

Student Leadership Skills Grant: 2016 Evaluation

2013 SB 122



THE UNIVERSITY OF UTAH
UTAH EDUCATION
POLICY CENTER

Goals

Student Leadership Skills

Emphasized in SB 122:

Communication

Teamwork

Interpersonal Skills

Initiative and Self-Motivation

Goal Setting

Problem-Solving

Creativity

Research indicates these skills matter because they:

- Are critical to an individual's **success in school.**
- Can improve **classroom behavior.**
- Can **reduce bullying.**
- Can create more positive **academic environments.**
- Are critical to an individual's **career success**

Pilot Program

- **Elementary** schools statewide may apply.
- Preference is given to **Title I schools** and **schools in improvement**.
- Schools receive up to \$10,000 for the first year, and up to \$20,000 for subsequent years.
- Schools could implement **new programs** or **enhance existing programs**.
- Schools could use **external** programs or create their **own**.

Pilot Program

- 67% *The Leader in Me*
- 7% *Playworks*
- 18% made their own
- 8% other
- Funds were used for curricula, books, posters, site licenses, and teacher trainings.

Number of Schools Funded Annually

	2013-14	2014-15	2015-16
1 st year funded	26	33	7
2 nd year funded		13	14
3 rd year funded			6

A total of 66 schools from 29 LEAs participated.

Pilot Program Evaluation

- Data sources
 - SAGE scores from participating schools
 - Survey of principals, teachers, staff

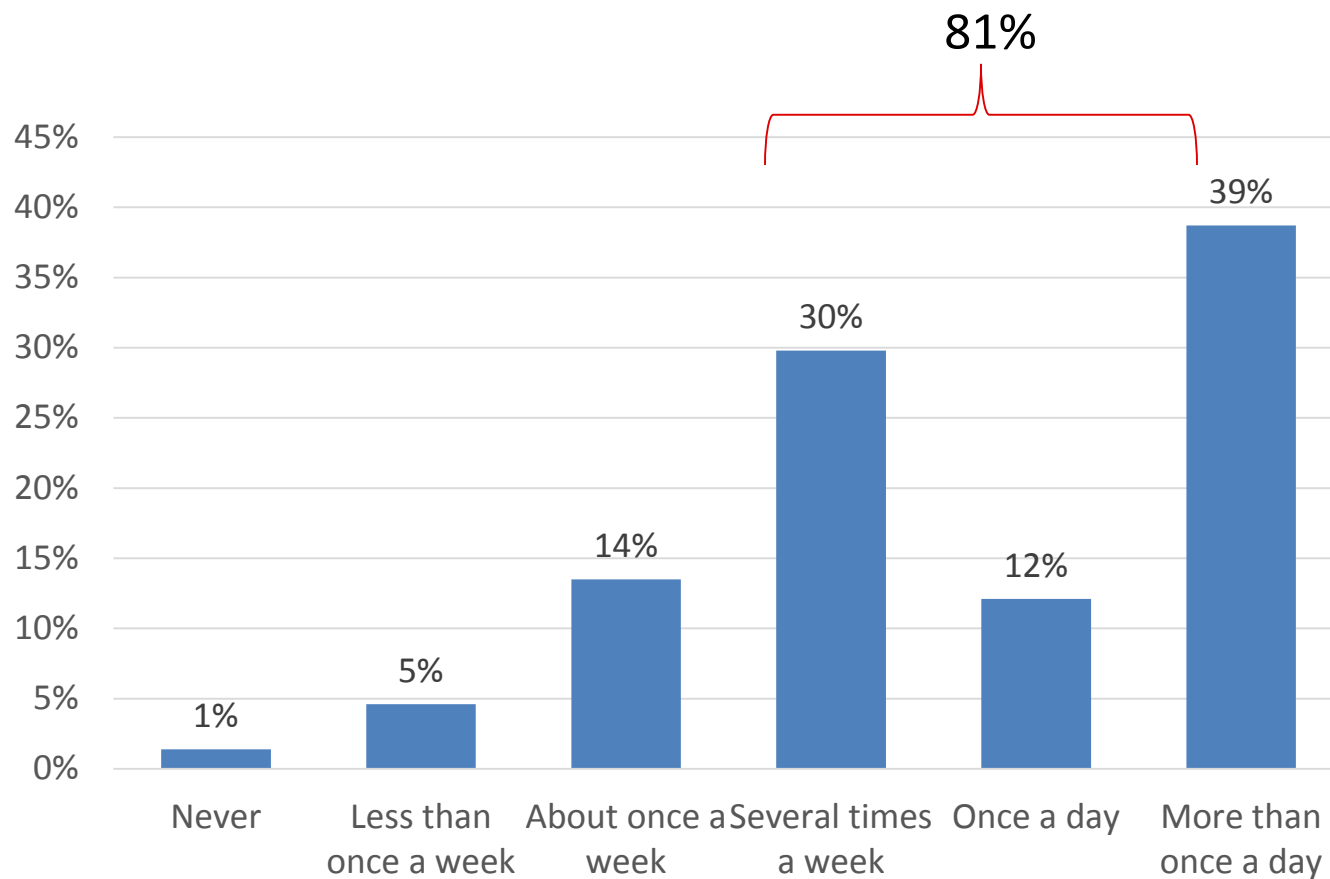
	Number
Total Schools Participating in the Pilot Program	66
Total Schools represented in the Survey	44
Total Survey Respondents	399
Principal or Vice Principal Respondents	49
Teacher Respondents	298
Other Staff Respondents	52

Teacher Perceptions of Use of Best Practices

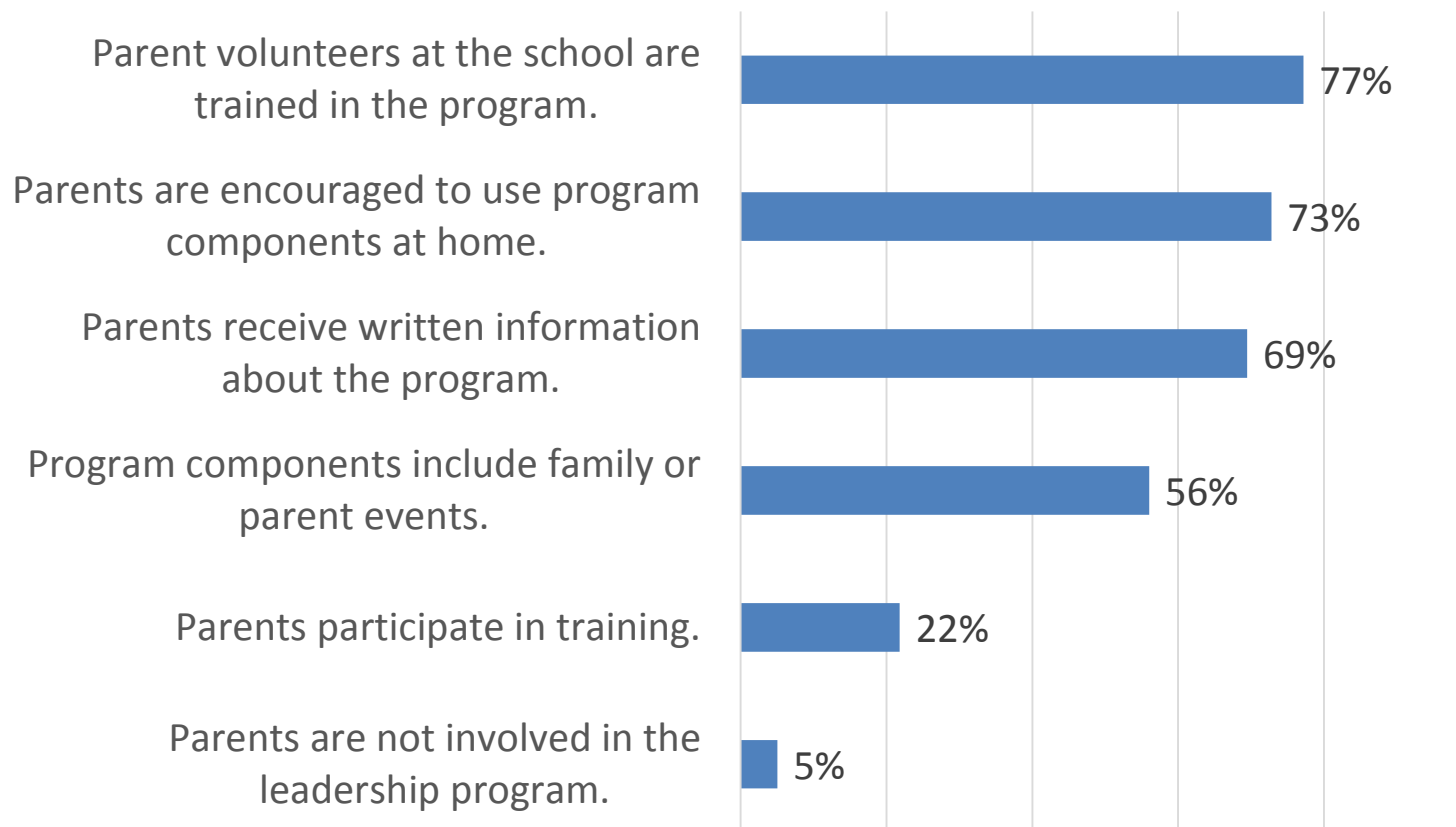
This leadership program...	Teacher Agreement
Addresses skills that are important for my students.	98%
Is appropriate for the age level of my students.	98%
Involves all students at my school.	98%
Is effective in teaching students new skills.	97%
Provides students with opportunities to actively practice new skills.	94%
Provides students with opportunities to take on leadership positions.	94%
Has hands-on or experiential learning components.	89%
I provide regular coaching or feedback to my students on their use of the leadership skills.	83%

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know

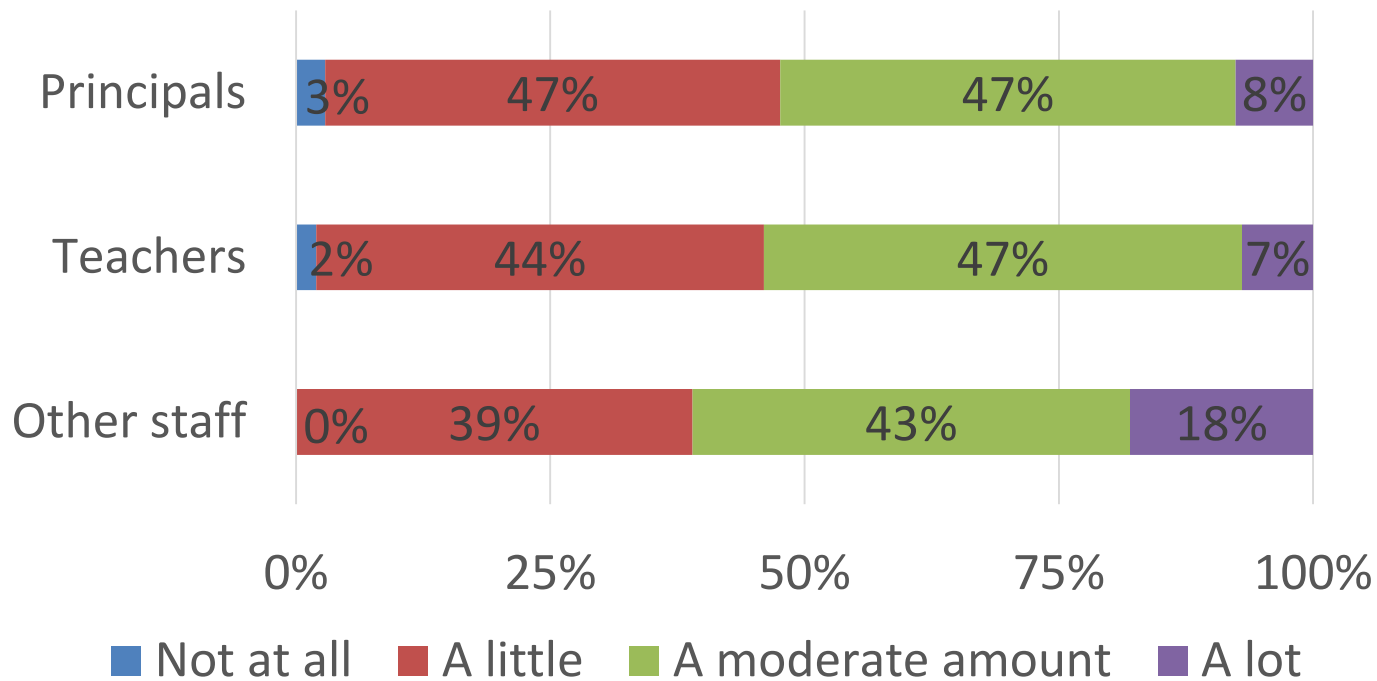
Teacher Reports of Program Use in Daily Practice



Parental Involvement (All survey respondents)



Amount of Parental Involvement



Perceived Impact on Program Goals

This program helped my students improve their...	Teacher Agreement	Principal Agreement	Other Staff Agreement
Communication Skills	86%	100%	85%
Teamwork Skills	88%	100%	89%
Interpersonal Skills	89%	100%	92%
Initiative and Self-Motivation	84%	100%	89%
Goal-Setting Skills	88%	96%	92%
Problem-Solving Skills	86%	100%	92%
Creativity	68%	91%	62%

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know

Teacher Perceptions

This program helped my students...	Teacher Agreement
Improve their communication skills.	86%
Listen to others more patiently.	83%
Express themselves more clearly.	80%
Speak in a group more confidently.	79%
Improve their teamwork skills.	88%
Encourage participation from everyone.	89%
Build on the ideas of others.	85%
Accept compromise to deal with conflict.	83%
Avoid using put-downs or blaming others.	80%
Improve their interpersonal skills.	89%
Be more polite and respectful to others.	89%
Be more aware of others' emotions.	87%
Be more aware of their own emotions.	84%
Improve their listening skills.	82%

Teacher Perceptions

This program helped my students...	Teacher Agreement
Improve their initiative and self-motivation.	84%
Continue a task/activity without being prompted by me.	81%
Undertake new activities without being prompted by me.	80%
Improve their goal setting Skills.	88%
Set goals that are attainable.	87%
Set their own goals for learning.	85%
See the importance of setting goals.	85%
Improve their problem-solving skills.	86%
Keep trying when a task becomes difficult.	82%
Learn from problem outcomes.	81%
Identify steps needed to solve a problem.	80%
Follow through with identified steps.	78%
Improve their creativity.	68%
Make connections between ideas.	77%
Risk failure to try new things.	74%
Respond adaptively to failure.	71%

Perceived Impact on School Climate and Learning

This leadership program...	Teacher Agreement	Principal Agreement	Other Staff Agreement
Reduced bullying.	67%	100%	75%
Benefitted my students.	95%	100%	94%
Improved the climate of my school.	88%	100%	92%
Improved the climate of my classroom.	87%	--	--
Enhanced my teaching experience.	86%	--	--
Improved the learning environment in my class.	86%	--	--
Improved my students' learning outcomes.	78%	--	--

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know

Negative Teacher Perceptions

This leadership program...	Teacher Agreement
Takes time away from instruction.	25%
Feels like an added burden.	17%
Is not worth it.	7%
Is not a good use of school time.	6%

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, I don't know

SAGE Results

We found no significant effects, positive or negative, on SAGE results.

Caveats:

- Not designed to increase test scores.
- Takes time to change school culture.
- Indirect effects on achievement may take longer than the pilot timeframe allowed.
- Despite some reports the program took time from instruction, there were **no declines**.

Example Comments

This is one of the best things to improve education.

Parents and teachers love the program because they see how the program has changed the lives of the students at our school

This program has changed our entire school and community culture.

It has not only helped me become a better teacher but also a better person.

We have seen results from teachers to students.

Summary

- Survey respondents indicate overwhelming positive perceptions of the program.
- Minimal negativity
- No impact on student achievement (SAGE)