

A Measure of Character PCEP CHARACTER COUNTS! Study

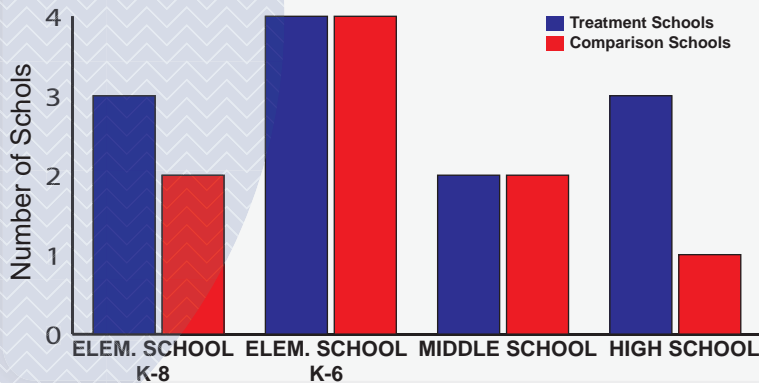
The Tulare County Office of Education, in conjunction with CHARACTER COUNTS! (CC!) and the U.S. Department of Education's Character Education Program (PCEP), recently completed a groundbreaking, four-year study which involved 21 Tulare County schools and over 9,000 students. The goal of the program was to measure the effectiveness of character education on students in elementary, middle and high schools. The study was funded by a \$1.9 million PCEP grant awarded in October 2006, one of the largest grants given that year.

The four-year, experimental research study tested the impact a fully-implemented character education program can have in enhancing a school's instructional environment. After four years of testing, researchers concluded that the study met the federal research measure, known as GPRA, with *statistically significant positive results on seven of the nine subscales assessed.*

Subscales Assessed

Subscale	GPRA Met
Access to Alcohol & Drugs	Yes
Anti-Social Attitudes	Yes
Ethical Attitudes	No
Hurtful Behavior	Yes
Non-Confrontational Behavior	Yes
Pro-Social Values	Yes
Religious Values	Yes
Suffered Injustice	No
Superficial Behaviors	Yes

Number of PCEP CC! Grant Schools
Total Surveyed Population: 9,215



"We have long known that CHARACTER COUNTS! works in creating healthier school cultures where teachers can focus on instruction and student achievement. We are delighted to have this study to support schools in their efforts to make Character Education a priority."
Jim Vidak, Tulare County Superintendent of Schools.

A major requirement of the study was to design and conduct a valid, rigorous evaluation that included a group of treatment and comparison schools. Twelve treatment schools were charged with developing a CC! implementation and evaluation plan that would positively impact student achievement and behavior. Treatment School implementation plans were designed around six focus areas: **student behavior, curriculum, parent awareness, school environment, staff training** and **sportsmanship**. For the purposes of the study, the comparison schools did not produce full-scale implementation plans; rather they continued without any significant increases or decreases in character education during the first four years.

Each year of the study, treatment and comparison schools were evaluated using the "Student Report Card Survey." This survey was administered to all students in grades 6-12 at both program and comparison schools. It was from these subscales that researchers saw statistically significant positive growth from students in the treatment schools. The results of this study indicate the Tulare County CC! implementation model can be successfully utilized by school districts throughout the nation.

A Measure of Character PCEP CHARACTER COUNTS! Study Highlights

The case studies below highlight some of positive changes in school culture observed during the PCEP CC! Study.

Monte Vista Elementary, Porterville Unified School District Porterville CA Bullying

Over the course of the PCEP CC! Study, Monte Vista Elementary in Porterville, CA reported a positive change in bullying behaviors from the Student Report Card Survey data collected. This data indicates that bullying behaviors decreased over the span of the study providing a correlation to the school's campus-wide character education efforts.

"Donating money to an organization such as the American Cancer Society builds personal character because it feels like we can have an impact on someone else's life in our world."
Eric M., 8th Grade
Springville Union School

A Bullying Report for Monte Vista Elementary School

<i>The following occurred at least once in the past year:</i>	2007-08	2009-10	2010-11	*Behavior % Change 2007-08 to 2010-11
Hit a person because I was angry.	54%	38%	22%	- 59%
Bullied, teased, or taunted someone.	44%	30%	34%	- 23%
Mistreated someone because he or she belonged to a different group.	15%	5%	7%	- 53%
Used racial slurs or insults.	28%	20%	10%	- 64%

*The table above shows an increase or decrease in percentage points, which requires a mathematical formula to get actual percentage change of behavior.

"We use CC! school-wide to assist with campus culture, sports, and after school programs."
Tulare Western High School
Principal, Lucy Van Scyoc

Divisadero Middle School, Visalia Unified School District Visalia CA Discipline

Divisadero Middle School in Visalia, CA collected discipline data to illustrate the behavior spikes or decreases over a nine-year period. The highlighted data indicates the school's CC! implementation phase. Data shows a continual decrease in behavior problems which can be correlated to the school's CC! campus-wide implementation plan. During the PCEP CC! Study, Divisadero had a 36.9% decrease in suspensions.

A Suspension Report for Divisadero Middle School

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Month Totals
August	6	14	21	12	27	7	13	1	106
September	56	31	67	50	110	60	57	36	508
October	90	88	82	109	95	74	74	41	686
November	69	55	61	90	80	57	51	39	552
December	26	54	40	47	42	36	23	35	336
January	52	20	30	93	31	31	52	15	360
February	71	39	65	124	82	48	51	46	574
March	108	54	143	99	34	122	72	77	709
April	47	81	53	71	55	69	53	42	471
May	93	74	108	89	59	122	67	53	665
June	0	0	0	12	3	1	1	5	22
Totals	618	510	670	796	618	627	514	390	

Divisadero Middle School

