

Evaluation of
The
Leader**in****Me**
in the Cedar Valley

Prepared by the Center for Educational Transformation, University of Northern Iowa
Theresa Dethlefs, Matthew Green, Tšooane Molapo, Christen Opsal, Cindy Diehl Yang

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**EDUCATIONAL
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What is reflected in this report is a synopsis of the quantitative results of the Leader in Me impact study, a 129-page document. The impact study was comparative in nature, in that it measured impact in non-LIM schools against schools with varied levels of Leader in Me implementation.

The following results reflect a “statistical significance” according to the analysis, which reflects that the particular area of impact noted did not occur by chance. While numerically, the impact may look small, there is actually a high degree of statistical confidence that Leader in Me is making impact in the following areas.

To what extent are students applying 7 Habits (Habits 1-3)?

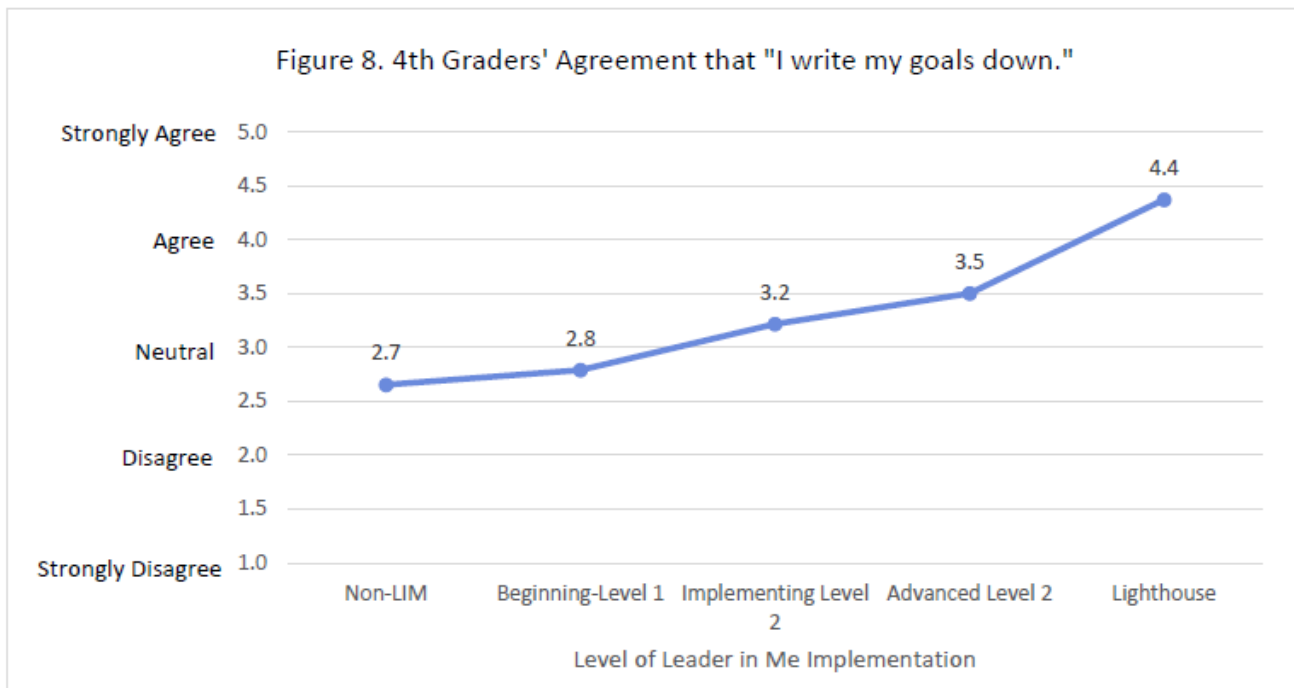


Figure 9. 4th Graders' Estimates of the Frequency that "I plan out the steps I need to take to achieve my goals."

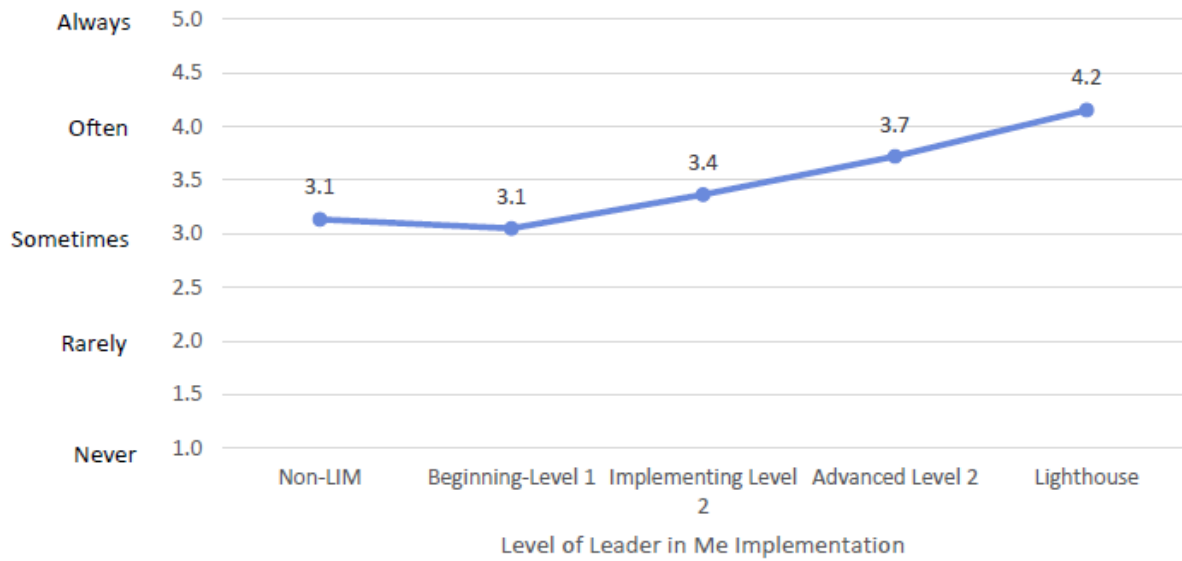
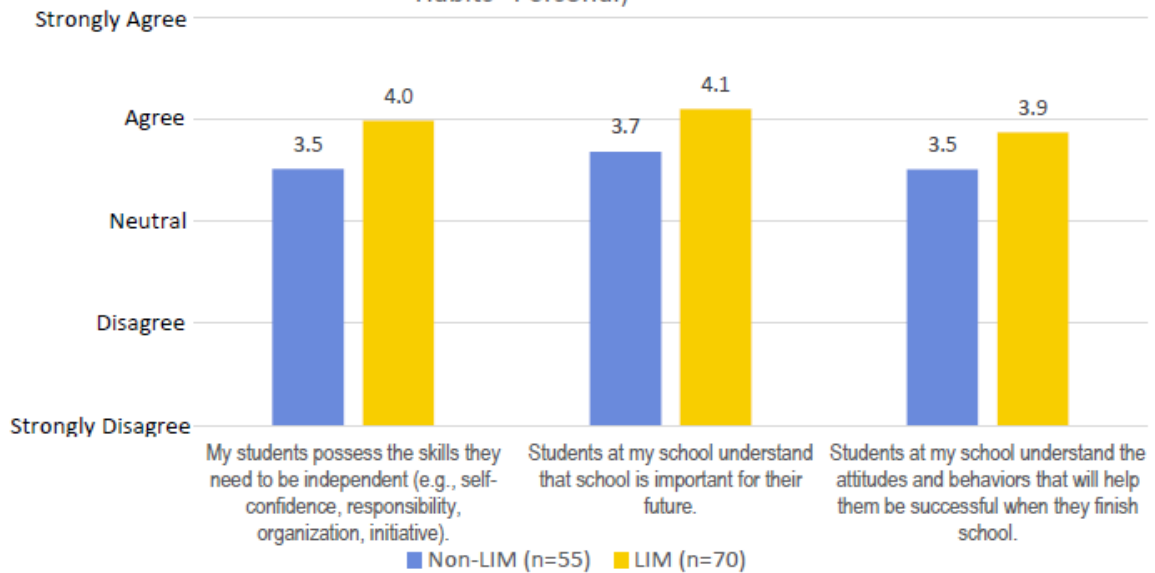
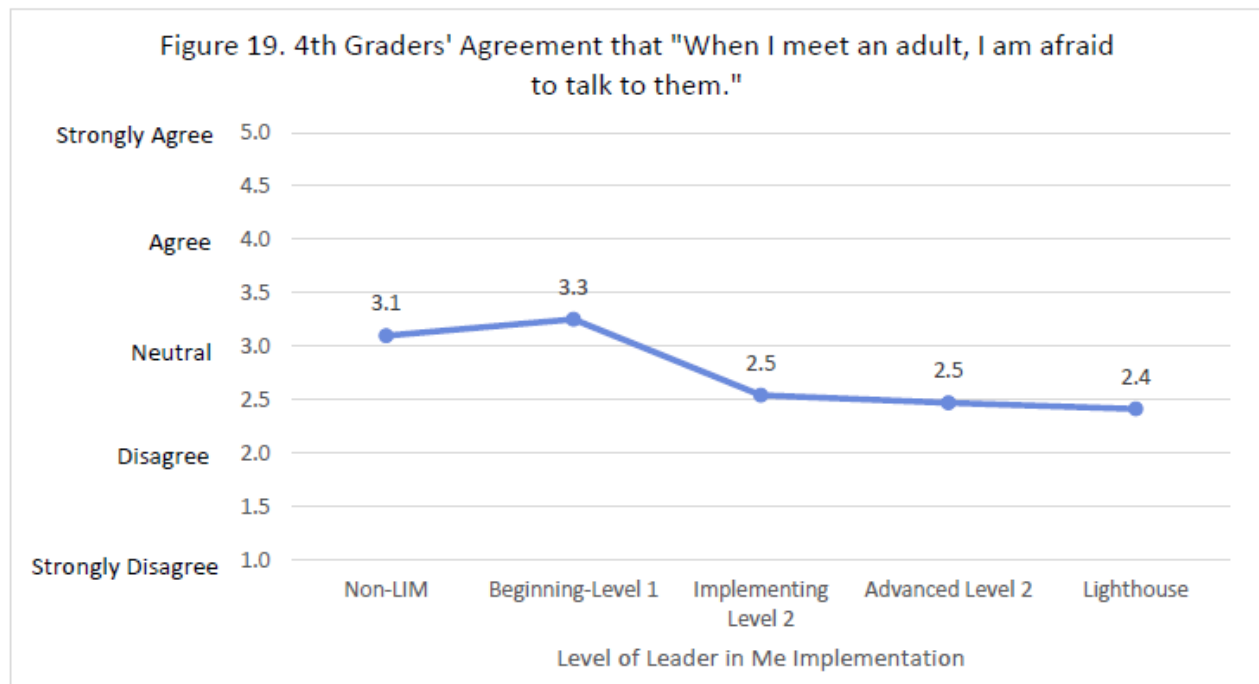
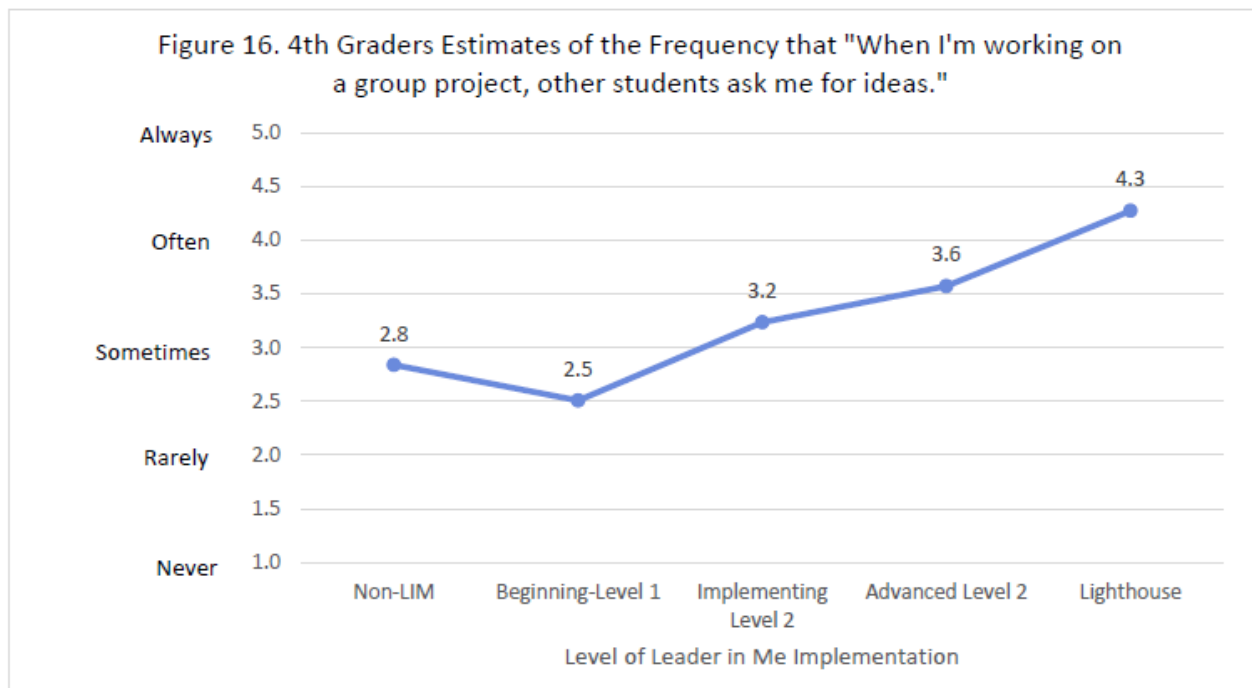
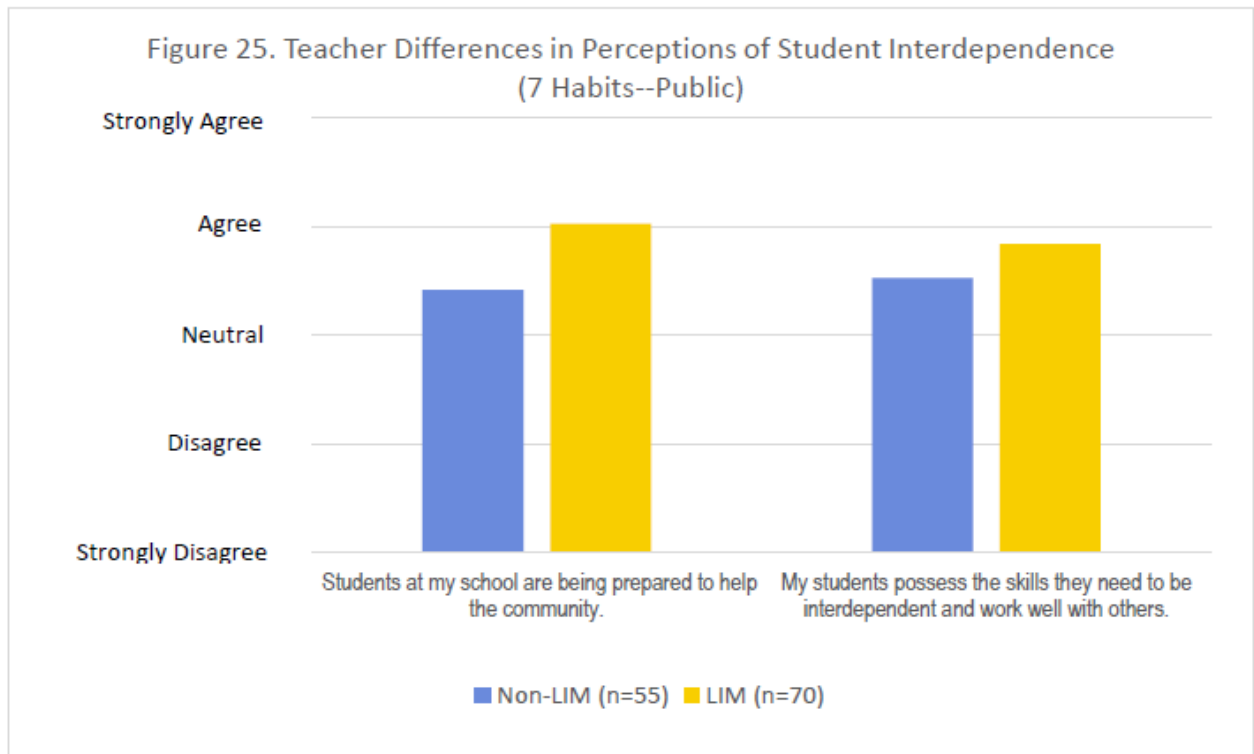


Figure 14. Teacher Differences in Perceptions of Student Independence (7 Habits--Personal)

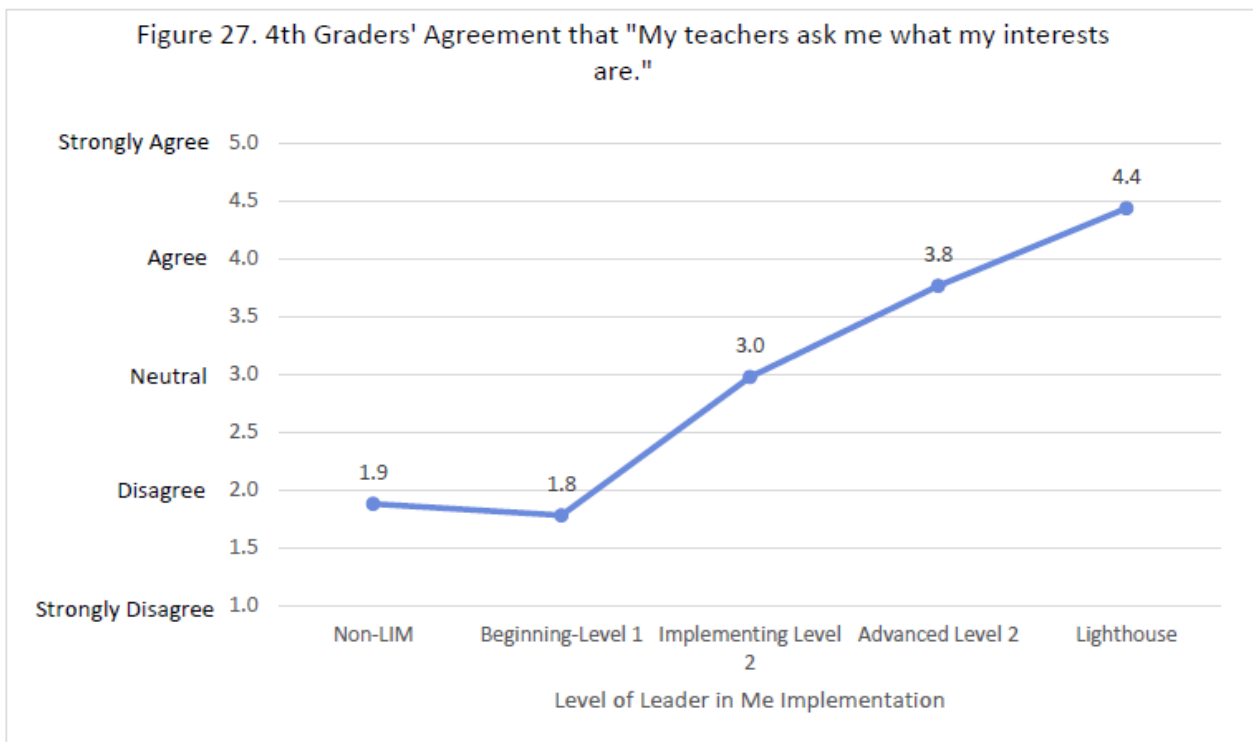


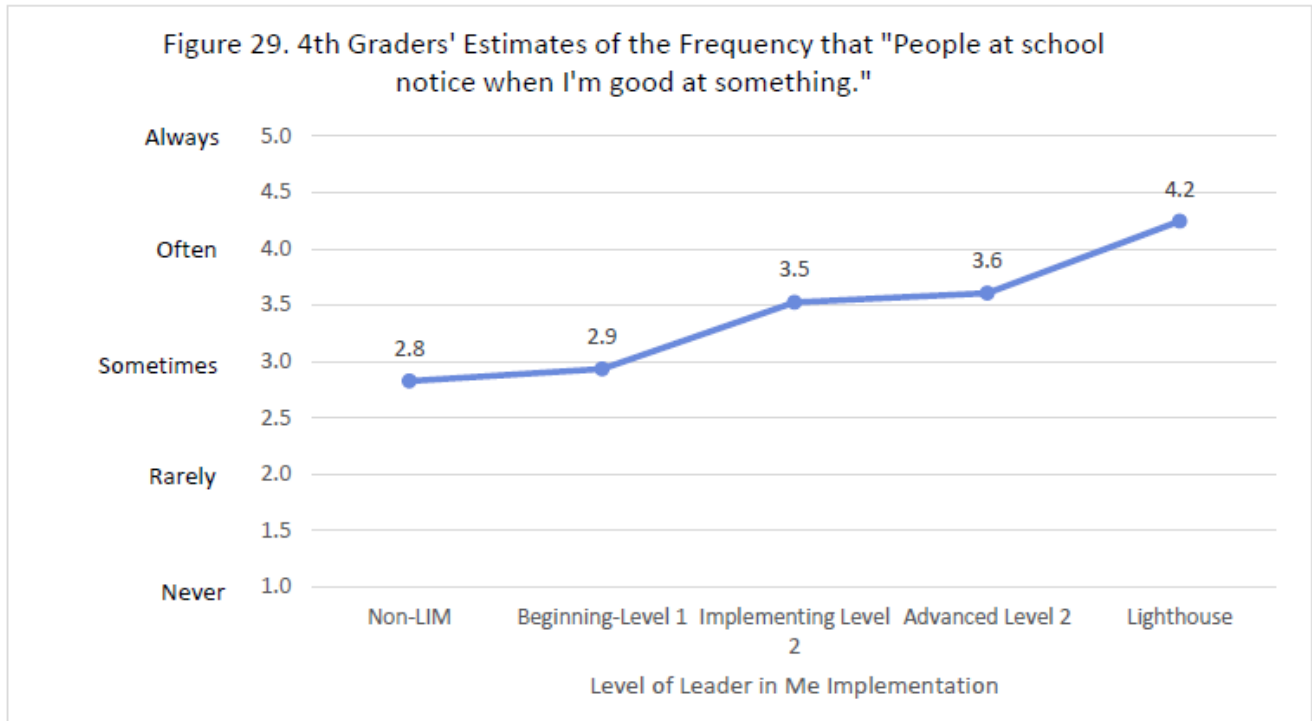
To what extent do students apply the 7 Habits (Habits 4-6).



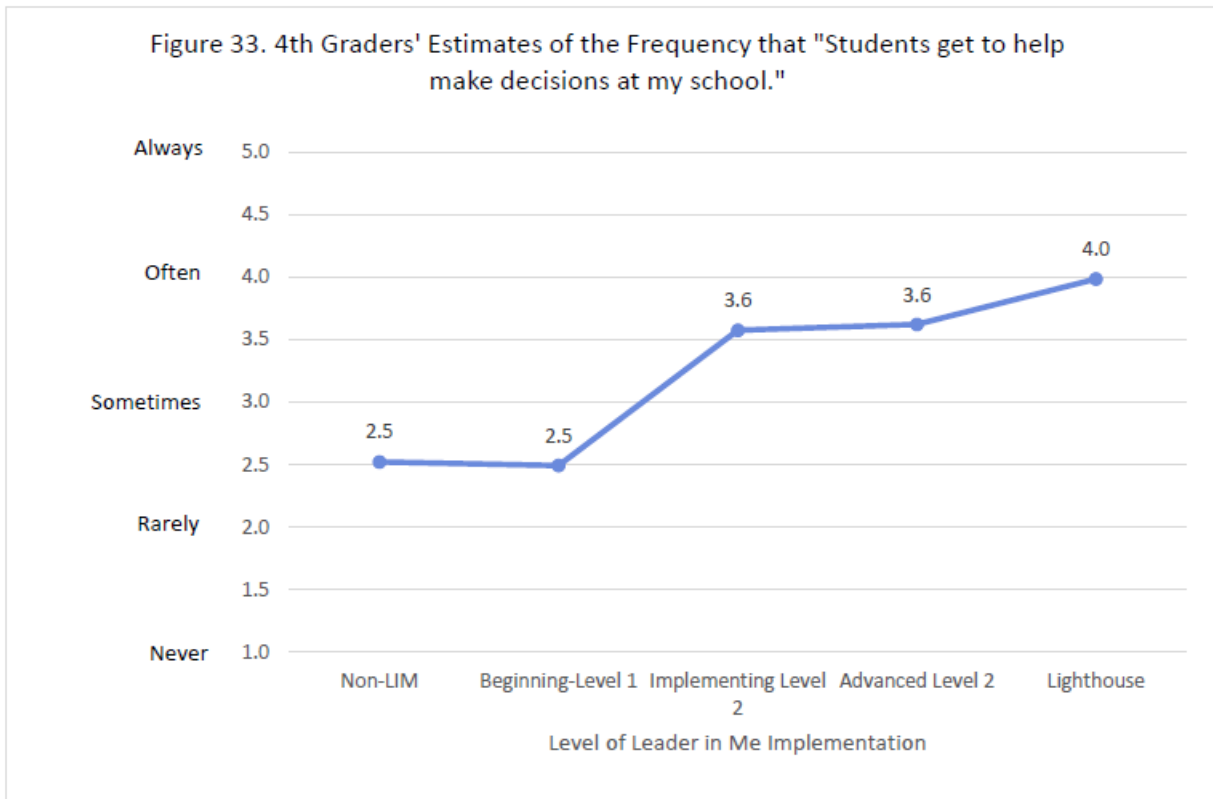


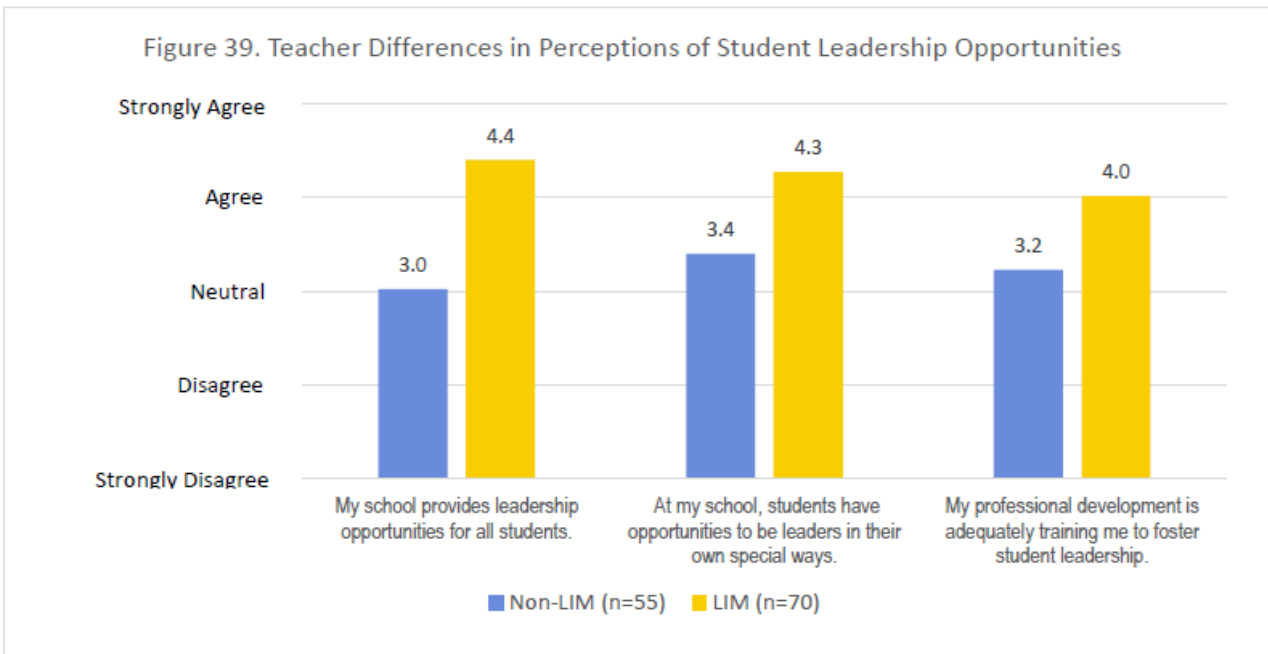
To what extent are student’s gifts and talents being identified and nurtured?



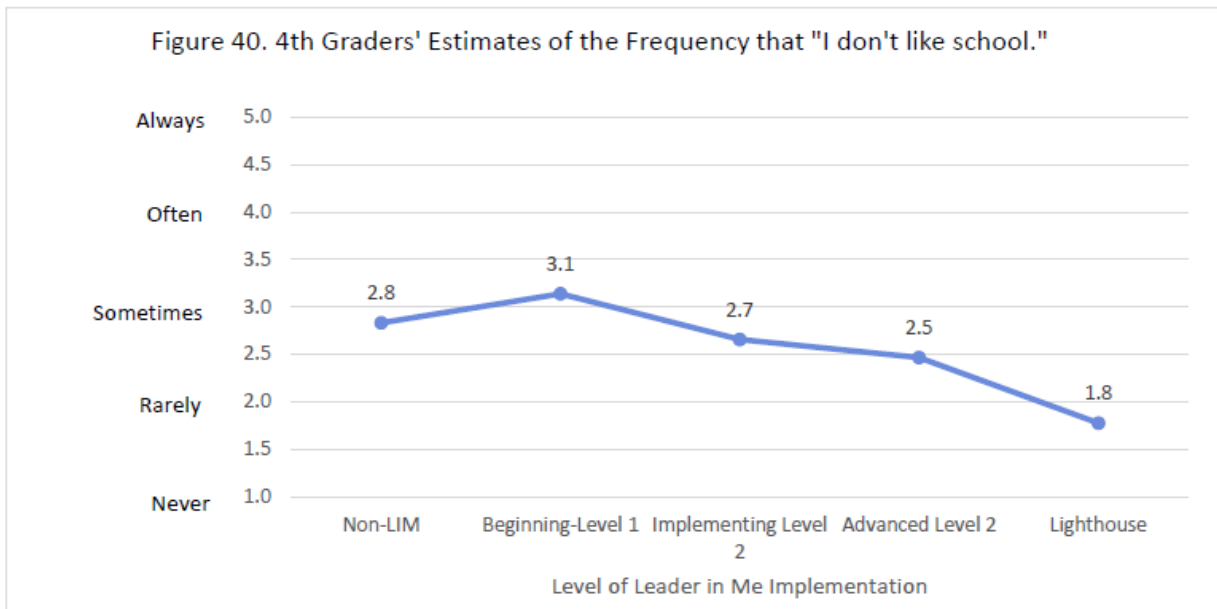


To what extent are students participating in authentic leadership opportunities?

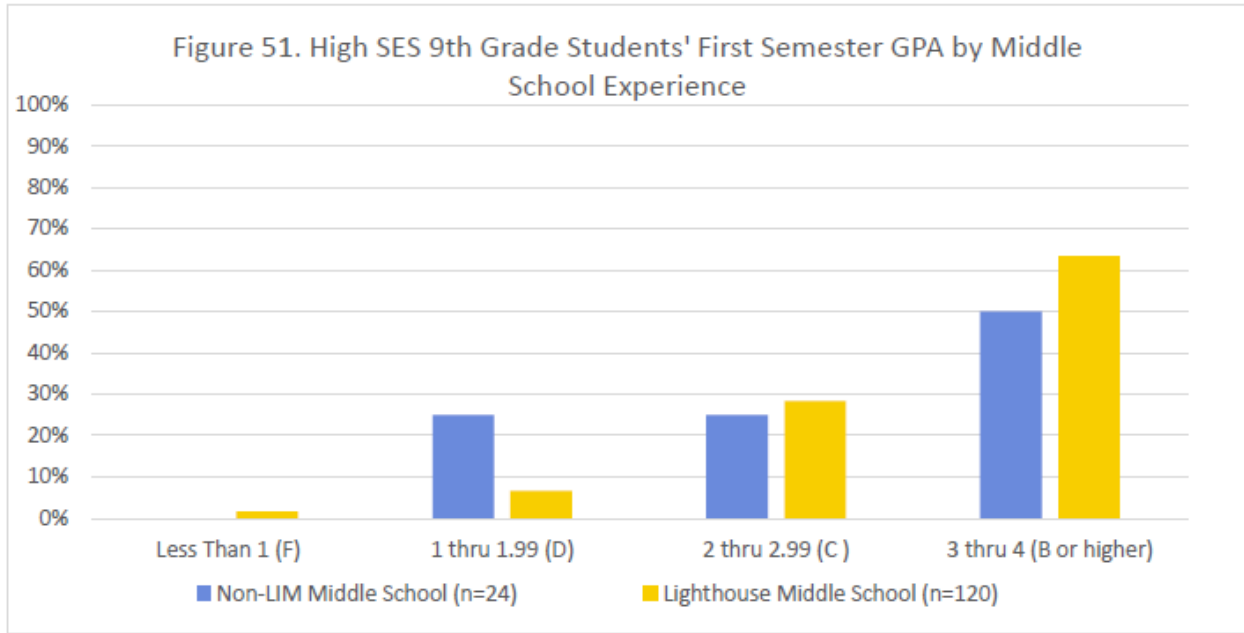




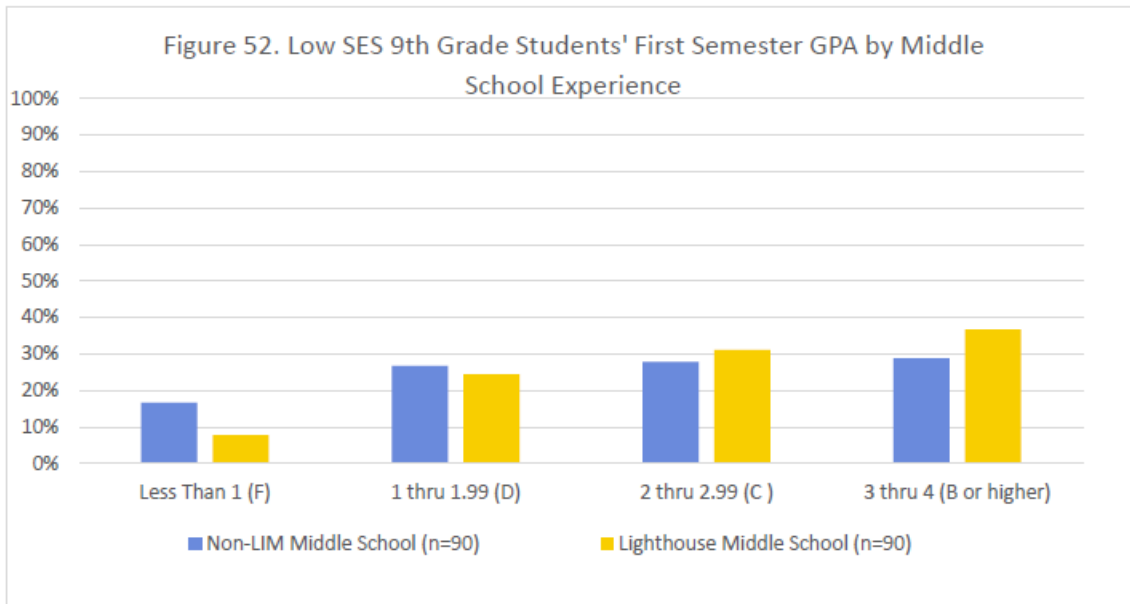
How do LIM schools differ from non-LIM schools in student engagement and academic performance?



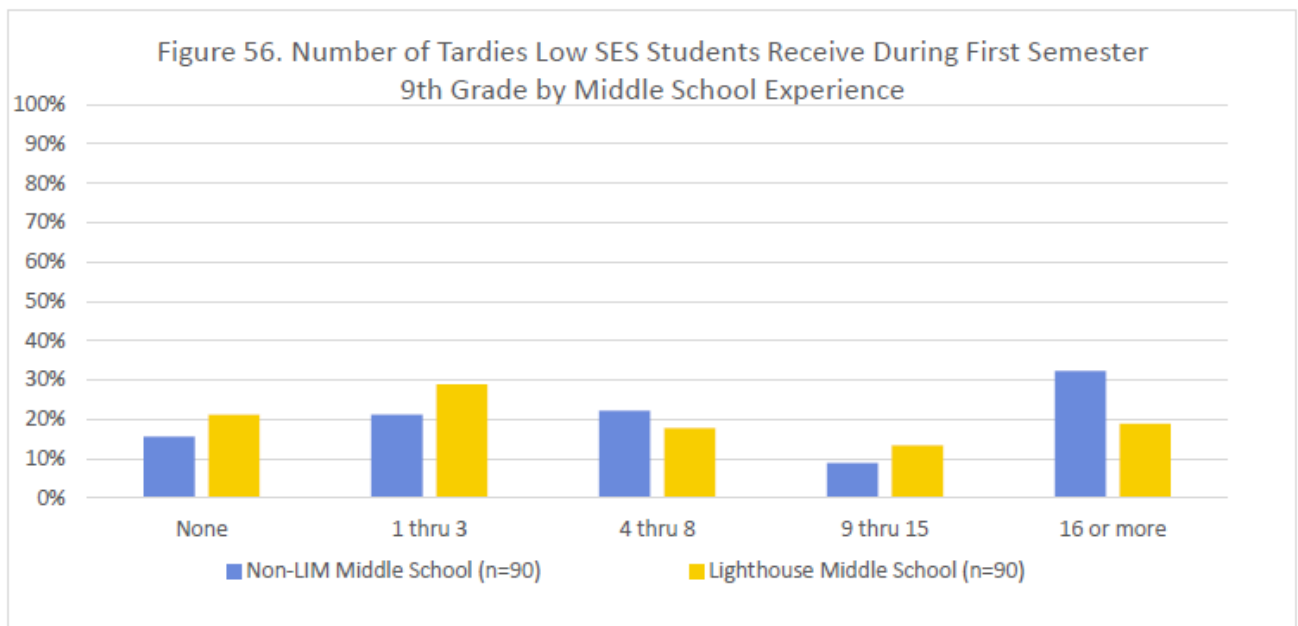
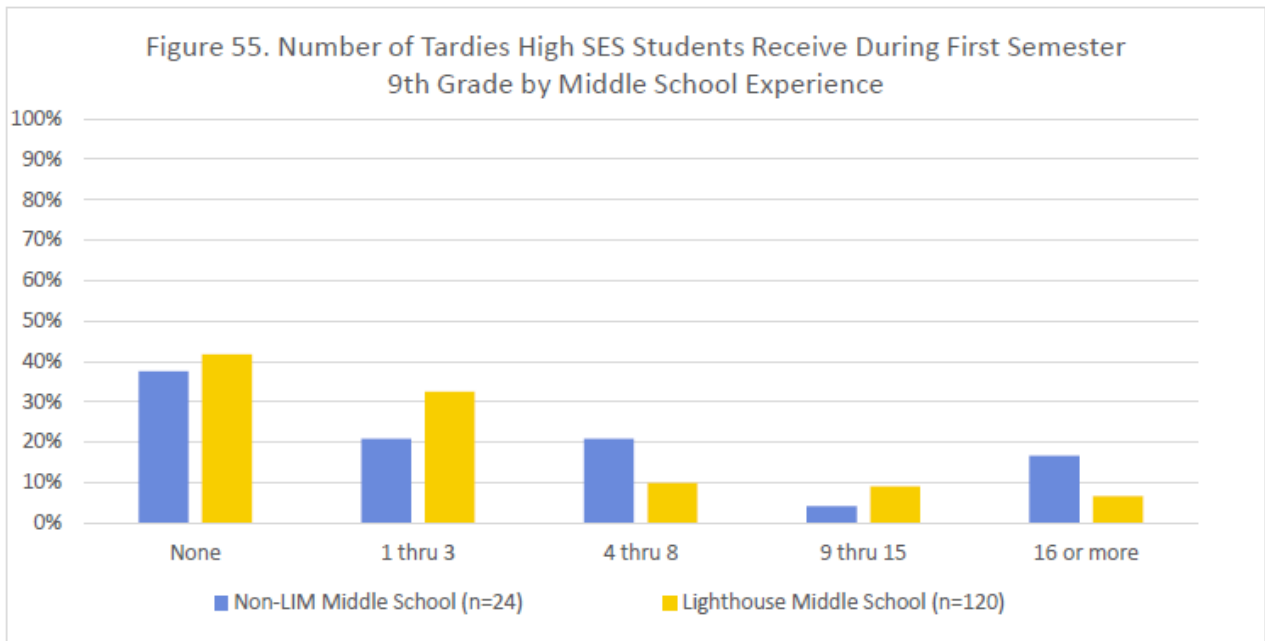
Findings showed that high-SES students who had attended a non-LIM middle school for three years were three times more likely to have GPAs below a C at the end of the first semester of 9th grade compared to students who attended a Lighthouse middle school for three years (Figure 51).



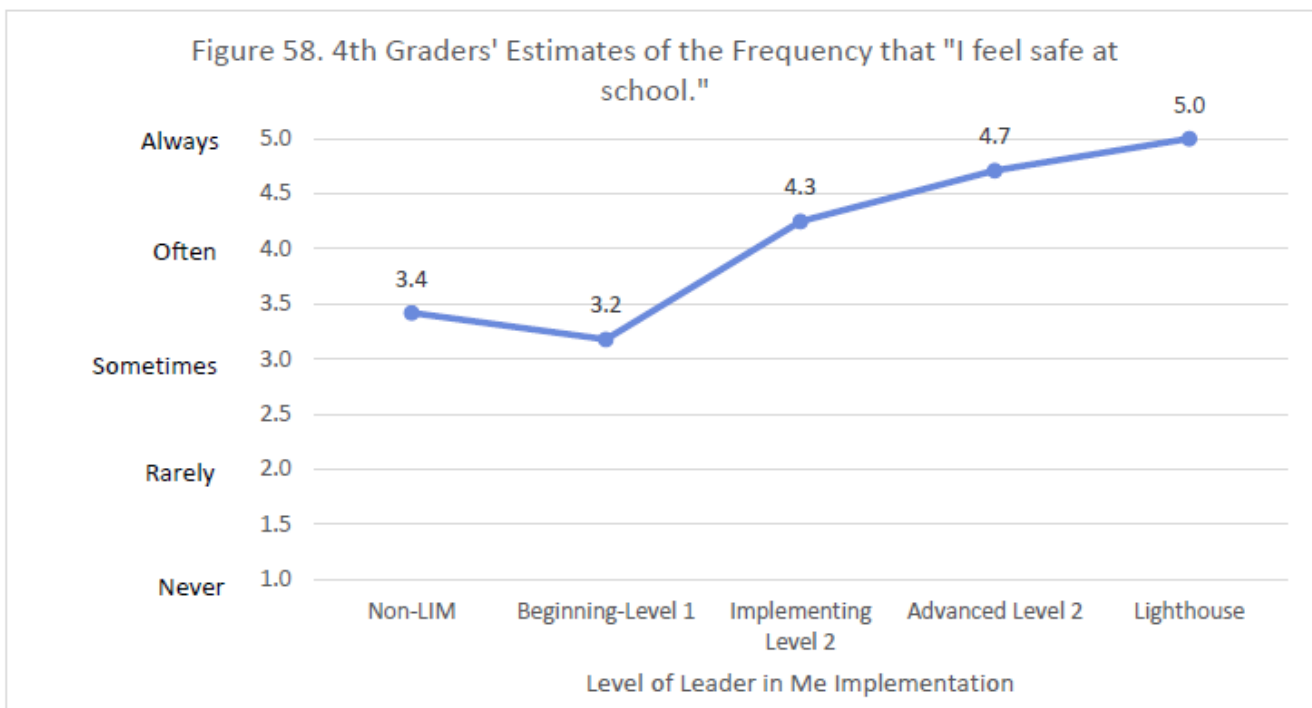
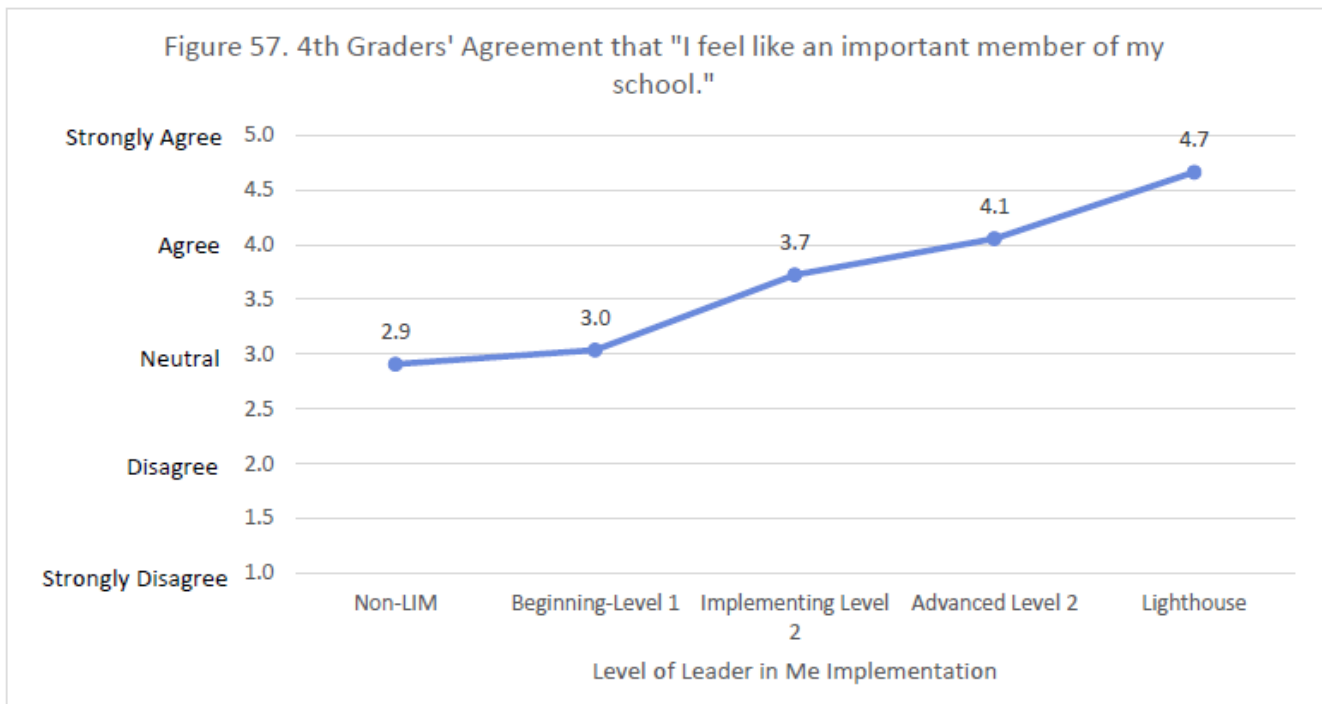
Low-SES students who attended a non-LIM middle school for three years were twice as likely to have GPAs less than 1.0 at the end of their first semester of 9th grade compared to low-SES students who had attended a Lighthouse middle school for three years (Figure 52).



Another measure of LIM impact we examined was the number of tardies students received in the first semester of 9th grade as a function of middle school experience. Figures 55 and 56 shows that both high and low SES students who did not attend the Lighthouse middle school were roughly twice as likely to be chronically tardy compared to students who did attend it for three years.



How do LIM schools differ from non-LIM schools related to school climate and culture?



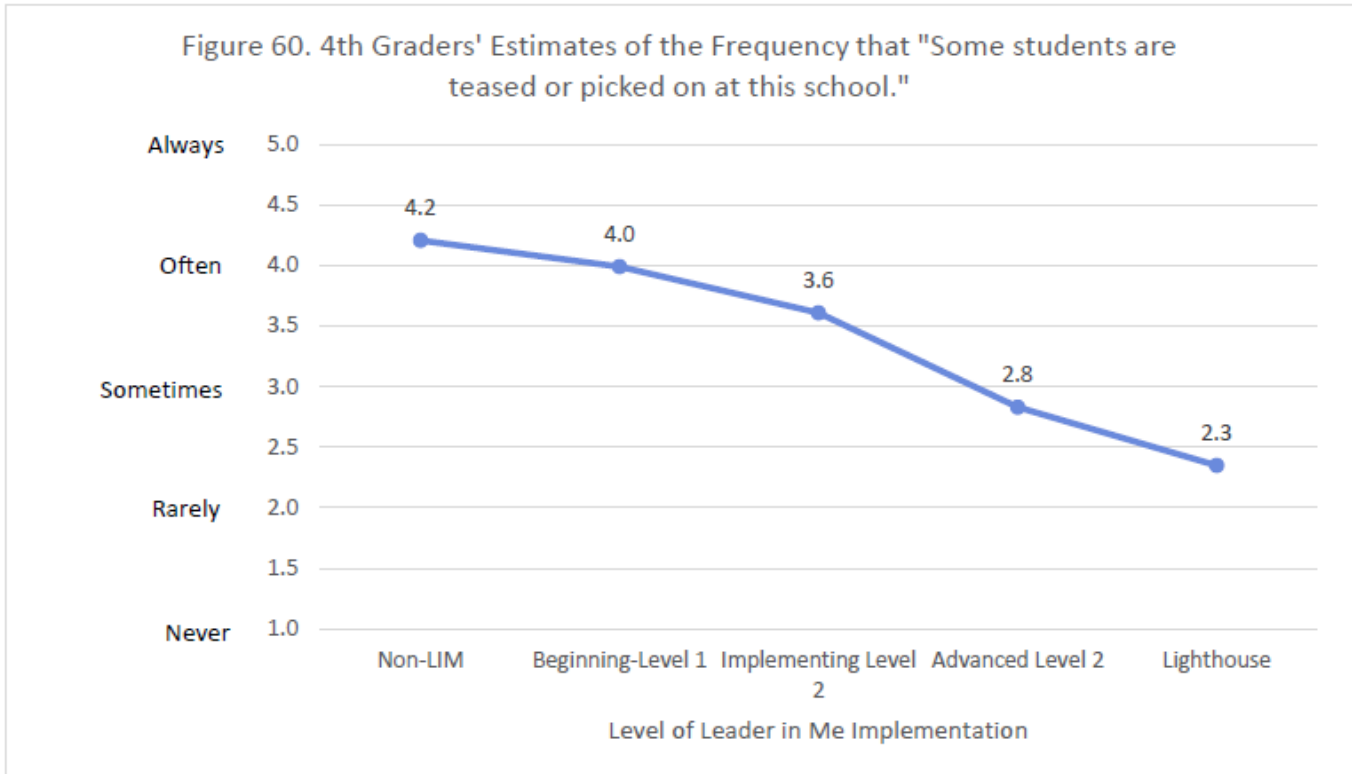
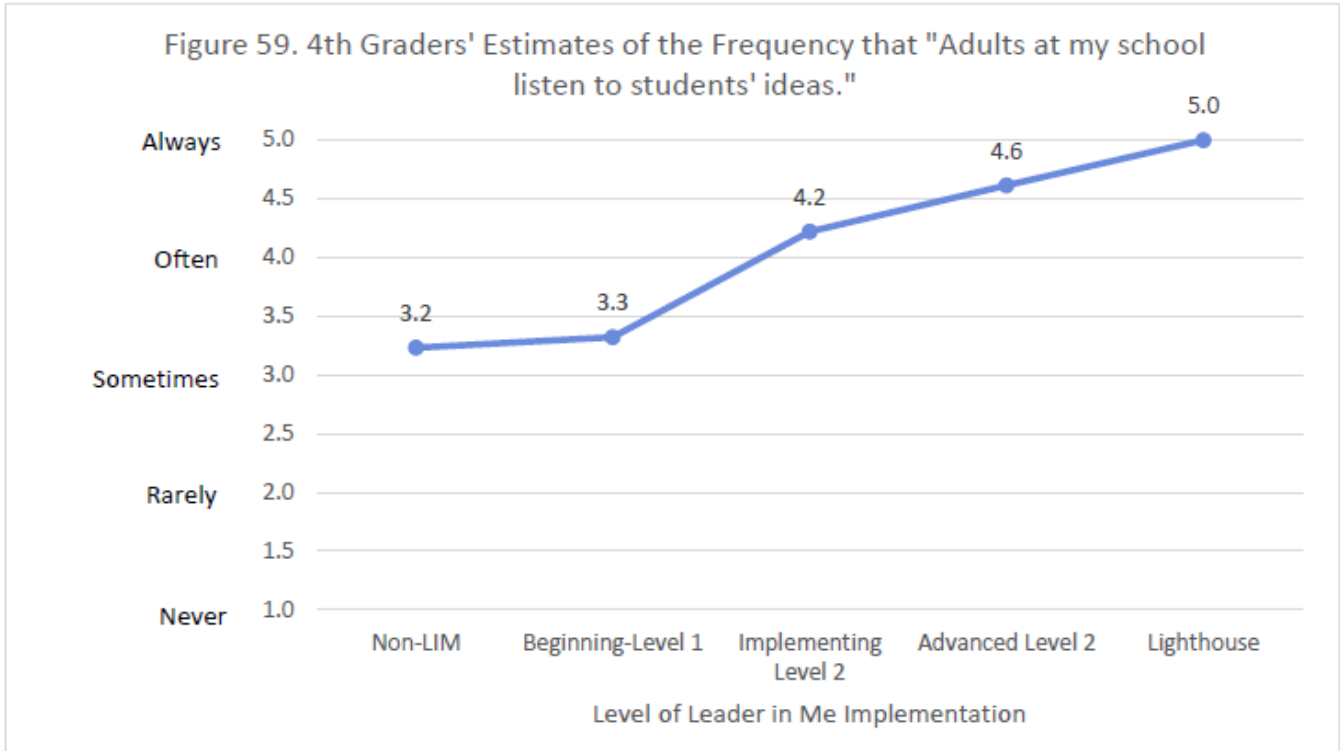


Figure 61. 4th Graders' Agreement that "Other students at school care about me."

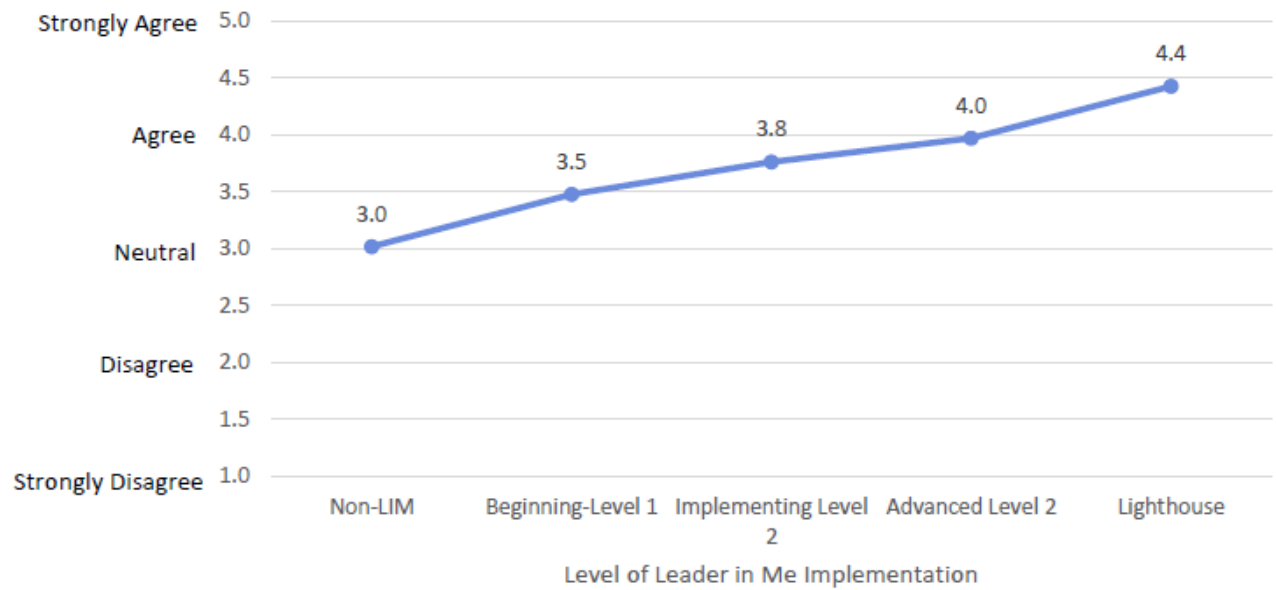


Figure 62. 4th Graders' Agreement that "Students in my school help each other even if they are not friends."

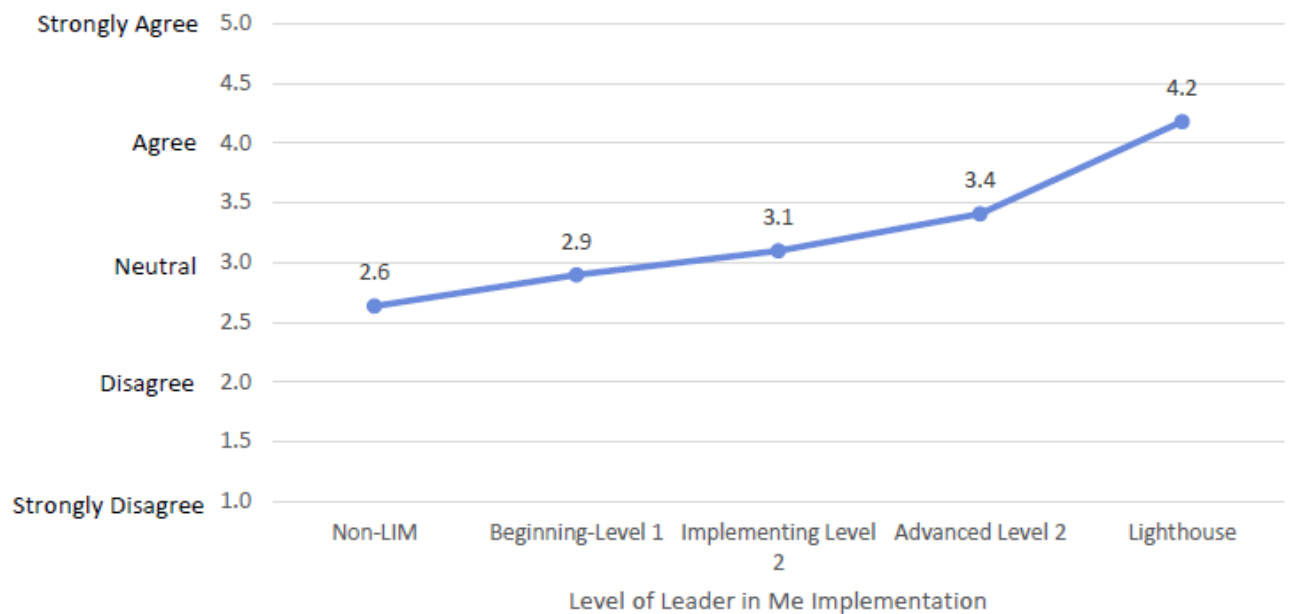


Figure 64. 4th Graders' Agreement that "Students here respect what I have to say."

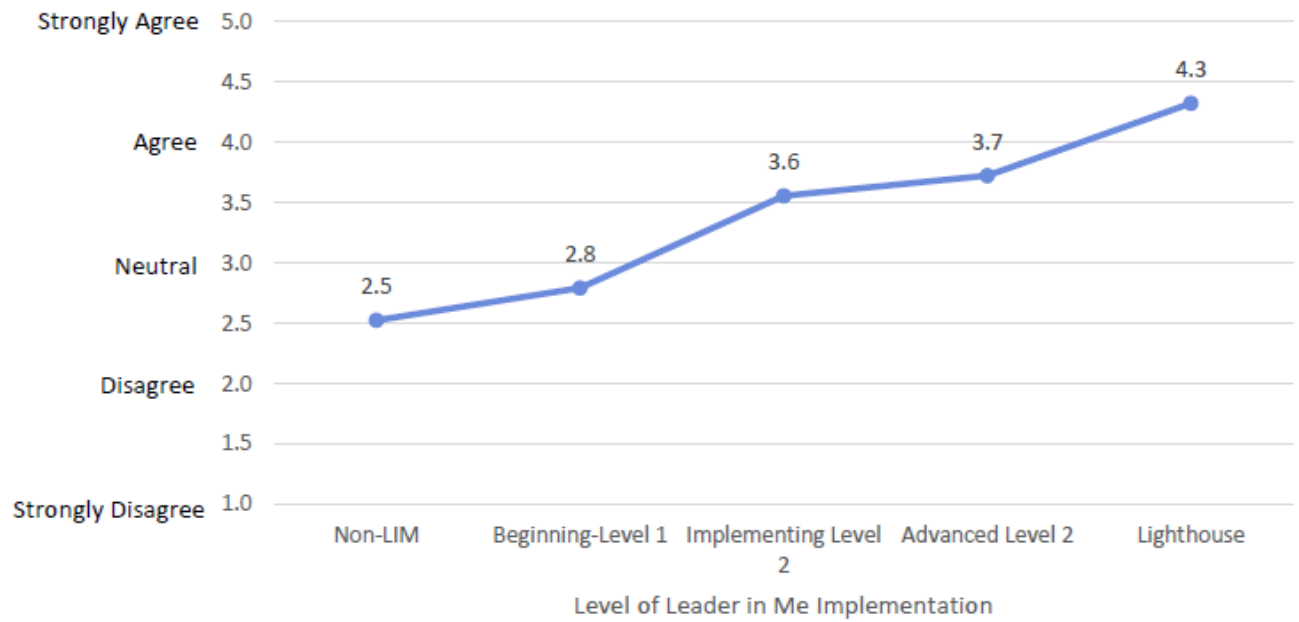


Figure 66. Teacher Differences in Perceptions of Staff Empowerment

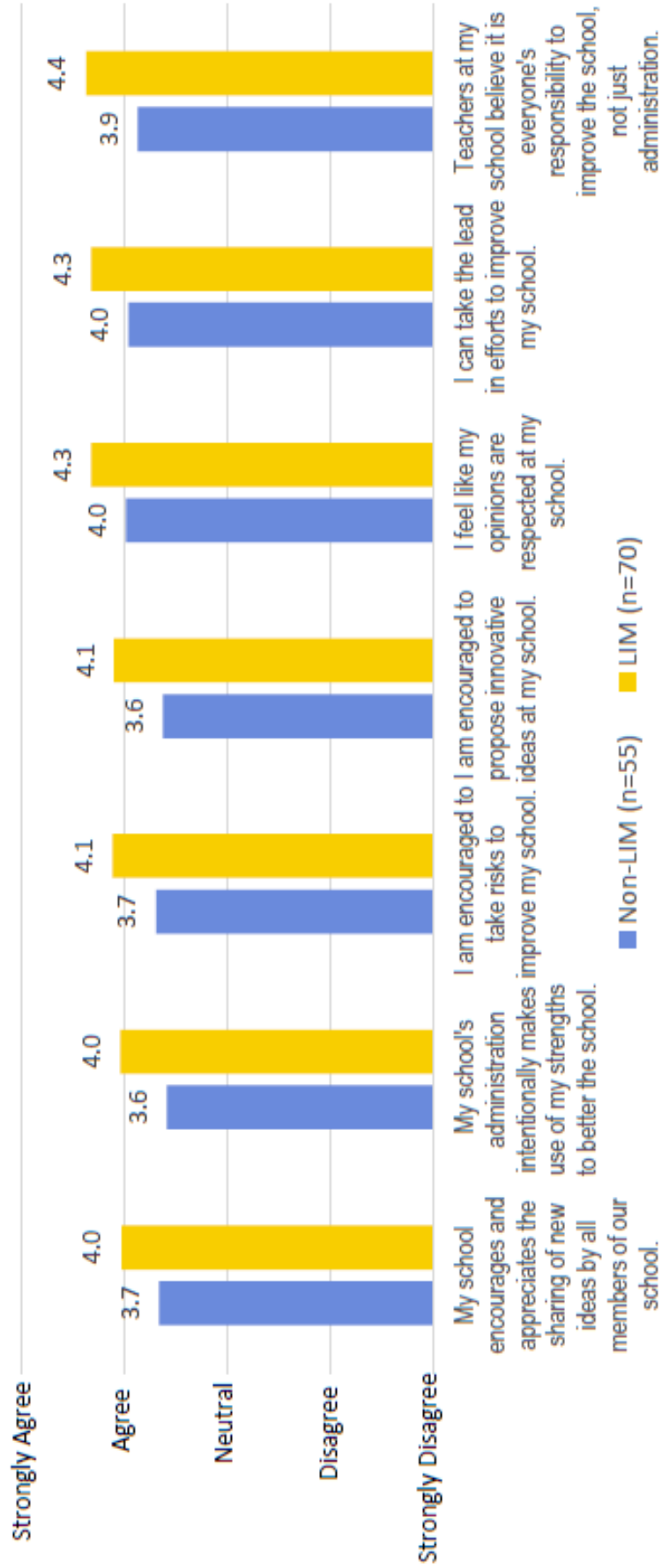


Figure 67. Differences Between Leader in Me and Non-Leader in Me Elementary Schools on the 2017 Annual WCSD Staff Climate Survey

