

Results¹ from Caring School Community™ The CHARACTERplus® Way

Federally Funded² Research Project

October 1, 2002 – September 30, 2006

Randomly selected schools from CHARACTERplus districts were used in this study. For schools that implemented Caring School Community™ The CHARACTERplus® Way process, compared to those that did not, this study documented the following results:

Student Outcomes

- **Improved Discipline** – Student office referrals decreased 19%, with an overall difference between treatment and control schools of 31%.
- **Improved Achievement** – Student achievement in communication arts increased as much as 47% and in math as much as 54% after being in the program for three years.

School and Classroom Outcomes

- **Improved School - Parent Relations** – School staff members become more caring about parents and their families, treat parents with respect, make parents feel welcome at school, value parents' ideas and input, more often encourage parents to be involved at school, and communicate more effectively with parents.
- **Better School Leadership** – Both the administrators and teachers take more active roles in school activities; things are better organized; the needed resources are more often available to get the job done; staff members are more frequently recognized for a job well done; staff members are more likely to be involved in decisions which affect them; there is greater interest in the school in innovation and new ideas.
- **Safe Learning Community** – Schools become safer, more orderly learning communities with school-wide plans for welcoming new students, staff, and parents. Staff members more often work together cooperatively.
- **Increased Staff Collaboration** – Staff more often form collaborative teams that regularly share ideas, strategies and successes, engage together in reflection on the results of instructional activities, and work together on instructional planning.
- **Improved Classroom Strategies** – Students more often discuss the role values play in their behavior, help set classroom norms and rules, and plan after school activities involving students, parents, and staff; cross-age student pairs are more likely to engage in learning activities and reflection; students and parents more often jointly engage in learning activities; and whole school activities are more frequently employed to foster relationships among children, staff, and families
- **Students Demonstrate Good Character** – Students more often learn to work cooperatively, have a sense of democratic values, and are supported emotionally and academically. They are more likely to be taught to reflect on their personal values.

¹ Project results are based on statistically significant experimental treatment versus control group outcomes.

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