

# Results<sup>1</sup> from Missouri Show Me CHARACTER<sup>plus</sup>® Implementation Study

Federally Funded<sup>2</sup> Research Project

October 1, 2002 – September 30, 2006

**In schools that used the CHARACTER<sup>plus</sup> process, compared to those that did not, this study documented the following results:**

## Student Outcomes

- **Improved Discipline** – Student office referrals decreased 41%, with an overall difference between treatment and control schools of 63%.
- **Improved Achievement** – Student achievement in communication arts increased as much as 17% after being in the program for at least one year.

## 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.
- **Increased District Support** – Schools are more likely to have a planned, proactive character education program supported by the district that provides opportunities for students to learn good character.
- **Agreement on Core Values** – Parents, staff and others have more often agreed on the core ethical values (or character traits) for their schools.
- **Improved Moral Leadership** – Both staff members and students are more involved in carrying out the character education processes in the school; staff members are more likely to provide moral leadership. Staff members are more likely to model character traits, engage in character-related discussion groups, and help to carry out the character education program. Schools are more likely to provide students with opportunities to carry out moral actions.
- **Improved Academics with Integrated Character Development** – Students are more likely to be provided age appropriate academic opportunities for learning and developing their special abilities; character development is more often integrated into these academic activities.

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<sup>1</sup> Project results are based on statistically significant experimental treatment versus control group outcomes.

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