

Background

The Leader in Me, a FranklinCovey educational solution, is a whole-school transformation model focused on equipping students so they can thrive in the 21st-century and beyond. It is based on The 7 Habits of Highly Effective People and is designed to be implemented using a three year process as described in Figure 1(source: FranklinCovey website).

The Leader in Me process is being implemented in over 1500 schools worldwide and the schools are reporting favorable results. However, FranklinCovey is interested in identifying specific details regarding how The Leader in Me process has improved and impacted schools and their students. To address this need, an evaluation effort was planned to address the following questions:

- Is there favorable reaction to The Leader in Me and has there been an increase in knowledge, skills, and confidence because of the program?
- Are school staff and students successfully using The Leader in Me process as seen by improvements in leadership skills, interpersonal skills, and specific behaviors? Additionally, what is enabling and deterring success?
- As a result of participation, what is the impact and benefits attributable to The Leader in Me regarding academic achievement, attendance, disciplinary referrals, student confidence, image, satisfaction, etc...?

Additionally, the outcomes of the study will assist in identifying what is working well with the program and where there are opportunities for enhancements.

Evaluation Strategy

To identify the success of The Leader in Me process in schools, an evaluation study was implemented in 2014 utilizing the ROI Methodology. The results generated by this simple yet comprehensive process are used to identify the success of a program as well as identify opportunities for improvement. Table 1 shows the five-level evaluation framework that represents the categories of data captured through the utilization of the ROI Methodology.

Along with the data categorization scheme, a process model is used to provide a consistent approach to collecting and analyzing data. This model includes a step to isolate the effects of the program from other influencing factors. Figure 1 presents the process model which offers a step-by-step approach for collecting and analyzing data categorized within the five-level framework.

Note: this study only went to Level 4 Impact and therefore some of the steps were not completed as indicated by an "x".

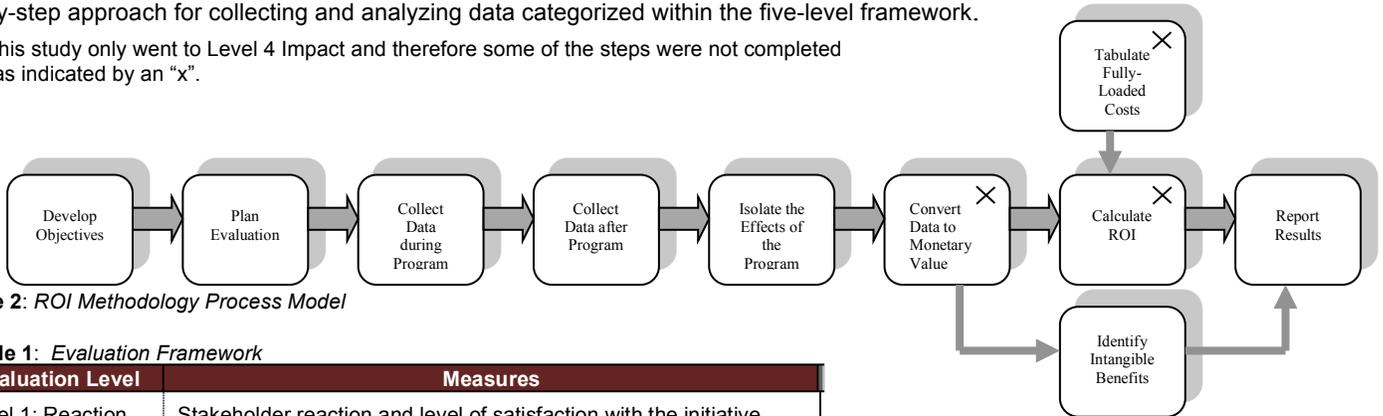


Figure 2: ROI Methodology Process Model

Table 1: Evaluation Framework

Evaluation Level	Measures
Level 1: Reaction	Stakeholder reaction and level of satisfaction with the initiative
Level 2: Learning	Changes in knowledge, skill, awareness, contacts, and attitudes
Level 3: Application	Changes in performance and application of new skills
Level 4: Impact	Changes in organizational results
Level 5: ROI	Program benefits compared to costs

districts: a South Carolina Public School District and a Florida Public School District. Additionally the selection criteria included a check to ensure all the necessary training had occurred. Lastly, schools from the same districts were identified that had not implemented The Leader in Me to provide comparative data. Table 2 (page 2) summarize the schools that participated in this study.

Year 1: Establishing a Culture of Leadership

Figure 1

Schools engage their entire staff in the study of key principles and make plans for implementing the principles in their school and classroom cultures. As part of this, they:

- Establish a vision
- Complete:
 - 7 Habits Signature Training and Certification
 - Implementation Training
 - Lighthouse Team Training

Year 2: Apply Tools of Leadership

School staff learns to apply the 7 Habits and leadership concepts at a higher order. This includes implementing tools that empower staff and students, and focusing on effective school-wide goals that produce immediate and future results.

Year 3+: Maximizing Results

The schools unique signature is defined and they participate in customized training and consulting. A focus on continuous improvement is incorporated so that they can maintain, adapt and enhance their efforts to support on-going success.

Table 2: The Leader in Me Schools' Details

School	Leader in Me Details (as of Jan. 2014)	Estimated Enrollment Numbers ¹	Current Staff Numbers		
			Teachers	Special Areas	Other
SC – School 1	Lighthouse School; Year 4	593	28	17	12
SC – School 2	Year 3; recently won National Blue Ribbon Award	601	27	11	32
SC – School 3	Lighthouse School; Year 4	610	36	18	8
SC – School 4	Completed Year 1 & Year 2 training	724	39	11	10
FL – School 1	Completed 2 nd Year	648	28	3	36
FL – School 2	Lighthouse, Year 3	720	44	4	9
FL – School 3	Lighthouse, Year 3	632	34	19	18
FL – School 4	Lighthouse, Year 3	581	29	5	19

Data Collection Instruments

To collect the data, different methods of data collection were utilized. First, to collect specific feedback and relevant information about The Leader in Me, a comprehensive questionnaire was utilized. To supplement this process a follow-up interview occurred with a representative from each school. Lastly, to obtain the needed impact data, public records and specific performance data was being gathered directly from the school districts. The Table 3 provides a summary of the data collection effort, including response numbers.

The findings highlighted in the remainder of this report reflect only the results from those who responded to the data collection and are represented in cumulative summary for all responses. The results are not intended to reflect findings of all Leader In Me participating schools but rather a sampling of the participation population that responded to data collection efforts.

Table 3: Data Collection Summary

Data Collection Instrument	Evaluation Data	District	N
School Comprehensive Questionnaire	Level 1 (Reaction) Level 2 (Learning) Level 3 (Application) Level 4 (Impact)	SC School District	63
		FL School District	65
Phone Interview with School Representative	Level 3 (Application) Level 4 (Impact)	SC School District	3
		FL School District	2
School Performance Record Review	Level 4 (Impact)	SC School District	N/A
		FL School District	

Reaction and Learning Results

Level 1 Reaction in the Phillips ROI Methodology measures how the participants reacted to the program, how satisfied they were with the program, and their intent to use the new knowledge and skills. For each of the statements, the respondents were asked to provide their level of agreement using a scale of strongly disagree (1) to strongly agree (5). The mean scores ranged from 4.14 - 4.46.



- **Would recommend** and **Worthwhile process** received the highest scores at 60% strongly agree for both.
- **Whereas Student's positive response** and **motivation** represented the largest total combined agreement with each scoring 92% cumulative agree and strongly agree.
- The **students' parents responded positively** received the lowest rating at 78% overall agreement. – which is still a favorable reaction

The respondents were also asked to identify how The Leader in Me was in achieving its vision to help students succeed in life. When considering the combined results for both districts, 77% said it was either "critical" or "very critical". This finding, along with the other favorable results, indicates success at Level 1 Reaction and Satisfaction with the program initiative

Level 2 Learning measures show the increase in knowledge, skills, and attitudes gained in the program and how confident the participants are in applying them on the job. The respondents reported an increase in learning with means ranging from 4.23-4.32.

- **90%** combined Agree and Strongly agree - **Students acquired new knowledge and skills to be better leaders at school and home**
- **87%** combined Agree and Strongly agree - **Teachers acquired new knowledge and skills to empower their students**
- **84%** combined Agree and Strongly agree – **Teachers acquired new knowledge and skills to be better leaders**

The highest rating was reported for students acquiring new knowledge and skills from the process to become leaders at school and at home 90% or (4.32) mean scores. This is a very important finding because it shows the students are benefiting from the process, even beyond the academic setting.

Students acquire knowledge/skills to become leaders at school and home

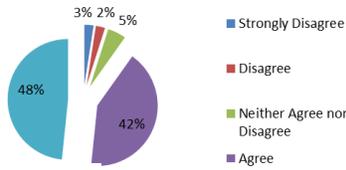


Figure 4

Teachers acquired knowledge/skills to empower students to be leaders.

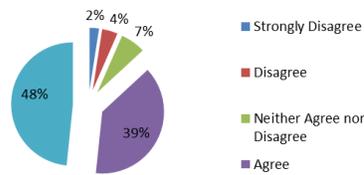


Figure 5

Teacher acquired knowledge/skills to be a better leader

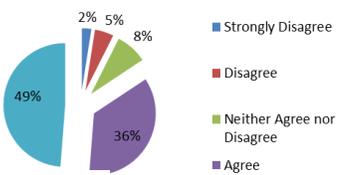
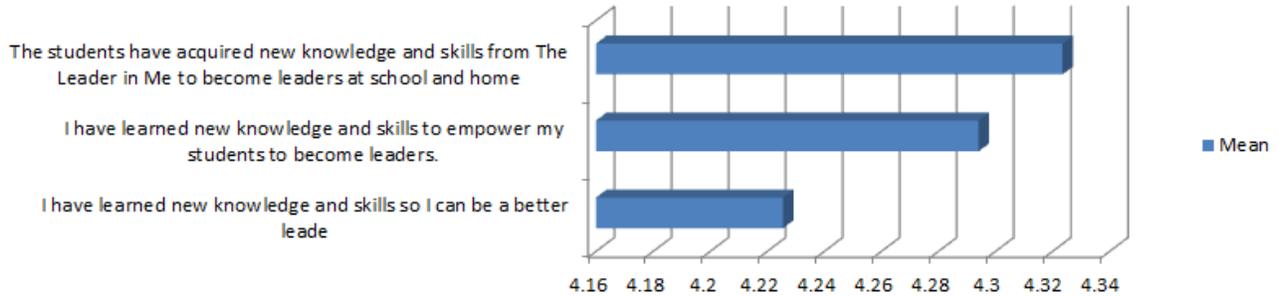


Figure 6

Figure 7

**Comparative Scores
Teachers & Students
(1-5 scale)**



Application Results (from the Post LS4 Questionnaire)

Level 3 Application measures show how much the learning translated into behavior change or action for the staff and students at Leader in Me schools. The process of capturing this data involved identifying the extent to which actions or activities were occurring at the schools. For the purposes of this study, questions were asked to identify both the frequency and success in completing them.

The questionnaire respondents were asked how **frequently** and **successfully** they are completing the actions and activities related to The Leader in Me using a 5-point scale from never (1) to very often (5). The findings of the combined findings from both districts are illustrated Figure 8. The respondents reported the high frequency ratings for *giving students leadership opportunities and roles*. The respondents did report a lower frequency rating for *using resources on The Leader in Me Online* and *involving parents in learning the 7 Habits*.

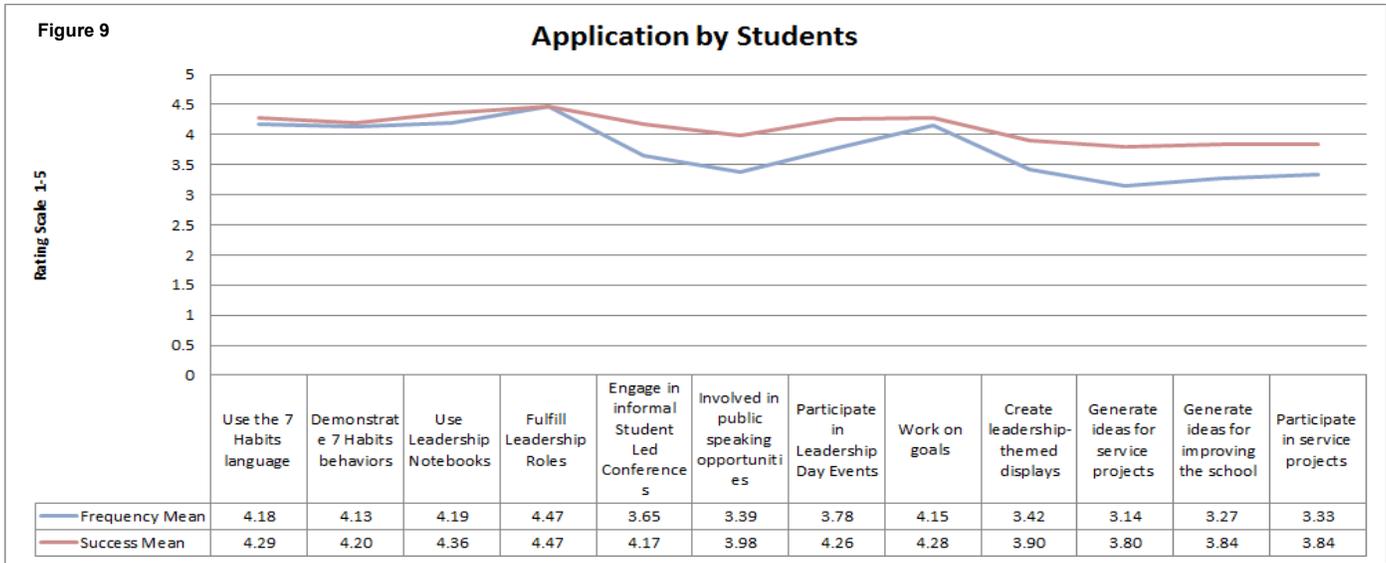
Using a scale of no success (1) to completely successful (5), including an N/A option, the respondents also identified the extent to which they have experienced success completing the actions and activities. *Giving students leadership opportunities and roles* received high success ratings while *using resources on The Leader in Me Online* and *involving parents in learning the 7 Habits*. Interestingly the frequency and success as indicated by the separate chart lines indicate a strong correlation between the application success and frequency. Overall, these results indicated a strong indication that significant application and behavior changes resulted from The Leader in Me.

Figure 8

Application by Teachers



Additionally, the questionnaire respondents were asked to identify how **frequently** and **successful** their **students** were completing the actions and activities related to The Leader in Me. Figure 9 below provides a summary of the results to these questions for both districts. The respondents reported the highest frequency ratings for *fulfilling leadership roles* and using *Leadership Notebooks*. The lowest ratings were for *generating ideas for service projects* and *ideas for improving schools*. These also received the highest success ratings while those activities the students were reported doing less frequently were identified as being completed with less success.



Lastly, to ensure there is a comprehensive understanding of how The Leader in Me actions and activities are being completed within the schools, findings regarding what factors are either fostering (enablers) or deterring (barriers) needed to be identified. To capture this information, the questionnaire respondents were asked to identify the enablers and barriers that either supported or deterred the implementation of The Leader in Me, including the students' use of the applicable concepts and skills.

The most noted enablers (at least 44 responses) including *teacher instruction*, *Leadership Roles*, *adult modeling* (living the 7 Habits), *Leadership Notebook*, *leadership recognitions*, and *leadership opportunities*. The respondents did not indicate as many barriers to implementation. *Lack of parent support*, *lack of district support*, *lack of student mentoring opportunities*, and *lack of opportunities for leadership* received between 7 and 13 responses. Some of the "other" barriers identified included *not having enough time*, *prioritizing issues*, and *educating others such as parents on the process*. Even though only a small number of individuals identified barriers, steps should be considered that would either mitigate or remove them in order to ensure continued success regarding the implementation of The Leader in Me within schools.

Impact Results

As discussed in Level 3 Application findings, the results indicate that there has been success implementing The Leader in Me in the schools, including the completion of various actions and activities by both staff and students. However, this is only part of the story of the outcomes related to The Leader in Me. In order to fully understand the value of the process, it is important to determine, as a result of the implementing The Leader in Me, what is the impact to key measures. To capture the needed data, three data collection processes were implemented: 1) questionnaire respondents were asked a series of questions regarding the impact; 2) follow-up interviews with selected school representatives; and 3) review of school district performance data.

To understand impact from The Leader in Me process, questionnaire respondents were asked to identify the extent to which key measures improved in the past year. This entailed answering three specific questions:

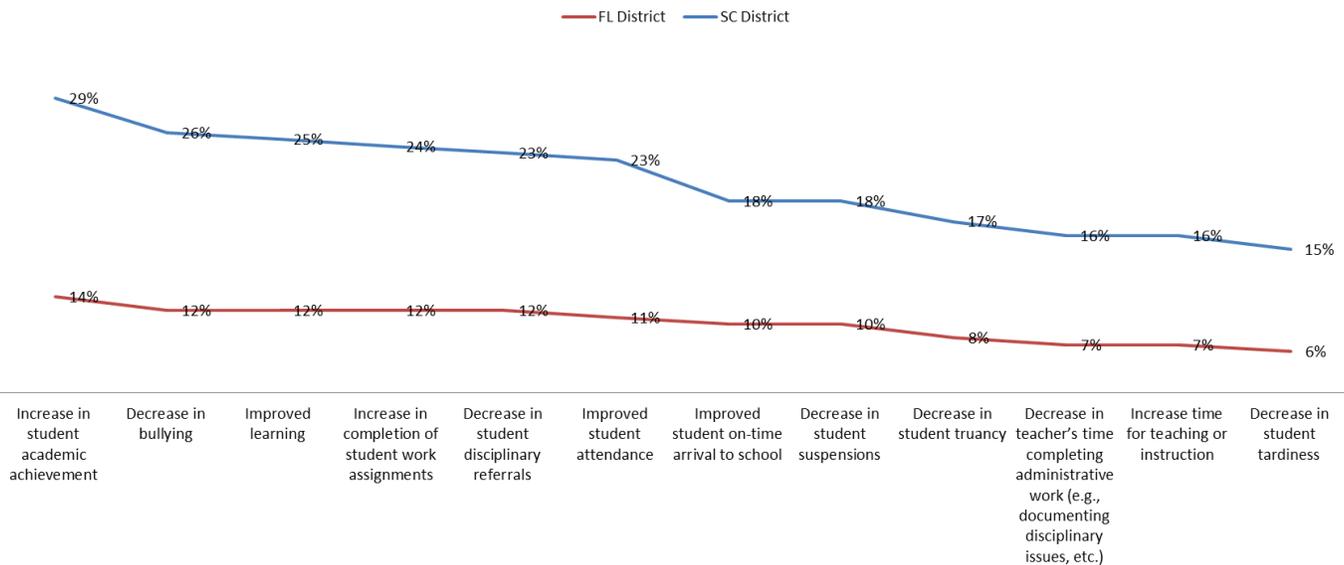
- How much do you estimate the indicator or measure has improved since the implementation of The Leader in Me in your school? (0% = no improvement; 100% = complete improvement)
- How much of this improvement would you say was directly attributed to The Leader in Me? (0% = no contribution; 100% = full contribution)
- What is your level of confidence on the estimates you provided? (0% = no confidence; 100% = fully confident)

The question regarding the respondent's confidence in estimates was asked to make the error adjustment in all estimated values. This question ultimately results in a range of improvement (or a margin of error) due to the factors.

The findings are captured in Figure 10 (page 5) for both study districts. The results are represented in tables in descending order from most improved to least. The improvement results are significant and show that The Leader in Me process had an impact on the indicators or measures.

Figure 10

Leader in Me Impact as Reported by Staff



In addition to the respondents identifying the improvement in specific indicators or measures, they were also asked to provide insight regarding other additional benefits realized. To capture this information, the respondents were asked to select the extent to which specific

Table 4: Additional Benefits as Reported by Staff

	SC District	FL District
School image/reputation	4.48	4.03
District support	4.28	3.93
Empowering environment	4.27	3.77
Engagement with students	4.1	3.69
Staff innovation	4.07	3.63

measures improved as a result of The Leader in Me using a scale of no improvement (1) to very significant improvement (5). There was also an option for "Don't Know". There were two sets of measures with one being focused more on measures related to the school, staff, and parents and the other set specific to the students. The top 5 key findings from these questions are in Table 4.

Respondents reported the highest improvement average rating for *school image / reputation*, *district support* and *empowering environment*. They reported the lowest improvements for *their job satisfaction*, *parent involvement*, and *teacher retention*. (For *other*, only a few respondents

provided details and as a result have not been included in this report but have been detailed in the full analysis including comments provided by respondents).

For the student related measures, *other* received the highest average rating although no explanatory details were provided for other. *Student confidence* and *responsibility* also received higher ratings while *student accountability* and *readiness for next grade* received the lowest improvement ratings. Overall, however, with all measures being noted as at least having an average rating equivalent to moderate improvement, the findings indicate The Leader in Me is having an impact on both school and student related measures

The final phase of collecting impact results due to The Leader in Me involved reviewing school district data. Ideally, the goal was to gather data from the schools that implemented The Leader in Me and also from like schools who had not. For both districts, this was feasible for some measures but not for others due to the lack of available data. Additionally, because the two districts are in different states and operate under different accountability processes, there was a challenge collecting similar outcome data. Lastly, for the majority of the data, the 2012 – 2013 school year results were reviewed due to limited availability of the 2013 –2014 school year results.

For the South Carolina Leader in Me schools, the first outcome data reviewed related to academic performance measures. The Palmetto Assessment of State Standards results for 2012 – 2013 were compared between Leader in Me schools and "like" schools. While, in general, Leader in Me schools did not outperform the like schools with students who scored "met", there was some favorable differences regarding those who scored "exemplary". Each school except SC – School 4 had at least one area where they outperformed the "like" school for the "exemplary" category. This finding, along with the questionnaire respondents indicating the process increased student academic achievement, indicates that for some students, The Leader in Me is favorably impacting their academic outcomes.

In addition to the academic performance measures, some other outcome results were compared between The Leader in Me schools and "like" schools.

- Three Leader in Me schools slightly outperformed their "like" schools regarding retention rates
- For SC- School 4, the teacher attendance rate was slightly higher than their "like" schools
- Three of the Leader in Me schools had a higher percentage of parents reported being satisfied with the learning environment, the social and physical environment, and the school-home relations

When considering these findings in connection to the questionnaire results where the respondents reported school image / reputation, parent satisfaction, and student satisfaction significantly improved (rating of 4.00 or higher), there is an indication of The Leader in Me impact on these measures.

Academic performance measures were also reviewed for the Florida Leader in Me schools. However, in this case, data was not available for “like” schools. Instead, three years of academic results were analyzed and in general, there were no significant findings from this analysis. For other outcomes, there was an opportunity to compare The Leader in Me schools with identified control schools. Leader in Me schools outperformed the control schools in the measures such as *missed instructional time, students not proficient in reading by third grade, discipline referrals, suspensions, and parent engagement.*

These findings, supported by the estimated improvement in measures noted by the questionnaire respondents illustrates The Leader in Me is having an impact.

Satisfaction data was also reviewed through district available reports but only available for the schools that implemented The Leader in Me were analyzed. However, there is indication that the students, teachers, and parents are satisfied.

- At least 85% of the students indicated agreement that their teacher cared about them, they liked going to the school, and they are learning a lot.
- At least 83% of the parents indicated yes that they are satisfied with home-school communications, parent-school relations, and school quality.

While not conclusive due to not being able to compare the results to control schools, there is indication that satisfaction is favorably impacted by having the process implemented in the schools. This is in part due to the questionnaire respondents indicating that their job satisfaction, student satisfaction, and parent satisfaction at least moderately improved due to The Leader in Me.

Summary

The results indicate that there has been success implementing The Leader in Me in both the South Carolina and Florida School Districts. Overall the Florida Leader in Me Schools reported lower findings than the South Carolina schools but the respondents of both schools reported The Leader in Me as being a worthwhile process. Furthermore, they indicated it was a critical program in the schools' visions to help students succeed in school life. The results also indicate that the students are motivated by The Leader in Me process and have responded positively to it. Lastly, for both districts, the respondents reported agreement that the parents have also responded positively.

In addition to favorable reaction results, there is indication that both the staff and students have acquired new knowledge and skills that increase their leadership capabilities. This is further supported by the favorable results regarding the actions and activities being completed by both teachers and students. In addition to reporting the completion of applicable actions and activities, the questionnaire respondents indicated they were experiencing success completing them. For both districts, the respondents reported the success with regard to giving students leadership opportunities and leadership roles. Furthermore, they reported that the students were having fulfilling leadership roles. Of interest, the Florida Leader in Me schools reported higher ratings for their students generating ideas for service projects and school improvements and being able to complete them. Lastly, both groups of respondents shared specific actions and activities being completed within their school such as using a chart of the 7 Habits track when students demonstrated a habit, envisioning a goal when completing a group activity, tracking goals, and addressing bullying in the school.

For both school districts, teacher instruction received the highest number of responses for fostering (enabling) The Leader in Me actions and activities in their schools. The South Carolina Leader in Me schools reported other enablers as leadership roles, adults modeling the 7 Habits and the Leadership Notebooks. The Florida Leader in Me schools identified leadership recognition, leadership assemblies, and peer support as enablers. Barriers were less noteworthy with South Carolina schools reporting lack of parent support as their primary barrier and Florida ones identifying lack of district support as their primary barrier.

While understanding the reaction, learning, and actions taken as a result of The Leader in Me being implemented in the schools is important, a critical finding involves determining the improvement in key measures due to the process. Using the estimation process, the questionnaire respondents identified the extent to which key measures improved. For the South Carolina schools, measures such as increased student academic achievement, decreased bullying, improved learning, and increased student confidence were noted as improving because of the process. Improved learning, increased completion of student assignments, improved student attendances, and increased student engagement were identified as measures with the highest estimated improvement for the Florida schools.

Through the analysis of school district data, additional impact results were identified. Although there were no significant improvements in academic achievement on state tests identified for the schools in either district, findings do indicate other measures have been improved because of The Leader in Me being implemented in the schools. More specifically, the results indicate that the schools that have implemented the process tend to have higher staff, student, and parent satisfaction.

In summary, the results from this evaluation effort indicate that The Leader in Me is successful and making a positive impact in the schools where it is implemented. Those involved recognized the process' value as noted in their responses provided in the questionnaire and the below highlighted comment:

“It has made a world of difference in our school. When a new family visits our school our kids now take them on the tours and we never have to answer questions because the kids are answering them.”

Source of information for this summary: *The Leader in Me District Evaluation Report written in November 2014 by the ROI Institute, Inc.*