JOHNS HOPKINS
SCHOOL of EDUCATION

Achievement Outcomes of The Leader In Me (TLIM) Program

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Introduction

The present study was designed to perform "snapshot" descriptive analyses of student achievement in two schools differing in geographic location and demographic characteristics implementing *The Leader in Me* (TLIM). The TLIM program is designed to implement a school-wide transformation process to enhance students' life skills and workforce readiness. The foundation of the school change process is based on the integration of the 7 Habits described in Stephen Covey's *The 7 Habits of Highly Effective People* into all aspects of daily life in the school. Implementation of the TLIM process is facilitated by: (a) training and professional development by the developer (Franklin Covey) of the entire school staff in basic leadership principles, including the principles of the 7 Habits, (b) integration of TLIM concepts by teachers into classroom lessons, hall displays, and school-wide activities and systems for the purpose of fostering students' understanding, internalization, and application of the principles, and (c) transfer of the principles by students to their activities and communications at home and in the community. Additionally, a high level of implementation includes adoption of the habits by teachers, parents, and other community stakeholders.

Commissioning and funding studies striving for the ostensive gold standard-- a randomized controlled trial (RCT) with a large number of schools, student-level test scores, and all the other trimmings (see What Works Clearinghouse, 2014) -- are usually quite expensive. However, all programs can foster the systematic use of data and continuous program improvement by monitoring in a descriptive, formative way how their schools are performing, as measured by both absolute attainment and yearly gains in student achievement. The individual program leaders, TLIM and CRRE, agreed that a potentially valuable contribution, therefore, would be developing and utilizing a methodology that all schools (particularly smaller ones with less

readiness for rigorous “summative” analysis) could use internally to enable such monitoring and provide suggestive evidence of trends across the program schools. Therefore, this study sought to further research already conducted by CRRE concerning TLIM (Ross, Laurenzano, & Daniels, 2012) and to descriptively analyze the yearly gain in student achievement in reading/English language arts (R/ELA) and mathematics.

Methodology

Publicly available grade-level R/ELA and mathematics scores on the schools' respective state assessments were examined to determine trends over time relative to the state. A replicated design was employed in two elementary schools spanning grades kindergarten through five: Janson Elementary School (JES), California, and Summerville Elementary School (SES), South Carolina. The starting point for JES was 2011-2012 and 2012-2013 for SES. Clearly, it would be premature to evaluate TLIM in any way based on these results. The results, therefore, are presented primarily for the purpose of creating a 'snapshot' profile of JES and SES over one year.

Findings

Janson Elementary School (JES)—Los Angeles, California

Demographics. JES is a Title 1 school in a large suburban location in Los Angeles, California. JES enrolls approximately 635 students in kindergarten through sixth grades (National Center for Education Statistics, 2014).

JES R/ELA 2009-2013

The percentage of students proficient or advanced from Janson Elementary School (JES) on the California State Assessment in R/ELA remained relatively constant between the 2008-2009 and 2012-2013 school years. This performance trajectory is relatively similar to that of the state average in R/ELA during this time. The performance of grades two through six in both JES and the State of California during this time period are discussed below.

JES 2nd grade reading. During the 2008-2009 school year, JES grade two scored *evenly* with the state and during the 2012-2013 school year JES grade two scored six percentage points *lower* than the state. Figure 1 shows the reading performance of JES grade two and the state

averages for this same grade over this time period. Figure 2 shows the performance gains (or losses) experienced by JES grade two and the state during this time period.

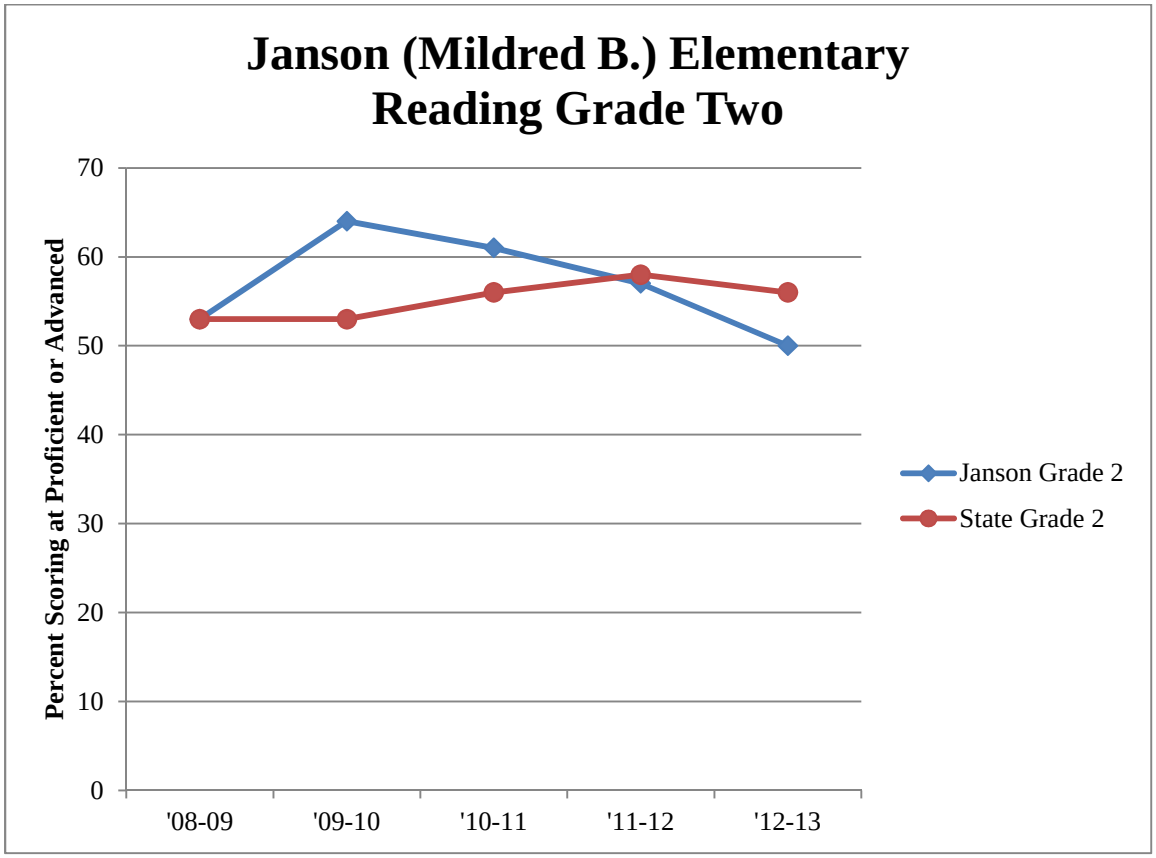

Figure 1. Janson Elementary Reading Performance 2009-2013: Grade Two

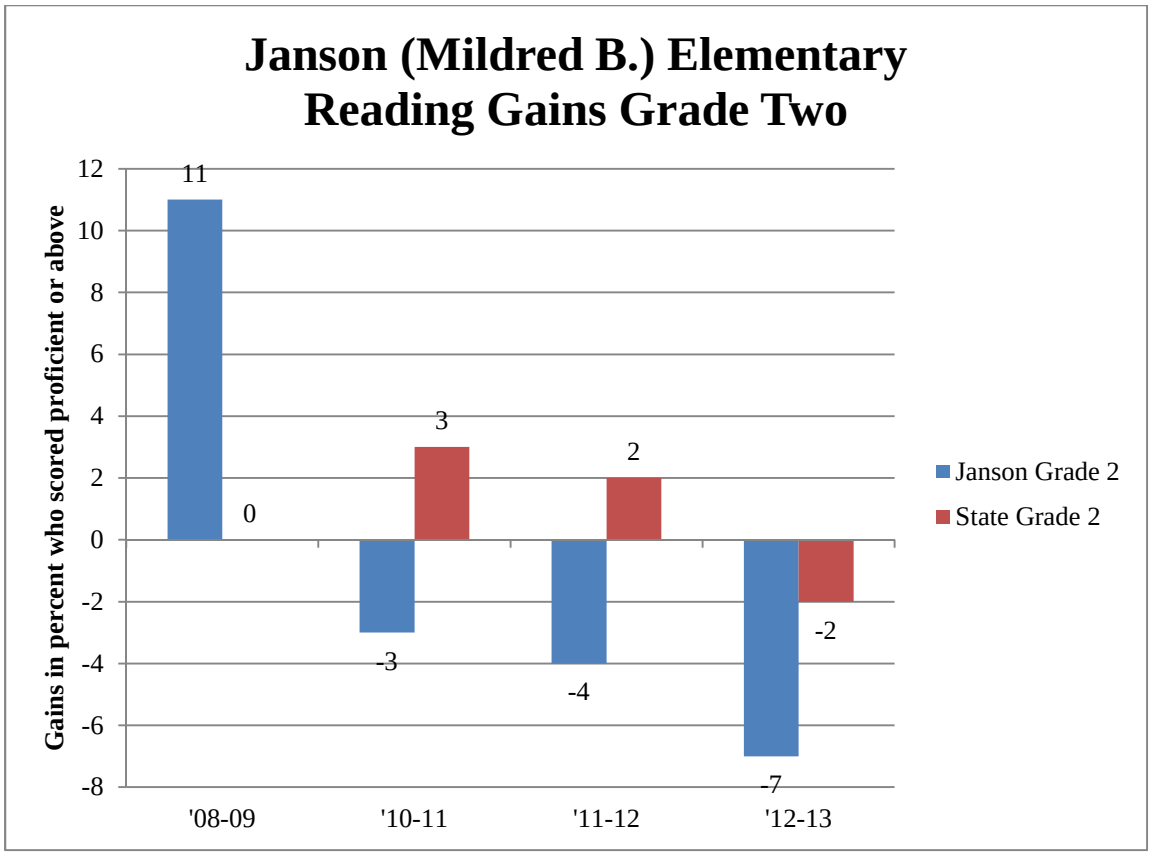

Figure 2. Janson Elementary Reading Gains 2009-2013: Grade Two

JES third grade reading. During the 2008-2009 school year, JES grade three scored one percentage point *higher* than the state averages for the same grade level and during the 2012-2013 school year JES grade three scored eight percentage points *lower* than the state. Figure 3 shows the reading performance of JES grade three and the state averages for this grade over this time period. Figure 4 shows the performance gains (or losses) experienced by JES grade three and the state during this time period.

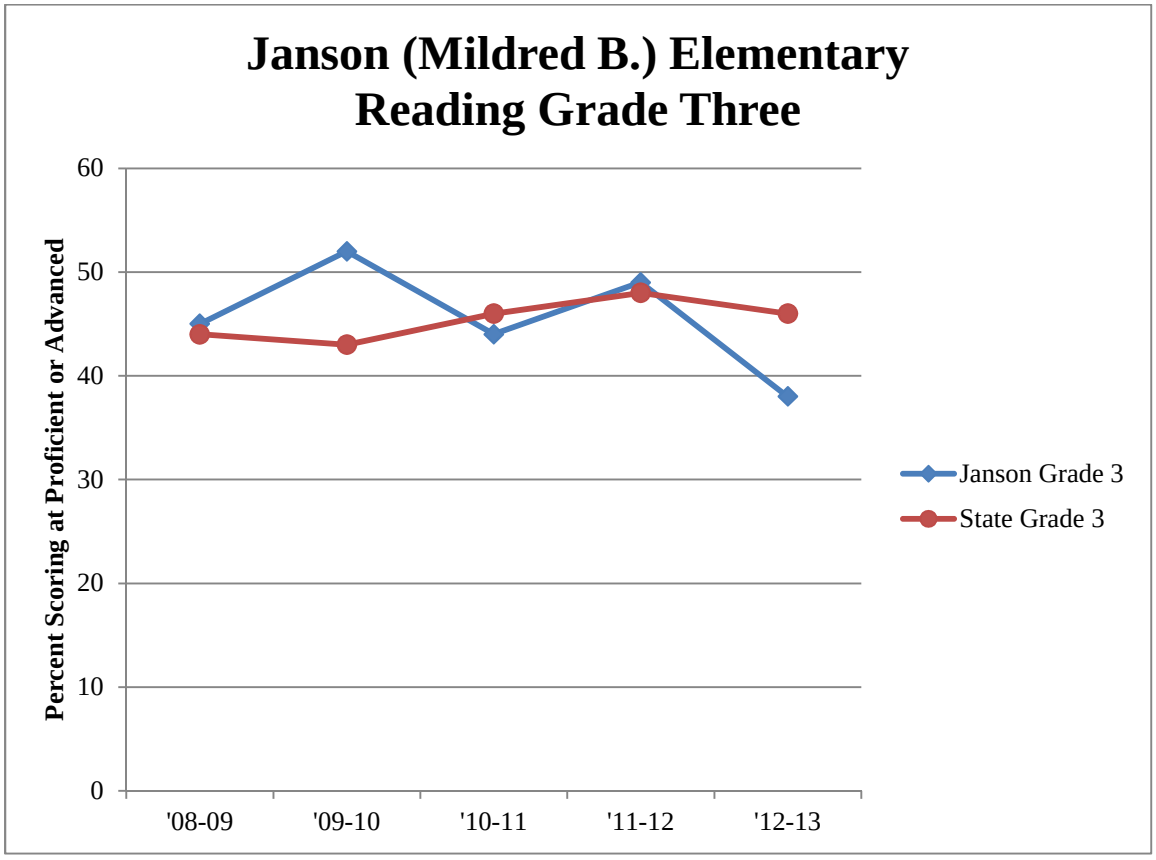

Figure 3. Janson Elementary Reading Performance 2009-2013: Grade Three

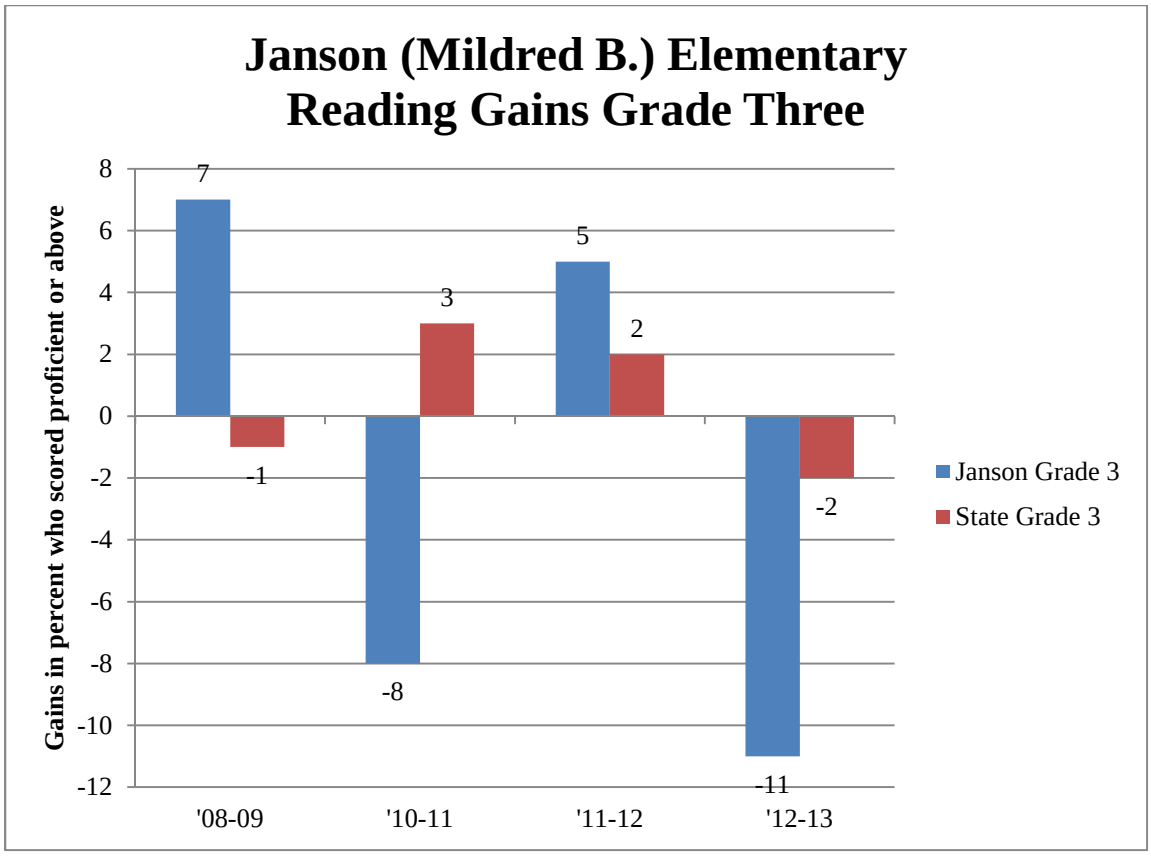

Figure 4. Janson Elementary Reading Gains 2009-2013: Grade Three

JES fourth grade reading. During the 2008-2009 school year, JES grade four four scored *evenly* with the state average and during the 2012-2013 school year JES grade four scored 12 percentage points *higher* than the state. Figure 5 shows the reading performance of JES grade four and the state averages for this grade over this time period. Figure 6 shows the performance gains (or losses) experienced by JES grade four and the state during this time period.

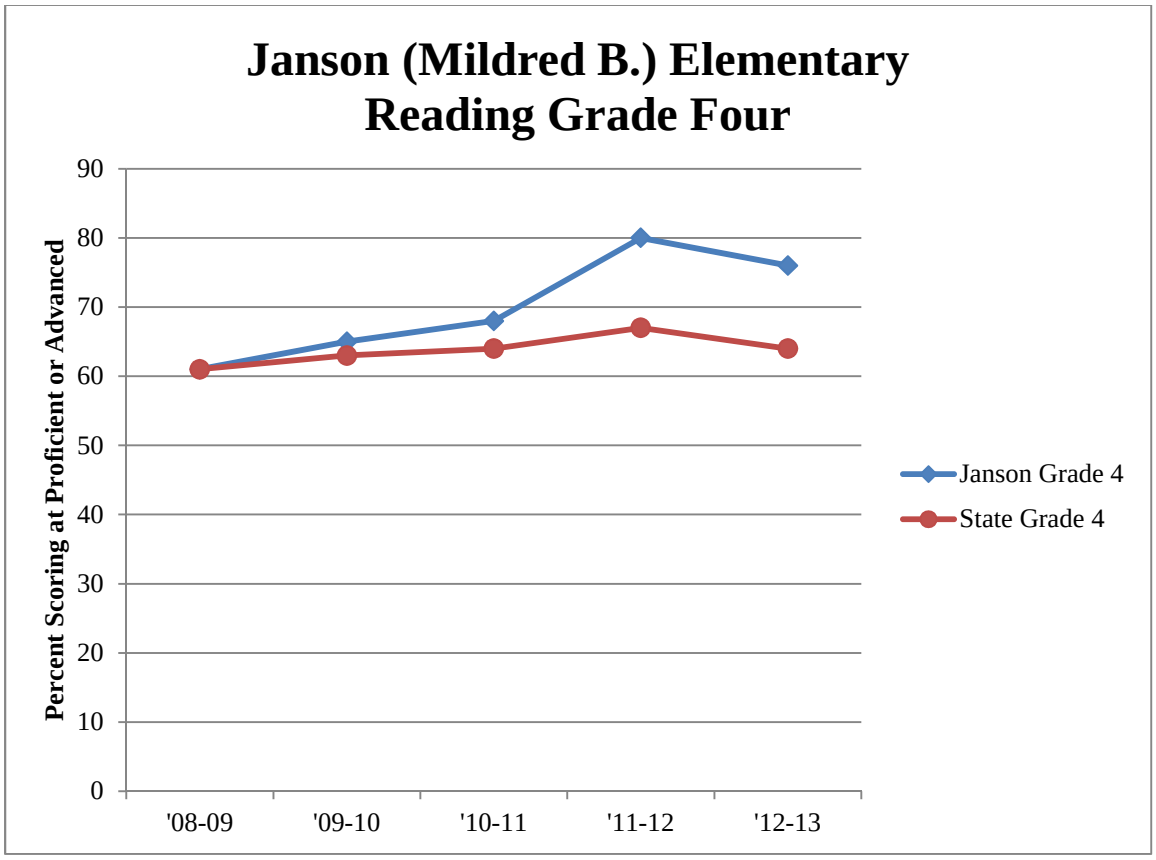

Figure 5. Janson Elementary Reading Performance 2009-2013: Grade Four

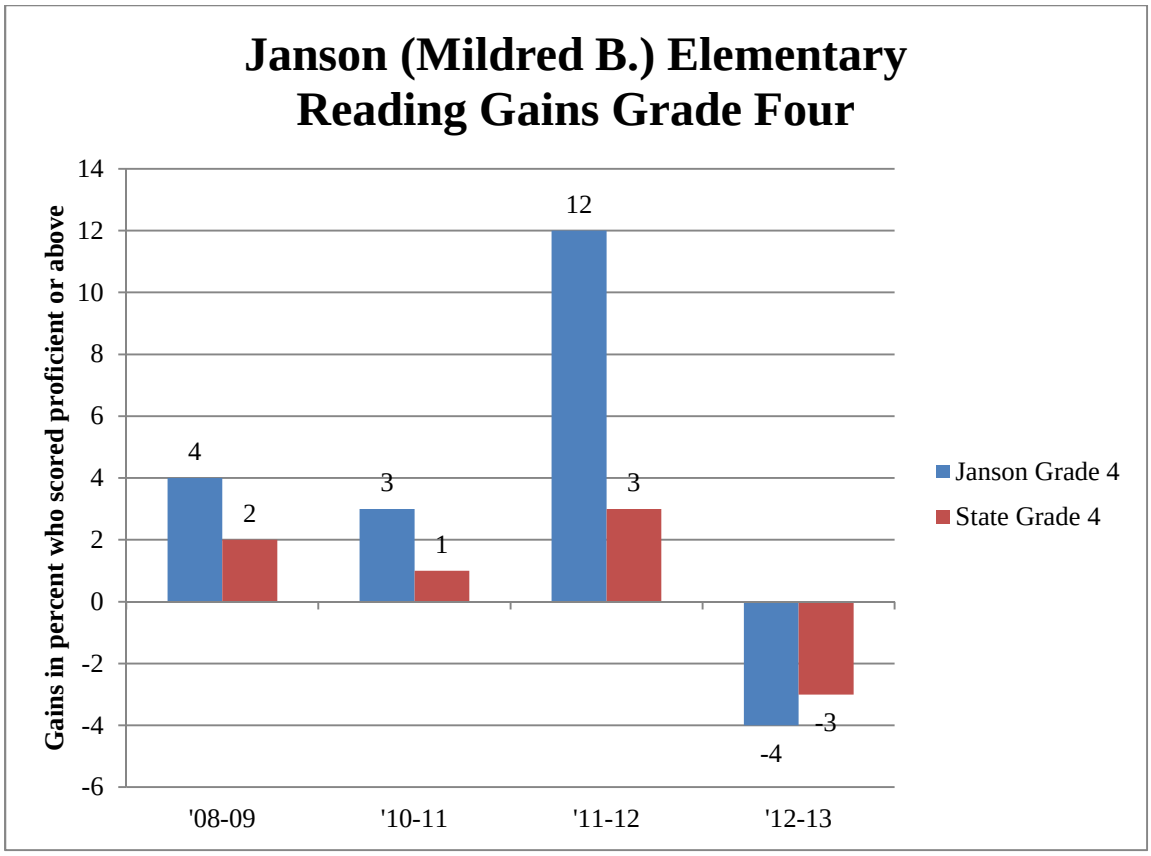

Figure 6. Janson Elementary Reading Gains 2009-2013: Grade Four

JES fifth grade reading. During the 2008-2009 school year, JES grade five scored 10 percentage points *higher* than the state and during the 2012-2013 school year JES grade five scored 19 percentage points *higher* than the state average. Figure 7 shows the reading performance of JES grade five and the state averages for this grade over this time period. Figure 8 shows the performance gains (or losses) experienced by JES grade five and the state during this time period.

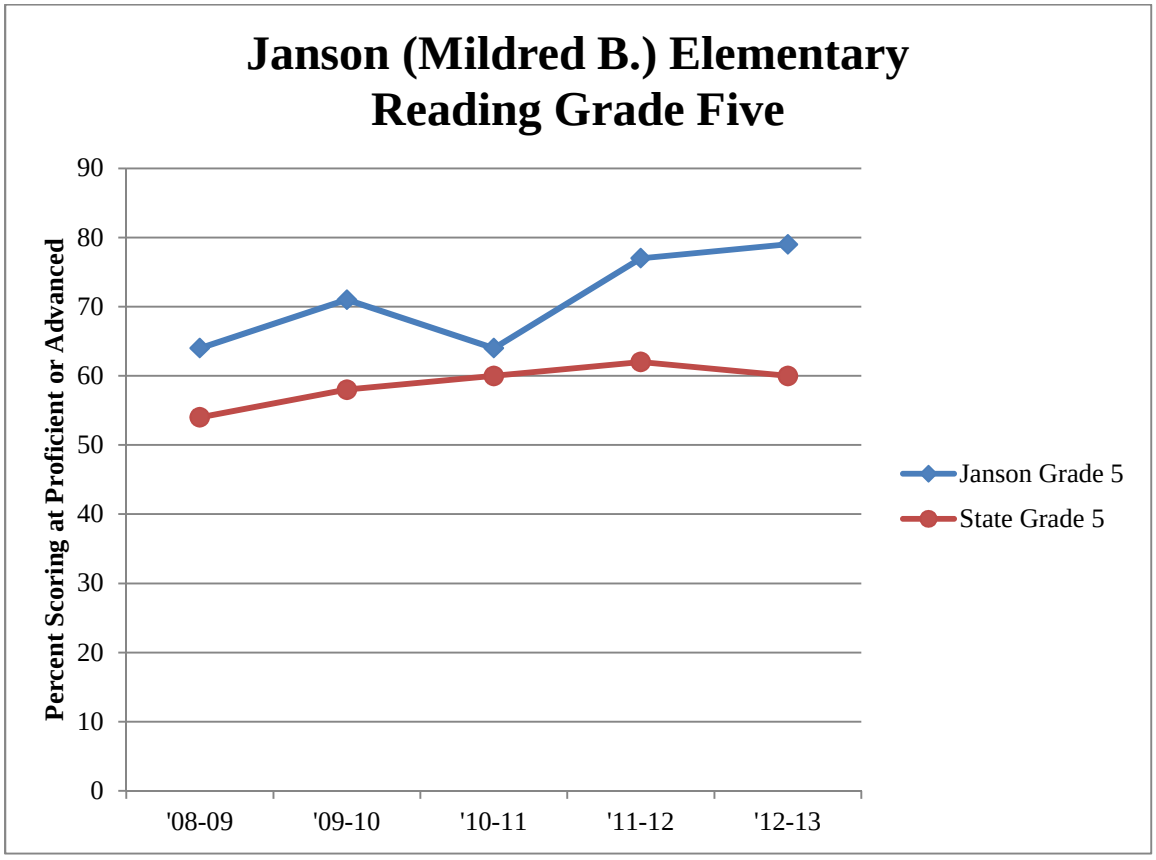

Figure 7. Janson Elementary Reading Performance 2009-2013: Grade Five

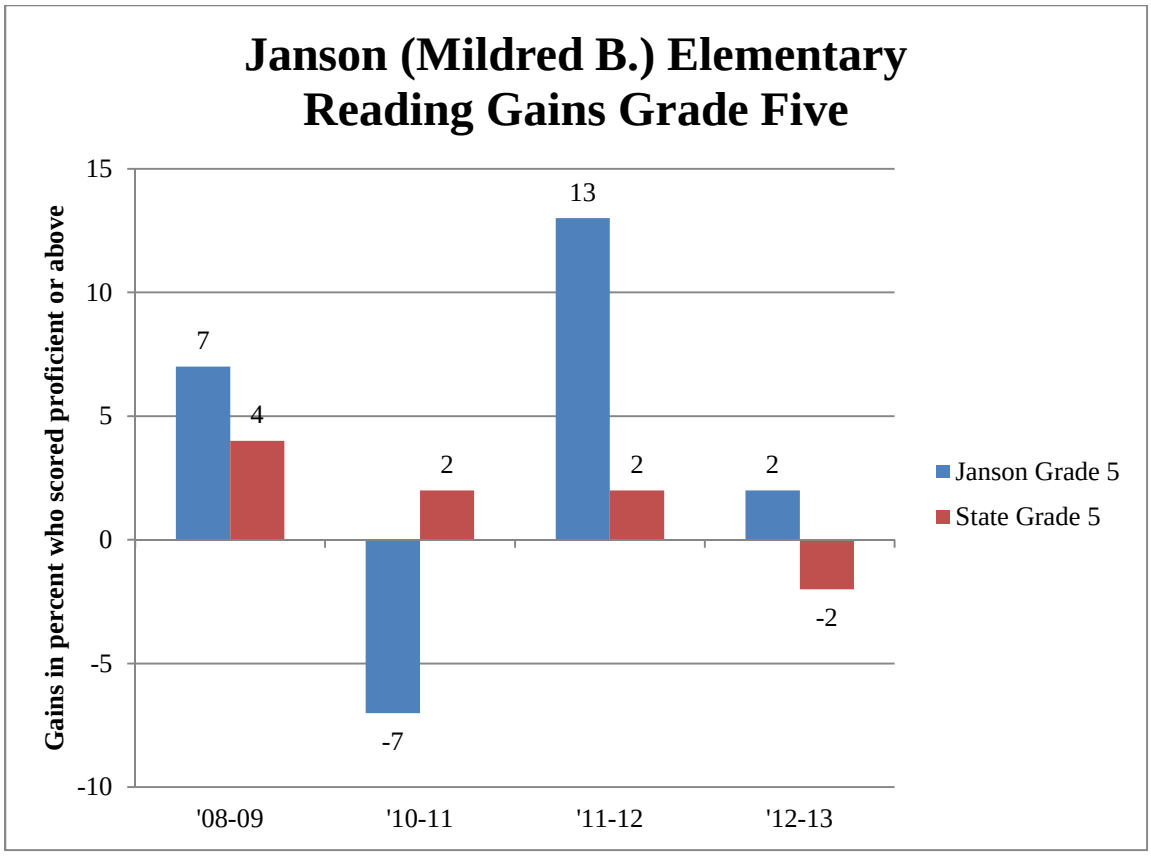

Figure 8. Janson Elementary Reading Gains 2009-2013: Grade Five

JES sixth grade reading. During the 2008-2009 school year, JES grade six scored 15 percentage points *higher* than the state average for this grade and during the 2012-2013 school year JES grade six scored 22 percentage points *higher* than the state average. Figure 9 shows the reading performance of JES grade six and the state averages for this grade over this time period. Figure 10 shows the performance gains (or losses) experienced by JES grade six and the state during this time period.

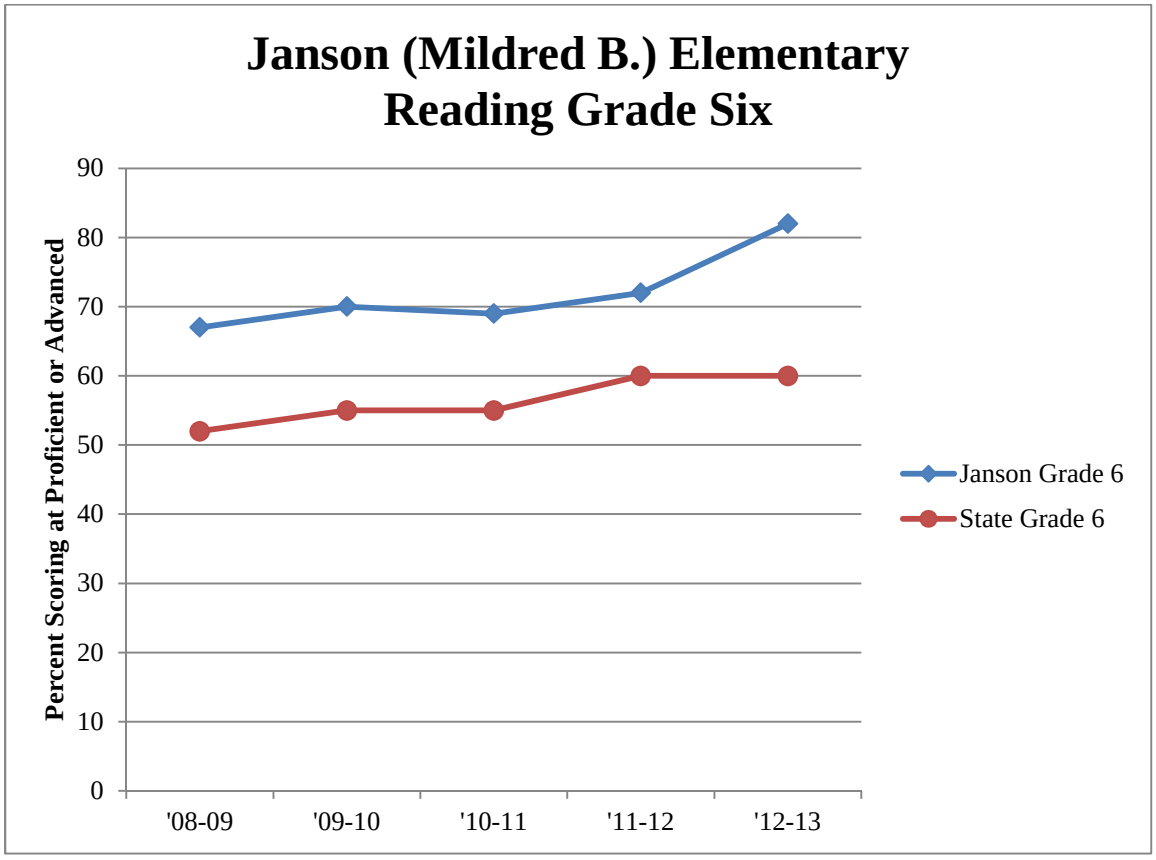

Figure 9. Janson Elementary Reading Performance 2009-2013: Grade Six

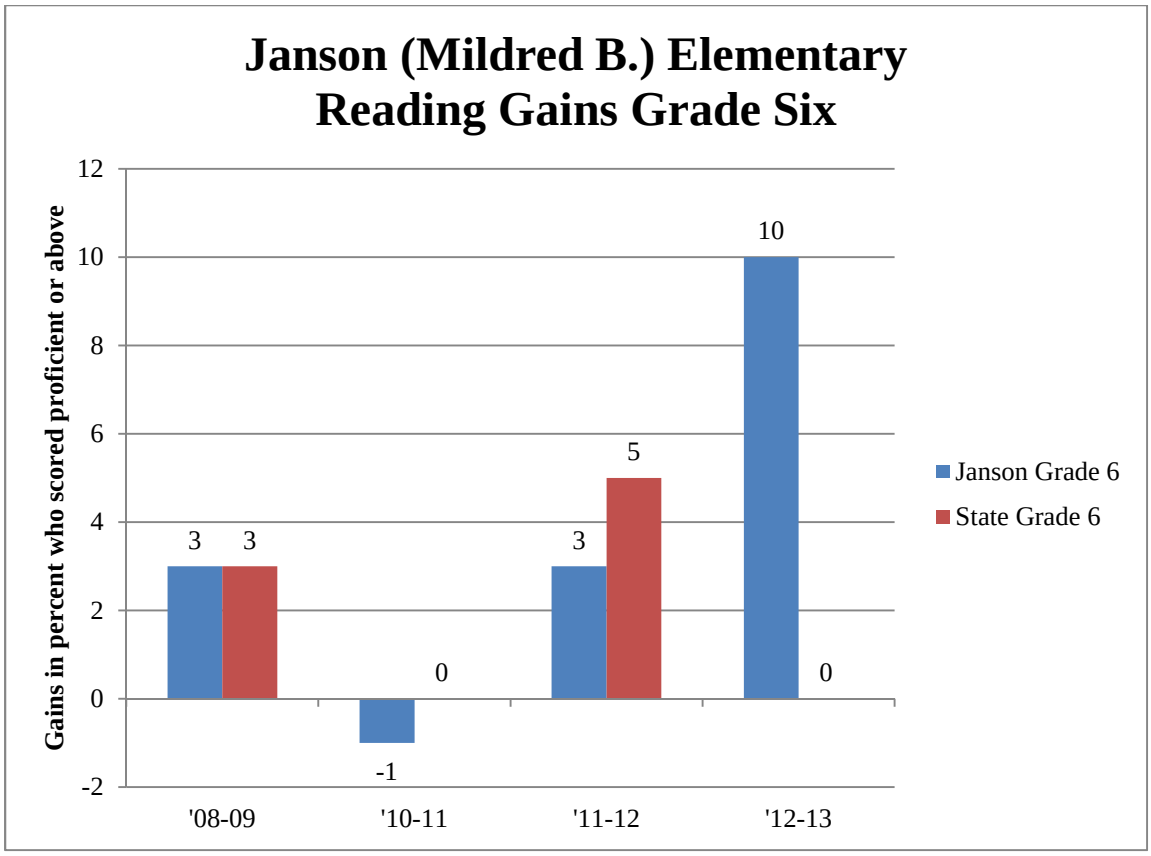

Figure 10. Janson Elementary Reading Gains 2009-2013: Grade Six

JES Mathematics 2009-2013

The percentage of students proficient or advanced from JES on the California State Assessment in mathematics remained relatively constant between the 2008-2009 and 2012-2013 school years. This performance trajectory is relatively similar to that of the state average in mathematics during this time. The performance of grades two through six in both JES and the State of California during this time period are discussed below.

JES second grade mathematics. During the 2008-2009 school year, JES grade two scored 12 percentage points *higher* than the state and during the 2012-2013 school year JES grade two scored 11 percentage points *higher* than the state. Figure 11 shows the math performance of JES grade two and the state averages for this grade over this time period. Figure 12 shows the

performance gains (or losses) experienced by JES grade two and the state average during this time period.

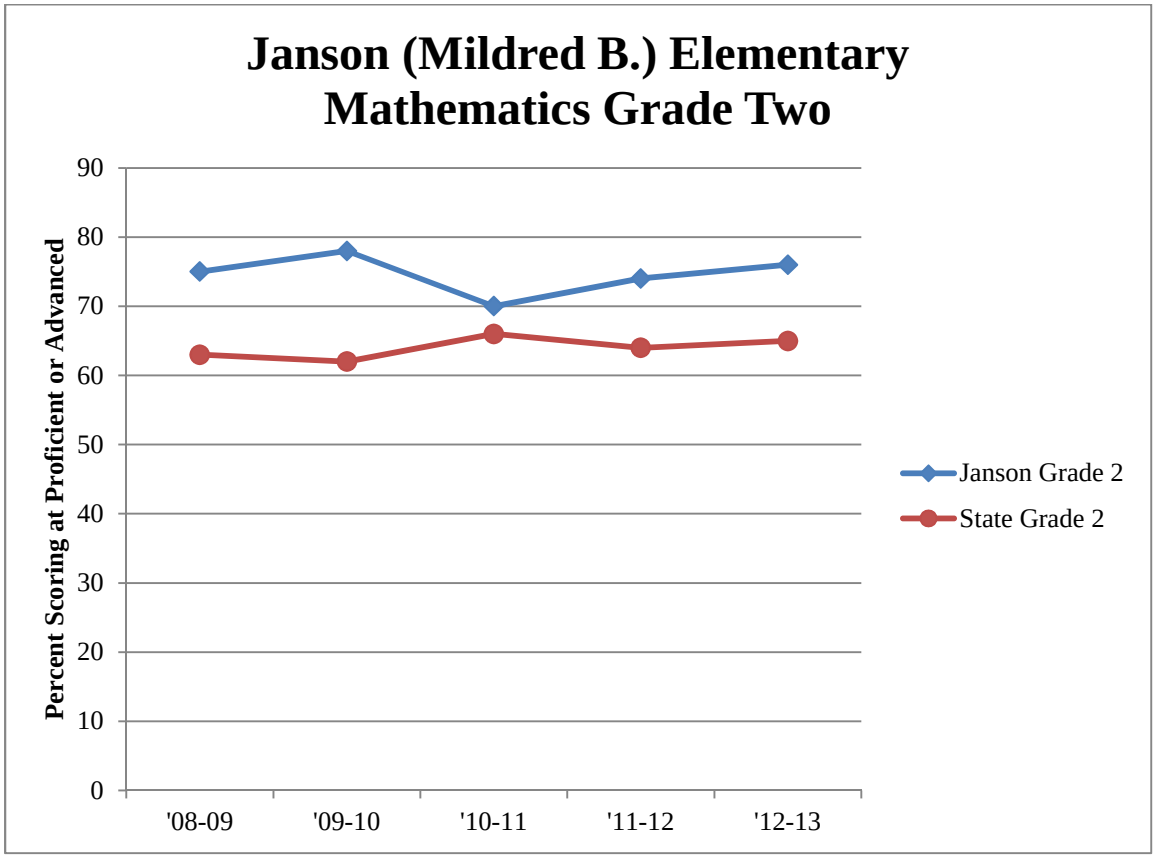

Figure 11. Janson Elementary Mathematics Performance 2009-2013: Grade Two

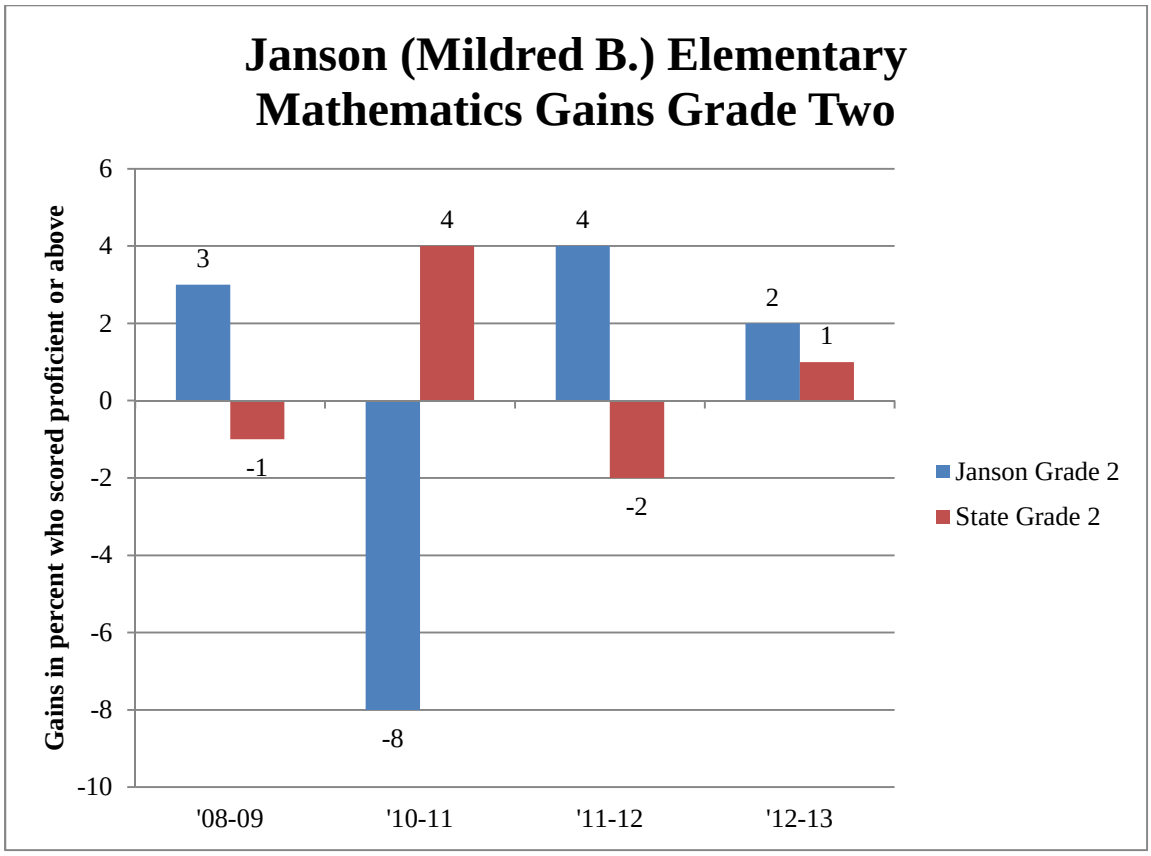

Figure 12. Janson Elementary Mathematics Gains 2009-2013: Grade Two

JES third grade mathematics. During the 2008-2009 school year, JES grade three scored 18 percentage points *higher* than the state average for this grade and during the 2012-2013 school year JES grade three scored eight percentage points *higher* than the state. Figure 13 shows the math performance of JES grade three and the state averages for this grade over this time period. Figure 14 shows the performance gains (or losses) experienced by JES grade three and the state during this time period.

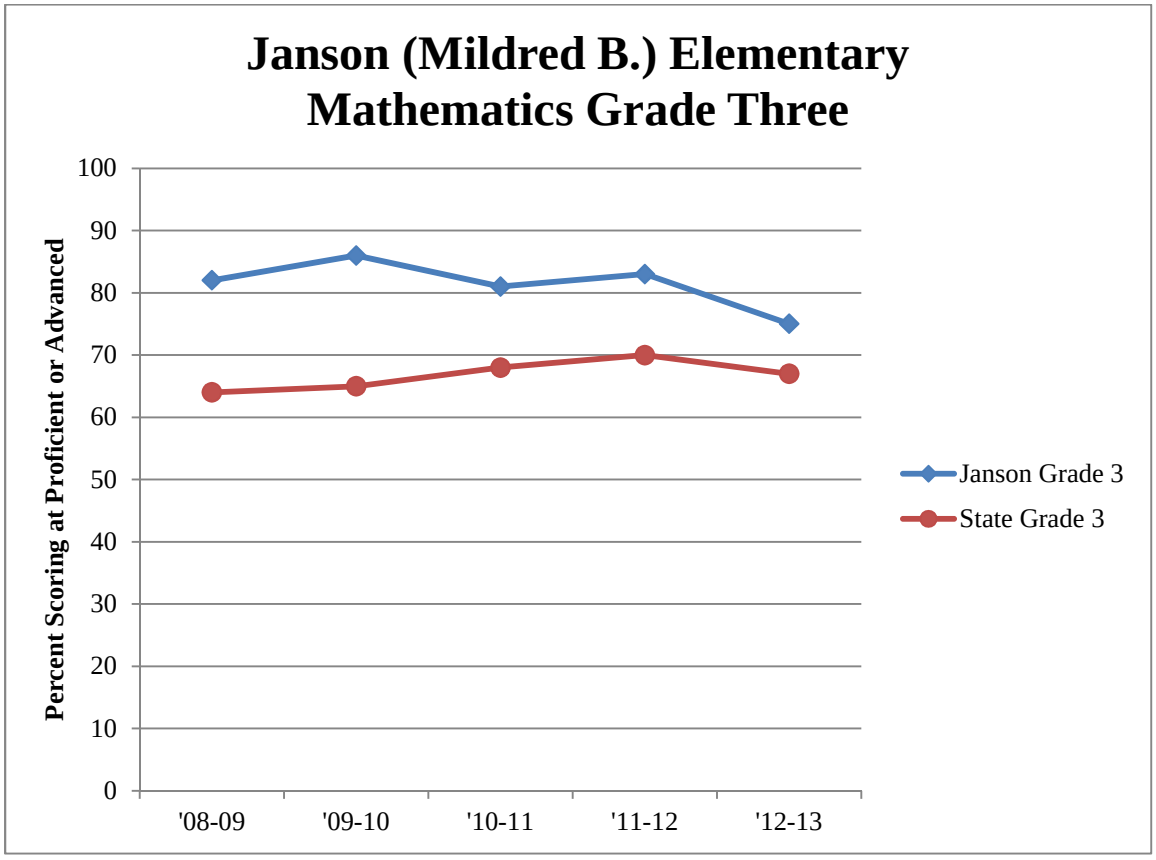

Figure 13. Janson Elementary Mathematics Performance 2009-2013: Grade Three

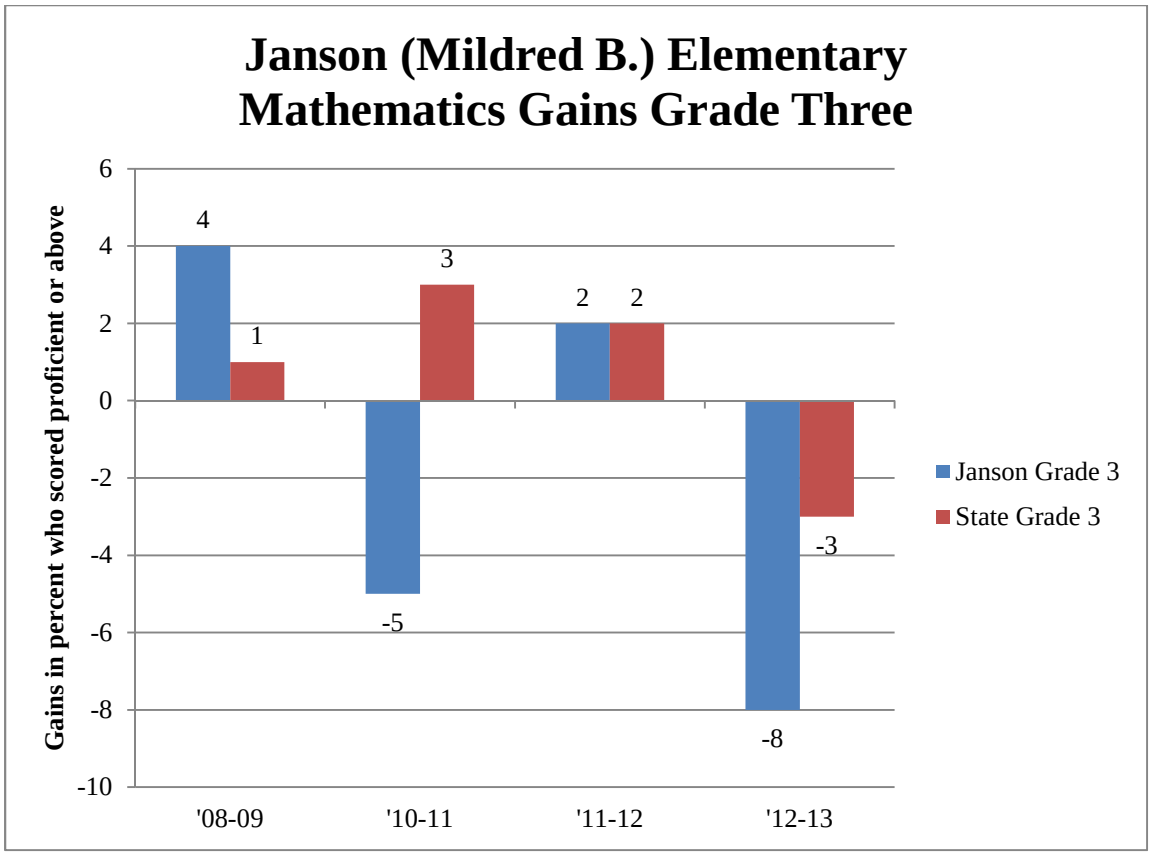

Figure 14. Janson Elementary Mathematics Gains 2009-2013: Grade Three

JES fourth grade mathematics. During the 2008-2009 school year, JES grade four scored 11 percentage points *higher* than the state average and during the 2012-2013 school year JES grade four again scored 11 percentage points *higher* than the state. Figure 15 shows the math performance of JES grade four and the state averages for this grade over this time period. Figure 16 shows the performance gains (or losses) experienced by JES grade four and the state during this time period.

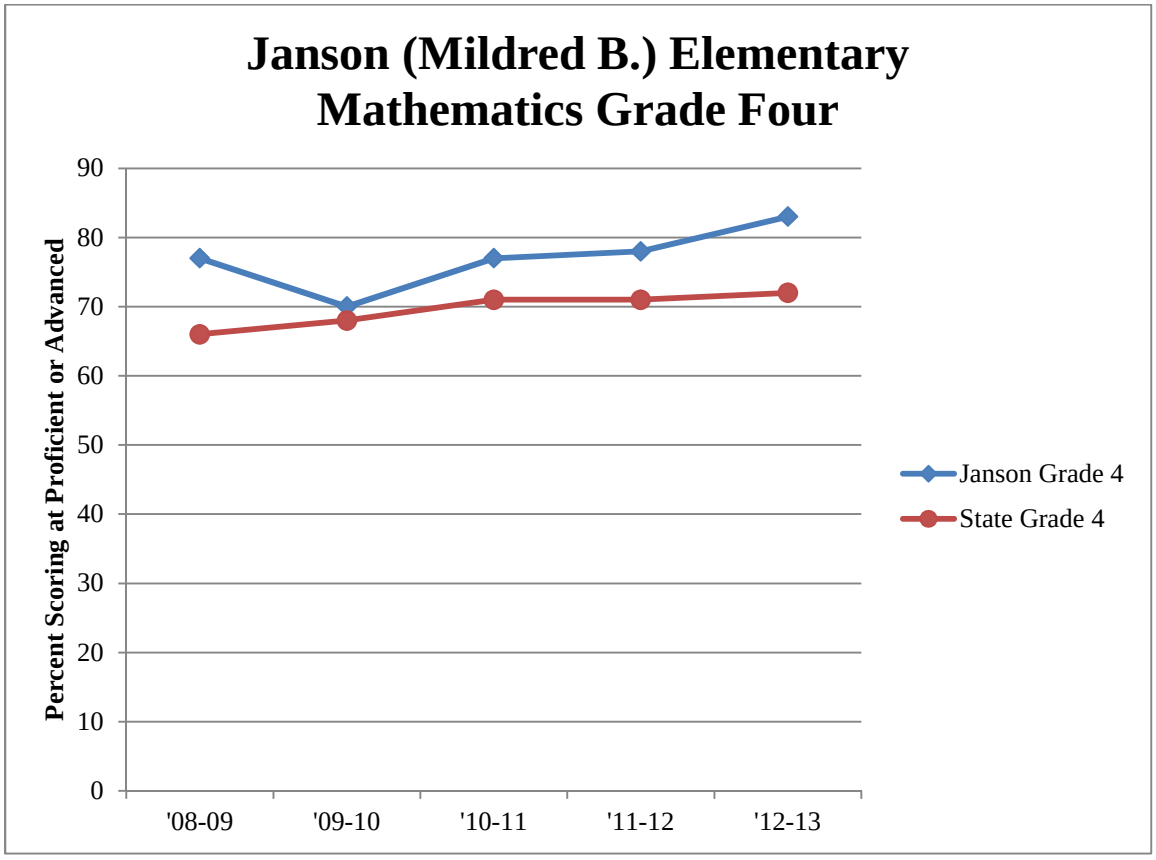

Figure 15. Janson Elementary Mathematics Performance 2009-2013: Grade Four

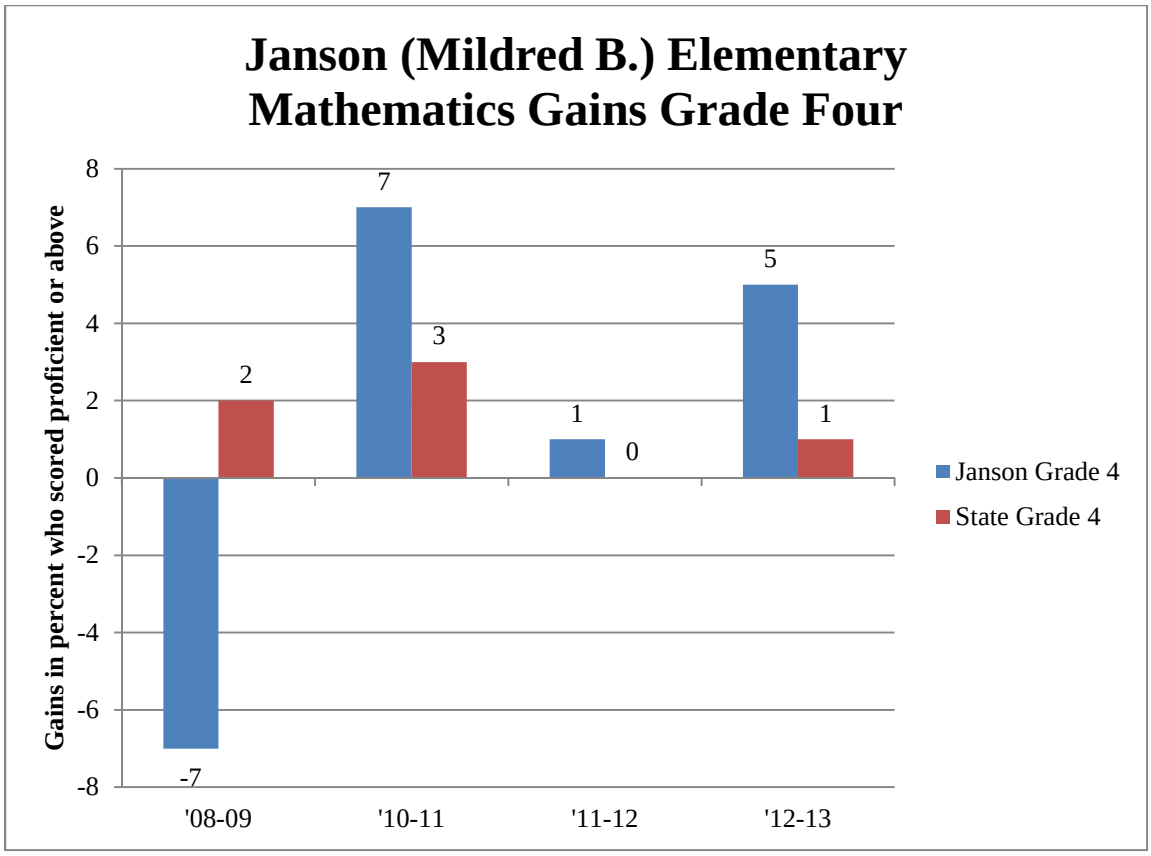

Figure 16. Janson Elementary Mathematics Gains 2009-2013: Grade Four

JES fifth grade mathematics. During the 2008-2009 school year, JES grade five scored 19 percentage points *higher* than the state average for this grade level and during the 2012-2013 school year JES grade five scored 27 percentage points *higher* than the state. Figure 17 shows the math performance of JES grade five and the state averages for this grade over this time period. Figure 18 shows the performance gains (or losses) experienced by JES grade five and the state during this time period.

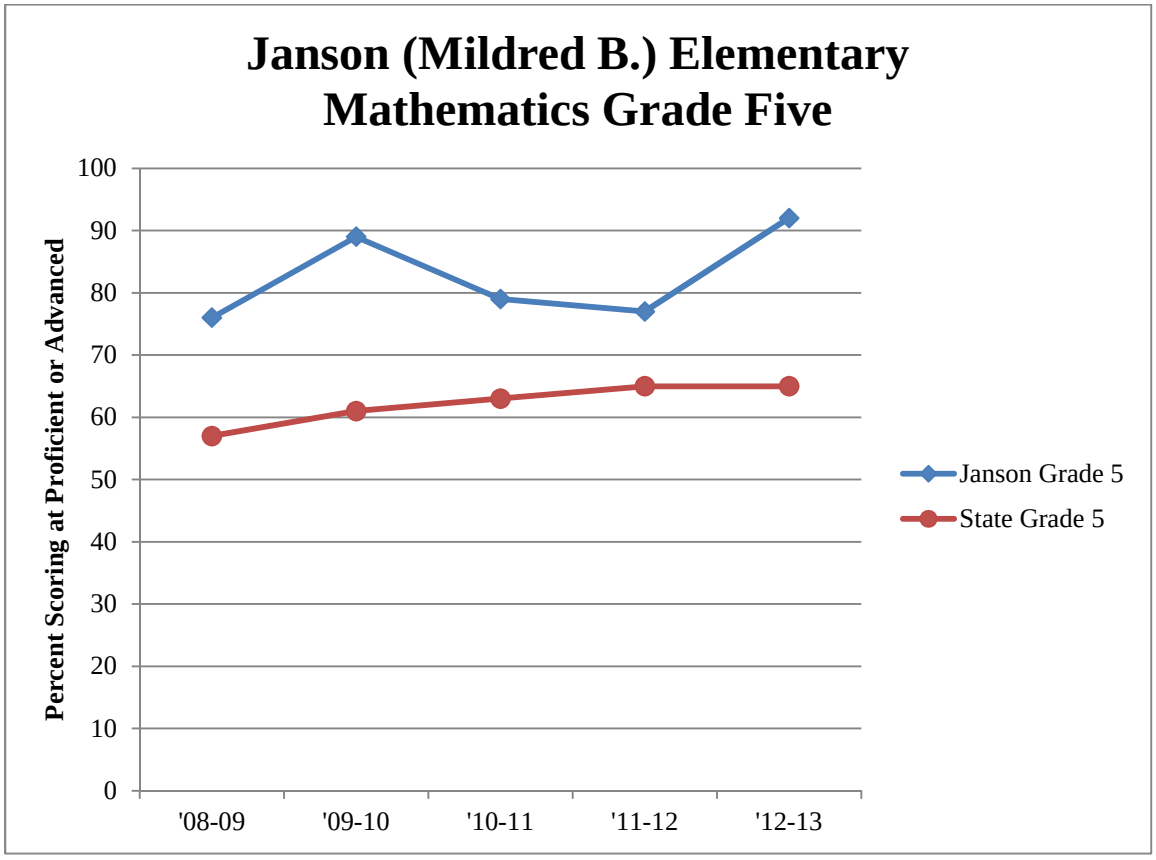

Figure 17. Janson Elementary Mathematics Performance 2009-2013: Grade Five

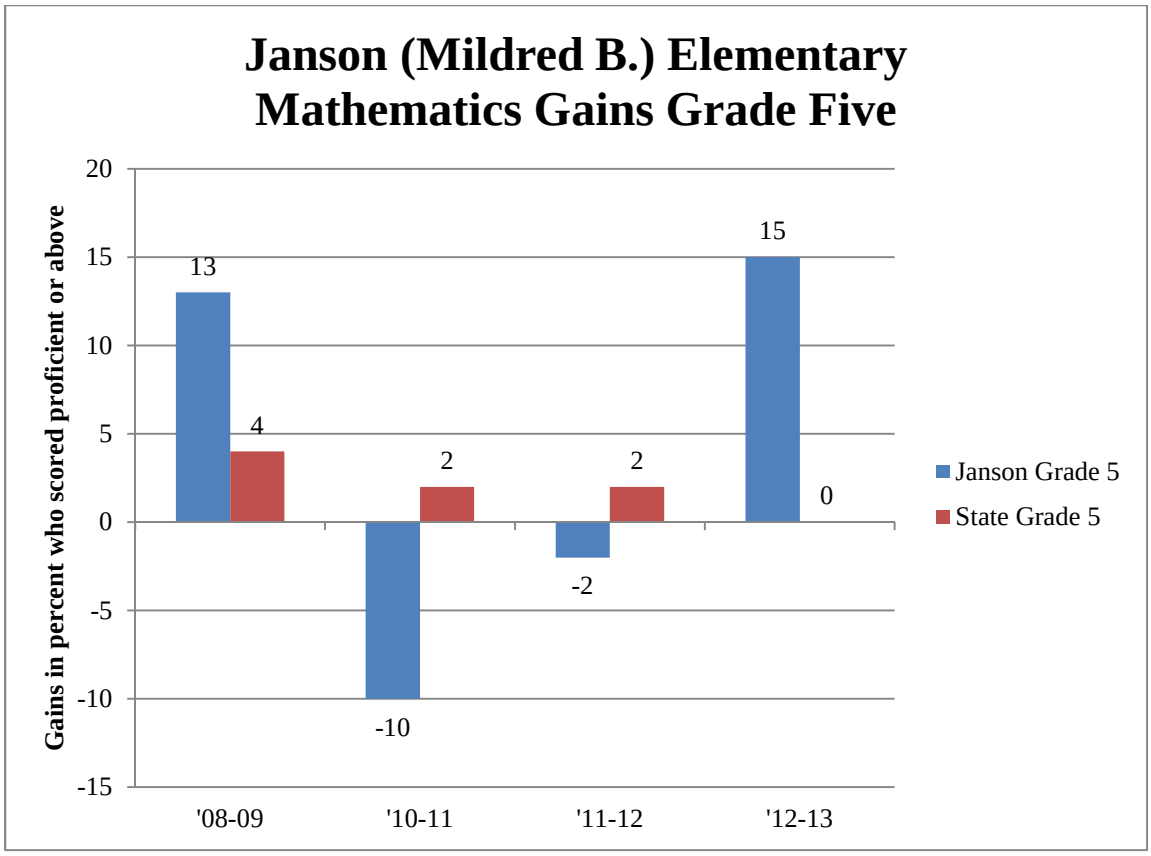

Figure 18. Janson Elementary Mathematics Gains 2009-2013: Grade Five

JES sixth grade mathematics. During the 2008-2009 school year, JES grade six scored eight percentage points *higher* than the state average for this grade level and during the 2012-2013 school year JES grade six scored 26 percentage points *higher* than the state. Figure 19 shows the math performance of JES grade six and the state averages for this grade over this time period. Figure 20 shows the performance gains (or losses) experienced by JES grade six and the state during this time period.

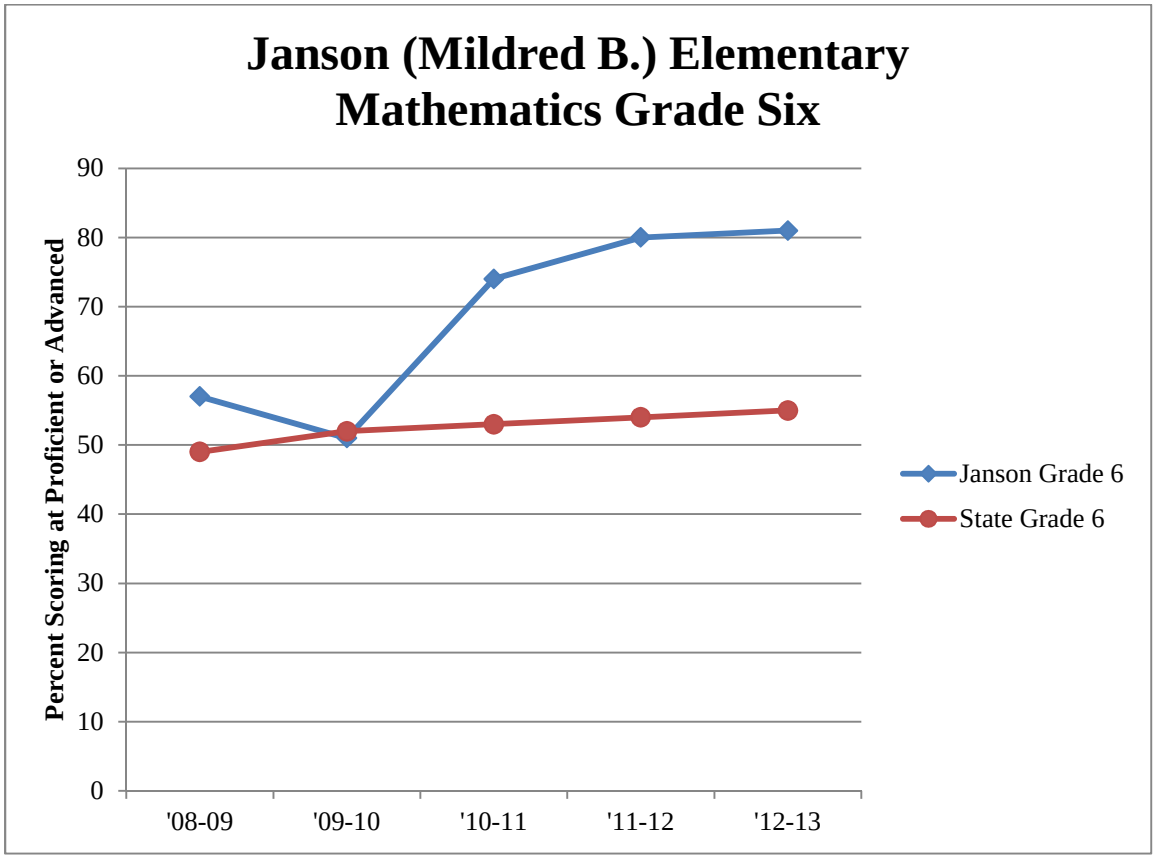

Figure 19. Janson Elementary Mathematics Performance 2009-2013: Grade Six

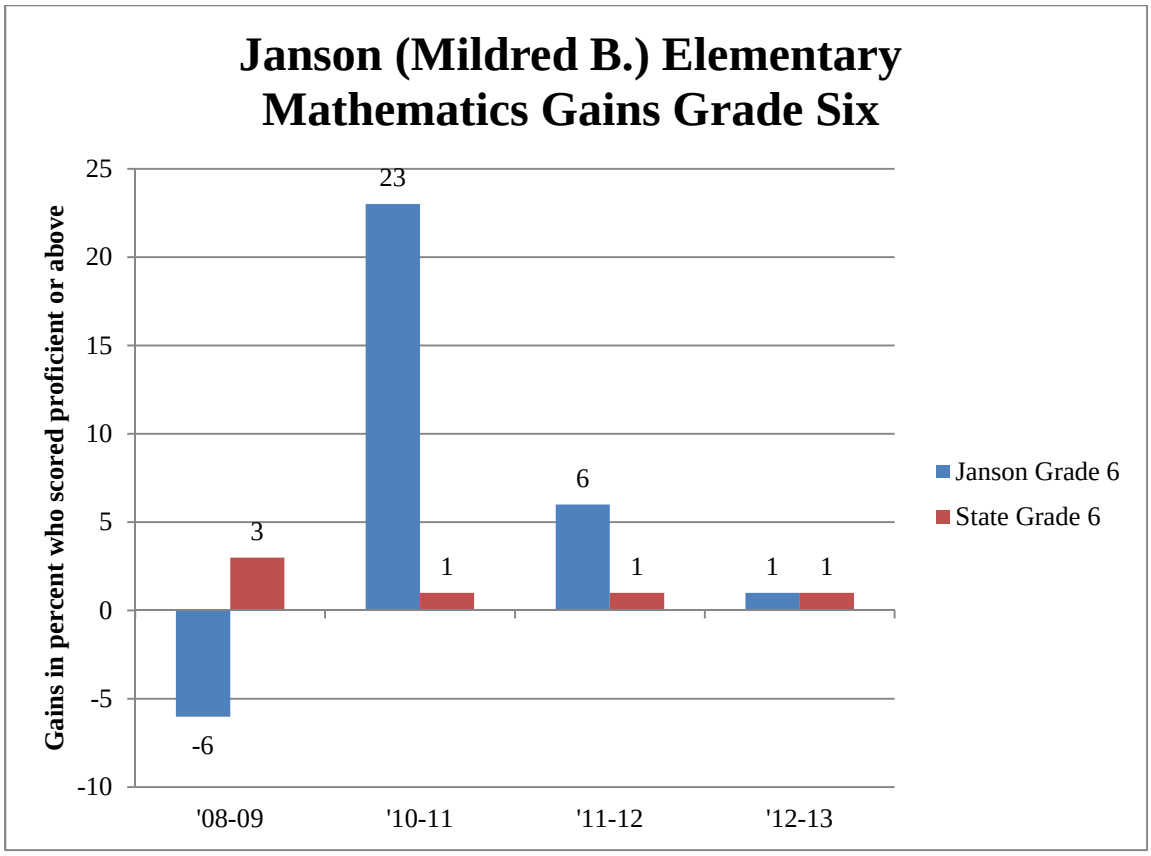

Figure 20. Janson Elementary Mathematics Gains 2009-2013: Grade Six

Summerville Elementary School (SES)—Summerville, South Carolina

Demographics. SES is a Title 1, small city school in South Carolina not far from Charleston, South Carolina. The school enrolls approximately 811 students in kindergarten through fifth grades. Approximately 52% of the students are economically disadvantaged (National Center for Education Statistics, 2014).

SES Reading/Language Arts 2010-2014

The percentage of students proficient or advanced from Summerville Elementary School (SES) on the South Carolina State Assessment in reading remained relatively constant between the 2009-2010 and 2013-2014 school years. This performance trajectory is relatively similar to that of the state average in reading during this time. The performance of grades three through five in both SES and the State of South Carolina during this time period are discussed below.

SES third grade reading. During the 2009-2010 school year, SES grade three scored approximately five percentage points *higher* than the state average for this grade level and during the 2013-2014 school year SES grade three again scored approximately five percentage points *higher* than the state. Figure 21 shows the reading performance of SES grade three and the state averages for this grade over this time period. Figure 22 shows the performance gains (or losses) experienced by SES grade three and the state during this time period.

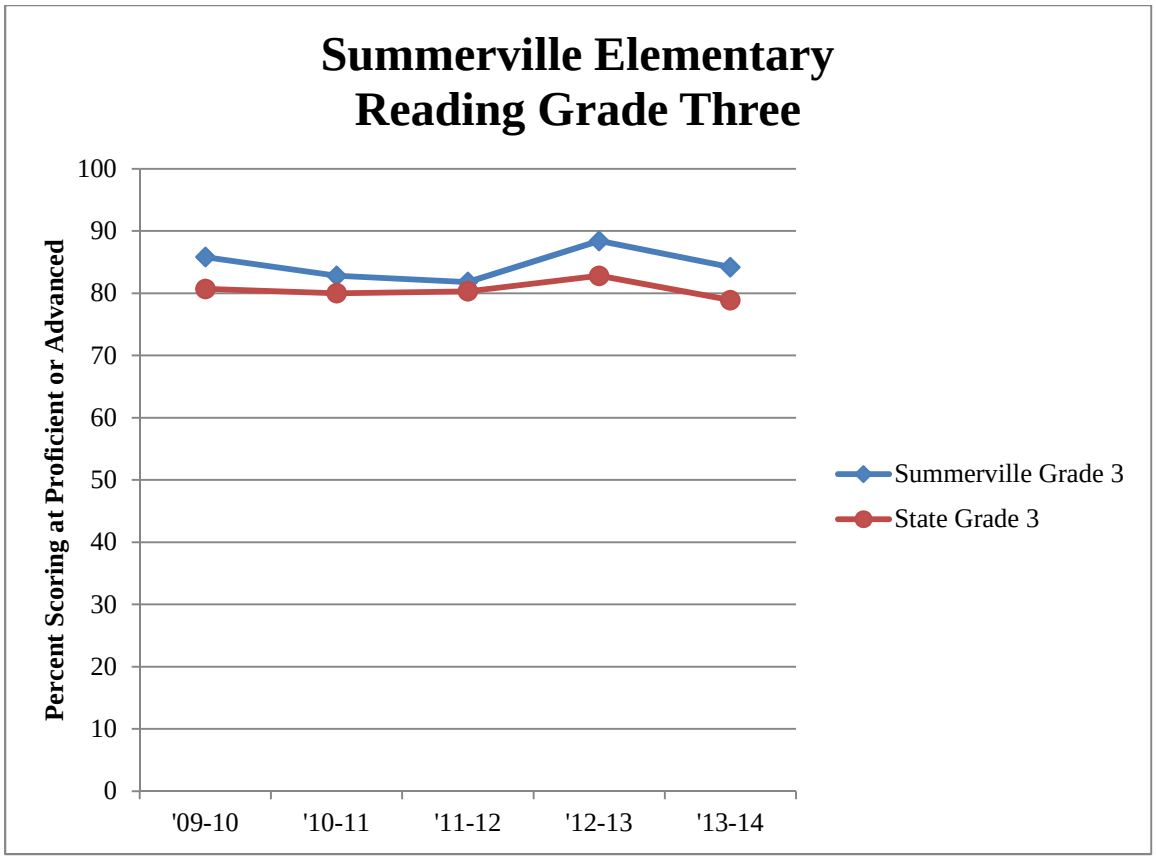

Figure 21. Summerville Elementary Reading Performance 2010-2014: Grade Three

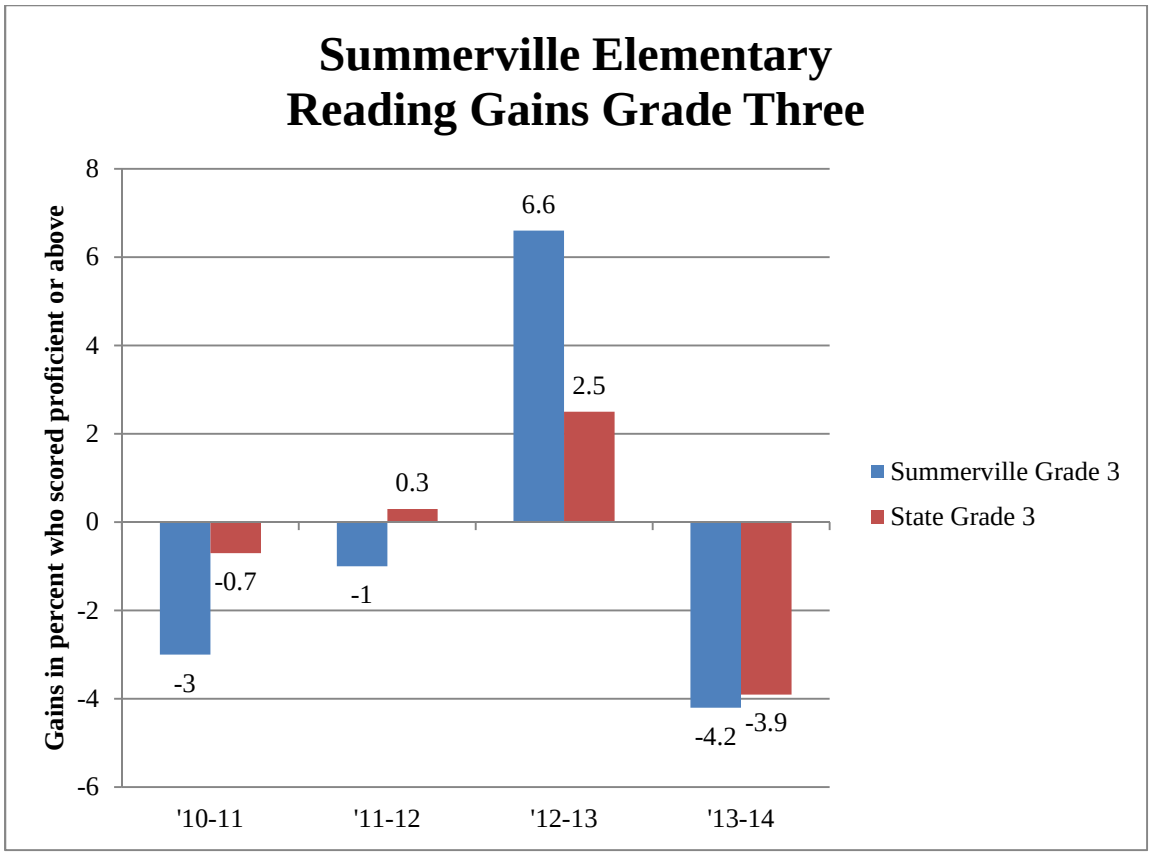

Figure 22. Summerville Elementary Reading Gains 2010-2014: Grade Three

SES fourth grade reading. During the 2009-2010 school year, SES grade four scored approximately six percentage points *higher* than the state average for this grade level and during the 2013-2014 school year SES grade four scored approximately four percentage points *higher* than the state. Figure 23 shows the reading performance of SES grade four and the state averages for this grade over this time period. Figure 24 shows the performance gains (or losses) experienced by SES grade four and the state during this time period.

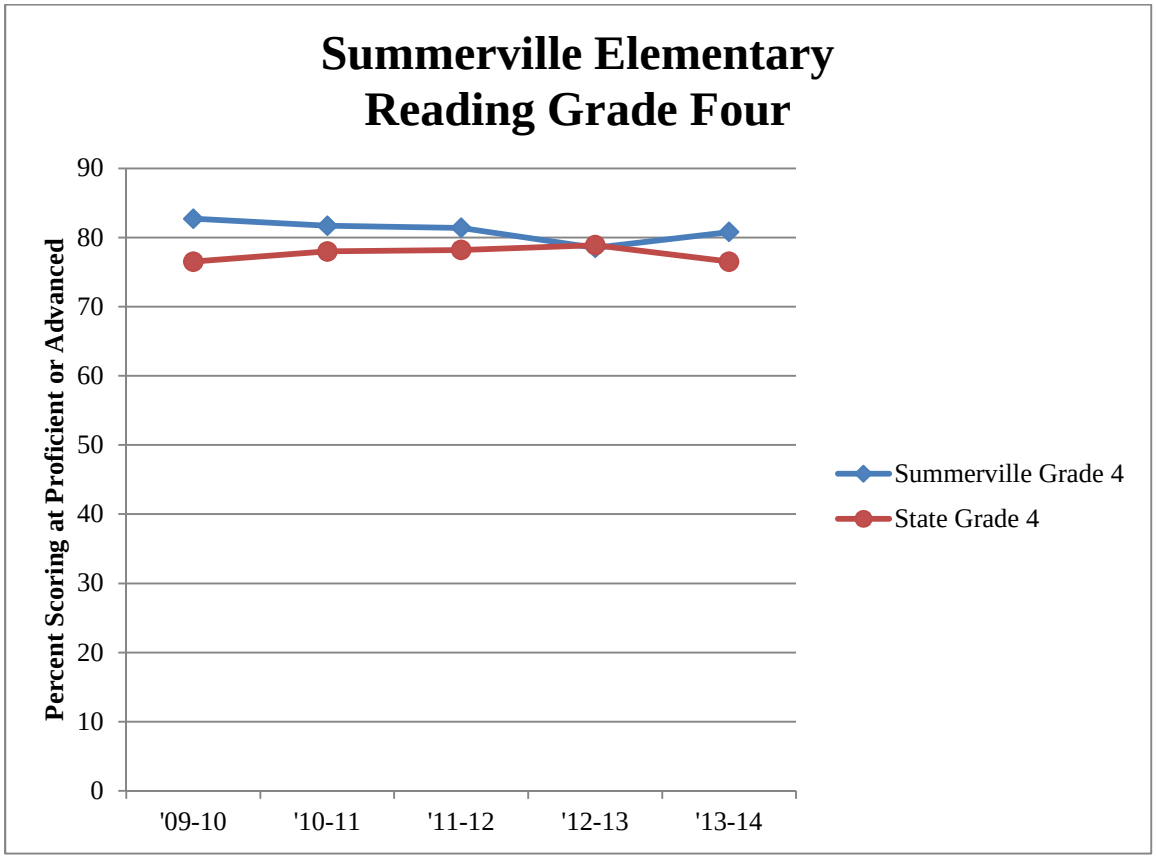

Figure 23. Summerville Elementary Reading Performance 2010-2014: Grade Four

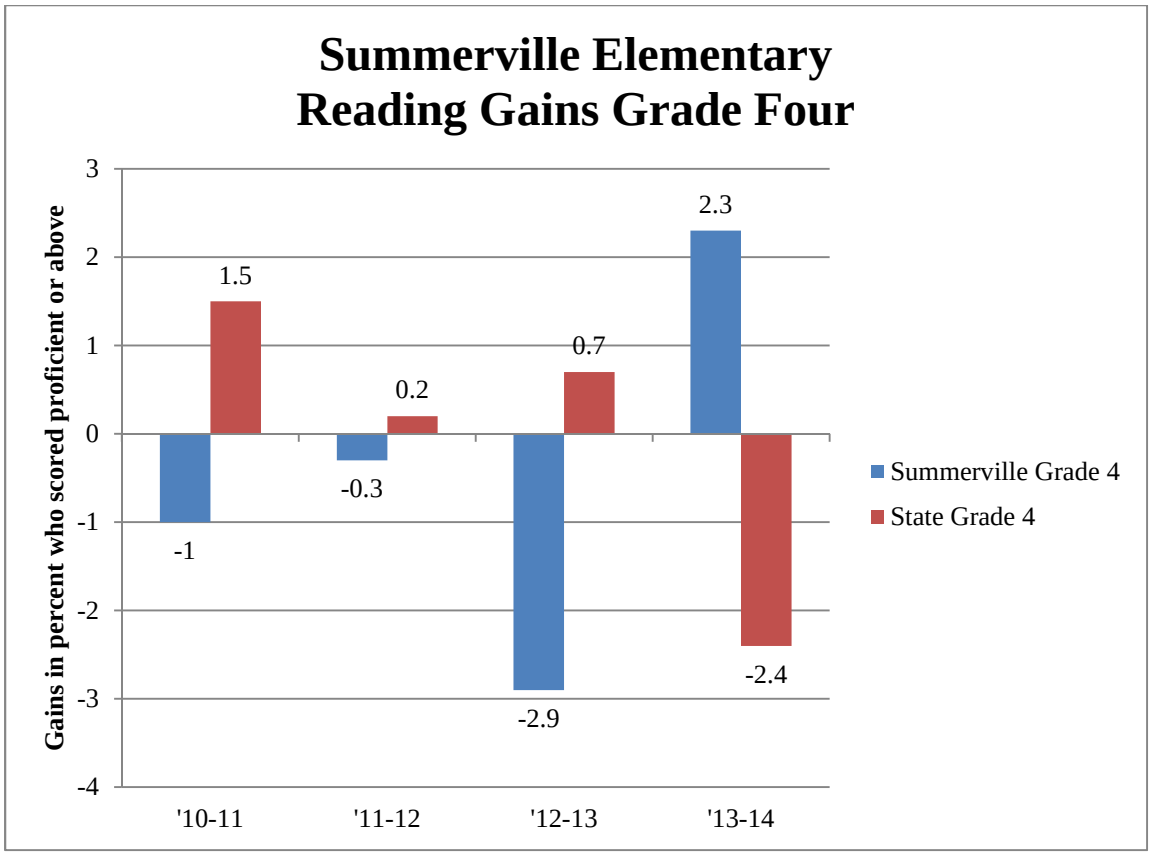

Figure 24. Summerville Elementary Reading Gains 2010-2014: Grade Four

SES fifth grade reading. During the 2009-2010 school year, SES grade five scored approximately four percentage points *higher* than the state average for this grade level and during the 2013-2014 school year SES grade five scored approximately two percentage points *lower* than the state. Figure 25 shows the reading performance of SES grade five and the state averages for this grade over this time period. Figure 26 shows the performance gains (or losses) experienced by SES grade five and the state during this time period.

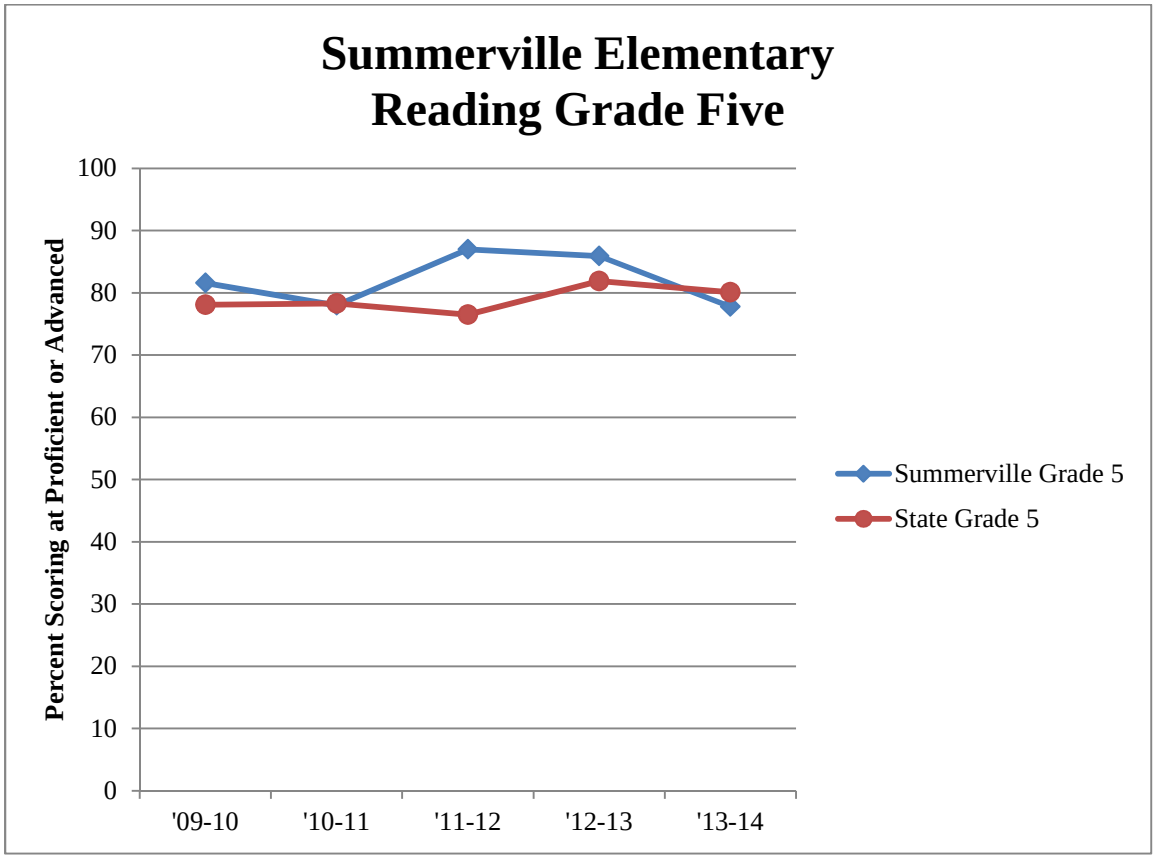

Figure 25. Summerville Elementary Reading Performance 2010-2014: Grade Five

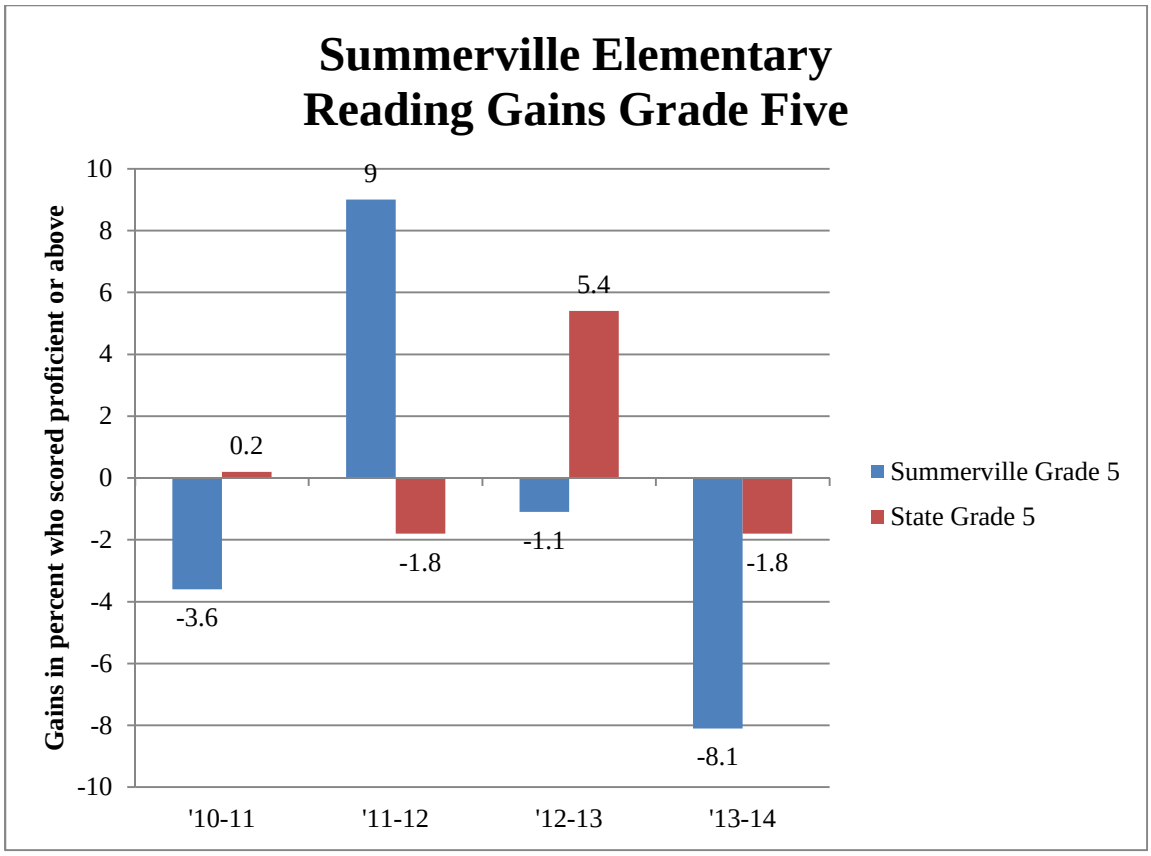

Figure 26. Summerville Elementary Reading Gains 2010-2014: Grade Five

SES Mathematics 2010-2014

The percentage of students proficient or advanced from Summerville Elementary School (SES) on the South Carolina State Assessment in mathematics remained relatively constant between the 2009-2010 and 2013-2014 school years. This performance trajectory is relatively similar to that of the state average in mathematics during this time. The performance of grades three through five in both SES and the State of South Carolina during this time period are discussed below.

SES third grade mathematics. During the 2009-2010 school year, SES grade three scored approximately 14 percentage points *higher* than the state averages for the same grade and during the 2013-2014 school year SES grade three scored approximately four percentage points *higher*

than the state. Figure 27 shows the mathematics performance of SES grade three and the state averages for this grade over this time period. Figure 28 shows the performance gains (or losses) experienced by SES grade three and the state during this time period.

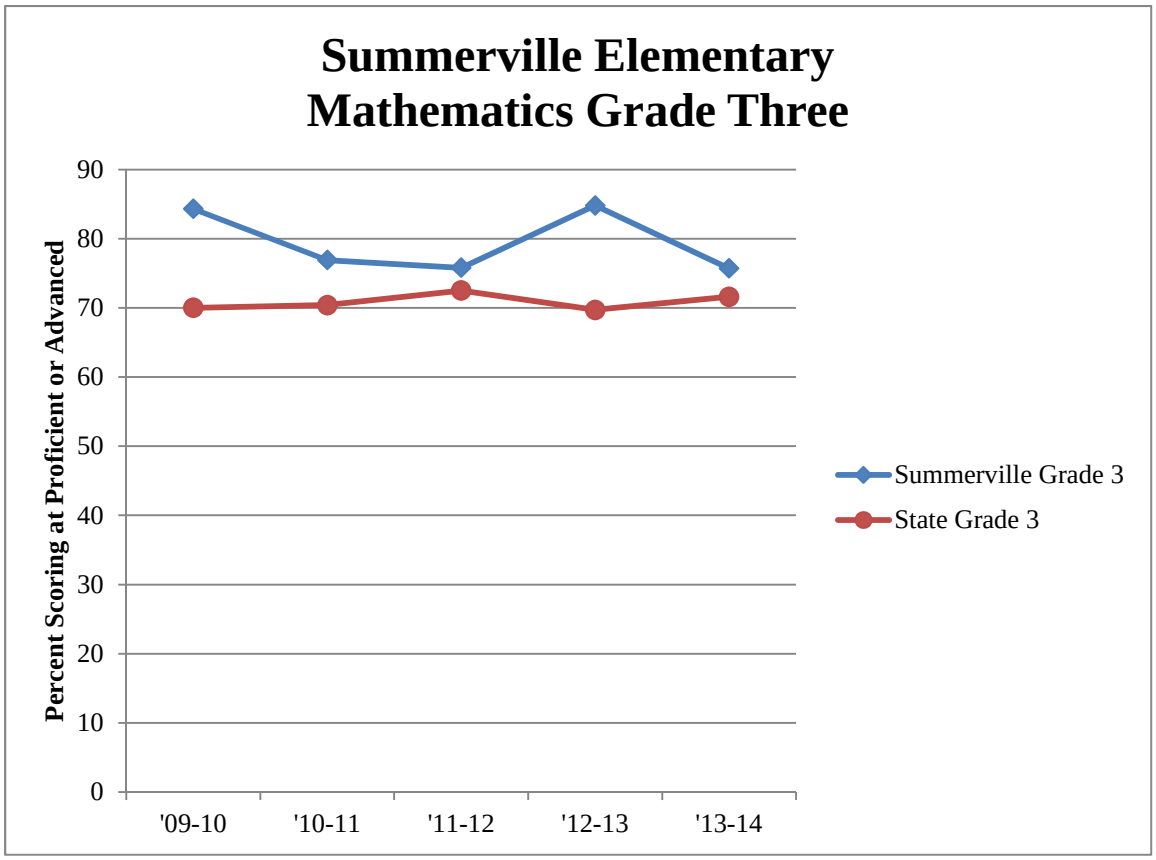

Figure 27. Summerville Elementary Mathematics Performance 2010-2014: Grade Three

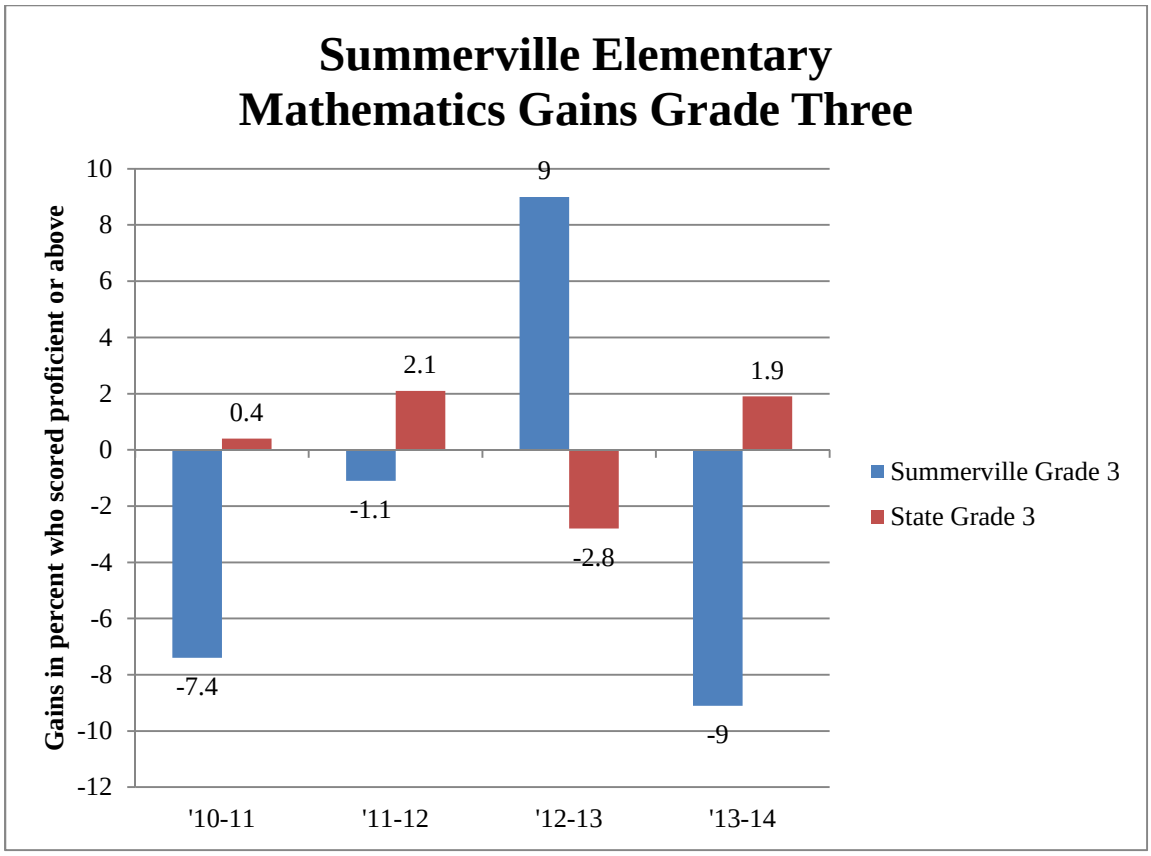

Figure 28. Summerville Elementary Mathematics Gains 2010-2014: Grade Three

SES fourth grade mathematics. During the 2009-2010 school year, SES grade four scored approximately six percentage points *higher* than the state average for this grade and during the 2013-2014 school year SES grade four scored approximately eight percentage points *higher* than the state. Figure 29 shows the mathematics performance of SES grade four and the state averages for this grade over this time period. Figure 30 shows the performance gains (or losses) experienced by SES grade four and the state during this time period.

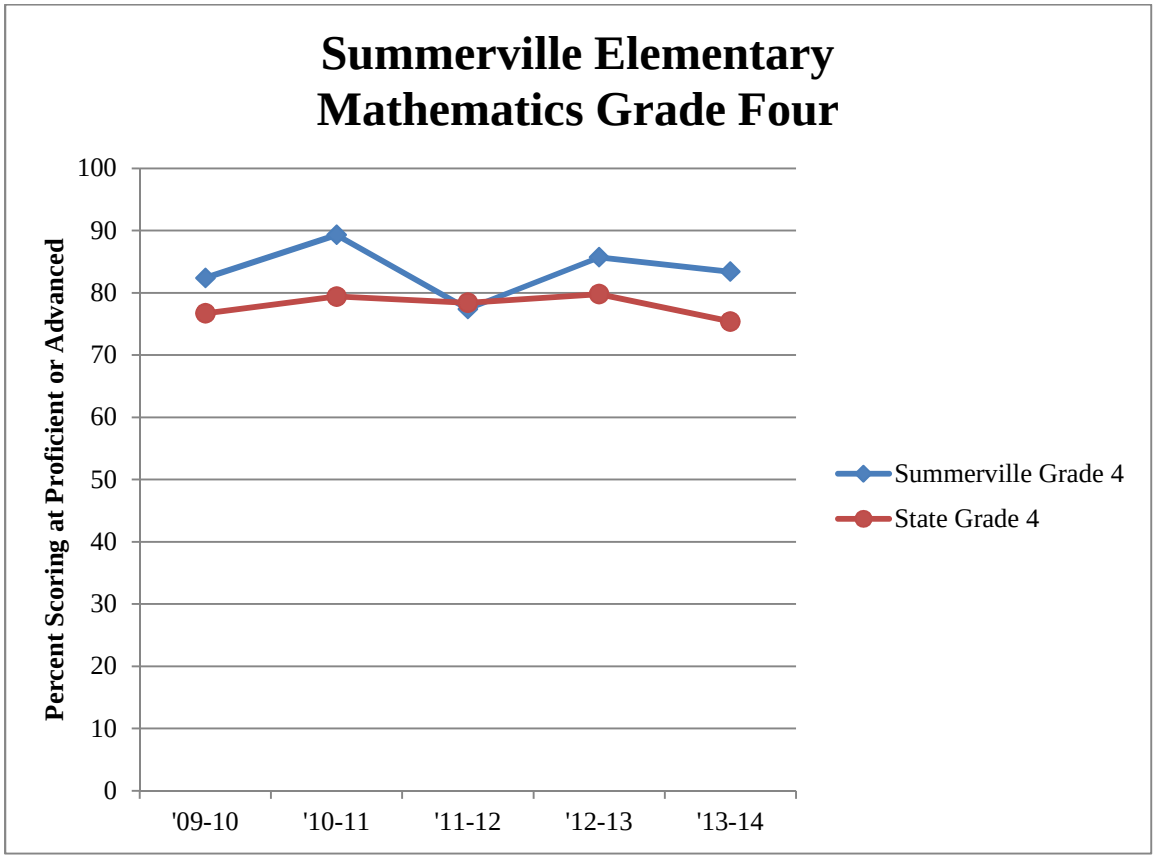

Figure 29. Summerville Elementary Mathematics Performance 2010-2014: Grade Four

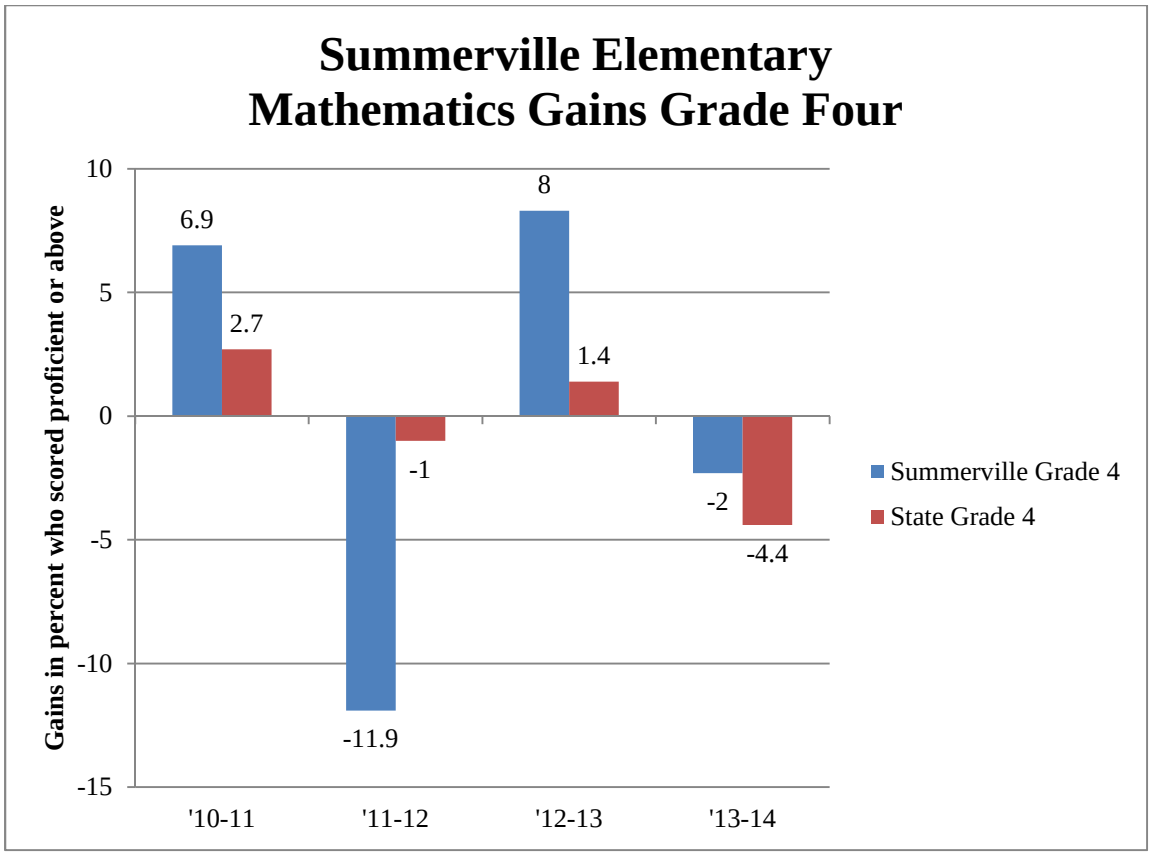

Figure 30. Summerville Elementary Mathematics Gains 2010-2014: Grade Four

SES fifth grade mathematics. During the 2009-2010 school year, SES grade five scored approximately four percentage points *higher* than the state average for this grade and during the 2013-2014 school year SES grade five scored approximately seven percentage points *higher* than the state. Figure 31 shows the mathematics performance of SES grade five and the state averages for this grade over this time period. Figure 32 shows the performance gains (or losses) experienced by SES grade five and the state during this time period.

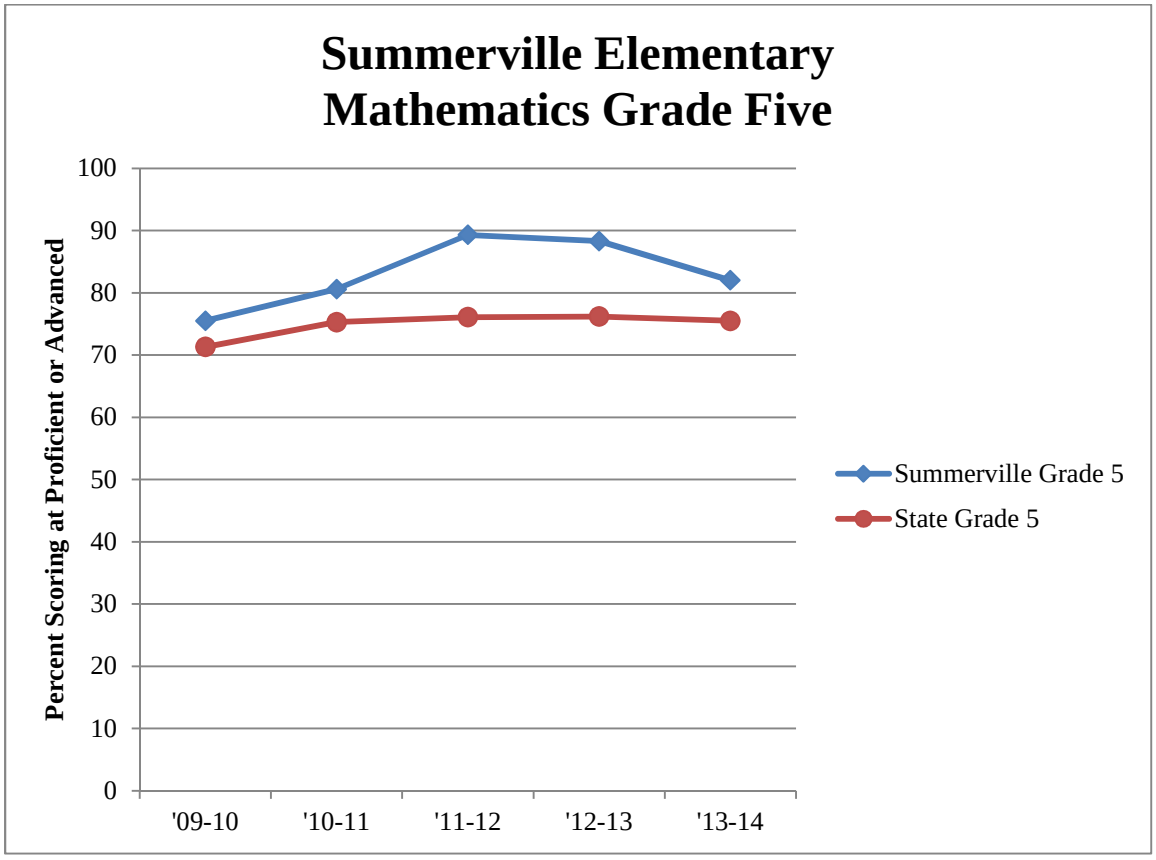

Figure 31. Summerville Elementary Mathematics Performance 2010-2014: Grade Five

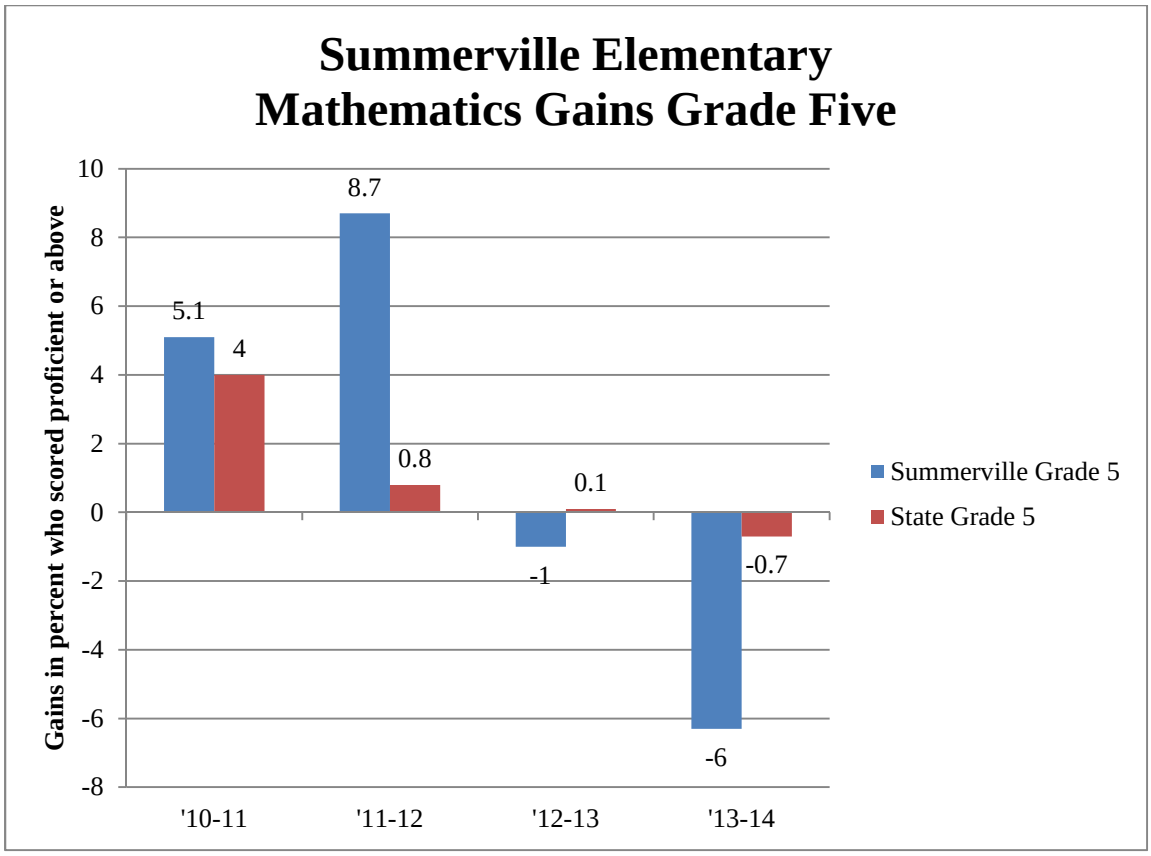

Figure 32. Summerville Elementary Mathematics Gains 2010-2014: Grade Five

Summary

Across most grades in both mathematics and R/ELA, JES and SES outperformed the state *in the years since the baseline year* (2008-2009 for JES and 2009-2010 for SES). To this point, both JES and SES generally outperformed the state in reading/language arts and math at both the baseline and most recent years respectively. With the exception of the JES upper elementary grades (fourth, fifth, and sixth), JES and SES generally did not increase their initial advantage over the state during this time period, but rather maintained their performance from baseline.

In R/ELA arts, the majority of grades from both JES and SES outperformed the state at both the baseline and most recent years, respectively. While the reading scores for SES remained relatively consistent during this time period, JES scores in grades four, five, and six were all

noticeably higher during the most recent year compared to the baseline year. Specifically, at baseline, fourth grade scored evenly with the state, fifth grade scored 10 percentage points higher than the state, and sixth grade scored 15 percentage points higher than the state. By the most recent year (2012-2013), these grades were scoring 12, 19, and 22 percentage points higher than the state respectively.

In mathematics, both JES and SES outperformed the state in every grade level measured at both the baseline and the most recent year respectively. While the math scores for SES during this time period remained relatively consistent, JES scores were noticeably higher during the most recent year compared to the baseline year for fifth and sixth grade. In these grades, JES at baseline started 19 and 8 percentage points higher than the state respectively, yet by 2012-2013 were scoring 27 and 26 percentage points higher than the state.

These findings illustrate that while both JES and SES outperformed the state in R/ELA and math during the baseline and in the most recent years respectively, their performance relative to the state remained fairly consistent during this time period (with the exception of several grades from JES).

As indicated in the reporting of the achievement results in previous sections, and given the limitations of the design, this study did not employ mechanisms that allow for a statement that achievement gains were directly linked to TLIM program. An RCT or QED that compares those who participated in the program compared to those who did not could provide more information about causal relationships. Increasing the number of participants and collecting student-level data would also increase the rigor of the evaluation and provide more information about efficacy. However, compared to academic intervention programs, TLIM is not designed to directly change core content curricula or teaching methods. To the extent TLIM helps to build a

positive school climate, including increases in prosocial behavior, communication and social problem-solving skills, and self-regulation and executive functions, it creates conditions in which teachers relate and communicate more effectively to students, work more collaboratively with one another in planning and coordinating lessons, and spend less instructional time dealing with behavior issues. As supported strongly in the research literature, positive school climate thus serves as an important precondition for school improvement and effectiveness. At the same time, students are developing through the 7 Habits, improved self-management skills, confidence, motivation, and cooperativeness with peers and adults.

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