

Equity From the Inside-Out: The *Leader in Me* Approach

Over half of our nation's K-12 students now come from low income households. Ensuring equity in education is essential to the future of our nation.

Contributors to the Equity Gap in Education include:

High-SES Students

- self-advocate
- believe they “belong” at school
- have positive school culture
- graduate from high school

are more likely to

Low-SES Students

- get suspended
- are chronically absent
- have emotional issues
- move schools multiple times

Failed Attempts at Change

Government initiatives aimed at closing the equity gap in education have not met their promise because they failed to understand and target its root. As a result, the inequality in education for low- vs. high-income students continues to perpetuate cyclical poverty. **What can be done?**

Social-emotional learning (SEL) skills like perseverance, self-control, and optimism are “critical tools for **improving outcomes** for low-income students.”

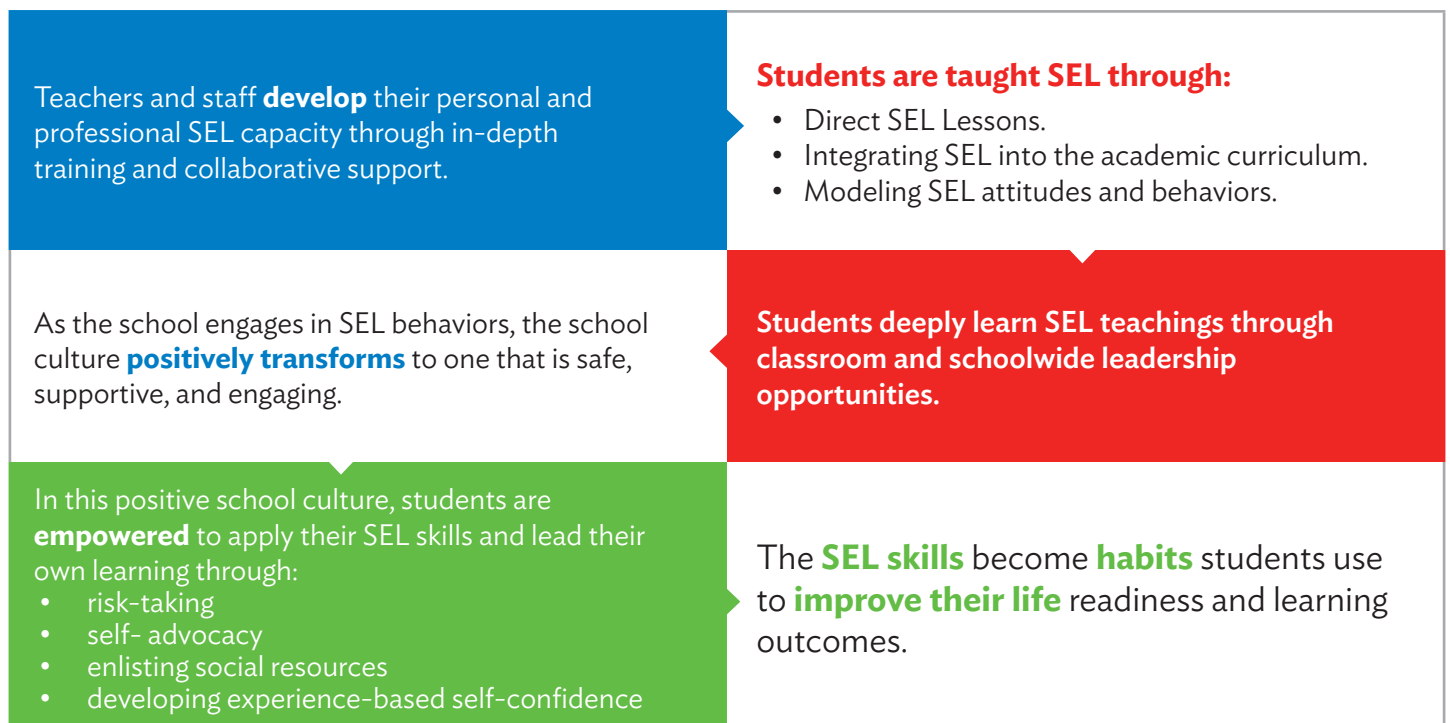
- *How Children Succeed*, Paul Tough

We must equip our teachers with more than academic toolkits. We must build their social and emotional capacity so they can model and effectively develop the SEL of their students. **But how?**

Leader in Me's SEL approach targets a persistent driver of the equity gap: the limiting paradigms of low-SES students and their teachers.

Limiting Paradigms:	Leader in Me Paradigms:
Control student behaviors with punishments and rewards.	Empower long-term student success by tapping into students' internal motivation and unique talents.
Reinforce limiting paradigms about low-SES students' abilities and potential.	Foster an optimism for personal and academic growth through goal achievement and SEL skill development.
Teach SEL in disjointed lessons by teachers who have been given little or no training.	Invest in building the SEL capacity of all teachers and staff so they can model and empower student SEL development in a unified and supportive school culture.
Focus SEL approach within the school.	Provide SEL development to families and the community to reinforce student development and maximize opportunities for application of SEL skills.

How Leader in Me Addresses the Equality Gap in Education



Evidence of *Leader in Me* Effectiveness

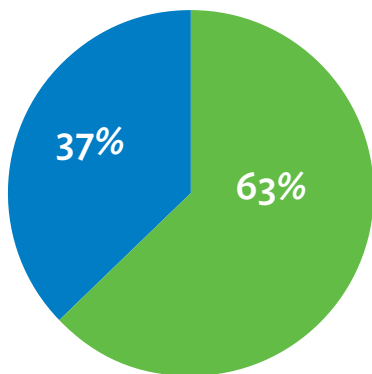
22.84%¹

IMPROVEMENT IN STUDENT BEHAVIOR from a statewide analysis of Florida *Leader in Me* Schools compared to matched controls.

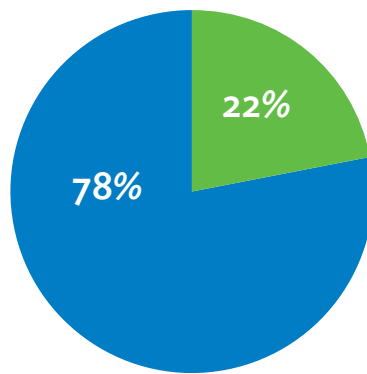
“Integrating The 7 Habits of Highly Effective People® schoolwide increases the likelihood of reduced student discipline in schools.”

- Humphries, Cobia, & Ennis (2015) Samford University

A study conducted in predominantly low-income schools found students proficient in using the **7 Habits SEL skills were far more likely to be at benchmark** in ELA state exams than their non-proficient peers.



Proficient in 7 Habits²



Non-proficient in 7²

● Benchmark Grade-level
● Benchmark Below-level

42%

FEWER DISCIPLINE INCIDENTENCES THAN EXPECTED

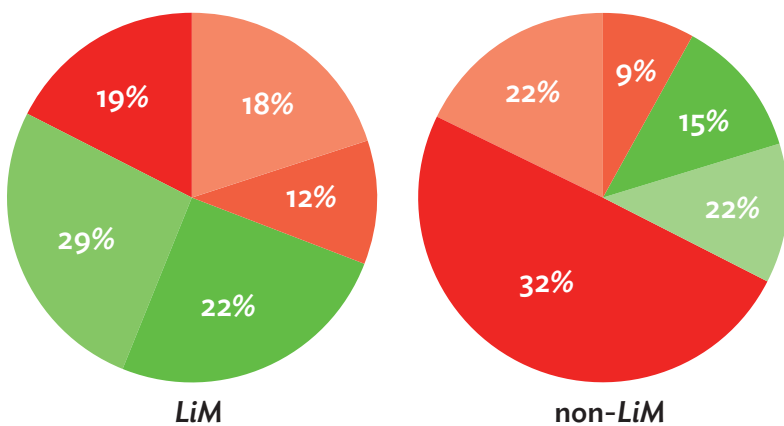
in a statewide sample of Missouri *Leader in Me* Schools based on their pre-*LiM* trajectory.³

Administrators from multiple Title I Leader in Me Schools reported “being called out to handle disputes between students only to arrive upon the scene to find students problem solving and working through the issue themselves using habit language.”

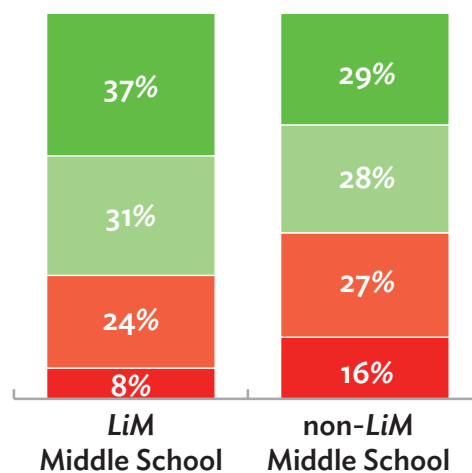
- Dick, Burstein, Bergeron (2017) University of Louisiana at Lafayette

In a regional study, students who attended a *LiM* middle school **were more likely to be on time and have a higher GPA** in high school than those who did not attend *LiM*.⁴

Tardies for Low-SES Students in 9th Grade



GPA for Low-SES Students in 9th Grade



● none ● 1-3 Tardies ● 4-8 Tardies ● 9-15 Tardies ● 16+ Tardies

● Less Than 1.0 (F) ● 1.0 thru 1.99 (D) ● 2.0 thru 2.99 (C) ● 3.0 thru 4.00 (B or higher)

Improved Reading Skills

Percentage increase from benchmark on a standardized K-3 reading test in a multidistrict study of low-income *LiM* schools.⁵

- Dick, Burstein, Bergeron (2017) University of Louisiana at Lafayette

12%
cohort one

21%
cohort two