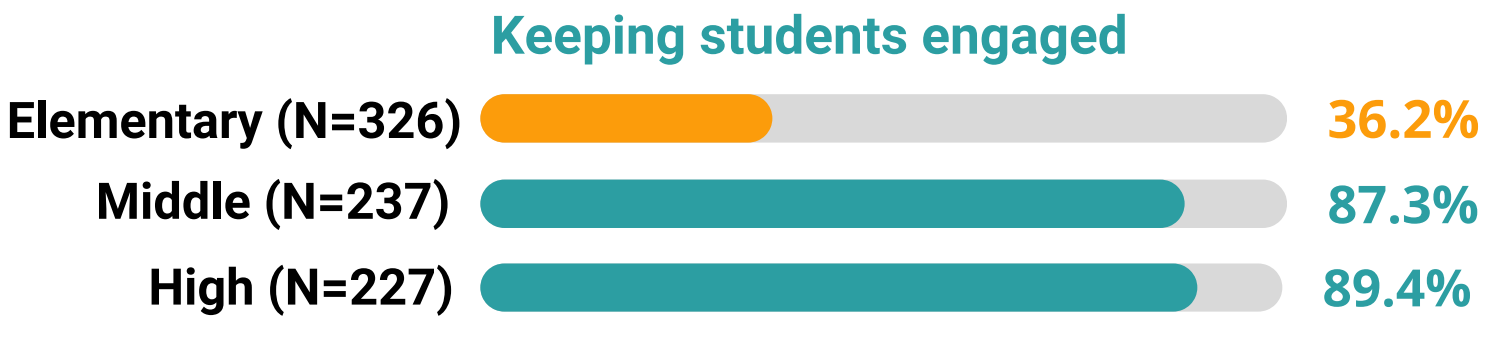
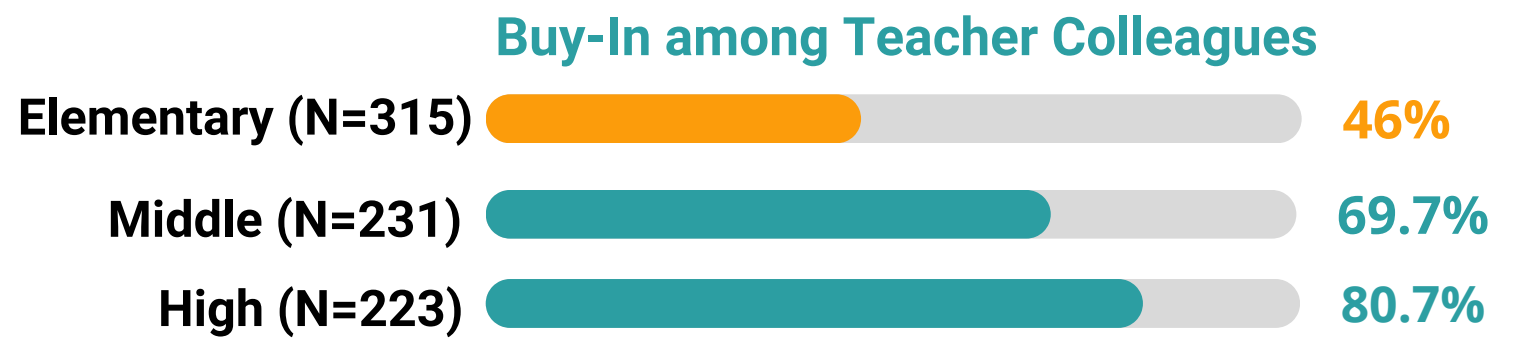
Findings

Similar to administrators, a vast majority of secondary teachers, and more than one-third of elementary teachers, reported that buy-in among teachers and students, and student engagement were the greatest challenges.

Additionally, more than one-third of all teachers indicated scheduling lessons as a great challenge, and more than one-third of secondary teachers reported planning, incorporating with other SEL efforts, and having enough leadership opportunities.

More than one-third of high school teachers reported attending professional learning and having enough materials as substantial challenges.

N's do not include not applicable response, no response, or reported lessons not implemented at their school





Student Buy-In and Engagement

- "Once the kids realized it was not for a grade, that was the end of their attentiveness."
- "Students hated Leader in Me lessons...they were not interested in the workbook. It would be helpful to add more role play activities, skits, or read-alouds to help keep them interested."
- "The content was extremely boring for my students. It was extremely challenging to make it engaging."
- "This content just doesn't inspire the teachers or the students."
- "Lessons are not engaging, cheesy, and out of touch with teenagers today."
- "I would like to reiterate the difficulty of student 'buy-in.' The problem is the program itself. It felt more like a series of Powerpoints developed for a corporate retreat rather than anything that was thoughtfully and meaningfully designed for students."
- "The greatest challenge experienced this year was student buy-in. Students were not engaged at all with the lessons and did not even want to do them. When lessons were implemented, few students paid attention. Most of them chose to ignore the lesson and instead played on their phone. In addition, the manner in which they were implemented was also problematic. Lessons were implemented during homeroom advisory but the advisory period was too long for the lessons that were provided leading to many students wandering the hallway."



Scheduling and Time

- "There simply is no time in the instructional day for any more lessons!!!"
- "There is not enough time to implement the lessons. We were told to do it in 10 minutes."
- "I would stress with the challenge of finding time in the school day to schedule LiM lessons."
- "The Advisory period (just 20 minutes) allotted to LIM is too short for TV announcements, other announcements, and then the lessons."
- "We rarely use the Leader in Me materials in our designated advisory time. We use the time for surveys and other things needed to be done."
- "It was too time consuming for teachers. It took too much time away from essential planning and grading. Their resources were clearly not planned by any teacher and always need supplementation or significant modification."



Resources

- "Please make the website more user friendly and seamless. It is quite confusing."
- "There are some great resources in the LIM website, however searching for and locating things quickly and efficiently is NOT helpful. Filtering options need to be included, and it would be highly beneficial if I could keep one item open in a tab (ex video) while still being able to search for and use another (ex corresponding flipchart, etc.)"
- "We did not get Spanish books in our immersion program, I had to copy every page of the book for the kids. It was terrible."
- "I never received the class workbooks, and thus, could not/did not implement the program."

"Other" Great Challenges Reported by Teachers (N=192) - Continued

Not what students need right now/This is not SEL/Not a good time/pandemic, Doesn't address trauma/well-being (n = 62, 32.3%) (42% among Elementary.)



- "We struggle every day with SEL issues (bullying, fighting on the playground, teasing, stress, trauma), but **none of those issues are addressed in LiM**. Instead of talking about how to resolve conflicts peacefully or how to talk about our feelings or be more empathetic....example, we had fights at recess on multiple days last week, yet in our SEL block we practiced interviewing for jobs. Could you imagine a **less relevant SEL lesson** for fifth graders?"
- "This is **not an SEL curriculum**. Teaching kids how to organize their time and, how to be leaders is not SEL...Our students are desperate for a real program that helps them **deal with anxiety, manage relationships, handle stress, build friendships understand their feeling and develop empathy, and handle adversity.**"
- "During an extremely challenging school year that came on the heels of an extremely traumatic school year, the Leader in Me series came across as extremely tone deaf....In fact, it seems disingenuous at best to refer to any of these lessons as social emotional in content. Teaching students in a vacuum about how to manage their emotions is not helpful and quite frankly **the lessons effectively ignored everything that we have gone through over the last number of years.**"
- "I think that Leader in Me is/**would have been a great program, if we were not coming back to school** after not being in school for 1 and 1/2 years. Many students at my grade level needed more explicit training about basic social skills before they were able to begin to understand how to be a leader."
- "All of this pull yourself up from your boot straps and control your attitudes and emotions stuff is **not right for the moment**. We need to be teaching kids how to acknowledge, understand, and fully work through adversity and not just grin and bear it."

-
- "We **hate being forced to implement** a program that is simplistic and **not beneficial** to the students!!"
 - "The workbooks and complicated **vocabulary aren't really 'real world' terms** for students. I would much prefer a program that had leadership focus words and lessons---i.e. kindness, habits, initiative---the core ideas behind LIM are not bad at all though. I also heard **MANY teachers in my school and online refer to the program as 'cultish'**."
 - "LiM is absolute garbage. The lessons are **poorly written, don't reflect students' interests today and really sound like they were written in the 1990s**. In addition they are disingenuous and promote toxic positivity."
 - "LiM **does not provide helpful information to our students**. The 7 Habits content encourages certain approaches to life that I believe are **not healthy for our students** because they focus on how leaders in a business can get the most out of their employees. You can tell that much of the content replaces the word employee with student and replaces the word boss with teacher."



Credibility/Buy-in (e.g. meant for business, is religious, is outdated, do not believe in approach) (n = 51, 26.6%) (34% among Middle, 36% among High)

"Other" Great Challenges Reported by Teachers (N=192) - Continued

Cost concerns/Reconciling cost/Comments regarding spending money on this program (n = 23, 12%) (17% among Middle and High)



- "MCPS has wasted a lot of money on something that **will not help teachers help students cope with SEL issues. Money would be better spent** on psychologists, social workers, and community liaison personnel."
- "It takes **valuable time and resources** away from actual planning towards these needs. There are **other ways to address SEL** without dumping huge amounts of money into a **marketing scam**."
- "It is **NOT an SEL program** and should NOT be something we pay for. Instead, use the \$\$\$ to hire additional counselors, teachers, Equity Centered Trauma Informed work, restorative justice and CPI de-escalation training. **Use the money for something that is actually designed for mental health** by and for schools, teachers, children."
- "This was a gigantic **waste of money**"

**Not anti-racist/implicit bias/Has white undertones/inequities (n =17, 8.9%)
15% of Middle, 11% of High**



- [challenge is] "That the curriculum, which seems aimed primarily at a very culturally chauvinistic 'cultural literacy' approach, is **completely at odds with our drive to build an inclusive and anti-racist community**."
- "**Conflicting with anti-racist/implicit bias training** from MoCo central office DEI."
- "**Materials were not appropriate for our students** in any way. Example: used the 1936 Nazi Olympics in which a German athlete coached Jesse Owens about how to win his races to demonstrate a win-win situation....I found this lesson to be **deeply offensive and hurtful because of the racist material**, to the extent that I was not able to effectively present the concept of the win-win solution."

**Not appropriate for Kindergarten/younger students (n =14, 7.3%)
(20% of Elementary)**



- "My kindergarten students **need SEL lessons that focus on behavior regulation, being a friend, more age appropriate lessons**. Sanford Harmony, for example, was very age appropriate. They need to learn to be a member of a community before they can be leaders."
- "The most challenging thing for me was trying to teach this 7 habit system with **vocabulary that is not suitable for my Kindergarteners**."

Lack of communication from school leaders/Admin buy-in (n=12, 6.3%) (10% among High)



- "We **neither knew why we were being trained or how our school was going to utilize** us/the resources. This lack of direction **resulted in very little buy-in** and follow through at the teacher level and subsequently, the student level. Felt very alone in implementing the 30 lessons I have done."
- "Administrator and school leader buy-in. Presented as something we 'just have to do' with **no interest or effort to actually invest energy or support** toward outcomes."
- "The LiM **PLC group** who met with coach **NEVER brought anything back** to the whole group."

"Other" Great Challenges Reported by Teachers (N=192) - Continued

Lesson implementation (e.g. different students each lesson, advisory period not taken seriously, long time between lessons) (n=13, 6.8%) (11% among High)



- "The fact that we have a **rotating group of students** makes it **impossible to build rapport and to build momentum between lessons**. If there are no interruptions in school days, we would see the first set of kids we had engaged with in approximately seven weeks after we first taught them a LiM lesson. [gives detailed example]
- "We have these lessons in homeroom periods once a week, unless they are pre-empted by something else, or we don't have block that week, or something else comes up, or any one of a number of other 'unless' scenarios. This complete **lack of consistency gives students the impression that the lessons are not important, and the repetitive nature of the lessons selected does not help.**"
- "There is not enough given to implement daily which is where the most impact will occur. **Students can't hear about it just once a week** with the one lesson given and we expect that the culture of school will change."

Need materials/Materials and lessons not ready as is (n=10, 5.2%)

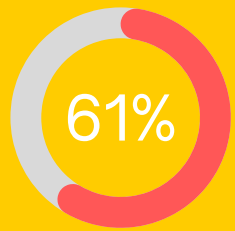


- "**I had to translate** the entire book, school wide grade level slides, and instruction to my students in Spanish and French. There were too many expressions, idioms and **items that were not able to be translated easily**. 'Sharpen the saw' for example. It was incredibly time consuming.

Themes of "other" challenges included: competing demands/another additive program, no carryover with lessons, should be focusing on academics, poor training, not age-appropriate for secondary students.

Overall experience with LiM Among Administrators and Teachers

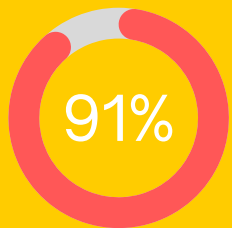
Elementary Teachers (N=336)



Fair or Poor

Excellent: 4.2%
 Very Good: 9.5%
 Good: 25.9%
 Fair: 33.6%
 Poor: 26.8%
 (N=336)

Middle School Teachers (N=241)

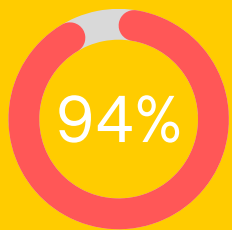


Fair or Poor

Excellent: <1%
 Very Good: 2.5%
 Good: 6.2%
 Fair: 20.3%
 Poor: 70.5%
 (N=241)



High School Teachers (N=235)



Fair or Poor

Excellent: <1%
 Very Good: <1%
 Good: 4.3%
 Fair: 12.3%
 Poor: 82.1%
 (N=235)



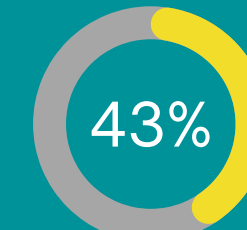
Findings

Almost all secondary teachers and administrators rated their overall experience "fair" or "poor" this first year, with the vast majority indicating "poor". Very few, if any, gave ratings of "excellent" or "very good".

At the elementary level, more than one-half of the teachers rated their experience "fair" or "poor", and more than one-fourth rated it "good" while 43% of elementary administrators gave a rating of "good".

Red arrows indicate ratings with 70% or more

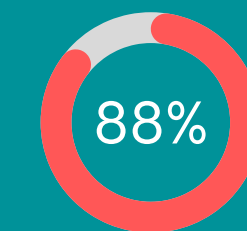
Elementary Administrators (N=37)



Good

Excellent: 8.1%
 Very Good: 5.4%
 Good: 43.2%
 Fair: 29.7%
 Poor: 13.5%
 (N=37)

Middle School Administrators (N=17)



Fair or Poor

Excellent: 0%
 Very Good: 0%
 Good: 11.8%
 Fair: 41.2%
 Poor: 47.1%
 (N=17)

High School Administrators (N=19)



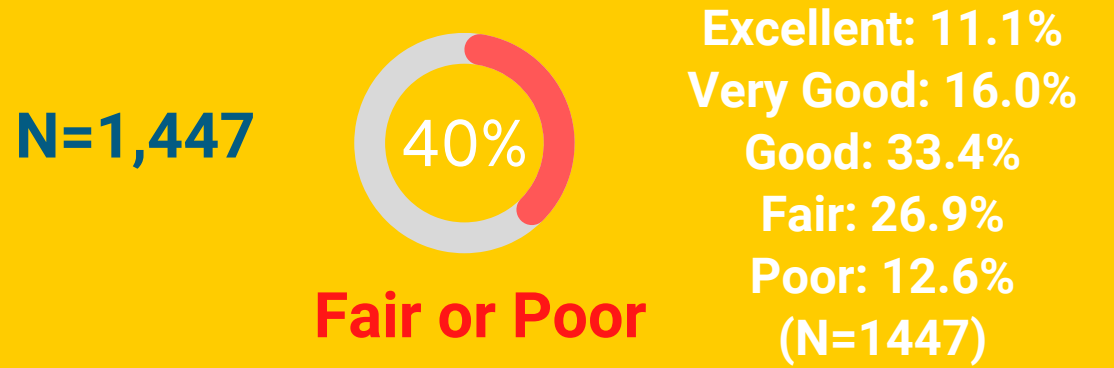
Fair or Poor

Excellent: 0%
 Very Good: 0%
 Good: 0%
 Fair: 21.1%
 Poor: 78.9%
 (N=19)



Overall Experience with LiM Among Students and Parents

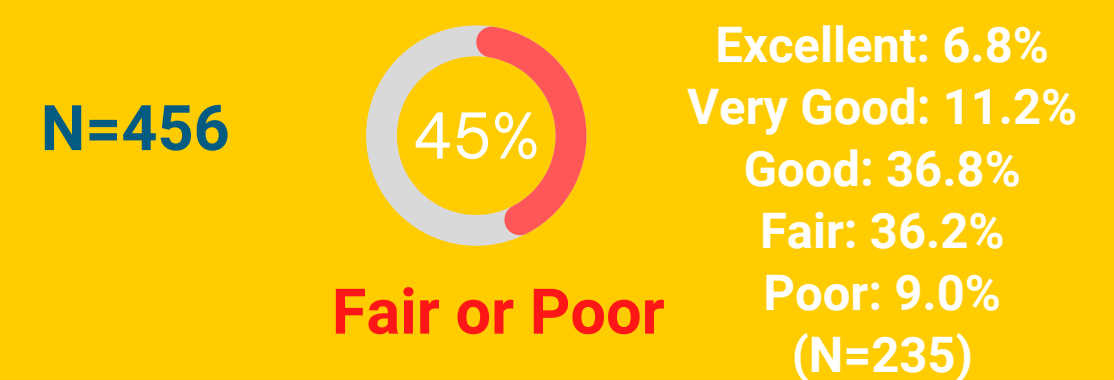
Elementary Students (Grade 5)



Middle School Students (Grade 8)



High School Students (Grade 10)



Findings

Almost three-fourths of middle school students rated their overall experience as "fair" or poor". Elementary and high school students were more split in their ratings with 40% and 45% giving a "fair" or "poor" rating.

Ratings among parents/guardians were more positive than students with just over one-half of elementary and middle school parents rating their experience "excellent" or "very good".



Elementary Parents/Guardians (N=181)



Middle School Parents/Guardians (N=60)



High School Parents/Guardians (N=28)

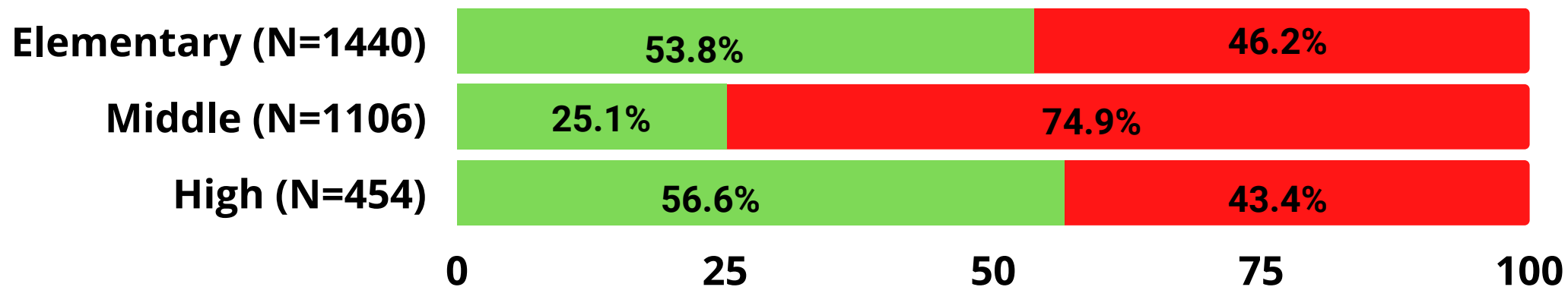


Grade 5 Students' experiences with LiM

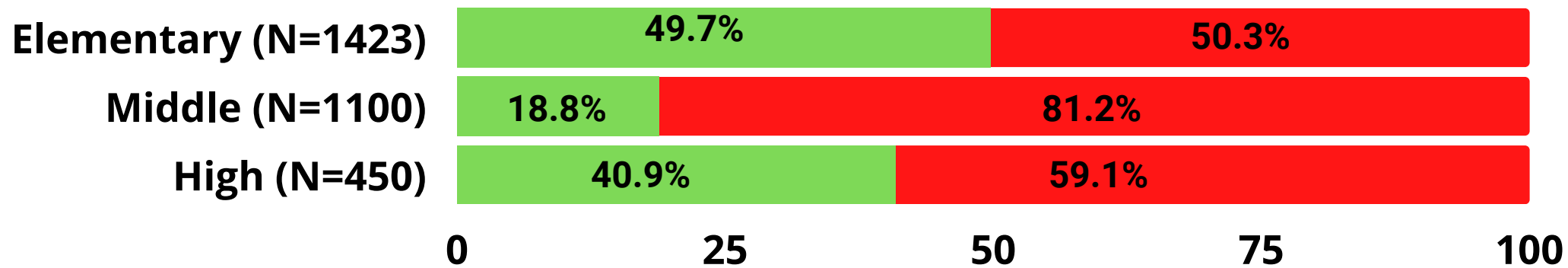


■ Very True/Sort of True
 ■ Not Very True/Not at All True

Enjoyed the LiM Lessons



Enjoyed Working in the Workbook



Elementary = Grade 5
Middle = Grade 8
High = Grade 10

Findings

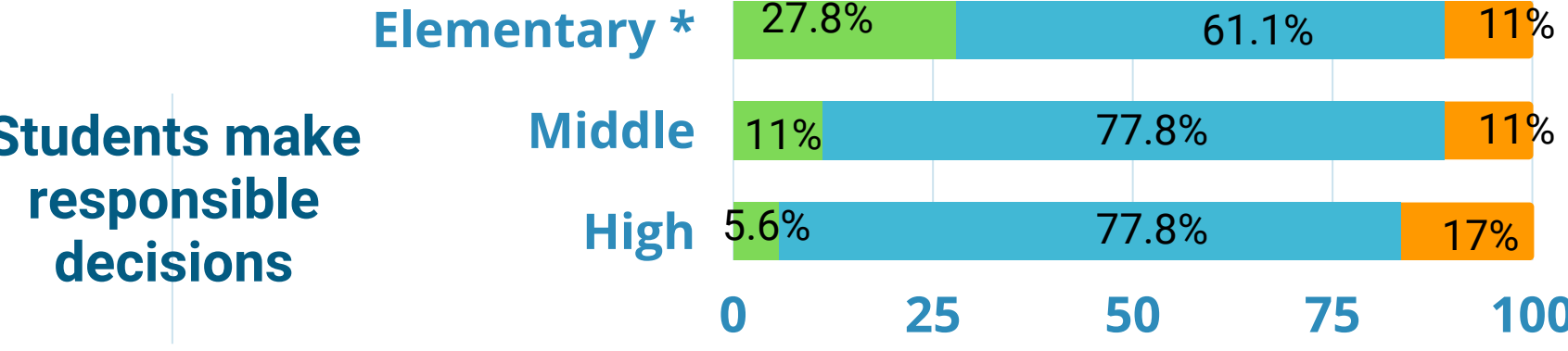
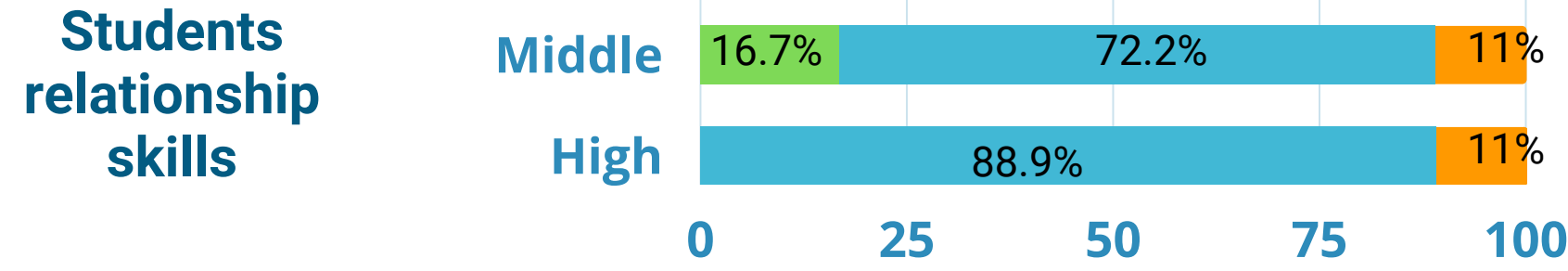
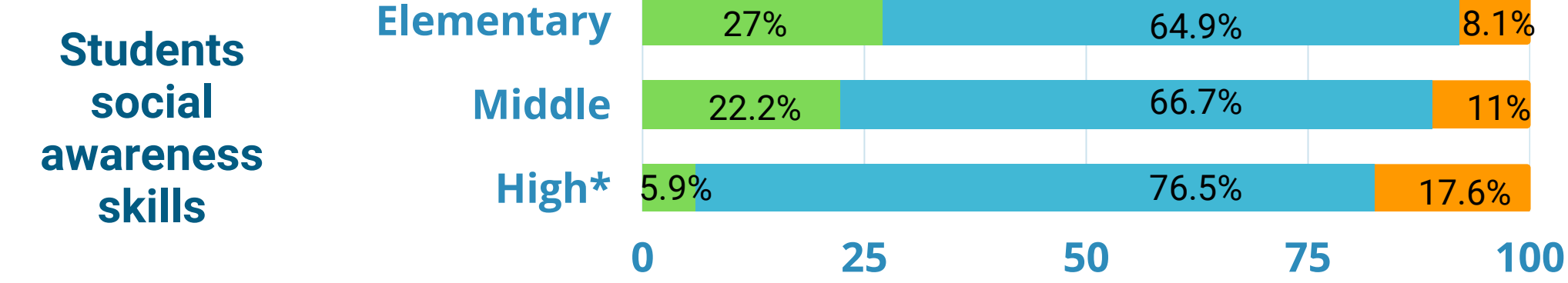
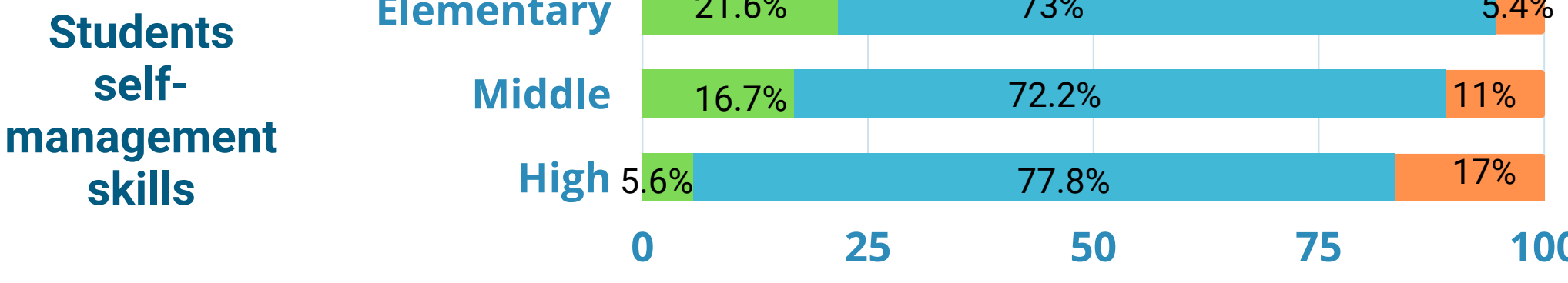
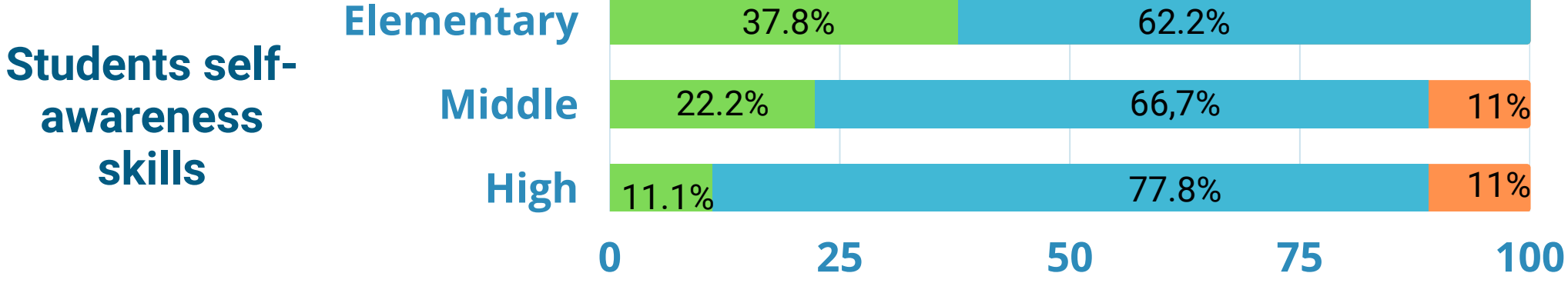
Over 50% of Grade 5 students reported they enjoyed the lessons and workbook while Grade 8 students reported much less enjoyment (19%). High school Grade 10 students were more split with more than 50% reported enjoying the lessons and 41% enjoying the workbook.



SEL Skills Now vs. Prior to LiM Reported by Administrators

Elementary (N=37)
Middle (N=18)
High (N=18)

■ Somewhat/Much More
 ■ No Change
 ■ Somewhat/Much Less



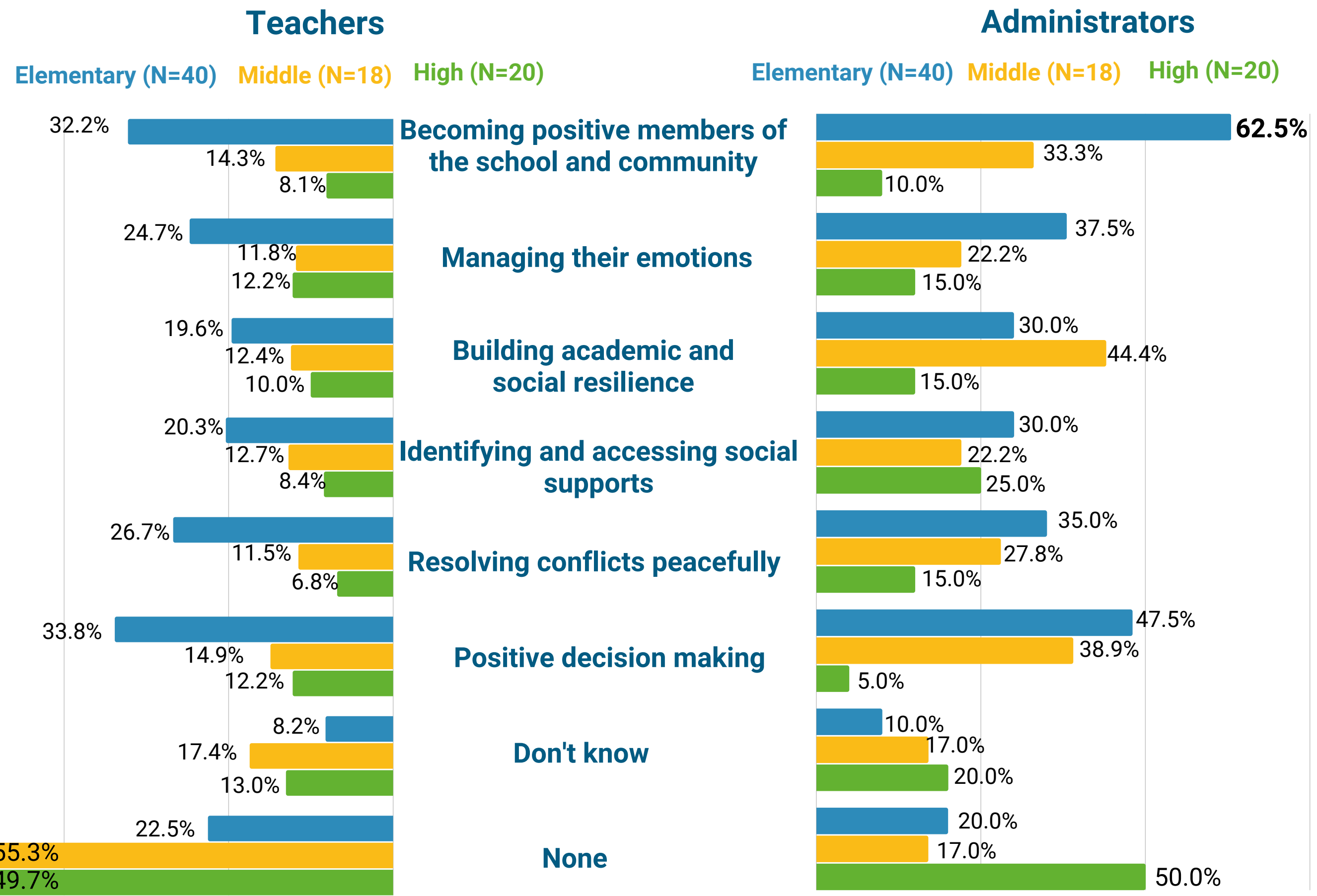
Findings

The majority of administrators reported no change in SEL skills since LiM began. Higher percentages of high school administrators reported no change while higher percentages of elementary administrators reported some change.

*One respondent did not answer and not included in N

Skills Supported by LiM Reported by Teachers and Administrators

Findings



63% of Elementary administrators indicated LiM will help students become positive members of the school and community

- One-third of elementary teachers and middle school administrators indicated LiM will help students become positive members of the school and community.
- In general, administrators were more positive than teachers in their belief that the LiM program will help students with various skills.
- However, one-half of middle school teachers and high school teachers and administrators indicated that LiM will help with "none" of the stated SEL skills.
- More than one-third of elementary teachers and elementary and middle school administrators reported that LiM will help students with positive decision making.

Note: Respondents could choose more than one response

Impact on Students' SEL skills and Academic Achievement Reported by Administrators and Teachers

Findings

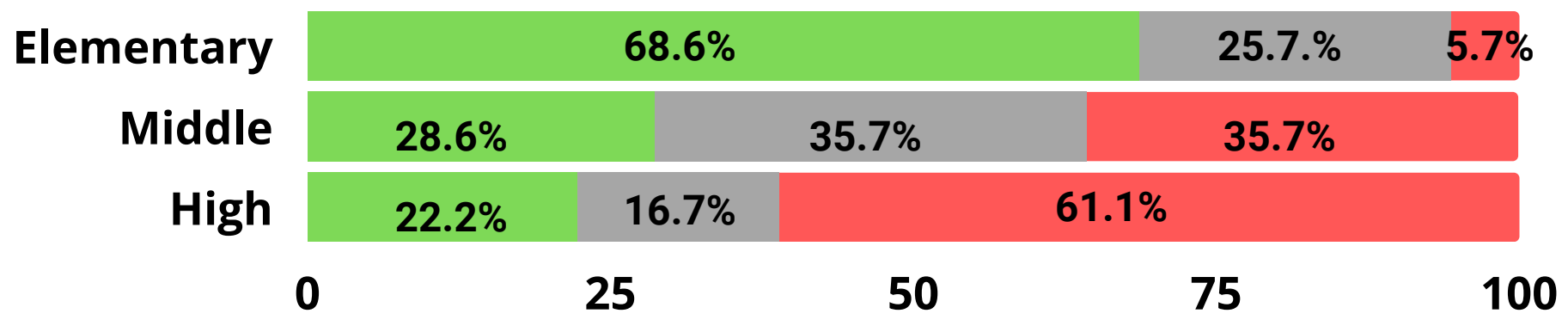
The majority of elementary administrators agreed that LiM is positively impacting students' well-being (69%) and helping to support their academic development (53%). Elementary teachers were split in their agreement on these impacts with the highest percentage of teachers neither agreeing or disagreeing.

The majority of secondary administrators and teachers disagreed that LiM is positively impacting students' well-being and helping support their academic development, with the exception of middle school administrators who were split regarding the impact on students' well-being. High school administrators were especially in disagreement (93%) that LiM is helping support students' academic development.

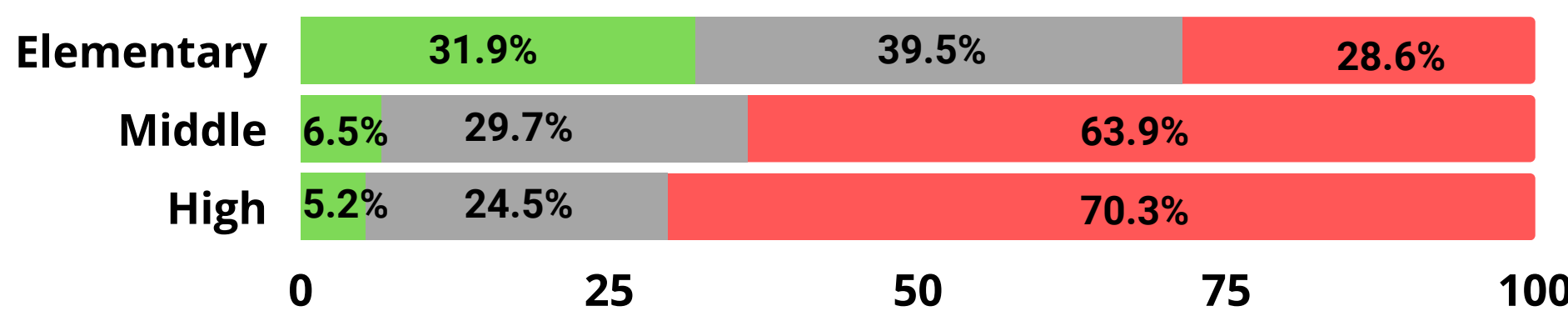
Administrators

Teachers

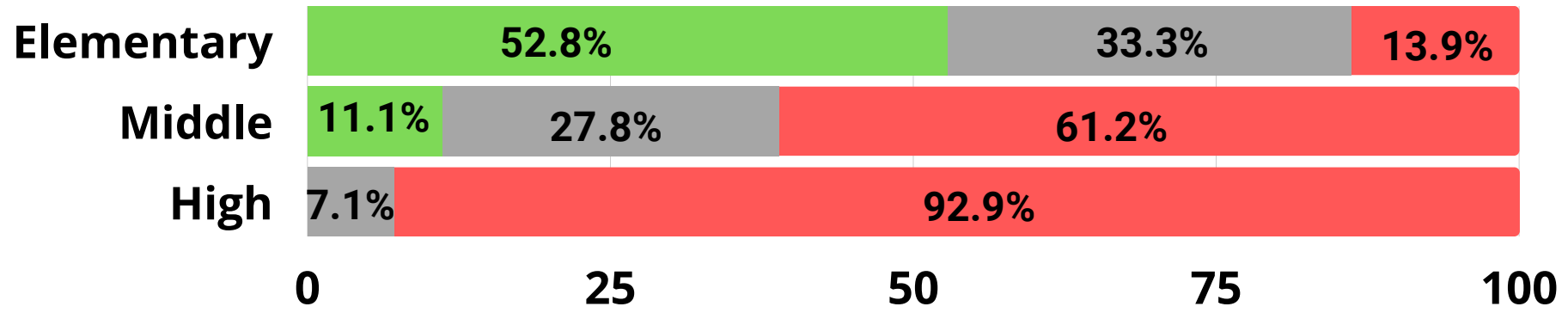
LiM is positively impacting students well-being



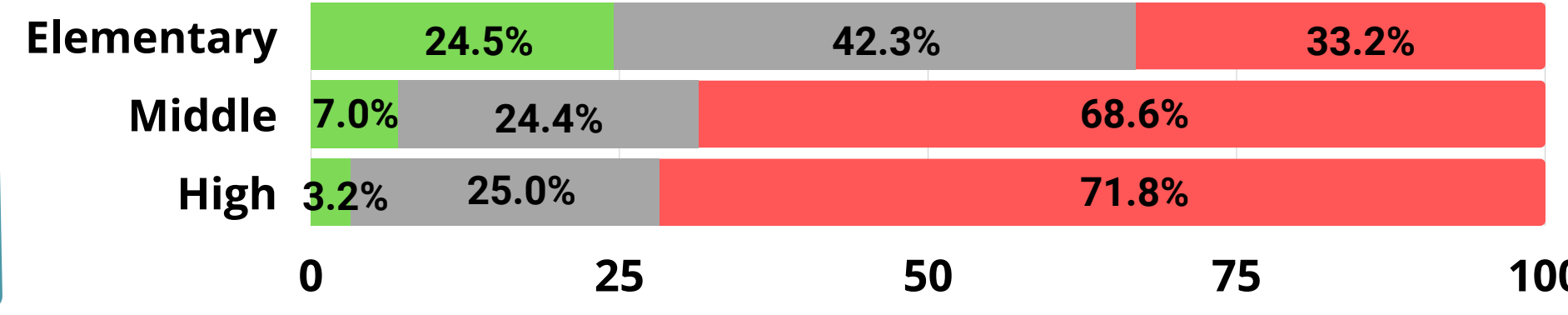
LiM is positively impacting students well-being



LiM is helping support students academic development



LiM is helping support students academic development

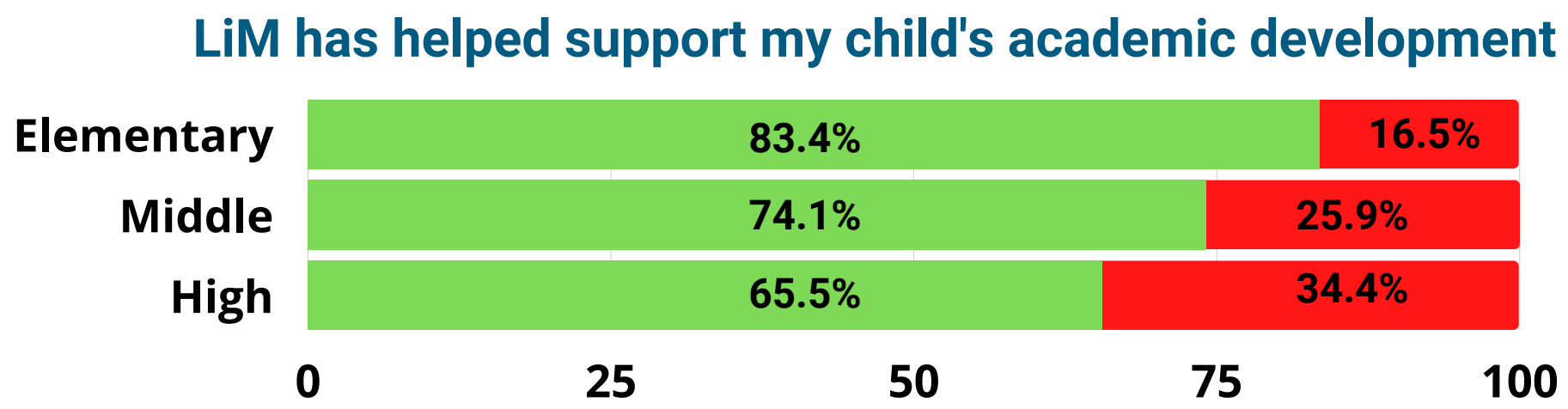
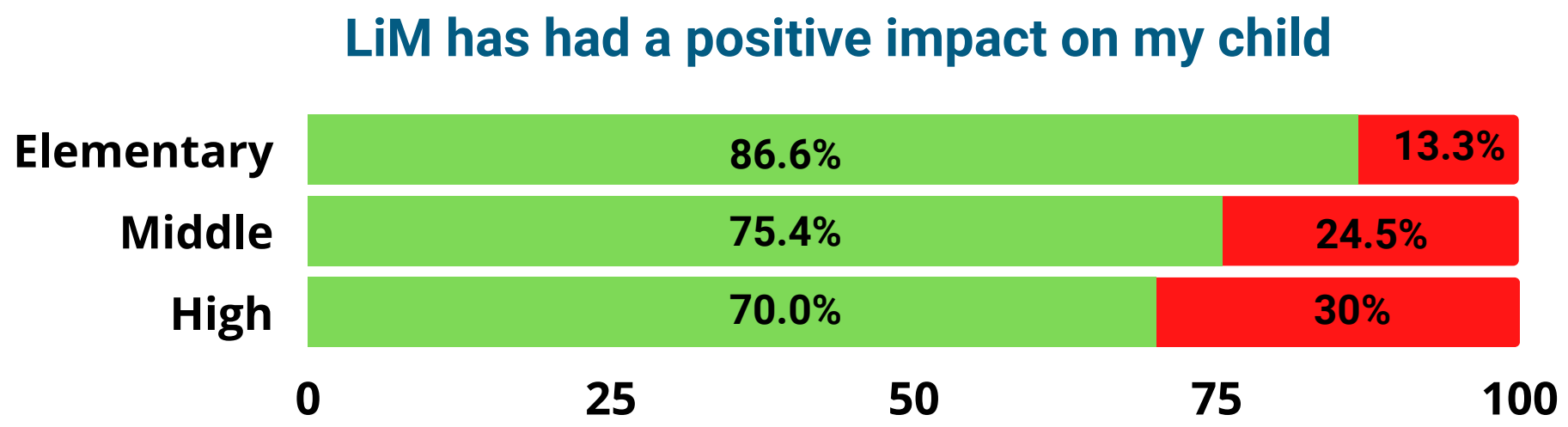


■ Strongly Agree/Agree
 ■ Neither Agree nor Disagree
 ■ Strongly Disagree/Disagree

Perceptions Towards the Impact of LiM on SEL skills and Academic Achievement Among Parents/Guardians and Students



Parents/Guardians



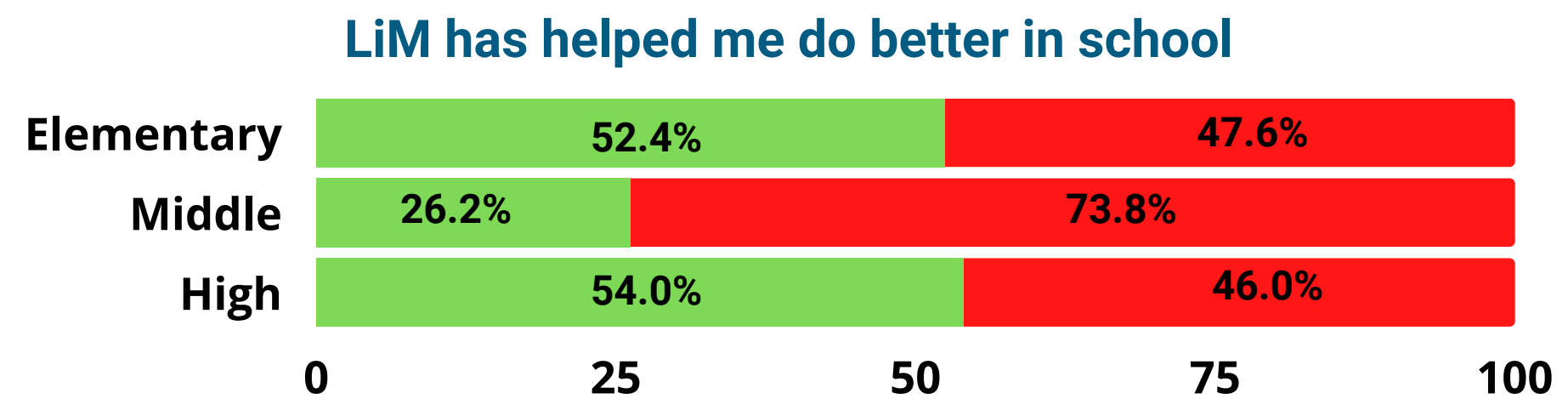
■ Strongly Agree/Agree
 ■ Strongly Disagree/Disagree

Findings

Overall, parents/guardians agreed that LiM had a positive effect and helped support their child's academic development. Parents/guardians of elementary students had the highest percentages of agreement.

Elementary (52%) and high school (54%) students were split with their belief that LiM has helped them do better in school, with approximately one-fourth (26%) of middle school students indicating this was very true or sort of true.

Students



■ Very True/Sort of True
 ■ Not Very True/Not at All True

Improvement of SEL Skill Components Among Elementary Stakeholders

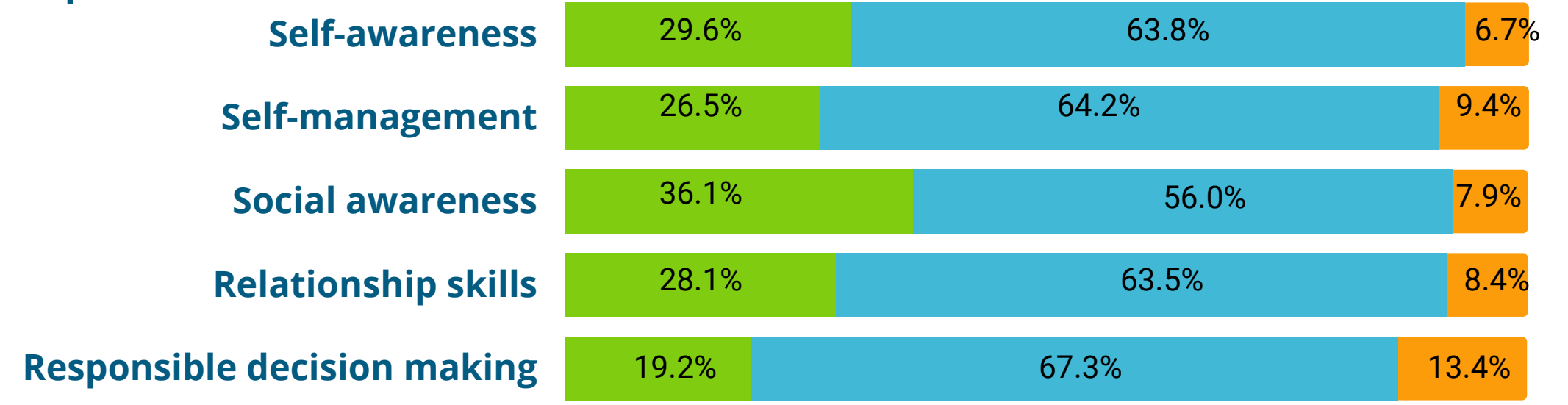


Findings

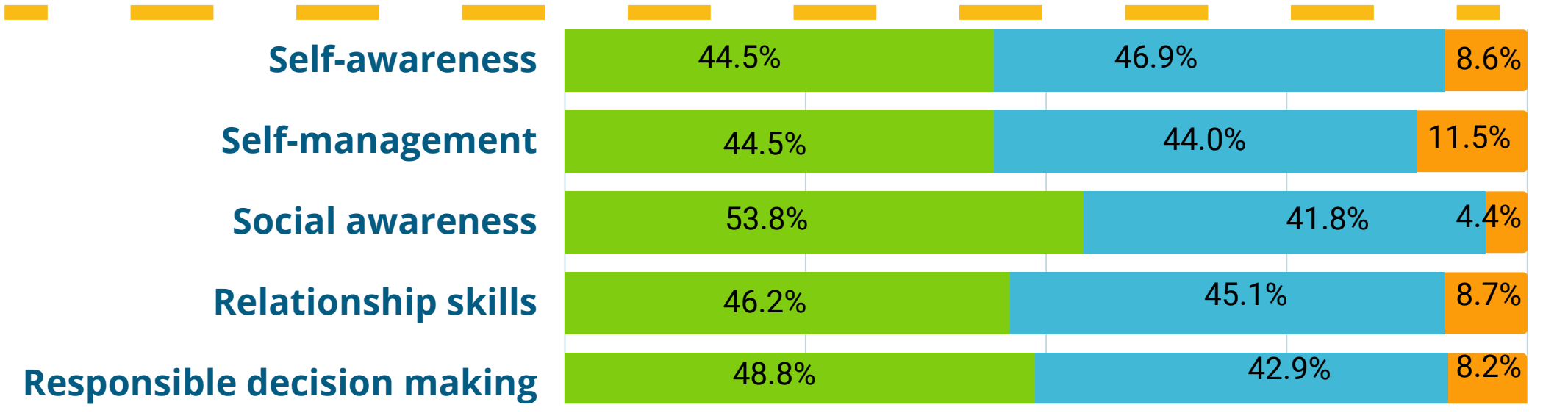
Average Percentages of SEL Components

■ Much/Somewhat More
 ■ No Change
 ■ Much/Somewhat Less

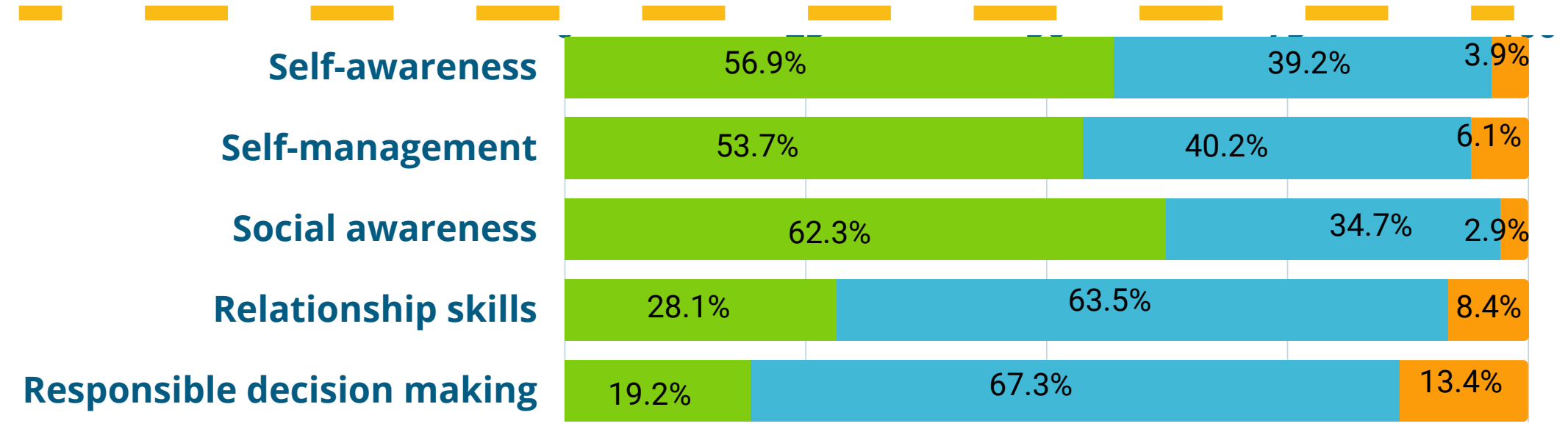
Teachers



Grade 5 Students



Parents/Guardians



Respondents were asked whether various student SEL skills were: Much More, Somewhat More, No Change, Somewhat Less, or Much Less since LiM was implemented.

The majority of elementary school teachers reported no change in students' SEL Skills (56% for the social-awareness component and 64% or greater for the other SEL components). More than one-third (36%) reported at least some change in social awareness and one-fourth reported at least some change in self-awareness, self-management, and relationship skill components.

Students were split with just under one-half reporting at least some change and just under one-half reporting no change for the SEL components. However, just over one-half (54%) reported at least some change in social awareness skills.

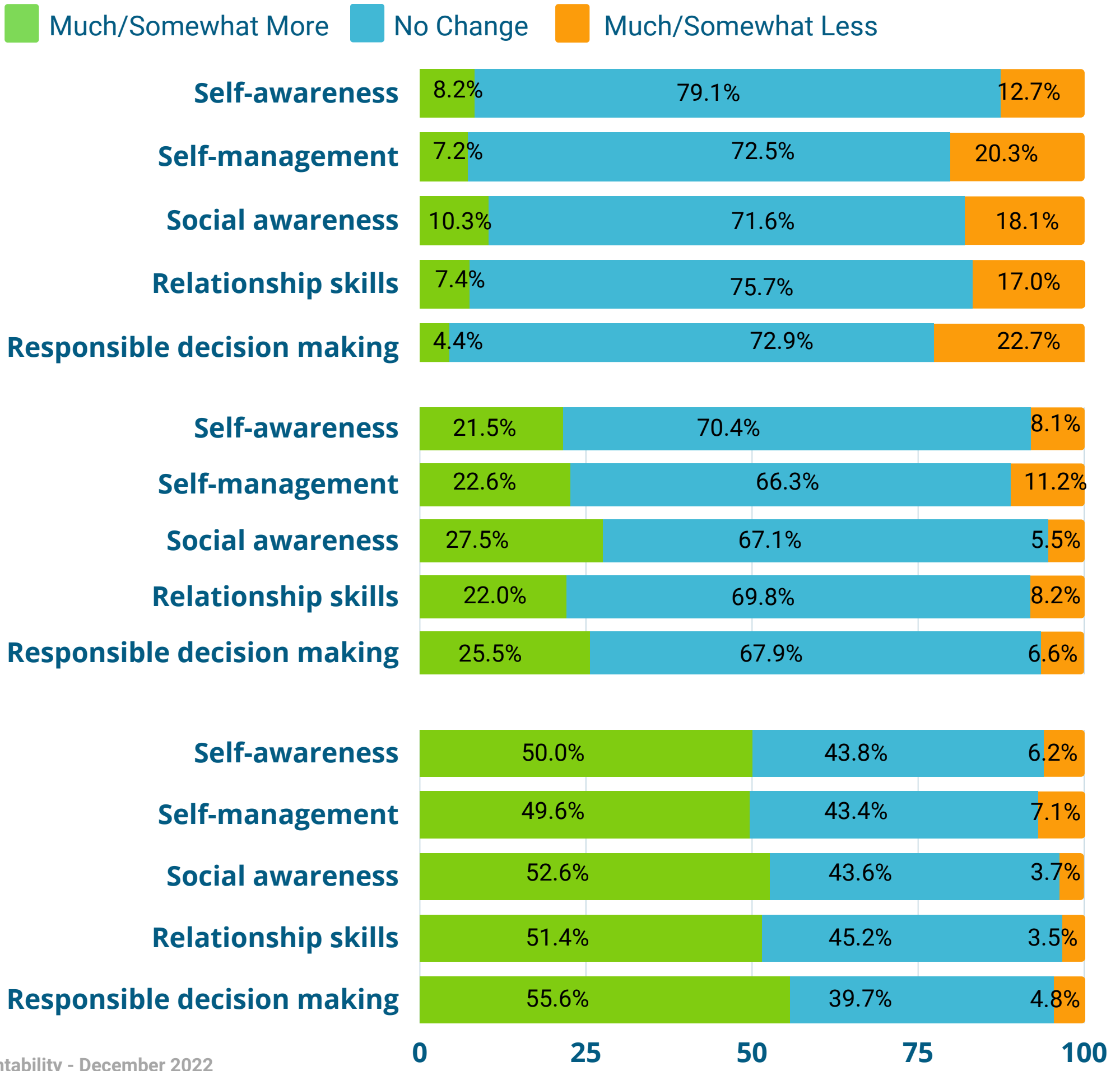
Parents/guardians had greater percentages (54% or more) reporting at least some change in self-awareness, self-management, and social awareness skills. However, lower percentages of parents/guardians saw a change in relationships skills (28%) and responsible decision making (19%) components.

It should be noted that although the ratings "much more" and "somewhat more" were combined, the majority of responses were "somewhat more". A detailed table of all the ratings and items for each component can be found in the Appendix.

Average Percentages of SEL Components were calculated by taking the average ratings of each survey item which were included in the corresponding SEL component.

0 25 50 75 100

Improvement of SEL Skill Components Among Middle School Stakeholders



Findings

Respondents were asked whether various student SEL skills were: Much More, Somewhat More, No Change, Somewhat Less, or Much Less since LiM was implemented.

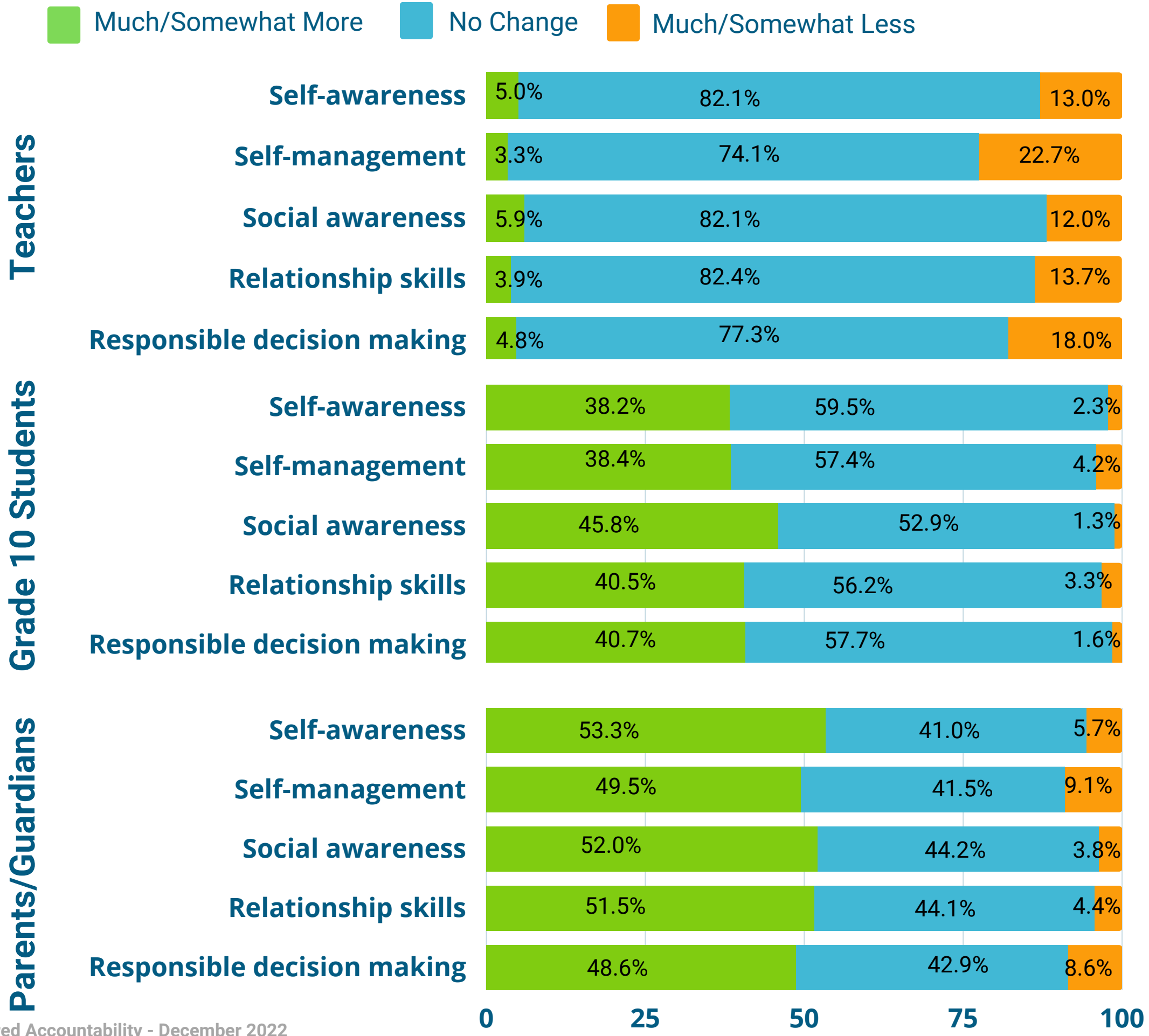
The vast majority (72% or more) of middle school teachers reported no change in students' SEL Skills since LiM began and 66% or more of Grade 8 students also reported no change in their SEL skills; however approximately one fifth reported at least some change in SEL skills with an average of 28% reporting at least some change in their social awareness skills.

Parents/guardians had higher percentages of reported change in SEL skills compared to teachers and students, with approximately one-half reporting at least some change. The greatest percentage of change was with responsible decision making (56%).

It should be noted that although the ratings "much more" and "somewhat more" were combined, the majority of responses were "somewhat more". A detailed table of all the ratings and items for each component can be found in the Appendix.

Average Percentages of SEL Components were calculated by taking the average ratings of each survey item which were included in the corresponding SEL component.

Improvement of SEL Skill Components Among High School Stakeholders



Findings

Respondents were asked whether various student SEL skills were: Much More, Somewhat More, No Change, Somewhat Less, or Much Less since LiM was implemented.

The vast majority (74% or more) of high school teachers reported no change in students' SEL Skills since LiM began and less than 6% reported at least some change.

More than one-half (53% or more) of Grade 10 students reported no change in their SEL skills; however, 46% reported at least some change with the social awareness component and 38%–41% reported at least some change with the other SEL components

Parents/guardians had greater percentages of reported change compared to teachers and students, with approximately one-half or more reporting at least some change.

It should be noted that although the ratings "much more" and "somewhat more" were combined, the majority of the responses were a "somewhat more" rating. A detailed table of all the ratings and items for each component can be found in the Appendix.

Average Percentages of SEL Components were calculated by taking the average ratings of each survey item which were included in the corresponding SEL component.



Summary of Findings for Q1: What were the perceptions and experiences of school staff and stakeholders in implementing LiM?



The majority of elementary administrators agreed that students enjoy LiM lessons and the workbook, and have more leadership opportunities.

Elementary teachers were more split in their agreement of these components; however, most elementary staff agreed that lessons are age appropriate.



Almost all secondary staff gave LiM a "fair" or "poor" rating.

The majority of secondary staff disagreed that:

- students enjoy LiM lessons and the workbook, and have more leadership opportunities
- LiM is a whole school model at their school
- PD prepared staff
- lessons are inclusive for ELL and students receiving special education services

The majority of secondary administrators disagreed that lessons are inclusive or represent a variety of cultures and ethnicities.



Almost three-fourths of middle school students rated their overall experience as "fair" or "poor". Elementary and high school students were more split with rating their experience "fair" (40%) or "poor" (45%).

Parents across levels were more positive than students in their overall ratings, with just over one-half of elementary and middle school parents rating their experience "excellent" or "good".



Many substantial challenges were reported by staff, particularly among secondary staff. These included:

- Staff and student buy-in
- Belief that LiM does not meet the SEL needs of students right now
- Keeping students engaged
- Incorporating with other SEL efforts and competing demands
- Scheduling
- Staff attendance at PD



Summary of Findings for Q2



More than one-half of elementary administrator respondents reported that LiM positively impacted students' well-being, helped support their academic development and will help students become positive members of the school and community.

Elementary teachers are split on whether they think LiM has positively impacted students' well-being or supported their academic development.



The majority of secondary administrators and teachers disagreed that LiM is positively impacting students' well-being and helping support their academic development, with the exception of Middle School Administrators who were split regarding the impact on students' well-being. High school administrators were especially in disagreement (93%) that LiM is helping support students' academic development.

Additionally, one-half of middle school teachers and high school teachers and administrators indicated that LiM will not help with any of the stated SEL skills.



In general, the majority of stakeholders reported no change in SEL skills this first year.

A greater proportion of elementary level stakeholders reported some change in SEL skills compared to secondary level stakeholders.

Further, greater percentages of parents/guardians reported improvement with SEL skills compared to students and teachers, and a greater proportion of students reported improvement in SEL skills than teachers.



In general, the Social Awareness SEL component had the greatest percentage of teachers and students reporting some change.

The majority of elementary school teachers reported no change in students' SEL Skills (56% for the social-awareness component and 64% or greater for the other SEL components). More than one-third (36%) reported at least some change in social awareness and one-fourth reported at least some change in self-awareness, self-management, and relationship skill components.



One-half of Grade 5 and Grade 10 students agreed that LiM helped them do better in school (half disagreed); one-fourth of middle school students agreed.

Overall, parents/guardians (especially elementary) agreed that LiM had a positive effect and helped support their student's academic development.

Recommendations for LiM

1-Strengthen the LiM program by partnering with the LiM vendor to develop solutions to multiple issues and challenges reported by school staff

- Improve LiM lessons so they are:
 - More engaging, relatable, and informative (especially for secondary students).
 - Updated to better reflect today's society and issues.
 - More inclusive of and sensitive to diverse cultures and ethnicities.
 - Accessible to students who are EML or receiving special education services.
 - Targeted to address the current SEL needs of students.
- Enhance the LiM portal, making it easier to navigate and search (e.g., improve organization, enable filters, strengthen search and save capabilities).

2-Improve LiM implementation

- Explore ways to increase staff buy-in:
 - Increase communication to school staff regarding: how LiM can support students' current SEL needs; the roots of LiM (to counter some staff member perceptions that LiM is made for businesses only, driven by religious undertones, or "cult-like"); success stories from MCPS schools that effectively implemented LiM in cohort 1.
- Increase guidance to schools on how to foster a whole-school culture.
- Assure there are enough appropriate materials in order to decrease staff's need to modify and copy lessons, and to assure new students have workbooks.
- Regularly communicate to staff about their implementation challenges and offer other supports such as professional learning communities, descriptions of best practices, and opportunities to network with staff implementing LiM in other schools or districts.

These recommendations focus on strengthening the LiM program and improving its implementation as the district continues its plan to scale to all MCPS schools.

These recommendations are based on findings from this evaluation and are in alignment to MCPS's strategic plan focus area "Well Being and Family Engagement", particularly to "Promote positive, caring, and supportive district and school climates respectful of students and staff" and to "Implement school-level practices to support effective behavioral health management systems."

Recommendations for LiM

3-Improve LiM implementation (scheduling)

- Explore alternatives to scheduling lessons, especially at the secondary level.
 - Provide schools with strategies to better integrate LiM lessons into the school day and with the existing academic curriculum.
 - Schedule lessons so that students are in a comfortable and trustworthy environment and lesson timing is appropriate.

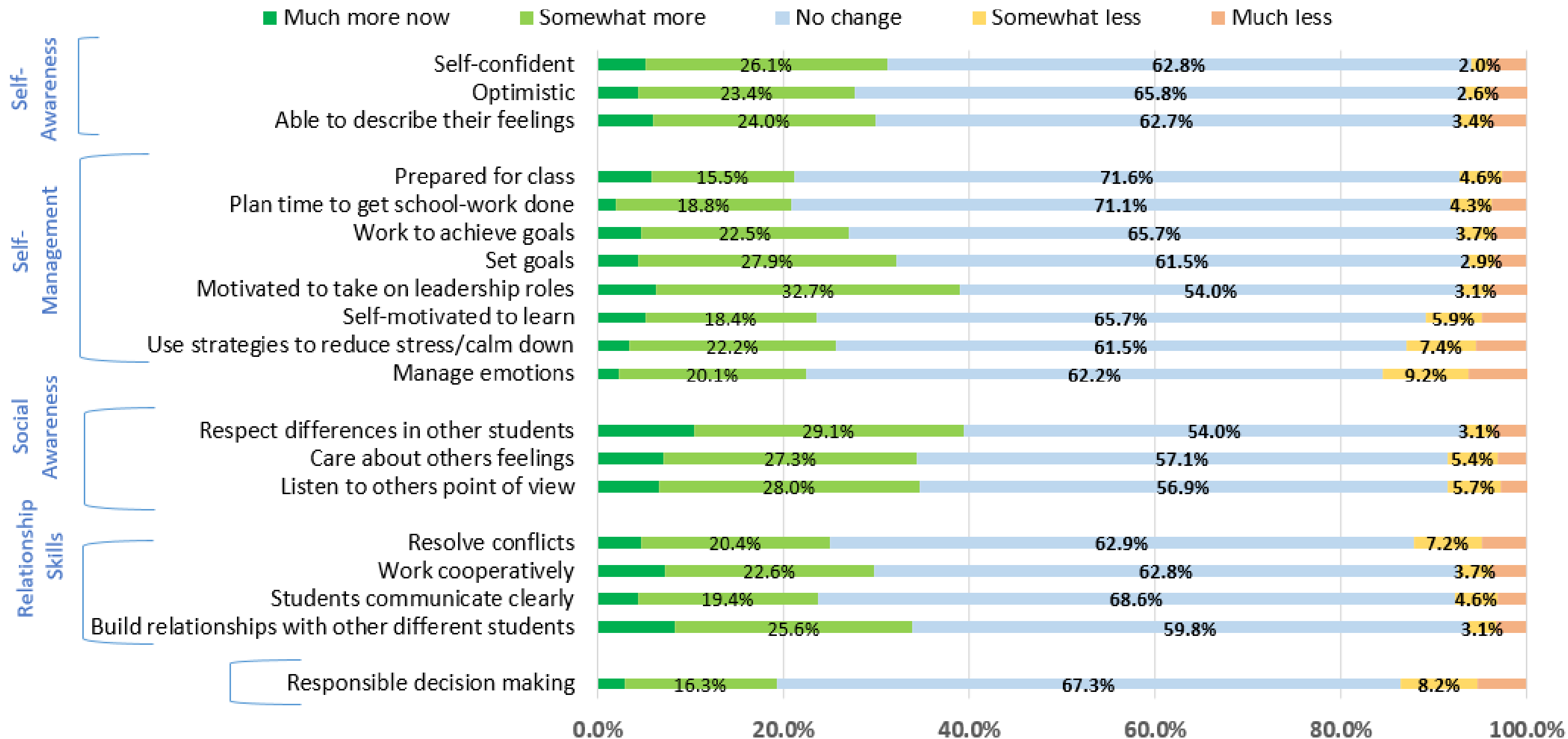
4-Continue evaluating LiM during the 2022-2023 school year

- Shared Accountability plans to conduct the following research during the 2022–2023 school year:
 - Collect follow-up feedback from a sample of Cohort 1 staff regarding implementation and PD in Year 2 compared to Year 1 after changes have been made to the curriculum and schools have had more experience LiM.
 - Conduct an evaluation of Cohort 2 stakeholders addressing the same research questions as this Year 1 evaluation.
- Findings will support improvements to LiM, efforts to gauge whether LiM is sufficient to meet district needs with respect to student SEL skill development, plans to scale LiM, and additional district approaches to supporting students' social emotional development.

Appendix

Appendix: SEL Components at Elementary

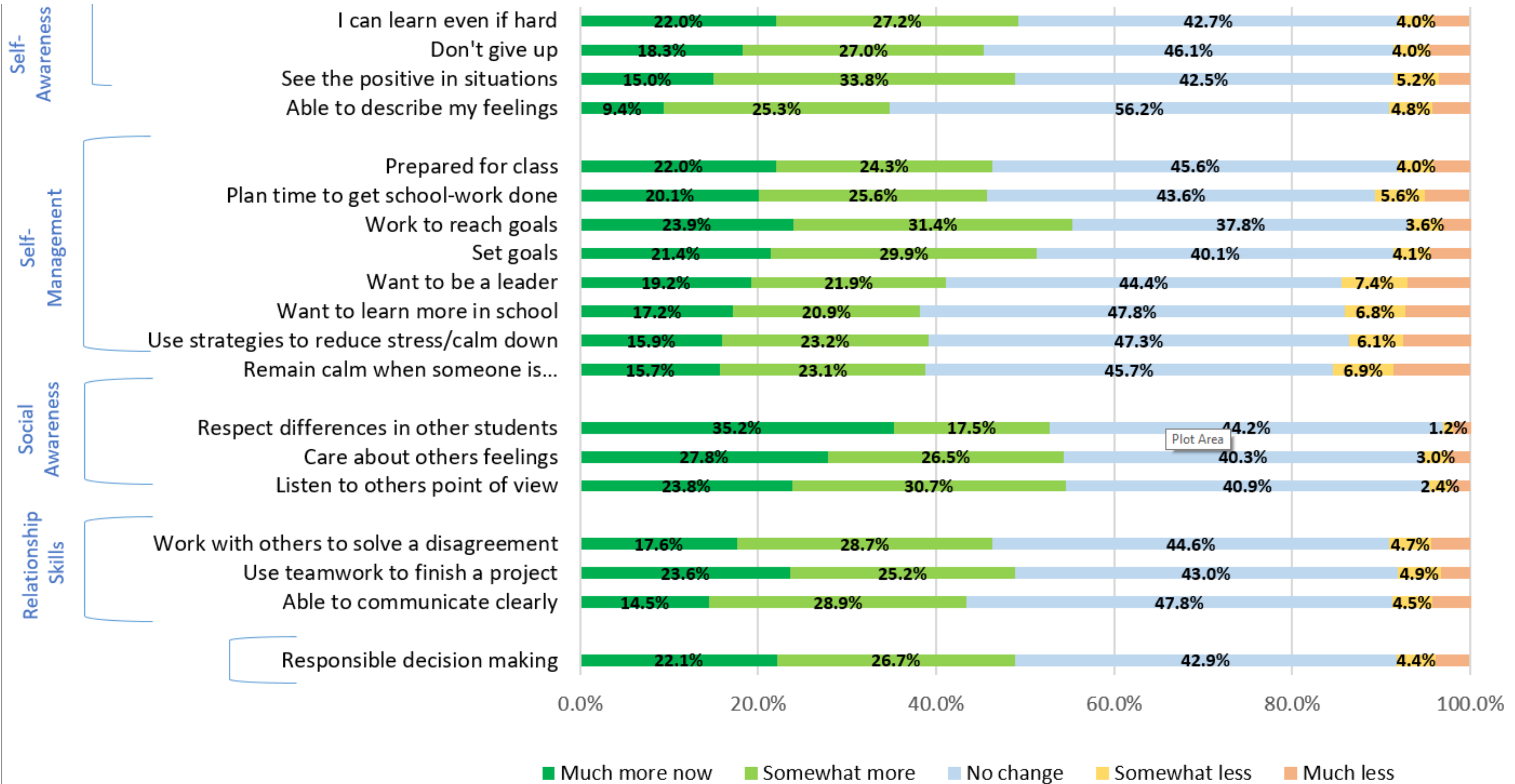
Teachers (Grades KG-5) N=354



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at Elementary

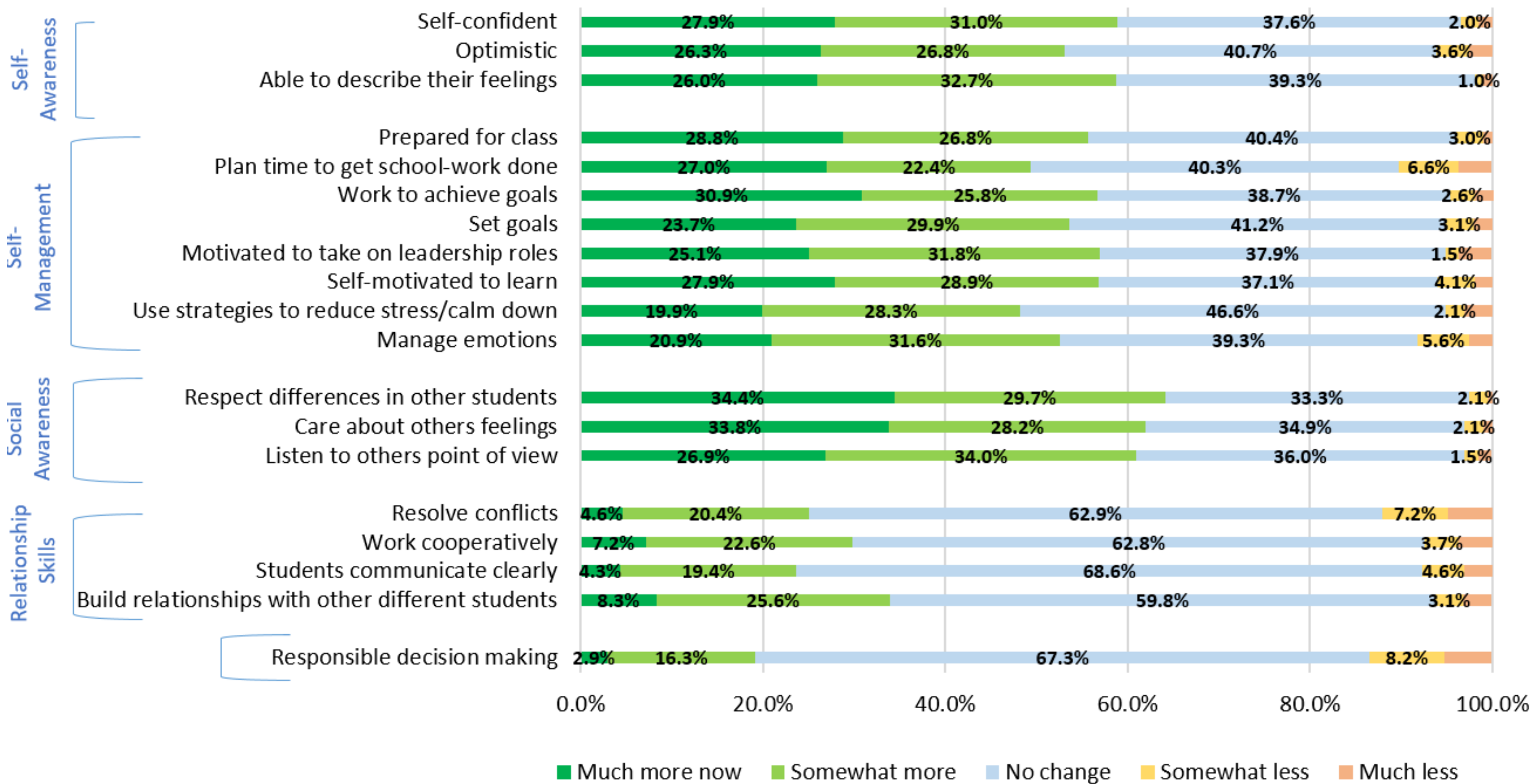
Students (Grade 5) N=1,447



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at Elementary

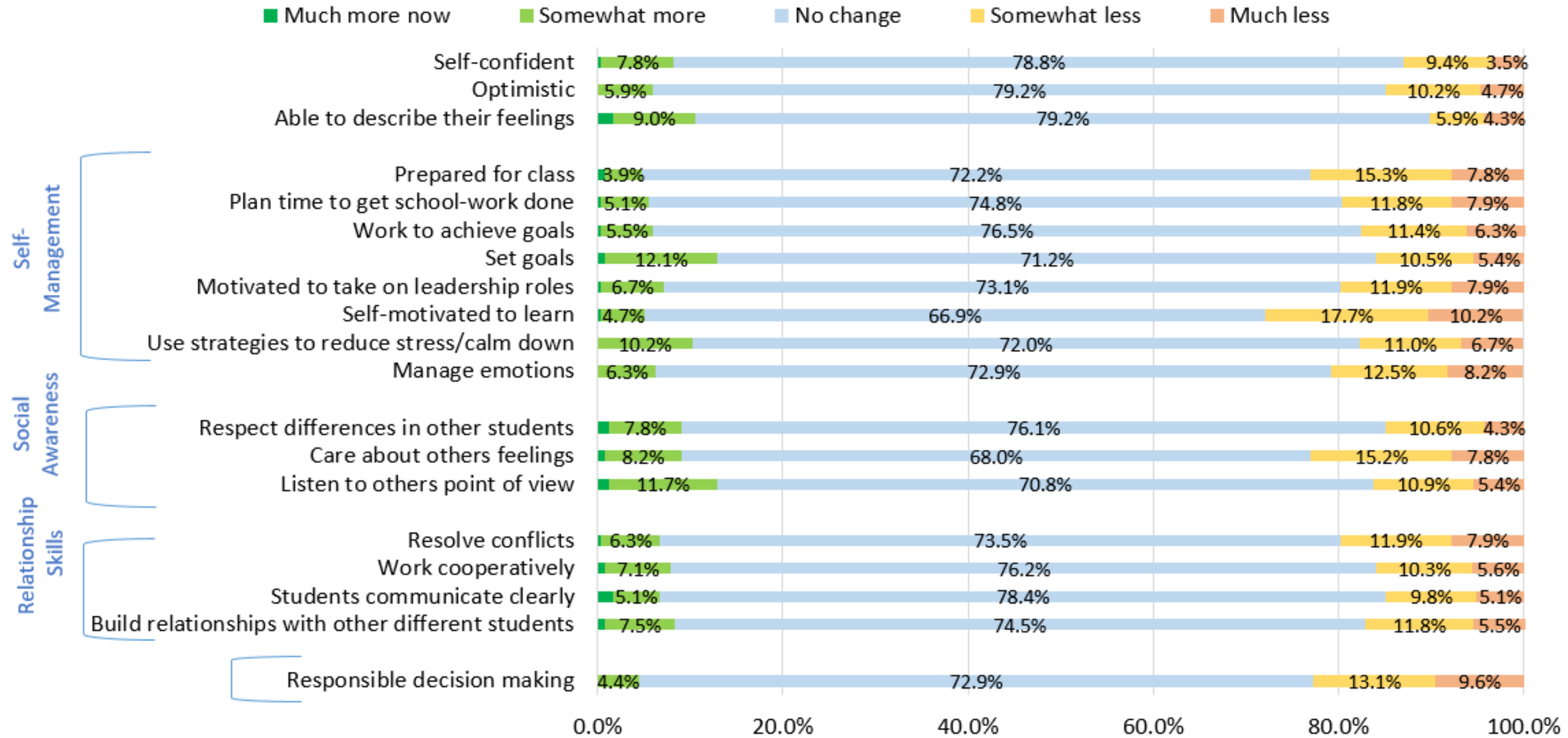
Parents (Grade 3, 5) N=196



NOTE: Missing responses and don't know are not included in percentages
Shared Accountability - December 2022

Appendix: SEL Components at Middle School

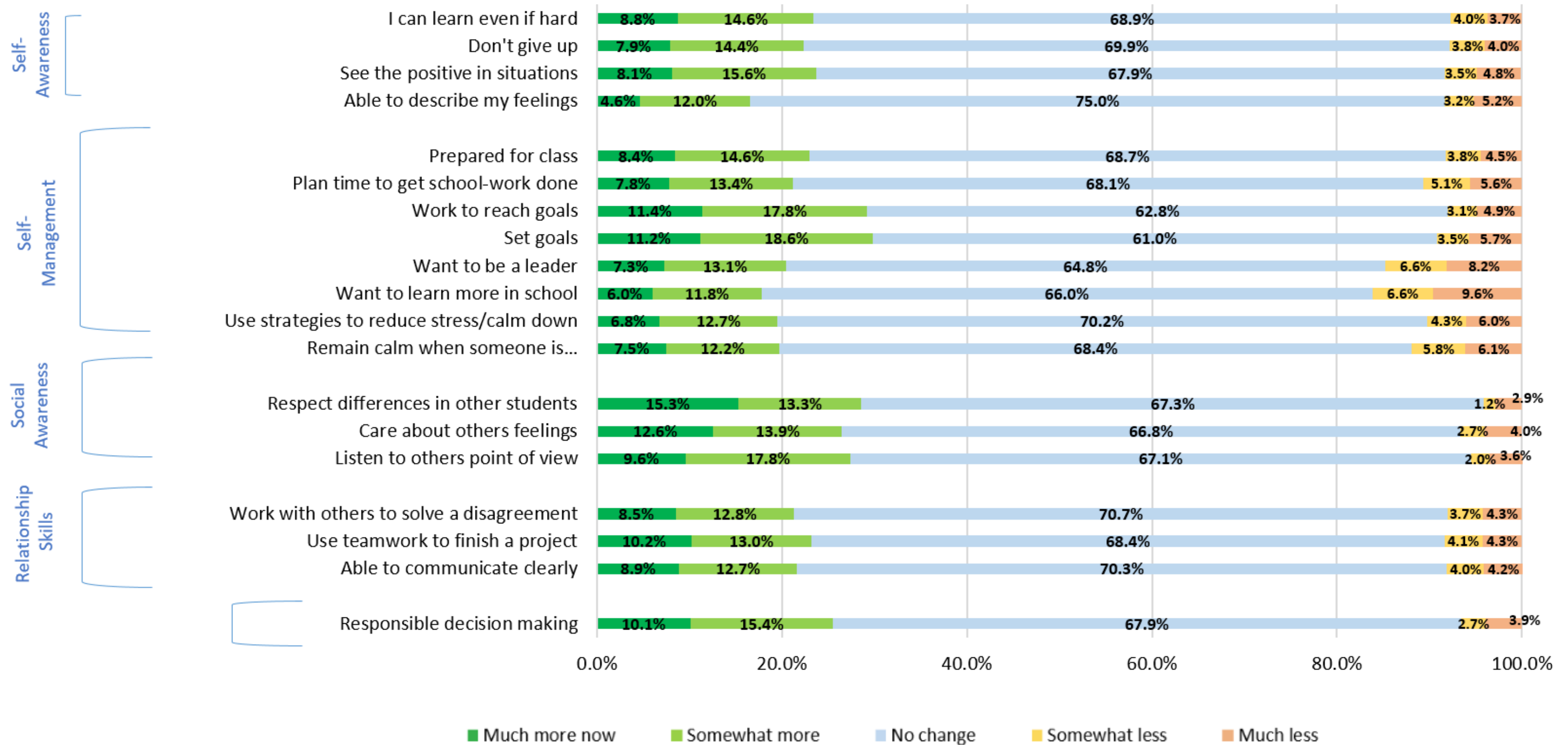
Teachers (Grades 6-8) N=255



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at Middle School

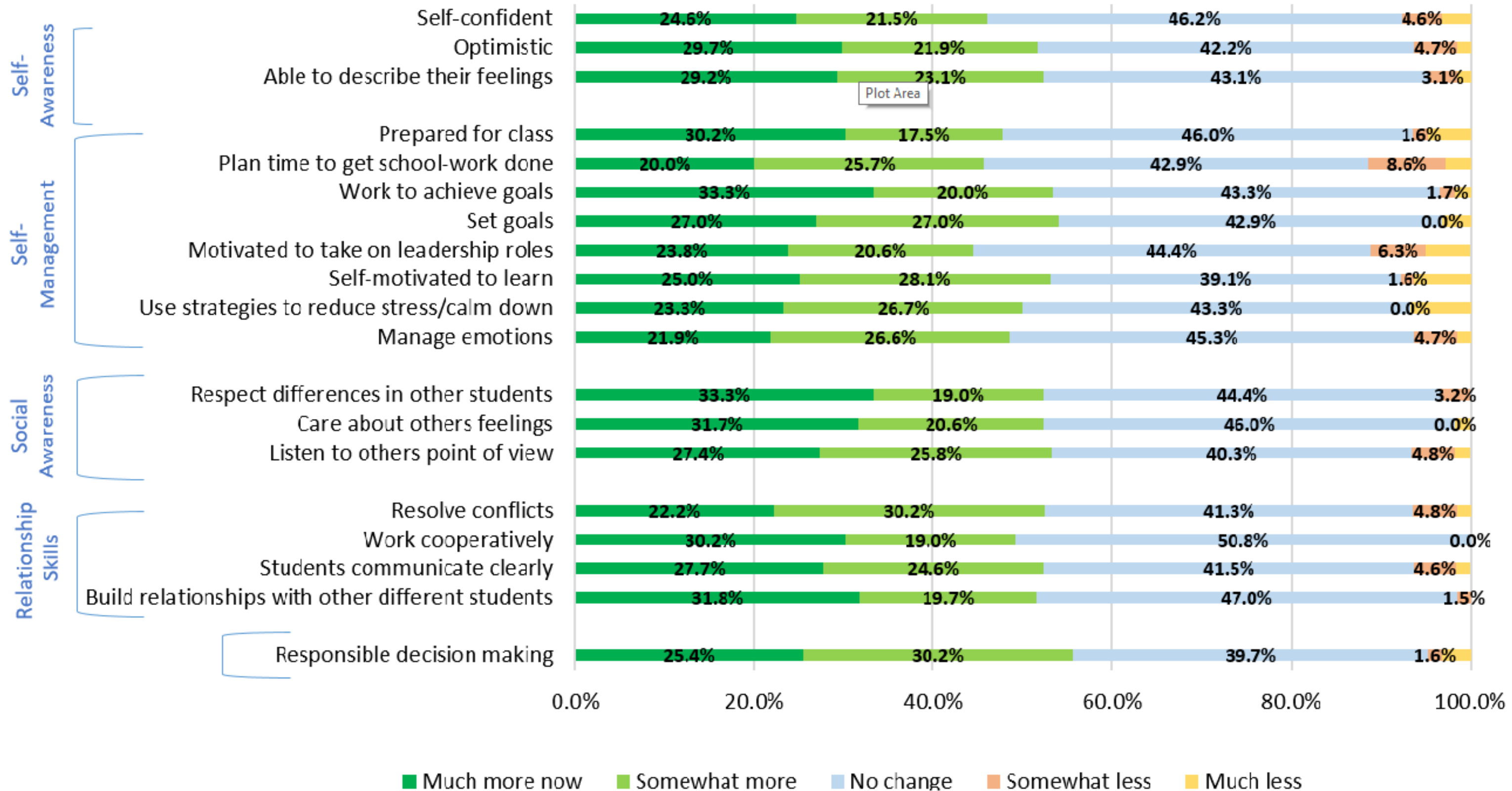
Students (Grade 8) N=1,096



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at Middle School

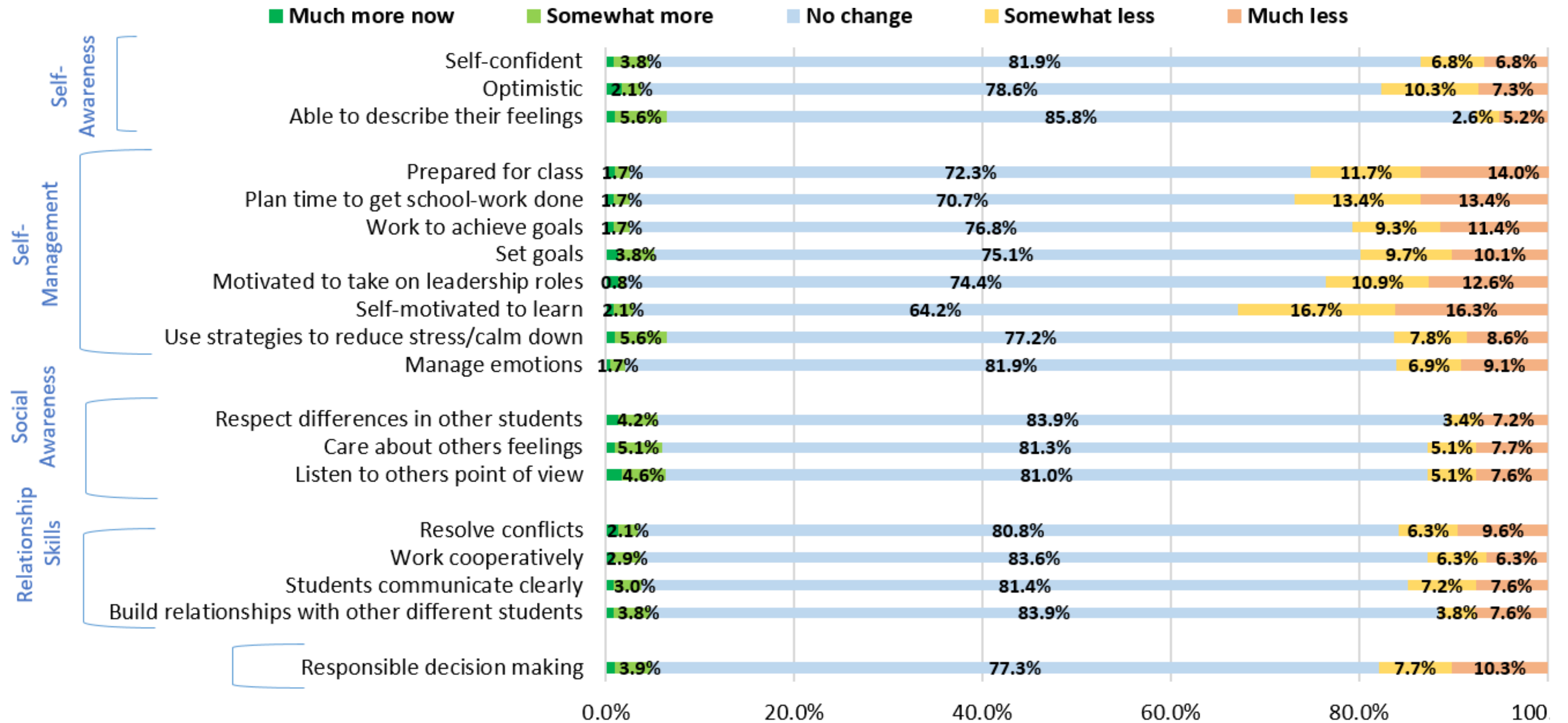
Parents (Grade 8) N=65



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at High School

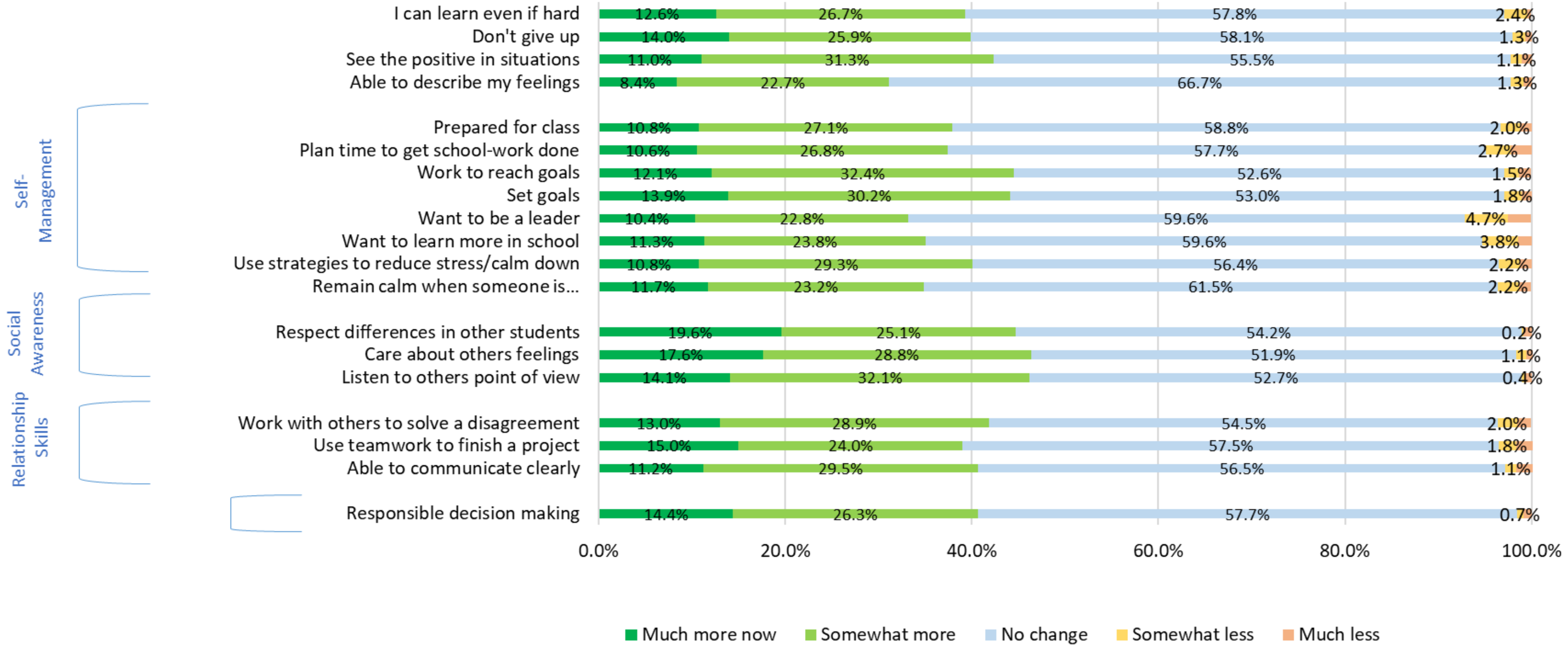
Teachers (Grades 9-12) N=233



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at High School

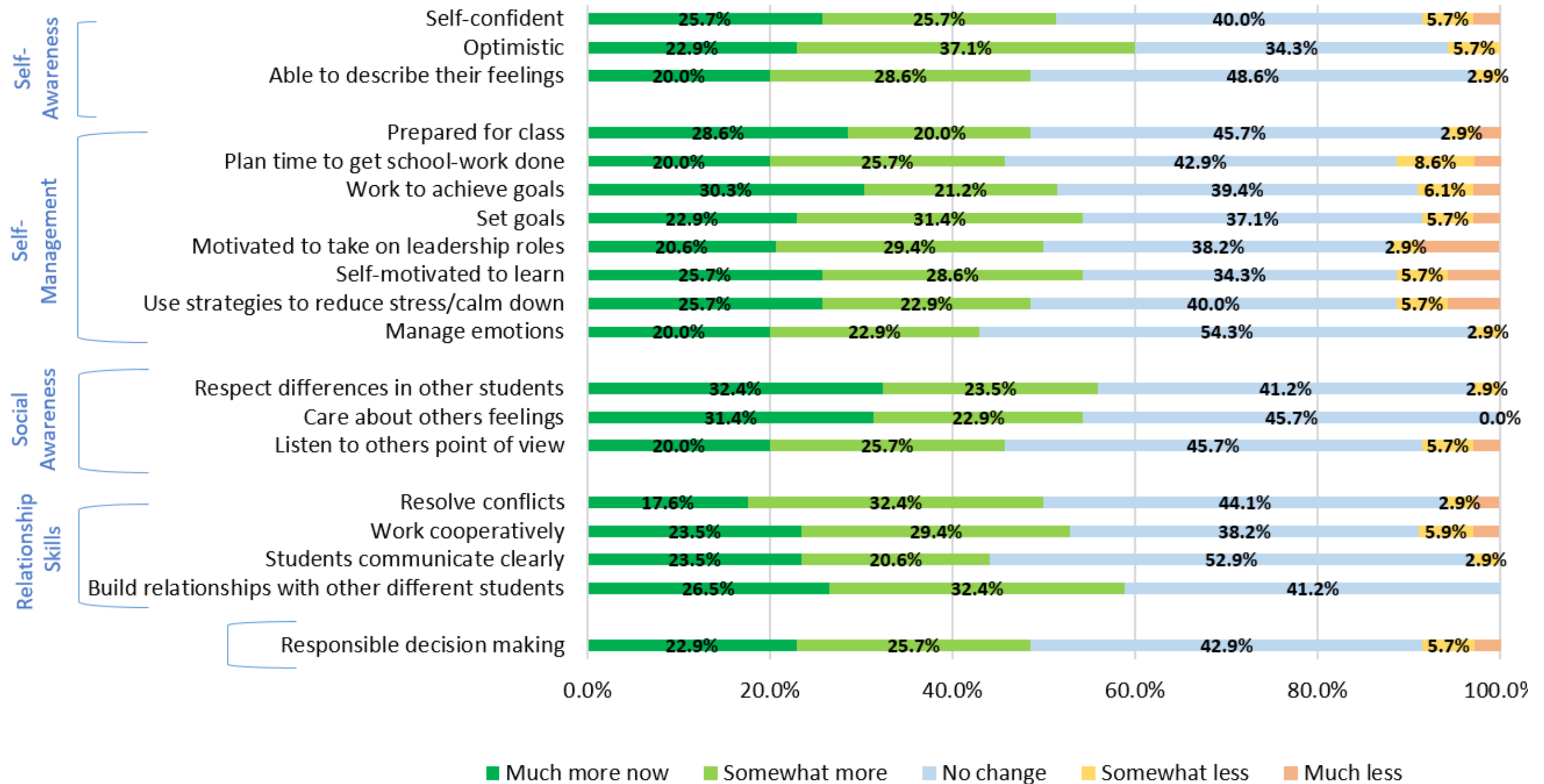
Students (Grade 10) N=454



NOTE: Missing responses and don't know are not included in percentages

Appendix: SEL Components at High School

Parents (Grade 9-12) N=35



NOTE: Missing responses and don't know are not included in percentages