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For nearly three decades, FranklinCovey Education, a division of FranklinCovey, has been one of the world’s most prominent and trusted providers of educational leadership programs and transformational processes. Our mission is to enable greatness in students, teachers, and schools everywhere. The FranklinCovey Education team is primarily composed of outstanding former teachers and administrators from various educational levels and entities.

FranklinCovey is a global, public company specializing in performance improvement. We help organizations and individuals achieve results that require a change in human behavior. Our expertise is in seven areas: Leadership, Execution, Productivity, Trust, Sales Performance, Customer Loyalty, and Education.

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Introduction

As an educational leader, you are faced with a broad spectrum of improvement tasks that range from caring for the emotional well-being of students and teachers to improving academic outcomes. Oftentimes, the vision for the future is clear, but the solutions to these challenges are not.

Leader in Me is a K–12 whole-school improvement model and process designed to teach LEADERSHIP to every student, create a CULTURE of student empowerment, and align systems to drive results in ACADEMICS. Its careful development and wide implementation in thousands of schools in over 50 countries has helped educational leaders, like you, address some of their most critical challenges.

Since 2010, external evidence of Leader in Me effectiveness has been steadily growing. The aim of this guide is to present highlights from the latest available evidence, demonstrating the diverse impacts of Leader in Me on student, teacher, and school outcomes. For a comprehensive list of references, please refer to the reference section at the back of this guide. Additionally, you can find links to full articles on our research website: LeaderinMe.org/blog/category/all-studies
**Leader in Me Research At-a-Glance**

At FranklinCovey Education, we don't just strive for credibility—we pursue excellence. We take great pride in our solid research foundation, which is built upon independently conducted studies of *Leader in Me*.

### Strong Research Support

**100+**

Independent studies have been conducted on the *Leader in Me* process.

### Recent and Relevant

**96%**

Of *Leader in Me* research has been conducted in the last ten years.

### Credible and Reliable Results

**95%**

Of *Leader in Me* studies have undergone rigorous scientific standards and peer or committee review.

### A Wide Range of Research Methodologies

- 40% Qualitative
- 24% Quantitative
- 19% Mixed Methods
- 10% Action Research

This diverse set of research designs ensures a more robust and well-rounded understanding of the outcomes and benefits of *Leader in Me*.

### Global and Inclusive Impact

Regardless of location, socioeconomic background, ethnicity, or learning needs, independent studies consistently find positive impacts of the *Leader in Me* process.

**25+**

Research on *Leader in Me* has been conducted in more than 25 US states.

**Research on *Leader in Me* has been conducted across 5 continents.**
# What Are the Impacts of Leader in Me?

*Leader in Me* is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

Extensive research on *Leader in Me* has revealed diverse impacts. In this guide, key findings are organized under three main categories: Leadership, Culture, and Academics. The table below outlines the most prevalent outcomes within each category, accompanied by their corresponding impact statements. This research guide follows the same categorization and structure to present the most noteworthy research highlights.

## Leadership

<table>
<thead>
<tr>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> positively impacts our students’ behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model leadership skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at <em>Leader in Me</em> Schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family &amp; Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> provides students’ families with the information, training, and school resources needed to empower them to be supportive partners in the development of their child’s leadership competencies.</td>
</tr>
</tbody>
</table>

## Culture

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> Schools create school cultures where students and staff feel safe and engaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supportive Environment for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The environment of <em>Leader in Me</em> Schools fosters student learning and positively supports the development of their leadership skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> Schools help students feel emotionally safe, socially supported, and academically engaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> works to empower teachers with meaningful leadership opportunities to develop their voice and sense of collective efficacy.</td>
</tr>
</tbody>
</table>

## Academics

<table>
<thead>
<tr>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> builds the development of students' executive function skills, including cognitive flexibility, working memory, and inhibitory control, resulting in improved academic performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Empowering Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> enhances educators’ personal and professional capacities to create goal-centered, student-led classrooms, leading to stronger academic outcomes through higher-quality instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Empowered Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leader in Me</em> equips our students with the mindsets, skills, and supportive environment they need to lead their academic achievement.</td>
</tr>
</tbody>
</table>
Behavior

*Leader in Me* positively impacts our students’ behavior. As students embrace personal and interpersonal leadership, their capacity for self-discipline grows and results in decreased negative interactions with peers, outbursts in class, and disrespect toward teachers. *Leader in Me* heightens students’ self-awareness and helps them to better regulate their emotions, contributing to a more positive learning environment that leads to fewer discipline referrals.

**23%**

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

(BERGIN ET AL., 2018)

**88%**

**OVERALL DECREASE IN JUNIOR HIGH BEHAVIOR INCIDENTS** once filled with students who had experienced *LiM* in elementary school.

(ISHOLA, 2016)
FEWER DISCIPLINE INCIDENTS THAN EXPECTED in a statewide sample of Leader in Me Schools based on their pre-Leader in Me trajectory.

(White, 2018)

100% of principals surveyed in a Georgia Title I school indicated that Leader in Me implementation had a POSITIVE IMPACT ON STUDENT DISCIPLINE REFERRALS.

(Bolden, 2019)

62% of Leader in Me teachers believe that STUDENTS ARE GETTING ALONG BETTER.

(Tuccinardi, 2018)

Elementary school in- and out-of-school suspensions

31% DECREASE IN ELEMENTARY BEHAVIOR INCIDENTS within the first year of implementing Leader in Me, the positive impact of the process continued over the next two years as behavior incidents continued to decrease.

(Ishola, 2016)

23% OVERALL DECREASE IN DISCIPLINARY ISSUES over the first five years implementing Leader in Me.

(Cummins, 2015)
Staff Leadership

*Leader in Me* develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model leadership skills.

- All faculty/staff support each other
- The faculty/staff have input regarding continued implementation.
- The staff at this school created the *LiM* implementation plan.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

*(CUMMINS, 2015)*

*Leader in Me* teachers become more “PROSOCIAL TOWARD EACH OTHER,” and “IMPROVE AS HUMAN BEINGS” as they try to live the *7 Habits®,* such as Seek First to Understand, Then to be Understood®, which helped them listen more empathically to one another.”

*(BERGIN ET AL., 2018)*

- 87% of teachers acquired new skills and knowledge to **EMPOWER STUDENTS.**
- 85% of teachers report they have created and lived by a personal mission statement as a result of their *7 Habits* training.

*(ROI INSTITUTE, 2014)*

*(SAINZ, 2021)*
My Professional Development is Adequately Training Me to Foster Student Leadership.

<table>
<thead>
<tr>
<th></th>
<th>Non-LiM (n=55)</th>
<th>LiM (n=70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>Agree</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After implementing Leader in Me, teachers consistently reported “a GREAT SENSE OF PERSONAL RESPONSIBILITY among the faculty and staff members in the school.”

(BRYANT, 2016)

Leader in Me teachers “FELT STRONGER AND MORE CONFIDENT IN USING THEIR VOICES FOR IMPROVING CURRICULUM AND OTHER SCHOOL POLICIES.”

(BENNETT, 2020)

Teachers participating in the Leader in Me process reported feeling “MORE IN CHARGE OF THEMSELVES AND THE OUTCOME OF THEIR PERFORMANCE AT SCHOOL.”

(SWANTNER, 2016)

After being trained in the 7 Habits, 95% of teachers who went through the 7 Habits training indicated being more intentional in making principle-centered choices.

(SAINZ, 2021)
Student Leadership

Students at *Leader in Me* schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders.

The *Leader in Me* process made a “SIGNIFICANT POSITIVE DIFFERENCE IN THE SELF-REGULATION OF THE STUDENTS, which led to a better school climate and academic achievement.”

(GAGE & THOMAS, 2019)

95% of participants agreed that *Leader in Me* improved students’ abilities to become socially aware, specifically being able to take the perspective of and empathize with others.

(DANIELSKI, 2019)

100% of working-class graduates surveyed indicated that their *7 Habits* training had a positive influence on their life choices and future successes.

(Ashley, 2018)

A study of at-risk students in Louisiana found that students of *Leader in Me* high schools DEVELOPED THE SKILLS AND CONFIDENCE they need to lead their lives effectively and SUCCEED IN SCHOOL AND BEYOND.

(STEWARD, 2021)

In a study of suburban Chicago schools, *Leader in Me* implementation led to an increase in:

- Student leadership
- Student confidence
- Opportunities for student voice
- Student empowerment
- Citizenship
- Problem solving skills

(DANIELSKI, 2019)

“Since implementing the *Leader in Me* process, educators reported an INCREASE IN STUDENTS TAKING PERSONAL RESPONSIBILITY FOR THEIR ACTIONS in school.”

(BRYANT, 2017)
“Students in My School Help Each Other Even if They are Not Friends.”

Students graduating from Leader in Me Schools noted that “SETTING GOALS AT A YOUNG AGE HELPED GUIDE THEIR FUTURE” and credited the training course with “giving them skills necessary to meet their goals.”

(ASHLEY, 2018)

92% of participants agreed that Leader in Me positively affected students’ leadership abilities.

(CREWS, 2022)

Students in Leader in Me classrooms have “LANGUAGE TO MATCH BEHAVIOR and therefore tend to be more eager to SYNERGIZE and WORK TOGETHER.”

(BRYANT, 2017)

“Teachers and principals identified that LiM’s most significant engagement and academic impact was the way in which the program IMPROVED STUDENTS’ ABILITY TO SET ACADEMIC GOALS, PLAN, AND SELF-REGULATE THEIR LEARNING.”

(DETHLEFS ET AL., 2017)

Students participating in Leader in Me “learn to become:

- Self-reliant
- Take initiative
- Plan ahead
- Set and track goals
- Do their homework
- Prioritize their time
- Manage their emotions
- Be considerate of others
- Express their viewpoint persuasively
- Resolve conflicts
- Find creative solutions
- Value differences
- Live a balanced life.”

(STEWARD, 2021)
Family & Community Engagement

*Leader in Me* provides students’ families with the information, training, and school resources to empower them to be supportive partners in the development of their child’s leadership competencies.

83% of principals reported a positive impact on attendance, **Parent Satisfaction**, and **Parent Attendance at Conferences** after implementing *Leader in Me*.

(BOLDEN, 2019)

“Training parents in the usage of the 7 *Habits* ensures that **Language** and **Expectations** that are associated with the *Leader in Me* are also used and **reinforced** in other environments outside of the school setting.”

(BRYANT, 2017)

*Leader in Me* **increased parent involvement** in migrant communities and teachers shared that migrant families would “make sure they came back to this area just so they could put their children in a LiM School.”

(SHEPARD, 2018)

Schools implementing *Leader in Me* for at least one year saw an **increase in positive, proactive parental involvement**.

(BENNETT, 2020)

Since implementing the *Leader in Me* process, working parents reported an **improvement in written or phone communication** between the school and the parents.

(BENNETT, 2020)
“On completion of the [7 Habits] Families program, 97% agreed (56% strongly agreed and 41% agreed) that they held a CLEARER PICTURE OF WHAT THEY WANTED THEIR FAMILY TO BE LIKE.”

(MCCOOL, 2015)

31% IMPROVEMENT IN PARENTS’ MENTAL WELLBEING after completing the 7 Habits program, taking them from significantly below average to average wellbeing.

(MCCOOL, 2015)

“Utilizing a COMMON LANGUAGE within the school ensures the community leaders and parents have the necessary TOOLS to assist students in bridging the gap between home and school.”

(BRYANT, 2017)
Attendance

*Leader in Me* creates school cultures where students and staff feel safe and engaged. Valuing and recognizing students and staff for their unique gifts and talents leads to an increased desire to engage with the people and activities in the school. These increased levels of engagement help students and staff see that it matters to others if they attend school, and that others are counting on them to show up. As a result, attendance rates naturally increase.

“In the first year of implementation, **STUDENT ABSENCES** in *LiM* Schools **DECREASED 27%**; in year 2, they **DECREASED 35%**.”

*(PASCALE ET AL., 2017)*

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Percentage of Tardies for 9th Graders from *LiM* and non-*LiM* Middle Schools by Socioeconomic Status (SES)

<table>
<thead>
<tr>
<th></th>
<th>High SES</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-<em>LiM</em></td>
<td>37%</td>
<td>15%</td>
</tr>
<tr>
<td><em>LiM</em></td>
<td>42%</td>
<td>22%</td>
</tr>
</tbody>
</table>

*(DETHLEFS ET AL., 2017)*

Students in *LiM* Schools had 33% fewer absences throughout the school year than students in non-*LiM* Schools.

*(NEWELL, 2017)*
Students who engaged in Leader in Me for three years in middle school were 50% LESS LIKELY TO BE CHRONICALLY TARDY in 9th grade."

(DETHLEFS ET AL., 2017)

Administrators report that student absenteeism has decreased. Students understand that others are depending on them to be at school to take care of certain tasks and THEY DO NOT WANT TO LET OTHERS DOWN. They take their responsibility very seriously."

(TIDD, 2016)

A statewide analysis of Missouri elementary schools revealed a significant DECREASE IN ATTENDANCE for schools who left the LiM process compared with LiM Schools still in the process (p<0.001).

A statewide analysis of Missouri elementary schools revealed a significant INCREASE IN ATTENDANCE in LiM Schools compared with similar non-LiM Schools (p=0.007).

(WHITE, 2018)

"Students who engaged in Leader in Me for three years in middle school were 50% LESS LIKELY TO BE CHRONICALLY TARDY in 9th grade."

(DETHLEFS ET AL., 2017)

States

45%

fewer students with EXCESSIVE ABSENCES compared to the state average in year 2 of Leader in Me implementation.

(DETHLEFS ET AL., 2017)
Supportive Environment for Students

The environment of Leader in Me Schools fosters student learning and positively supports the development of their leadership skills.

Teachers using Leader in Me consistently note that it “provides a common language to DISCUSS DIFFERENCES and SUPPORT UNDERSTANDING OF DIVERSITY in their classroom.”

(LAIRD-ARNOLD, 2022)

91% of staff either “agreed” or “strongly agreed” with the statement “ALL STUDENTS AT THIS SCHOOL ARE LEADERS.”

(CUMMINS, 2015)

89% of teachers reported their school is SAFE AND PROVIDES A WELCOMING ENVIRONMENT as a result Leader in Me.

(SAINZ, 2021)

A study of a suburban California school indicated that Leader in Me implementation POSITIVELY IMPACTED SCHOOL CULTURE AND CLIMATE through improved student-to-student relationships and an increased use of conflict-resolution strategies.

(TUCCINARDI, 2018)

Teacher Differences in Perception of Student Leadership Opportunities

<table>
<thead>
<tr>
<th>Frequency</th>
<th>My school provides leadership opportunities for all students.</th>
<th>At my school, students have opportunities to be leaders in their own special ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4.4*</td>
<td>4.5*</td>
</tr>
<tr>
<td>Often</td>
<td>3.0*</td>
<td>3.4*</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of Leader in Me Implementation

(DETHLEFS ET AL., 2017)

*Teacher response to the frequency of student leadership opportunities on a scale from 1—Never to 5—Always.
92% of study participants agreed that Leader in Me has POSITIVELY AFFECTED THE SCHOOL CLIMATE.

(CREWS, 2022)

Teachers agreed Leader in Me is a consistent factor in developing school-wide leadership roles, including through after-school clubs which allow students and teachers to INCREASE THEIR AWARENESS OF CULTURE AND DIVERSITY, CREATING A MORE INCLUSIVE ENVIRONMENT.

(BRYANT, 2017)

“Creating a WHOLE SCHOOL LANGUAGE within the school and community was pertinent to recognizing the STRENGTHS OF THE COMMUNITY AND SCHOOL” and “...fosters respect for all individuals and unifies all individuals.”

(LAIRD-ARNOLD, 2022)

The Leader in Me “FACILITATES HIGH-TRUST SCHOOL CULTURE and lays the foundation for sustained communication and understanding of differences.”

(LAIRD-ARNOLD, 2022)
Student Engagement

Leader in Me schools help students feel emotionally safe, socially supported, and academically engaged.

85% of Lim students indicated agreement that their teacher cared about them, they LIKED GOING TO SCHOOL, and they are learning a lot.”
(ROI INSTITUTE, 2014)

43% less likely for a Lighthouse LiM student to say THEY DON’T LIKE SCHOOL compared with a non-LiM student.
(TIDD, 2016)

Leader in Me students taking ownership of their work through data notebooks, leadership days, student-led conferences, student organizations, and numerous examples of celebrations of student success led to “INCREASES IN LEVELS OF EMPOWERMENT AND ENGAGEMENT among the students.”
(PASCALE ET AL., 2017)

Students in grades 4–8 attending schools that implemented Leader in Me with fidelity “had students with HIGHER LEVELS OF BEHAVIORAL AND EMOTIONAL ENGAGEMENT than schools with relatively lower implementation levels and non-LiM Schools.”
(GOBLE ET AL., 2015)

95% of participating students indicated that Leader in Me played a significant role in DEVELOPING THEIR LEADERSHIP SKILLS.
(GIRALDO-GARCIA & OROZCO, 2022)
**Staff Satisfaction**

*Leader in Me* empowers teachers and staff with meaningful leadership opportunities to develop their voice and sense of collective efficacy.

89% of teachers reported that the implementation of *Leader in Me* resulted in the school feeling safe and providing a welcoming environment. (LAIRD-ARNOLD, 2022)

67% of principals surveyed felt there was “a POSITIVE IMPACT ON TEACHER SATISFACTION and school safety.” (BOLDEN, 2019)

*Leader in Me* BUILDS TEACHERS’ CONFIDENCE, transforms school environments, and makes schools feel comfortable, safe, and fun. (BOATRIGHT, 2016)

“Many teachers reported that TEACHING IS EASIER and MORE ENJOYABLE and they are MORE EFFECTIVE after implementing the *Leader in Me*.” (BERGIN ET AL., 2018)

“Participants noted that the training process, although intended to impact the students directly, also created MORE CONNECTION and UNITY among the teachers, administrators, and support staff by providing a common mechanism to improve the learning environment. This unity was credited with creating a MORE POSITIVE AND SUPPORTIVE CULTURE.” (PASCALE ET AL., 2017)

Participants from all four schools studied in the 2018 *Leader in Me Effectiveness Study* robustly asserted that “*Leader in Me* CREATES A MORE NURTURING AND POSITIVE SCHOOL CLIMATE.” (BERGIN ET AL., 2018)

Teacher attrition was LESS THAN 1% OVER A 5 YEAR PERIOD as a result of *Leader in Me* implementation. (TENCH ET AL., 2021)
Academics

*Leader in Me* builds the development of students’ executive function skills, including cognitive flexibility, working memory, and inhibitory control, resulting in improved academic performance.

**GPA for High SES Students in 9th Grade**

<table>
<thead>
<tr>
<th>School Type</th>
<th>LESS THAN 1.0 (F)</th>
<th>1.0 THRU 1.99 (D)</th>
<th>2.0 THRU 2.99 (C)</th>
<th>3.0 THRU 4.0 (B OR HIGHER.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighthouse Middle School</td>
<td>7%</td>
<td>29%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Non-LiM Middle School</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

**GPA for Low SES Students in 9th Grade**

<table>
<thead>
<tr>
<th>School Type</th>
<th>LESS THAN 1.0 (F)</th>
<th>1.0 THRU 1.99 (D)</th>
<th>2.0 THRU 2.99 (C)</th>
<th>3.0 THRU 4.0 (B OR HIGHER.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighthouse Middle School</td>
<td>8%</td>
<td>24%</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>Non-LiM Middle School</td>
<td>16%</td>
<td>27%</td>
<td>28%</td>
<td>29%</td>
</tr>
</tbody>
</table>

“FEWER 9th graders who attended a *LiM* middle school have **FAILING GRADES** at the end of their first semester compared to students who had attended a non-*LiM* middle school.”

(DETHLEFS ET AL., 2017)

End-of-grade exam reports for Hispanic students attending a *Leader in Me* School between 2013 and 2017 saw **A MEAN INCREASE OF 9.53**.

(SHEPARD, 2018)

Cohort schools implementing *Leader in Me* saw between **12–21 PERCENTAGE POINT INCREASES** on DIBELS learning benchmarks.

(DICK ET AL., 2017)

Percentage Increase in Standardized Test Scores

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>6.34%</td>
</tr>
<tr>
<td>Math</td>
<td>9.59%</td>
</tr>
</tbody>
</table>

Year 3 of *Leader in Me* Implementation

(GOLMEN, 2019)
Leader in Me Schools that “proactively and purposefully” empowered all students were found to have **MATH SCORES** that were **STATISTICALLY SIGNIFICANTLY HIGHER** than those for students from schools that empowered some students.

(DICK ET AL., 2017)

One Leader in Me School’s math scores rose **25%** after achieving Lighthouse Certification.

“Students at LiM Schools who were in the **BOTTOM 25% MADE GAINS 3% HIGHER** than those in the bottom 25% at non-LiM Schools.”

(PASCALE ET AL., 2017)

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**6.7%**

average increase in 4th grade ELA state test results compared with their pre-Leader in Me performance.

(DICK ET AL., 2017)

“In science and math, LiM Schools had a **5% HIGHER RATE** of students at level 3 or higher than the district non-LiM Schools.”

“4% more students at LiM Schools **MET THE WRITING STANDARD** than those at non-LiM Schools”

“In reading, the LiM SCHOOLS HAD A **9% HIGHER RATE** than the non-LiM Schools of students at level 3 or higher, a 6% increase over non-LiM Schools in reading gains, and a 3% higher rate of learning gains for those in the bottom 25%.”

(PASCALE ET AL., 2017)

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**36%**

Math proficiency before LiM

**61%**

Math proficiency after ACHIEVING LIGHTHOUSE CERTIFICATION*

(BENNETT, 2020)

*Lighthouse Certification: natural outcome of high-fidelity implementation of Leader in Me core process; usually achieved within 3-5 years.

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Empowering Teachers

*Leader in Me* enhances educators’ personal and professional capacities to create goal-centered, student-led classrooms, leading to stronger academic outcomes through higher-quality instruction.

**91%**

of faculty/staff either “agreed” or “strongly agreed” with the statement “ALL FACULTY/STAFF SHARE *LiM* CLASS IMPLEMENTATION IDEAS WITH ONE ANOTHER.”

**86%**

of faculty/staff either “agreed” or “strongly agreed” with the statement “ALL FACULTY/STAFF WORK TO SUPPORT EACH OTHER AT THIS SCHOOL.”

In *Leader in Me* Schools, setting and monitoring goals together gave teachers a **SHARED MISSION AND SENSE OF PURPOSE**, which created “a **MORE POSITIVE CULTURE AMONG STAFF**.”

“He went from being a principal that told us what we needed to do to being a principal that believed in empowerment and **EMPOWERED US** to try different things, really showing us that he valued us. He really started working to show appreciation. Our **MORALE CHANGED** a lot; our **CULTURE CHANGED** a lot.”

*(TENCH ET AL., 2021)*

**STUDENT GOAL SETTING** was identified as one of the reasons behind increased student motivation and positive peer relationships related to *LiM*.

*(TIDD, 2016)*

*(CUMMINS, 2015)*

*(BERGIN ET AL., 2018)*
Teachers in Leader in Me Schools indicated that they perceived “a NOTABLE DIFFERENCE IN A POSITIVE SCHOOL CULTURE, POSITIVE STUDENT SELF-REGULATION, AND STUDENT-LED ACADEMIC ACHIEVEMENT after implementing LiM.”

(GAGE & THOMAS, 2019)

92% ALIGNMENT BETWEEN the best practices for science classrooms within the Next Generation Science Standards and the Leader in Me process.

(PASCALE ET AL., 2017)

In reflecting on their participation in the Leader in Me process, many teachers believed they had “GROWN PERSONALLY AND PROFESSIONALLY from the experience.”

(SWANTNER, 2016)

Leader in Me helps staff, students, and families “SET COMMON GOALS AND WORK TO ACHIEVE THEM.”

(STARKS, 2022)
Empowered Learners

*Leader in Me* equips students with the mindsets, skills, and supportive environment they need to lead their academic achievement.

95% of faculty/staff either “agreed” or “strongly agreed” with the statement “all students at this school **maintain and regularly update a leadership notebook**.”

89% of faculty/staff either “agreed” or “strongly agreed” with the statement “all students at this school **will lead a parent conference** this school year.”

94% of faculty/staff either “agreed” or “strongly agreed” with the statement “all students at this school this school regularly **set academic goals** in at least one area.”

98% of student participants agreed that their **ability to achieve personal and academic goals increased with Leader in Me** implementation.

“Students **see the worth within themselves**…and no matter who they are and what their abilities or disabilities are, they have something that they can share with others and **build on their strengths**.”

(CUMMINS, 2015)

(DANIELSKI, 2019)

(BERGIN ET AL., 2018)

Leader in Me teachers were more likely to agree that students at their schools **work well together when solving problems** or completing projects.

(DETHLEFS ET AL., 2017)
95% of participants agreed that students’ RELATIONSHIP SKILLS IMPROVED with respect to establishing and maintaining healthy and rewarding relationships; resisting inappropriate social pressure; PREVENTING, MANAGING, AND RESOLVING INTERPERSONAL CONFLICT; and seeking help when needed.

(DANIELSKI, 2019)

The research analysis revealed, “the use and knowledge of 7 HABITS® LANGUAGE, pervasively across campus and all stakeholder groups, has made a HUGE IMPACT on students’ motivation and ability to take charge of their own learning and behavior.”

“[S]tudents who live [the first 3] habits, epitomize the statement, ‘I AM IN CHARGE OF ME.’ Administrators, classroom teachers, and support personnel all report that this belief by students seems to be at the HEART OF WHAT HAS INCREASED STUDENT MOTIVATION.”

(TIDD, 2016)

The Leader in Me process, by design, gives EVERY STUDENT in the classroom A LEADERSHIP ROLE OR CLASSROOM JOB. The findings of this study revealed that this approach helped individual students to recognize “a strength that he/she may not have previously realized.”

(WEBRE, 2022)

4th Graders’ Estimates of the Frequency that “When I have a lot of Homework and Other Activities, I Create a Plan to Get Things Done.”

(DETHLEFS ET AL., 2017)
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