

The Leader in Me®

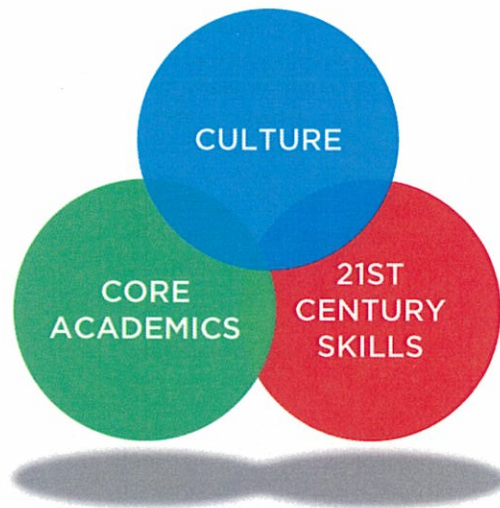
Promising Results

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Today's schools face many challenges. Most student-related challenges fall in three categories: 1) improving student achievement in core academic subjects, 2) preparing students with 21st century life skills, and 3) creating a learning culture where students—and adults—feel safe and engaged. *The Leader in Me* is a school-wide transformational process that is being implemented in numerous schools across the U.S., Canada, and other parts of the globe. Its unique approach is showing promising outcomes related to all three challenges.

This summary report shares a sampling of the types of impact being reported by *Leader in Me* schools. Consistent with research literature on school transformation, the most prevalent forms of impact involve school culture. But because of the foundational role that Dr. Stephen R. Covey's *The 7 Habits of Highly Effective People* play, significant impacts are also being reported relative to students learning skills deemed vital for successfully navigating the 21st century. As the culture improves and student gain effective life skills, then research suggests that there should be a concurrent bump in student achievement, and that indeed appears to be the case in several *Leader in Me* schools.

Because so much interest is focused on the impact on student achievement and core academics, I will begin there, followed by a brief summary of the impact that is being seen on culture and 21st century life skills.



CORE ACADEMICS

Isolating the impact or causality of a program on student achievement is difficult given the many factors in play. Nevertheless, efforts are underway to make empirical assessments of *The Leader in Me* and its impact on student achievement. While those efforts are in the early stages, the following sampling of what a number of *Leader in Me* schools are reporting are encouraging:

Student Achievement

- **A.B. Combs Elementary, Raleigh, North Carolina.** A.B. Combs Elementary was the inaugural *Leader in Me* school. With Muriel Summers as principal, it piloted *The Leader in Me* in 1999 using one teacher per grade level. That year, the percentage of students passing end-of-grade tests jumped from 84 to 87 percent, largely due to the improved scores of pilot students. Year two, the entire school embraced the process and the percentage of passing students rose to 94 percent. A.B. Combs has since maintained elevated scores for a steady decade, peaking at 97 percent. Scores dropped when the state test changed, but the drop was far less than the district average.
- **English Estates Elementary, Fern Park, Florida.** When this Title 1 school began *The Leader in Me* it was a “School In Need of Improvement.” It had a dwindling student population, due mostly to disgruntled parents shifting their children to charter schools. Following year one of *The Leader in Me*,

the school was awarded “The Most Academically Improved School” in its district, with test scores up as much as 35 percentile points in some subject areas. The state of Florida, which gives schools an A, B, C, D or F rating, moved English Estates to an “A” rating, and the school met AYP for the first time in years.

- **John C. Fremont Elementary, Salt Lake City, Utah.** Fremont Elementary started *The Leader in Me* mid-year 2009. One year later, the Title 1 school with a very diverse student body showed impressive academic gains on state exams. Notice in the chart below how second year scores (2010) improved at all levels and all subjects. In some cases, the increases were substantial:

(CRT) Proficiency Results	2007-2008		2008-2009		2009	2010
	Scores	% Change	Scores	% Change	Scores	% Change
2nd Grade: Language Arts	65.2%	0.6%	75.0%	9.8%	76.0%	1.0%
Math	65.3%	9.8%	79.4%	14.1%	80.0%	0.6%
3rd Grade: Language Arts	56.7%	-3.9%	64.3%	7.6%	78.2%	13.9%
Math	64.2%	3.6%	67.1%	3.0%	75.9%	8.8%
4th Grade: Language Arts	53.0%	-1.7%	49.3%	-3.7%	78.2%	28.9%
Math	63.4%	8.7%	31.0%	-32.4%	59.4%	28.4%
Science	32.9%	-15.1%	21.1%	-11.8%	61.6%	40.5%
5th Grade: Language Arts	61.5%	3.8%	66.2%	4.7%	70.9%	4.7%
Math	60.0%	-8.0%	58.4%	-1.6%	59.6%	1.2%
Science	44.6%	-9.0%	48.7%	4.1%	62.2%	13.5%
6th Grade: Language Arts	68.5%	1.4%	74.7%	6.2%	80.2%	5.4%
Math	71.2%	12.0%	50.7%	-20.6%	64.7%	14.0%
Science	53.4%	4.6%	56.8%	3.3%	71.8%	15.0%

- **Winchester Elementary, West Seneca, New York.** At Winchester Elementary, the school is ranked annually against 225 other schools in Western New York. The ranking is weighted 50% on Math and 50% on English Language Arts (ELA) scores. For six years (2005 to 2010) the highest rank the school achieved was 50th. In 2011, following the first year of *Leader in Me* implementation, the school jumped to 33rd in rank.

	2005	2006	2007	2008	2009	2010	2011
Rank (225 schools)	104	88	52	50	57	57	33

- **Staten Island School of Civic Leadership, Staten Island, New York.** In 2009, under the direction of Principal Rose Kerr, the Staten Island School of Civic Leadership opened its doors. Its teachers and staff went through the 7 Habits while the school’s building was still under construction. The creative staff collectively determined that the school would be founded on three pillars: civic leadership, parent involvement, and academics, using *The Leader in Me* as a framework. Two years later, in 2011, the school received its first progress report and was named the top performing school of New York City public schools.
- **Wards Creek Elementary, St. Johns County, Florida.** During May of 2011, Wards Creek Elementary showed the greatest increase in its district on the Florida Comprehensive Assessment Test

(FCAT) in writing. The increase from the previous year was 21 percent. When asked by the local newspaper journalist what made the difference, Principal Don Campbell replied that “the number one factor was [*The Leader in Me*] program that holds kids accountable for their own performance.” He added that, “Students get really excited. They want to do better.”

- **Dewey Elementary, Quincy, Illinois.** Parents and teachers at Dewey Elementary were delighted to see the following rise in Illinois Standards Achievement Test (ISAT) scores for reading and math:

	Before <i>7 Habits</i> (8 year average)	First year after <i>7 Habits</i> (2007)	Second year after <i>7 Habits</i> (2008)
Reading	64.5%	89%	89.7%
Math	79.25%	98%	92%

- **Adams County Schools, Quincy, Illinois.** An important learning from Adams County Schools is that the level of implementation clearly impacts the degree of improvement, including achievement scores. For example, a significant difference was observed between schools that “fully” implemented *The Leader in Me* versus schools that “moderately” implemented the process. Examples include:
 - **Reading Performance:** Full implementers had 70% of students meeting or exceeding state standards before the *7 Habits* process. After implementation, 85% of students met or exceeded state standards, a 15% improvement (significant at the 0.05 level). In contrast, moderate implementers yielded mild but statistically insignificant changes.
 - **Math Performance:** Full implementers had 84% of students meet or exceed state standards in the years prior to the *7 Habits* compared to 92% after the *7 Habits*. By contrast, change in moderate implementers was again mild but not statistically significant.
- **Hallowell Elementary School, Horsham, Pennsylvania.** Principal Steve Glaize reports that emphasizing student leadership through organized data notebooks allowed students to set goals, track progress, and communicate results. The *7 Habits* language provided the framework to have these conversations and develop these academic pieces through increased student ownership. Their one area of need was with the Pennsylvania Writing Assessments in grade 5. They are pleased to indicate that in their initial year of *The Leader in Me*, 5th grade scores made a significant leap, as indicated in the table below showing the percentages of students testing at or above proficiency:

Pennsylvania Writing Assessments 2010-11~5th Grade

	2010	2011
<i>Math</i>	92.6%	96.4%
<i>Reading</i>	79.4%	94.5%
<i>Writing</i>	72.1%	90.9%

- **Woodmeade Elementary, Decatur, Alabama.** Three years into *The Leader in Me*, Woodmeade Elementary saw the following improvements in reading and math on both the SAT 10 and the Alabama state test:

SAT 10 ~ READING & MATHEMATICS

Reading	2008	2009	2010	2011	Gain 2008-11
3 rd Grade	31	42	45	49	18
4 th Grade	39	40	41	52	13
5 th Grade	34	35	44	40	6

Math	2008	2009	2010	2011	Gain 2008-11
3 rd Grade	43	56	53	76	33
4 th Grade	41	45	58	67	26
5 th Grade	30	35	48	55	25

AMRT ~ READING & MATHEMATICS

Reading	2008	2009	2010	2011	Gain 2008-11
3 rd Grade	70	89	91	94	24
4 th Grade	65	70	95	94	29
5 th Grade	64	70	90	93	29

Math	2008	2009	2010	2011	Gain 2008-11
3 rd Grade	68	87	91	100	32
4 th Grade	56	68	96	96	40
5 th Grade	46	59	93	96	50

Meanwhile discipline referrals have dropped significantly.

	2008	2009	2010	2011	Drop 2008-11
School	127	92	47	28	99

- **Sulphur Springs Elementary, Tampa, Florida.** Dr. Christi Chandler Buell, Principal, and former *Leonard Miller Principal Leadership Award Gold Medallion Finalist*, reported being absolutely delighted that 99% of the fourth grade students at the school scored four or above on the year's FCAT writing exam. The state average was 80% and the district was 89%. The school is 100% free/reduced lunch (highest % in the district for elementary schools).
- **Stanton Elementary, St. Louis, Missouri.** Principal Matt Miller reports that the school's Reading Intervention program, which services children reading below grade level, transitioned out 28 students the first year they implemented *The Leader in Me*, whereas the previous year they transitioned out only seven students. When asked what made the difference, the assigned teacher noted that "the only practice she changed was that her kids set a goal in their achievement notebook and tracked it on a

weekly basis.” The notebooks are an integral part of *The Leader in Me*. Furthermore, the school’s students set goals on number of books read in a quarter and track it in their achievement notebook. The year previous to *The Leader in Me* they read 5,000 books in an entire semester, whereas after implementation they read 5,500 books during 2nd quarter alone. The only change, again, was students setting a goal and tracking it on a weekly basis.

- **Stevenson Elementary, Houston, Texas.** Stevenson Elementary is a Title I school with Kathy Burns as principal. In 2011, of the students taking the state TAKS test in grades 3-5, 92% were economically disadvantaged. Nonetheless, the school met the Exemplary Performance Rating for Texas, as a result of the progress indicated below:

TAKS Tracking 2010-11
Grades 3-5 All Students

Subject	2010 % Met Standard	2011 % Met Standard	Change	2010 % Commended 93% or higher	2011 % Commended 93% or higher	Change
Reading	90	92	+2	29	30	+1
Math	97	93	-4	42	38	-4
Science	81	94	+13	33	43	+10
Writing	96	100	+4	18	28	+10

- **Pickett's Mill Elementary, Acworth, Georgia.** Shelia Chesser, Principal, documented Georgia CRCT scores over the past three years. (The school has only been open 3 years). The staff was trained in 7 Habits during the first year and they started *The Leader in Me* with students year two. Their achievement outcomes are impressive.

CRCT Scores 2009-11
Grades 3-5

	Reading			English/Lang. Arts			Math		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
3rd Grade									
Meets	48	43	44	47	45	45	38	36	36
Exceeds	47	55	55	47	51	52	53	56	56
Total	95%	98%	99%	94%	96%	97%	91%	92%	92%
4th Grade									
Meets	49	41	42	44	52	43	44	32	36
Exceeds	44	55	55	49	43	51	46	58	58
Total	93%	96%	97%	93%	95%	94%	90%	90%	94%
5th Grade									
Meets	63	52	43	58	43	46%	38	29	36
Exceeds	36	46	55	37	55	53	55	68	60
Total	99%	98%	98%	95%	98%	99%	93%	97%	96%

- **Neil Armstrong Elementary, Port Charlotte, Florida.** After implementing *The Leader in Me* for two years, Neil Armstrong Elementary saw a 60% decrease in discipline referrals, along with:
 1. 1st grade SAT 10 Reading scores improved from 60% to 90% in one year.
 2. 3rd grade students scored the highest in the district on both FCAT Reading (with 89% of students scoring proficient) and on FCAT Math (with 91% of students scoring proficient). Students with Disabilities in 3rd grade also demonstrated 81% proficiency on both FCAT Reading and Math that first year, as reported by Principal Angie Taillon.

While the successes of the above schools certainly involved other factors, particularly strong principals and teachers, the results are certainly encouraging that *The Leader in Me* can have a positive impact on student achievement.

CULTURE

Schools encounter numerous challenges related to culture, or what is often called the social-emotional learning environment. Challenges include reducing bullying, managing classroom discipline, and finding creative ways to engage students, staff, and parents. Other challenges include relationship building, the sharing of leadership, and the establishment of standards for how people are to behave personally and toward others. *The Leader in Me* impacts each of these culture-related challenges, and participating schools are reporting promising results that include:

- Reduced discipline problems
- Increased student engagement
- Students taking more responsibility for education
- More teacher engagement
- Establishment of a common language
- Enhanced parent involvement and satisfaction
- Better attendance

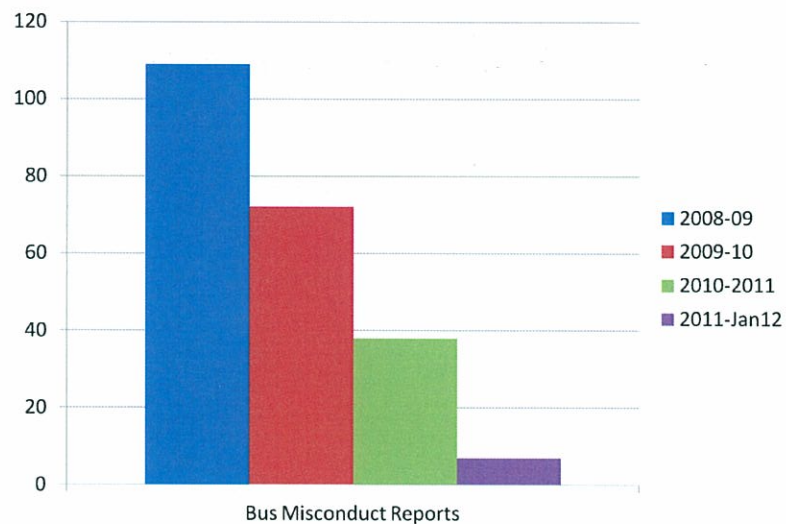
The following samples reflect some of the reports coming from *Leader in Me* schools in relation to school culture:

Decline in Discipline Problems

One of the most noticeable impacts on culture from the standpoint of teachers regards a dramatic drop in discipline problems:

- At English Estates Elementary in Fern Park, Florida, discipline referrals dropped from 225 to 74 in just over a year after implementing *The Leader in Me*.
- At Dewey Elementary in Quincy, Illinois, discipline referrals dropped 75% after its first year of implementation, and referrals for completion of work declined 68%.
- Joseph Welsh Elementary in Red Deer, Alberta, Canada reported a 67% drop in discipline referrals its first year of doing *The Leader in Me*.
- A First Nation (Native American) school in Nova Scotia, during the first six months of *The Leader in Me* reported zero suspensions, whereas for the same period the previous year they had experienced 20 suspensions.
- **Johns Hopkins University.** In a third-party research case focusing on one east coast and one west coast TLIM school, researchers from Johns Hopkins University reported: “Without question, the strongest consensus was that TLIM positively improved school climate. For the teachers and principals, the main contributors to climate changes were improved student behavior and the establishment of a culture, guided by the 7 Habits supporting respect and acceptance of others. An indirect effect was giving the school a prideful identity and unique sense of purpose.
- Students translated the climate effects into feelings of increased order and security. Several noted explicitly that bullying was decreased because of classmates’ exposure to the 7 Habits. With leadership roles came more explicit responsibility for behaving respectfully toward others and resolving rather than escalating conflicts (win-win was frequently mentioned as a strategy). There was also agreement among students in both schools that teachers, too, were nicer, more apt to listen to and respect students’ perspectives, and more approachable as a result of practicing the habits.

- A second clear impact of TLIM was developing students' self-confidence and motivation. Practicing the habits provide a sense of direction and responsibility, which are motivating and reinforcing. The prevailing attitude of accentuating the positive makes it important to try but acceptable to fail. There is less fear than in a typical school environment of being embarrassed or ridiculed in the wake of failure.
- A third type of impact was getting along better with others and resolving conflicts. Teachers, principals, and parents reported that there were fewer arguments, fights, disciplinary actions, and suspensions than in the past. Students reported feeling better equipped to respond in a positive way to conflicts. Students discussed these effects concretely with reference to using particular habits purposively (primarily win-win, synergize, seek to understand, and synergize) to relate better with other children and adults.
- At Winchester Elementary, a Title 1 school in West Seneca, New York, the school has involved the bus drivers in *The Leader in Me* training and process over three years. Each year, bus behavioral incidents have declined steadily as illustrated below:



Student Satisfaction

Using a modified My Class Index (MCI) developed at Seattle Pacific University, students in Adams County, Illinois rated their classrooms relative to factors such as difficulty of schoolwork and levels of conflict. Schools fully implementing the process saw the following statistically significant improvements:

1. Students' satisfaction with school rose significantly;
2. Students reported more cohesiveness in the classroom and less friction;
3. Students said school was not as difficult as before the 7 Habits.

At Stanton Elementary in Fenton, Missouri, students' feelings of belongingness and community have risen steadily under *The Leader in Me* for grades 4-6

Survey Item and Year	Grade 4 (Mean)	Grade 5 (Mean)	Grade 6 (Mean)
Students' Feelings of Belonging ***	2007-08	69.73	58.46
	2008-09	68.82	66.40
	2009-10	74.37	71.05
	2010-11	80.94	72.46
Students' Sense of School as Community ***	2007-08	74.32	57.21
	2008-09	71.76	71.67
	2009-10	76.67	71.93
	2010-11	80.69	72.97
Students' Sense of Autonomy and Influence *	2007-08	70.21	58.73
	2008-09	68.87	71.33
	2009-10	73.73	71.05
	2010-11	75.16	72.53

(*p≤.10 **p≤.05 ***p≤.01)

Teacher (Staff) Satisfaction

Students are not the only ones benefitting. Teacher and staff satisfaction is also on the rise, as indicated below:

- The Johns Hopkins University case study of two schools referred to earlier concluded that TLIM made teaching easier and more enjoyable. This effect seems directly attributable to students behaving better and accepting responsibility for their actions, the overall school climate improving, and a school culture and order developing around the 7 Habits.
- Schollie Research and Consulting, which administers surveys to five hundred of Canada's schools, found the following responses from staff at Joseph Welsh Elementary after the first year of The Leader in Me (TLIM):

Survey Item	Disagree	Agree
Teachers: <i>The 7 Habits of Highly Effective People</i> assist me in teaching students the principles needed in their daily lives.		100 %
All Staff: <i>The 7 Habits of Highly Effective People</i> have had a positive impact upon this school.		100 %
All Staff: I would like to see <i>The 7 Habits of Highly Effective People</i> continue at this school.		100 %

- Some *Leader in Me* schools have won awards (including A.B. Combs being named the #1 Magnet School in America), and principals and teachers have likewise been honored. But the rewards that teachers and administrators value and refer to most are the stories of students whose lives have changed as a result of being taught practical skill-sets and mindsets that will last a lifetime as noted also by Schollie Research and Associates.

Survey Item	Prior to TLIM	After 1 Yr. of TLIM
Staff who agree that students are taught the attitudes and behaviors that will make them successful when they finish school.	77.8 %	100 %

- It is not uncommon to hear comments such as, “I have been teaching for 30 years and this is the best thing I have ever done.” Teachers express relief in having less quarrels and less acts of disrespect, which allows them to focus more on academics.

Parent Satisfaction/ Engagement

Parents are virtually unanimous in their support and approval of *The Leader in Me*:

- One of the objectives Dewey Elementary had in implementing *The Leader in Me* was to increase parent involvement, and that did happen. The number of parents attending PTA meetings more than doubled, as did parent attendance at monthly Parent-Child activity sessions.
- In Alberta, Canada, Joseph Welsh Elementary reports that parent satisfaction with what children are being taught leaped from 67% to 98% during the first year of implementation. Parents also reported:

Survey Item	Prior to TLIM	After 1 Yr. of TLIM
Parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	69.4 %	92.3 %
Parents who agree that their child is encouraged at school to be involved in activities that help the community.	65 %	100 %

Survey Item	Disagree	Agree
Parents: <i>The 7 Habits of Highly Effective People</i> has had a positive impact on my child's school.	1 %	99 %
Parents: I would like to see <i>The 7 Habits of Highly Effective People</i> continue at my child's school.	3 %	97 %

- According to the annual climate survey at English Estates Elementary, parents' approval of the school rose to 98% after its first year of implementation. Previously the school was losing students.

Common Language

According to staff and teachers, one of the biggest influences the 7 Habits have had on their school is what it has done for the school's culture. The 7 Habits, they say, provide a “common language” that everyone shares, including parents. Students of all grade levels, academic levels, and cultural upbringings benefit and all learn the language. In the end, staff benefits, parents benefit, and children benefit. It's a whole child, whole school approach.

LIFE SKILLS FOR THE 21st CENTURY

In recent decades, schools have placed a substantial focus on improving academic scores. In some people's minds, this has created a void in students learning basic life skills, especially given that the skills seem to not be emphasized in many homes. Most notable are basic life skills for working in teams, communicating (both speaking and listening), taking initiative, setting goals, resolving conflicts, innovating, building relationships, caring for health,

dealing with diversity, prioritizing time, and the like. Such skills are neither new nor unique to the 21st century; however they are often referred to as 21st century life skills because the demand for them seems to have increased exponentially during the most recent decade. Employers have felt the void when hiring, and have increased pressure on schools to insert more of the skills into the curriculum.

To their credit, educators have worked hard to respond to the demands for students to be taught more life skills. But, at best, their efforts have seen mixed success. A major barrier has been that teachers feel they already have so much to teach. One of the most encouraging and promising outcomes of *The Leader in Me* is that its approach to teaching life skills is one that many teachers refer to as “not one more thing,” but as “a better way of doing what we are already doing.”

A foundational part of *The Leader in Me* involves teaching *The 7 Habits of Highly Effective People* to all students and all staff, and sometimes parents. The 7 Habits have been sought after by top leaders of companies and governments around the world for well over two decades, and overlap with many of the so-called 21st century life skills. As is illustrated in the table below, the first three habits focus on helping individuals to more effectively lead their life and to become self-reliant (independence). The next three habits enable a person to more effectively work with others (interdependence). Habit 7, *Sharpen the Saw*, focuses on continuous improvement and becoming a whole person. By learning the 7 Habits and applying *The Leader in Me* process, students—and staff—learn vital 21st century skills.

The 7 Habits	21st Century Life Skills
Habits 1-3 (Independence)	<ul style="list-style-type: none"> <li style="width: 50%;">• Initiative <li style="width: 50%;">• Goal setting <li style="width: 50%;">• Responsibility <li style="width: 50%;">• Integrity <li style="width: 50%;">• Self-confidence <li style="width: 50%;">• Organization <li style="width: 50%;">• Vision/Planning <li style="width: 50%;">• Time mgmt.
Be Proactive	
Begin with the End in Mind	
Put First Things First	
Habits 4-6 (Interdependence)	<ul style="list-style-type: none"> <li style="width: 50%;">• Conflict management <li style="width: 50%;">• Teamwork <li style="width: 50%;">• Ethics/Manners <li style="width: 50%;">• Problem solving <li style="width: 50%;">• Listening skills <li style="width: 50%;">• Creativity <li style="width: 50%;">• Speaking skills <li style="width: 50%;">• Analytical skills <li style="width: 50%;">• Respect <li style="width: 50%;">• Valuing Diversity
Think Win-Win	
Seek First to Understand, then to be Understood	
Synergize	
Habit 7 (Continuous Improvement)	<ul style="list-style-type: none"> <li style="width: 50%;">• Physical fitness <li style="width: 50%;">• Fun <li style="width: 50%;">• Hygiene <li style="width: 50%;">• Life-long learning <li style="width: 50%;">• Emotional stability <li style="width: 50%;">• Technical skills <li style="width: 50%;">• Meaningful work
Sharpen the Saw <i>Care for Body, Heart, Mind & Spirit</i>	

The most important outcome in this area is the students are learning the 21st century skills that will enable them to more effectively navigate the increasingly complex and competitive global economy. However, other related outcomes are being reported by schools, including:

Student Self-confidence

The most frequent result identified by parents and staff is the visible increase in student self-confidence. Students gain confidence from learning new life skills, from being given leadership responsibilities to they can practice the skills, and from frequently being recognized as having unique talents. As Muriel Summers, principal of A.B. Combs Elementary relates it: “You will hear us compliment the children all the time. We have eight hundred students and it

is important that we connect with each of them every day. We let children know we believe in them. That is part of our core value system.”

Teacher Development

Students are not the only ones benefitting from the skills. Teachers are likewise receiving relevant professional training:

- Christie Dickens, Assistant District Superintendent in Adams County, Illinois, points out, “Our focus from the beginning was on looking at how the habits could help the children. But early on we noticed that some of the real changes that were occurring were not with the students, or with their parents, but with our staff. We saw talents coming out of them that we had never seen before. And when they share the positive influences it is having on their interactions with each other, and on their personal lives and families, those are the moments I enjoy the most.”
- Many teachers comment on how much the 7 Habits have helped them to be more organized personally and in the classroom, to connect better with students, and to stay focused on what matters most. A common statement from teachers following 7 Habits training is, “This is the best professional development training I have received as an educator.”

Business Community Engaged

Seeing the skills that are being taught and recognizing the importance of having those skills in the coming workforce, several business have begun sponsoring schools to be trained in *The Leader in Me* process. A few examples include:

- After visiting A.B. Combs, Andrew and Peggy Cherng, founders of Panda Express, sponsored more than 20 schools, including nine near corporate headquarters in California.
- In Decatur, Alabama, a local CEO after visiting A.B. Combs decided to sponsor a school. That school saw so much progress that the Chamber of Commerce is now sponsoring all 12 schools in the district. Following their lead, across the United States, local Chambers of Commerce have involved their membership in sponsoring over 60 schools.
- In Quincy, Illinois, the local United Way had been studying for months how it could best contribute to the community, and after reviewing several options and watching the success of Dewey Elementary, it determined to fund taking the 7 Habits to all 8,000 plus students in the county.

CONCLUSIONS

The Leader in Me is showing signs of having positive impact on schools’ culture, students learning 21st century life skills, and on academic achievement. Though mostly anecdotal, the preliminary findings above offer tangible, promising encouragement to *Leader in Me* schools of all sizes and types, and all across the globe. More substantive research is currently under way to provide more empirically rigorous insights into these encouraging findings. The key is to continue searching for the most appropriate ways to provide students with practical, lasting skills to help them successfully navigate the current and future world in which we live.

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