



# The CHARACTERplus Way®

## School Report

### Brentwood Middle School

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## Interpreting Your School Report The CHARACTER<sup>plus</sup> Way<sup>®</sup>

### Interpreting Survey Data

The results are presented in percent positive scores ranging from 0 to 100 with middle of 50. The 0 score indicates that a person responded most negatively to every item on the factor; the 100 score indicates that a person responded most positively to every item on a factor. A perfect positive result is a mean of 100 and a standard deviation of 0. This means that all individuals responding marked the positive response for all items.

The standard deviation reflects the level of agreement among those responding to the survey items. A low standard deviation, below 10, indicates a high level of agreement among respondents – these people tended to see things in the same way. A high standard deviation, above 20, indicates a high level of disagreement among respondents – these people tended to see things quite differently.

The pretest-posttest report provides basic descriptive statistics: Year, Mean, Standard Deviation and Number of individuals who responded to all the factors. A valid survey includes no more than three omitted items. A survey containing more than three omits is considered invalid and rejected from analysis. For valid surveys with omits, and estimated response is calculated for each omit based on the person's responses to other items on the same factor.

Statistical significance for change on a factor is proved at the .10, .05 and .01 levels. In planning, statistical significance on a specific factor or factors is less important than the overall pattern of change in scores.

Data are provided in both tables and graphs. The interval graph has the mean as the center point and a bar width of plus and minus two standard deviations of random error. This provides the 95% confidence interval for interpretation.

### Process for Interpreting Report: Step 1

The CHARACTER<sup>plus</sup> Way<sup>®</sup> uses a four step process designed for efficient and effective planning. While the data are presented in both table and graphic form, the graphs are often easier to interpret, readily showing factors that stand out as strong or needing improvement. What is seen is organized by four factors of influence: schoolwide (or organization), student, staff and home/community. Step 1 is divided into two parts. The first part is to examine each source of data (parent, staff, etc.) noting the most important strengths and concerns. No more than five minutes should be spent on a single source of information.

- ✓ As you examine the information in the data report, ask yourself, “What do I see?”
- ✓ Do not focus on what it means.
- ✓ First look at the overall pattern of results by circling the factor results for each year; draw a line connecting the middle of each circle.

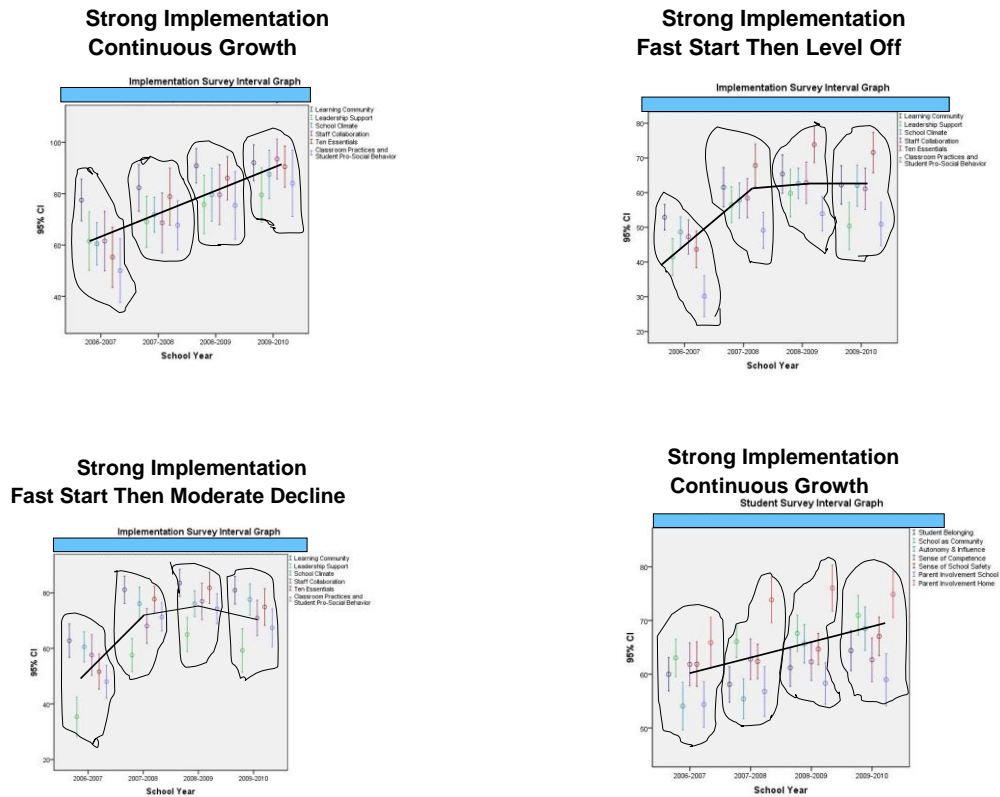
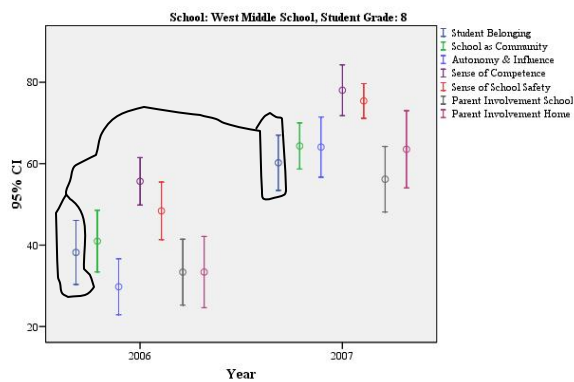


Figure 3. Student Survey Interval Chart



below). Choose the categories you believe are best. If a sticky note belongs in two or more categories, copy the note and place one in each category.

- ✓ Put heads together and write your observations on sticky notes.
- ✓ Write one observation per sticky note. Use two colors, one for strengths, another for concerns.
- ✓ Put the sticky notes on a chart – divided into Organization, Student, Staff and Home/Community (see

- ✓ When finished, there should be at least one sticky note in each of the categories.

<b>Organization (Schoolwide)</b>	<b>Student</b>
<b>Staff</b>	<b>Home/Community</b>

When you have finished going through the report, consolidate the sticky notes into 1 to 3 items for each of the four categories – Organization, Student, Staff and Home/Community. Then for each consolidated item, ask, “What does this mean to us?” Write your conclusions on a sheet of paper using a chart organized by these four categories. A conclusion for organization might look like “The current discipline plan needs to be more in line with the district’s character education plan.” A conclusion for students might be, “Students have a limited role in developing their own responsible behavior.”

### **Operational Definitions**

Operational definitions for each factor follow the presentation for each set of tables and graphs. These definitions are based directly on the items in the factors. For example, the items on the student survey for Sense of School as a Community are listed below followed by the operational definition.

*Students in this school...*

1. Are like a family.
2. Help each other learn.
3. Treat each other with respect.
4. Work together to solve problems.
5. Feel good when someone does well.

Operational Definition: Students feel that the school is like a family; students help each other learn and treat each other with respect; they work together to solve problems and feel good when someone does well.

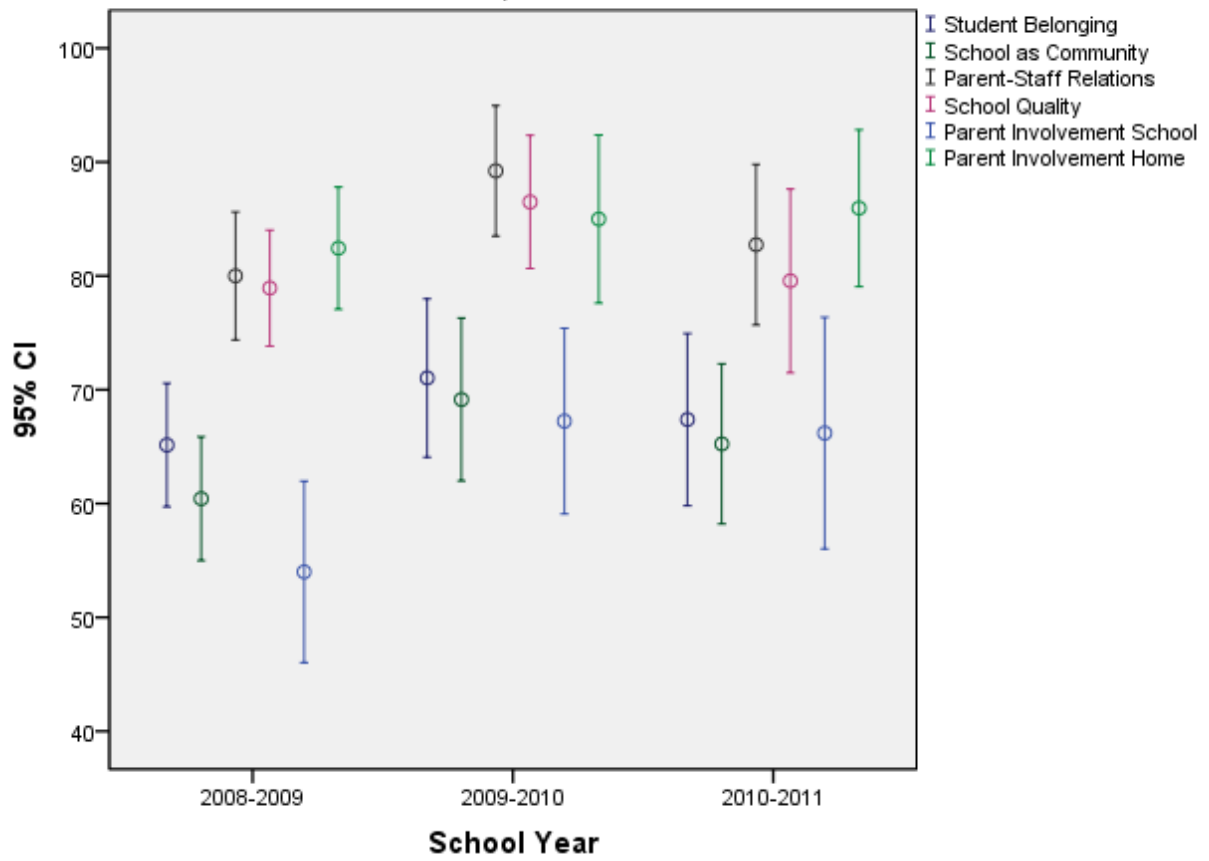
**Table 1. Parent Survey Descriptive Statistics<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	School Year	Mean	Std. Deviation	N
Student Belonging	2008-2009	65.14	15.787	35
	2009-2010	71.03	18.292	29
	2010-2011	67.38	16.630	21
	Total	67.71	16.878	85
School as Community	2008-2009	60.43	15.829	35
	2009-2010	69.14	18.807	29
	2010-2011	65.24	15.450	21
	Total	64.59	17.047	85
Parent-Staff Relations*	2008-2009	80.00	16.351	35
	2009-2010	89.22	15.086	29
	2010-2011	82.74	15.494	21
	Total	83.82	16.053	85
School Quality	2008-2009	78.93	14.850	35
	2009-2010	86.49	15.376	29
	2010-2011	79.56	17.722	21
	Total	81.67	15.973	85
Parent Involvement School**	2008-2009	54.00	23.194	35
	2009-2010	67.24	21.447	29
	2010-2011	66.19	22.355	21
	Total	61.53	23.030	85
Parent Involvement Home	2008-2009	82.43	15.642	35
	2009-2010	85.00	19.411	29
	2010-2011	85.95	15.134	21
	Total	84.18	16.777	85

a. District = Brentwood, School = Brentwood Middle School

**Figure 1. Parent Survey Interval Graph**

**District: Brentwood, School: Brentwood Middle School**



## **Operational Definitions for Parent Survey Factors (High Positive Scores)**

- *Students' Feelings of Belonging* (Items 1 – 5)

Parents perceive that students are nice to each other; they get along; they respect their teachers; they treat each other fairly, and they tell the truth.

- *Students' Sense of School as a Community* (Items 6 – 10)

Parents perceive that students feel that the school is like a family; students help each other learn and treat each other with respect; they work together to solve problems, and feel good when someone does well.

- *Parent and Staff Relations* (Items 11 – 16)

School staff treat parents with respect, make parents feel welcome at school, value parents' ideas and input, encourage parents to be involved in school, communicate effectively with parents, and care about parents and their families.

- *School Quality* (Items 17 – 22)

Parents believe that their children are learning how to work with and respect others, learning to read and write, learning about science and how to do math, receiving a well-rounded education, and getting an excellent education.

- *Parent Involvement at School* (Items 23 – 27)

Parents volunteer to help with school activities, attend parent-teacher conferences, talk with teachers about their children's progress in school, and attend school activities.

- *Parent Involvement at Home* (Items 28 – 32)

Parents set study times at home, are interested in what their children are doing at school, go over their student's homework, talk with their student about what he or she is doing in school, and set up a place at home for their children to do homework.

**Table 2. Staff Survey Descriptive Statistics<sup>a</sup>**

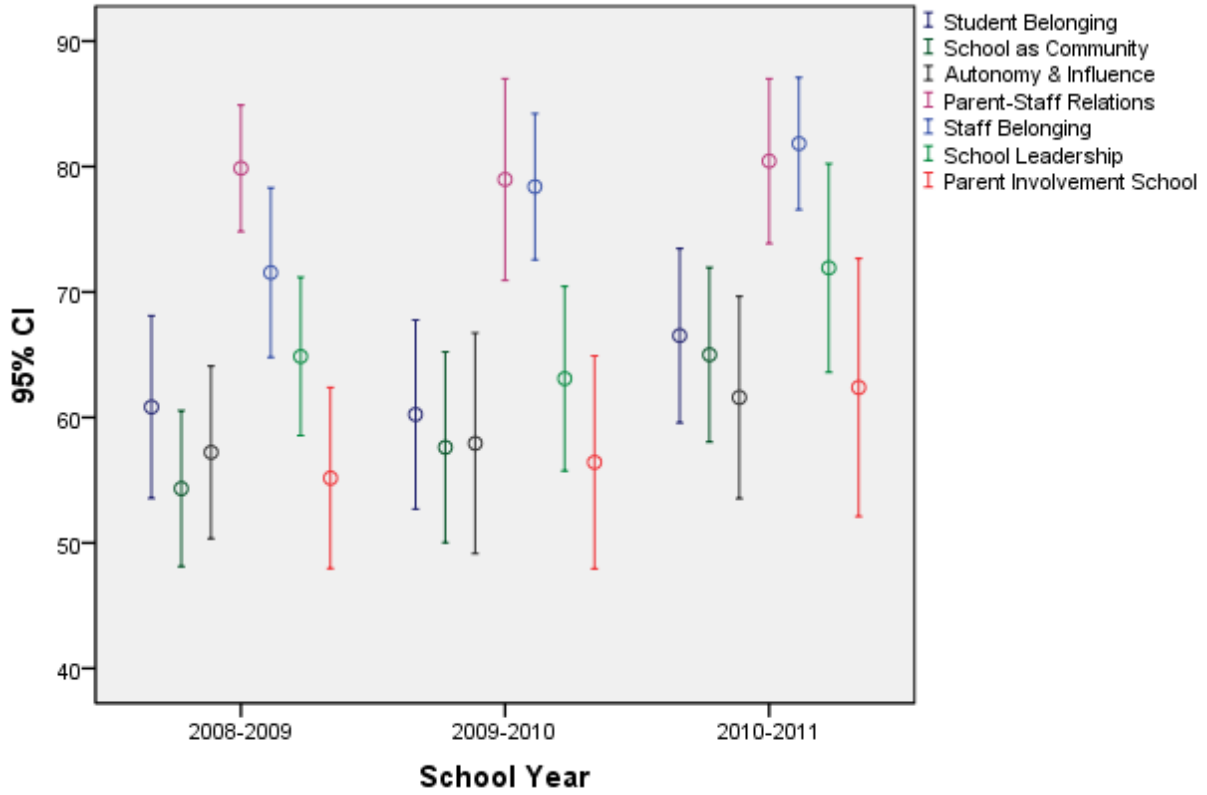
*p ≤ .10 **p ≤ .05 ***p ≤ .01	School Year	Mean	Std. Deviation	N
Student Belonging	2008-2009	60.83	19.480	30
	2009-2010	60.24	16.544	21
	2010-2011	66.52	16.056	23
	Total	62.43	17.639	74
School as Community*	2008-2009	54.33	16.647	30
	2009-2010	57.62	16.705	21
	2010-2011	65.00	16.096	23
	Total	58.58	16.890	74
Autonomy & Influence	2008-2009	57.22	18.405	30
	2009-2010	57.94	19.316	21
	2010-2011	61.59	18.632	23
	Total	58.78	18.577	74
Parent-Staff Relations	2008-2009	79.86	13.494	30
	2009-2010	78.97	17.652	21
	2010-2011	80.43	15.202	23
	Total	79.79	15.089	74
Staff Belonging*	2008-2009	71.55	18.077	30
	2009-2010	78.40	12.801	21
	2010-2011	81.83	12.179	23
	Total	76.69	15.474	74
School Leadership	2008-2009	64.86	16.905	30
	2009-2010	63.10	16.153	21
	2010-2011	71.92	19.227	23
	Total	66.55	17.610	74
Parent Involvement School	2008-2009	55.17	19.320	30
	2009-2010	56.43	18.651	21
	2010-2011	62.39	23.783	23
	Total	57.77	20.593	74

a. District = Brentwood, School = Brentwood Middle School

**Figure 2. Staff Survey Interval Graph**

**2011**

**District: Brentwood, School: Brentwood Middle School**



## **Operational Definitions for Staff Survey Factors (High Positive Scores)**

- *Students' Feelings of Belonging* (Items 1 – 5)

Staff perceive that students are nice to each other; they get along; they respect their teachers; they treat each other fairly, and they tell the truth.

- *Students' Sense of School as a Community* (Items 6 – 10)

Staff perceive that students feel that the school is like a family; students help each other learn and treat each other with respect; they work together to solve problems, and feel good when someone does well.

- *Autonomy and Influence* (Items 11 – 16)

Staff perceive that students feel that they plan things together with their teachers, have a say in what goes on in their classes, decide the rules together with their teachers, help plan what they do in school, are asked by their teachers to help decide what they are to do, and help decide rules for the school.

- *Parent and Staff Relations* (Items 17 – 22)

School staff treat parents with respect, make parents feel welcome at school, value parents' ideas and input, encourage parents to be involved in school, communicate effectively with parents, and care about students' families.

- *Staff Culture of Belonging* (Items 23 – 29)

School staff members are supportive of one another, cooperate, help each other and provide good counsel when there are teaching problems, share the same beliefs about the central mission of the school, and do not fall into conflicting cliques.

- *School Leadership* (Items 30 – 35)

Administrators actively support new ideas; teachers take active roles in school activities; things are well organized; staff are recognized for a job well done; staff are involved in decisions that affect them; and there is interest in innovation and new ideas.

- *Parent Involvement at School* (Items 36 – 40)

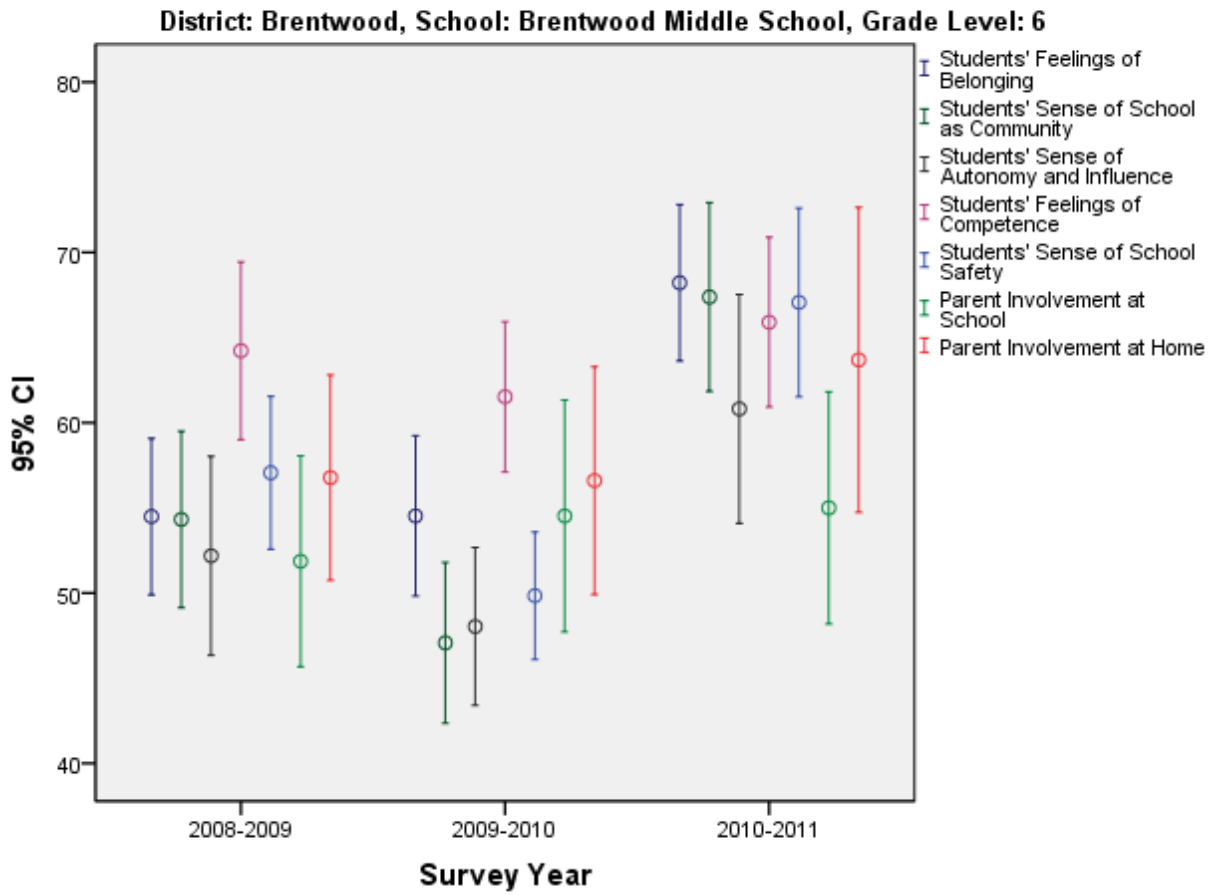
Parents volunteer to help with school activities, attend parent-teacher conferences, talk with teachers about their children's progress in school, and attend school activities.

**Table 3. Student Survey Descriptive Statistics<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	Survey Year	Mean	Std. Deviation	N
Students' Feelings of Belonging***	2008-2009	54.49	17.609	59
	2009-2010	54.53	17.076	53
	2010-2011	68.21	14.726	42
	Total	58.25	17.671	154
Students' Sense of School as Community***	2008-2009	54.32	19.880	59
	2009-2010	47.08	17.137	53
	2010-2011	67.38	17.780	42
	Total	55.39	19.955	154
Students' Sense of Autonomy and Influence***	2008-2009	52.19	22.403	59
	2009-2010	48.03	16.818	53
	2010-2011	60.81	21.544	42
	Total	53.11	20.888	154
Students' Feelings of Competence	2008-2009	64.23	20.045	59
	2009-2010	61.52	16.028	53
	2010-2011	65.90	15.995	42
	Total	63.75	17.642	154
Students' Sense of School Safety***	2008-2009	57.06	17.219	59
	2009-2010	49.84	13.575	53
	2010-2011	67.06	17.769	42
	Total	57.31	17.467	154
Parent Involvement at School	2008-2009	51.86	23.742	59
	2009-2010	54.53	24.696	53
	2010-2011	55.00	21.864	42
	Total	53.64	23.475	154
Parent Involvement at Home	2008-2009	56.78	23.133	59
	2009-2010	56.60	24.254	53
	2010-2011	63.69	28.756	42
	Total	58.60	25.182	154

a. District = Brentwood, School = Brentwood Middle School, Grade Level = 6

**Figure 3. Student Survey Interval Graph**



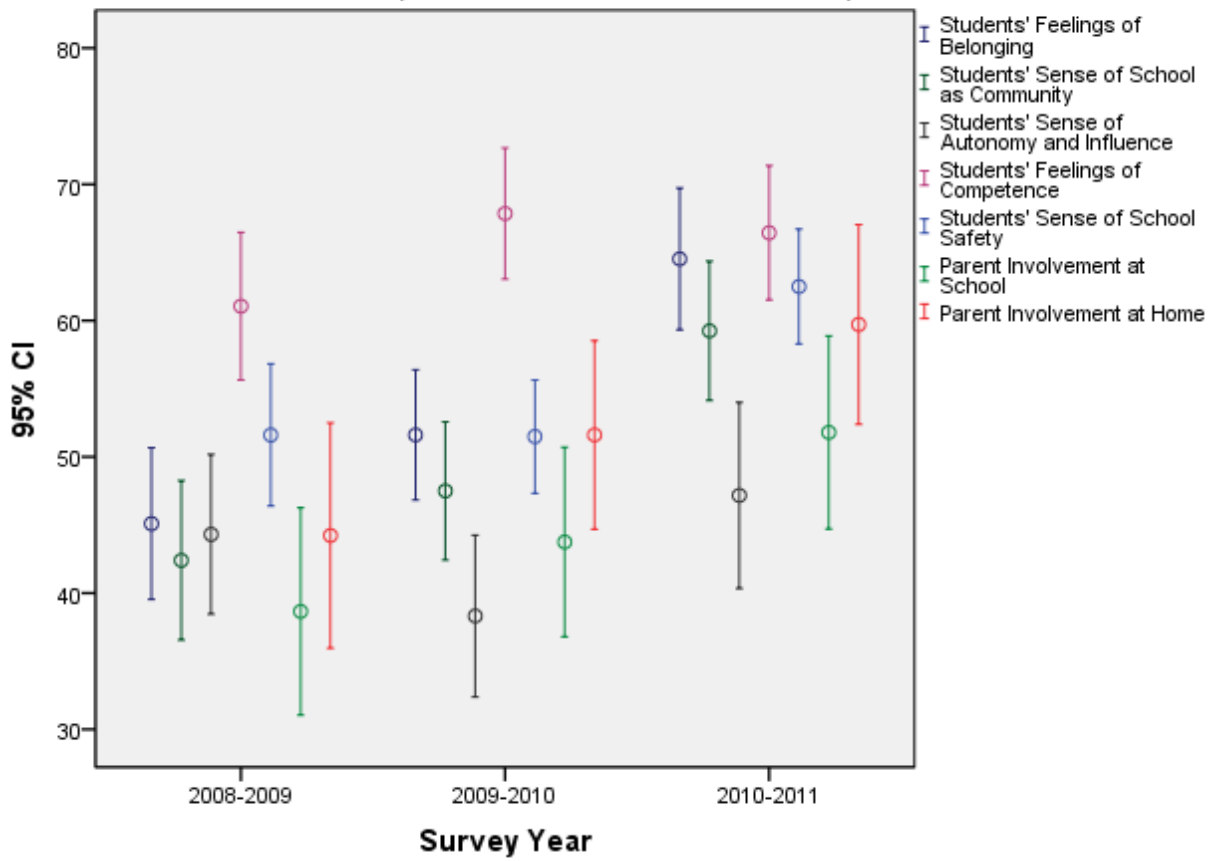
**Table 3. Student Survey Descriptive Statistics<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	Survey Year	Mean	Std. Deviation	N
Students' Feelings of Belonging***	2008-2009	45.10	19.988	52
	2009-2010	51.61	17.866	56
	2010-2011	64.53	18.843	53
	Total	53.76	20.418	161
Students' Sense of School as Community***	2008-2009	42.40	21.016	52
	2009-2010	47.50	18.950	56
	2010-2011	59.25	18.512	53
	Total	49.72	20.610	161
Students' Sense of Autonomy and Influence	2008-2009	44.31	21.037	52
	2009-2010	38.32	22.182	56
	2010-2011	47.17	24.782	53
	Total	43.17	22.886	161
Students' Feelings of Competence	2008-2009	61.06	19.449	52
	2009-2010	67.86	17.967	56
	2010-2011	66.44	17.876	53
	Total	65.20	18.546	161
Students' Sense of School Safety***	2008-2009	51.60	18.746	52
	2009-2010	51.49	15.518	56
	2010-2011	62.50	15.309	53
	Total	55.15	17.252	161
Parent Involvement at School**	2008-2009	38.65	27.334	52
	2009-2010	43.75	25.959	56
	2010-2011	51.79	25.722	53
	Total	44.75	26.715	161
Parent Involvement at Home**	2008-2009	44.23	29.711	52
	2009-2010	51.61	25.816	56
	2010-2011	59.72	26.574	53
	Total	51.89	27.917	161

a. District = Brentwood, School = Brentwood Middle School, Grade Level = 7

**Figure 3. Student Survey Interval Graph**

**District: Brentwood, School: Brentwood Middle School, Grade Level: 7**

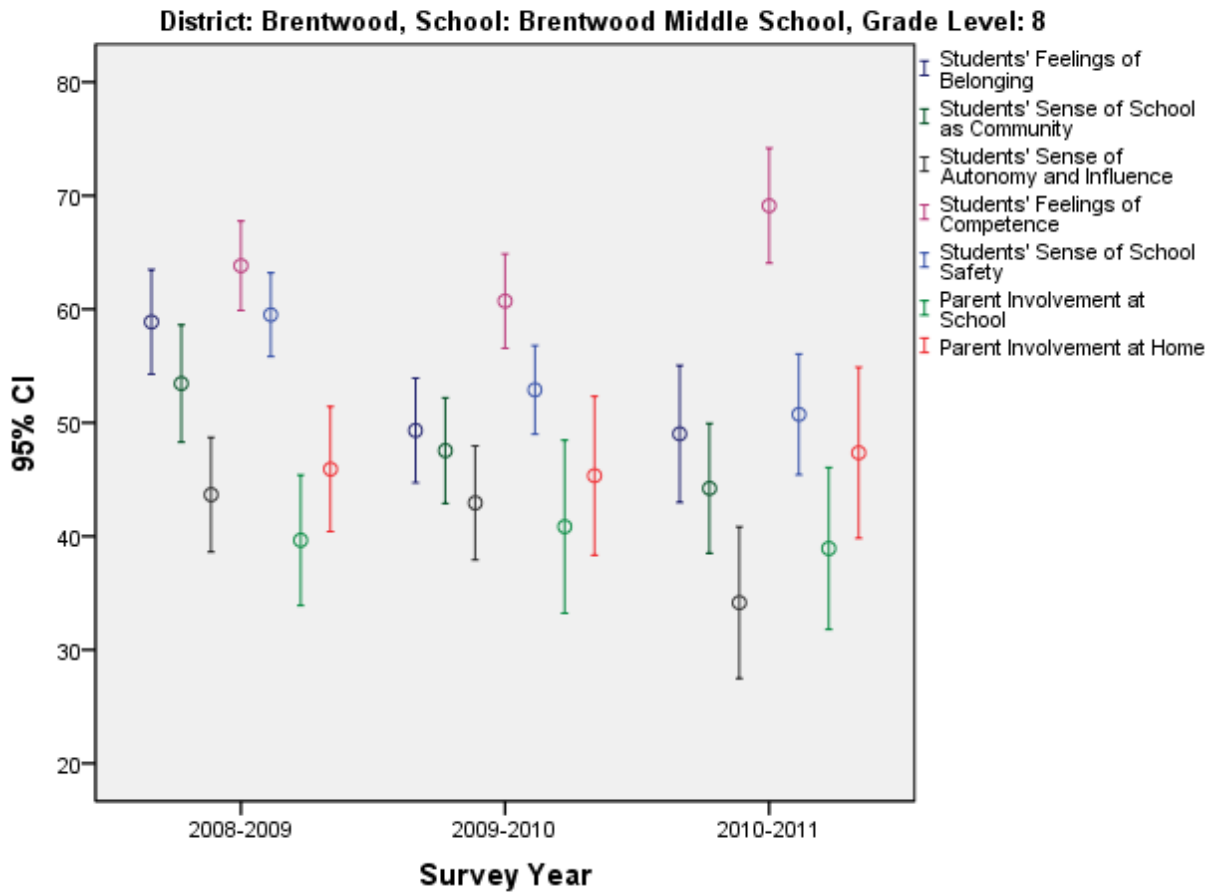


**Table 3. Student Survey Descriptive Statistics<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	Survey Year	Mean	Std. Deviation	N
Students' Feelings of Belonging***	2008-2009	58.87	19.461	71
	2009-2010	49.32	17.701	59
	2010-2011	49.02	21.448	51
	Total	52.98	19.964	181
Students' Sense of School as Community**	2008-2009	53.45	21.788	71
	2009-2010	47.54	17.820	59
	2010-2011	44.22	20.307	51
	Total	48.92	20.408	181
Students' Sense of Autonomy and Influence**	2008-2009	43.66	21.279	71
	2009-2010	42.94	19.270	59
	2010-2011	34.15	23.747	51
	Total	40.75	21.671	181
Students' Feelings of Competence***	2008-2009	63.83	16.620	71
	2009-2010	60.71	15.944	59
	2010-2011	69.12	18.025	51
	Total	64.31	17.043	181
Students' Sense of School Safety***	2008-2009	59.51	15.561	71
	2009-2010	52.90	14.968	59
	2010-2011	50.74	18.906	51
	Total	54.88	16.741	181
Parent Involvement at School	2008-2009	39.65	24.295	71
	2009-2010	40.85	29.260	59
	2010-2011	38.92	25.344	51
	Total	39.83	26.161	181
Parent Involvement at Home	2008-2009	45.92	23.258	71
	2009-2010	45.34	26.843	59
	2010-2011	47.35	26.783	51
	Total	46.13	25.347	181

a. District = Brentwood, School = Brentwood Middle School, Grade Level = 8

**Figure 3. Student Survey Interval Graph**



**Table 4. Student Survey Descriptive Statistics by Gender<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	Survey Year	Gender	Mean	Std. Deviation	N
Students' Feelings of Belonging	2008-2009	Female	54.08	19.626	87
		Male	53.00	19.965	95
		Total	53.52	19.757	182
	2009-2010	Female	52.80	14.574	82
		Male	50.70	20.076	86
		Total	51.73	17.586	168
	2010-2011	Female	60.45	22.183	66
		Male	59.94	18.969	80
		Total	60.17	20.413	146
	Total	Female	55.43	19.026	235
		Male	54.37	19.997	261
		Total	54.87	19.531	496
Students' Sense of School as Community	2008-2009	Female	51.49	20.347	87
		Male	49.74	22.555	95
		Total	50.58	21.487	182
	2009-2010	Female	50.91	16.104	82
		Male	44.01	18.924	86
		Total	47.38	17.890	168
	2010-2011	Female	58.64	20.654	66
		Male	54.44	21.377	80
		Total	56.34	21.085	146
	Total**	Female	53.30	19.279	235
		Male	49.29	21.384	261
		Total	51.19	20.491	496
Students' Sense of Autonomy and Influence	2008-2009	Female	49.76	19.650	87
		Male	43.73	23.349	95
		Total	46.61	21.811	182
	2009-2010	Female	42.38	18.701	82
		Male	43.60	21.001	86
		Total	43.01	19.862	168
	2010-2011	Female	47.73	26.707	66
		Male	45.57	24.915	80
		Total	46.55	25.673	146
	Total	Female	46.61	21.712	235
		Male	44.25	23.036	261

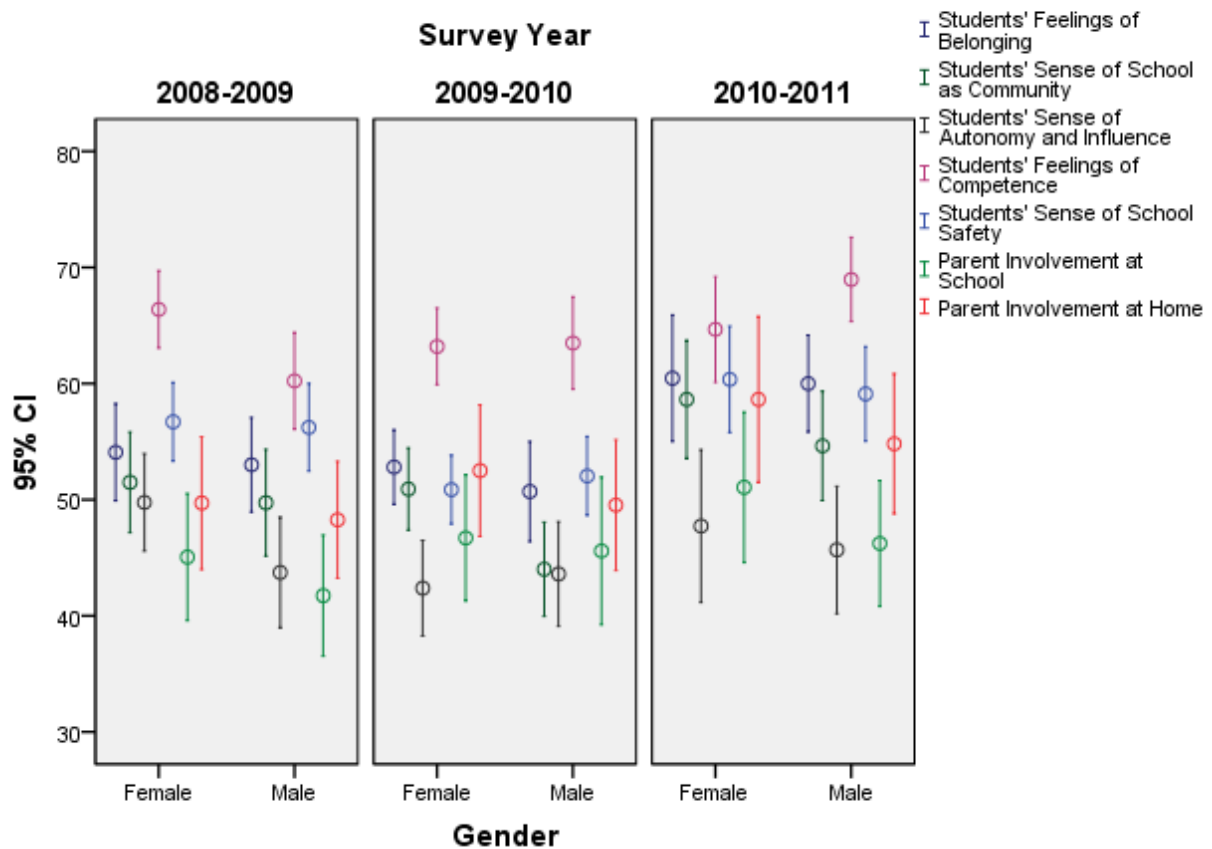
		Total	45.37	22.427	496
Students' Feelings of Competence**	2008-2009	Female	66.38	15.649	87
		Male	60.23	20.494	95
		Total	63.17	18.547	182
	2009-2010	Female	63.20	15.024	82
		Male	63.50	18.565	86
		Total	63.35	16.880	168
	2010-2011	Female	64.66	18.511	66
		Male	69.33	16.140	80
		Total	67.22	17.348	146
	Total	Female	64.79	16.283	235
		Male	64.09	18.913	261
		Total	64.42	17.702	496
Students' Sense of School Safety	2008-2009	Female	56.70	15.915	87
		Male	56.23	18.503	95
		Total	56.46	17.269	182
	2009-2010	Female	50.86	13.462	82
		Male	52.03	15.847	86
		Total	51.46	14.699	168
	2010-2011	Female	60.35	18.637	66
		Male	59.17	18.544	80
		Total	59.70	18.532	146
	Total	Female	55.69	16.340	235
		Male	55.75	17.850	261
		Total	55.72	17.134	496
Parent Involvement at School	2008-2009	Female	45.06	25.682	87
		Male	41.74	25.534	95
		Total	43.32	25.589	182
	2009-2010	Female	46.71	24.711	82
		Male	45.58	29.629	86
		Total	46.13	27.264	168
	2010-2011	Female	51.06	26.334	66
		Male	45.88	24.414	80
		Total	48.22	25.344	146
	Total	Female	47.32	25.542	235
		Male	44.27	26.600	261
		Total	45.72	26.122	496
Parent Involvement at Home	2008-2009	Female	49.71	26.811	87

	Male	48.26	24.719	95
	Total	48.96	25.679	182
2009-2010	Female	52.50	25.763	82
	Male	49.53	26.230	86
	Total	50.98	25.968	168
2010-2011	Female	58.64	29.069	66
	Male	54.81	27.101	80
	Total	56.54	27.975	146
Total	Female	53.19	27.234	235
	Male	50.69	26.016	261
	Total	51.87	26.602	496

a. District = Brentwood, School = Brentwood Middle School

**Figure 4. Student Survey Interval Graph by Gender**

District: Brentwood, School: Brentwood Middle School



**Table 5. Student Survey Descriptive Statistics by Heritage<sup>a</sup>**

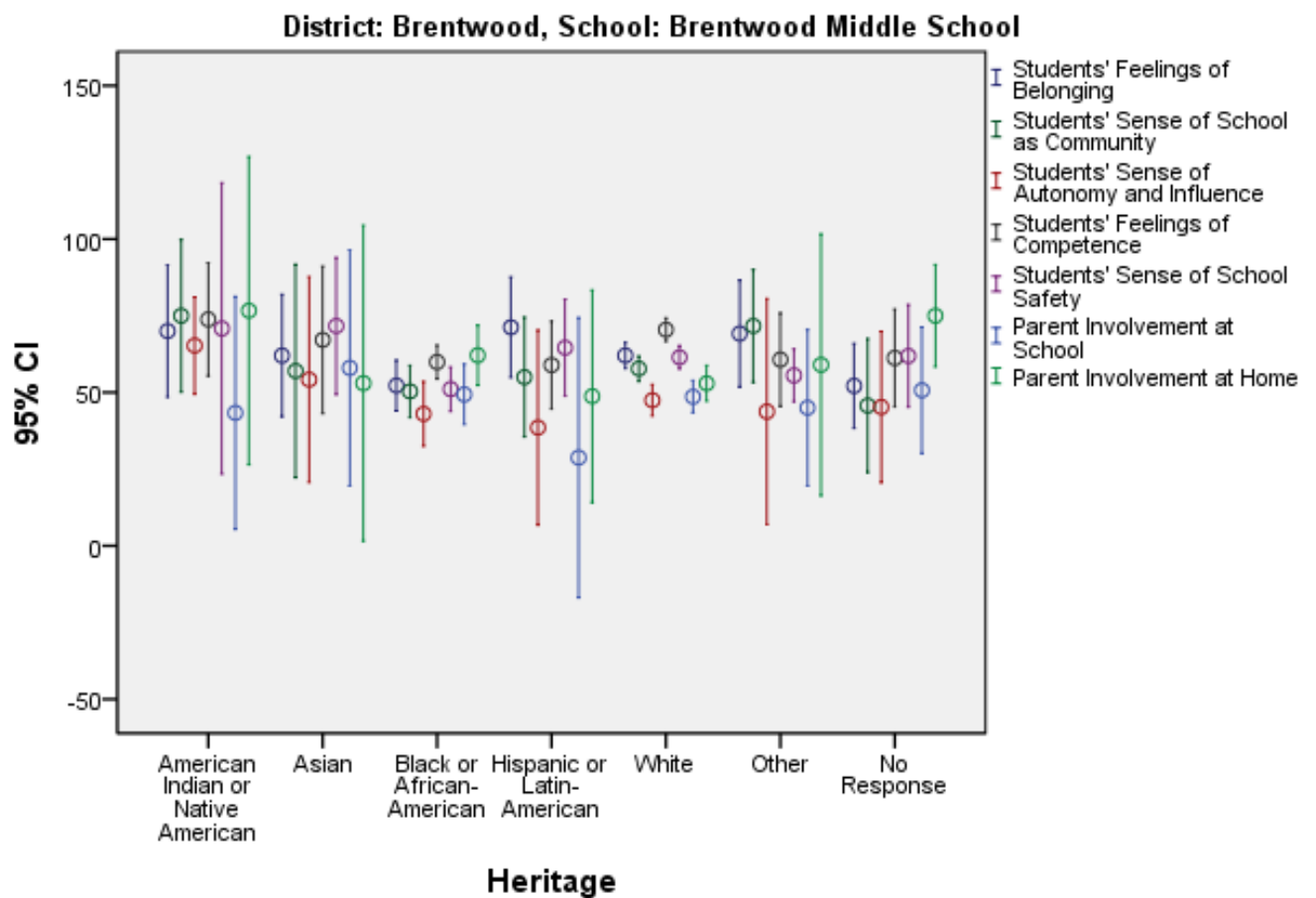
*p ≤ .10 **p ≤ .05 ***p ≤ .01	Heritage	Mean	Std. Deviation	N
Students' Feelings of Belonging	American Indian or Native American	70.00	8.660	3
	Asian	62.00	16.047	5
	Black or African-American	52.26	22.540	31
	Hispanic or Latin-American	71.25	10.308	4
	White	62.03	20.276	91
	Other	70.00	18.371	5
	No Response	52.14	14.960	7
	Total	60.17	20.413	146
Students' Sense of School as Community	American Indian or Native American	75.00	10.000	3
	Asian	57.00	27.973	5
	Black or African-American	50.32	23.092	31
	Hispanic or Latin-American	55.00	12.247	4
	White	57.75	19.850	91
	Other	72.00	19.558	5
	No Response	45.71	23.528	7
	Total	56.34	21.085	146
Students' Sense of Autonomy and Influence	American Indian or Native American	65.28	6.365	3
	Asian	54.17	27.003	5
	Black or African-American	43.01	28.654	31
	Hispanic or Latin-American	38.54	19.946	4
	White	47.44	24.562	91
	Other	41.67	38.752	5
	No Response	45.24	26.618	7
	Total	46.55	25.673	146
Students' Feelings of Competence	American Indian or Native American	73.81	7.435	3
	Asian	67.14	19.299	5

	Black or African-American	59.91	15.031	31
	Hispanic or Latin-American	58.93	8.988	4
	White	70.45	18.094	91
	Other	65.00	11.123	5
	No Response	61.22	17.181	7
	Total	67.22	17.348	146
Students' Sense of School Safety*	American Indian or Native American	70.83	19.094	3
	Asian	71.67	18.018	5
	Black or African-American	51.08	19.661	31
	Hispanic or Latin-American	64.58	9.919	4
	White	61.45	18.168	91
	Other	55.83	9.129	5
	No Response	61.90	18.071	7
	Total	59.70	18.532	146
Parent Involvement at School	American Indian or Native American	43.33	15.275	3
	Asian	58.00	30.943	5
	Black or African-American	49.35	26.794	31
	Hispanic or Latin-American	28.75	28.687	4
	White	48.63	25.255	91
	Other	39.00	21.622	5
	No Response	50.71	22.254	7
	Total	48.22	25.344	146
Parent Involvement at Home	American Indian or Native American	76.67	20.207	3
	Asian	53.00	41.473	5
	Black or African-American	62.10	26.670	31
	Hispanic or Latin-American	48.75	21.747	4
	White	52.97	27.948	91

Other	59.00	34.351	5
No Response	75.00	18.028	7
Total	56.54	27.975	146

a. District = Brentwood, School = Brentwood Middle School

**Figure 5. Student Survey Interval Graph by Heritage**  
2011



## **Operational Definitions for Student Survey Factors (High Positive Scores)**

- *Students' Feelings of Belonging* (Items 1 – 5)

Students are nice to each other; they get along; they respect their teachers; they treat each other fairly, and they tell the truth.

- *Students' Sense of School as a Community* (Items 6 – 10)

Students feel that the school is like a family; students help each other learn and treat each other with respect; they work together to solve problems, and feel good when someone does well.

- *Autonomy and Influence* (Items 11 – 16)

Students feel that they plan things together with their teachers, have a say in what goes on in their classes, decide the rules together with their teachers, help plan what they do in school, are asked by their teachers to help decide what they are to do, and help decide rules for the school.

- *Feelings of Competence* (Items 17 - 23)

Students believe that they can do the school work teachers ask of them, do not have difficulty with their school work or figuring things out, do not worry when they have to take a test, find school work easy to understand, and feel that teachers' expectations are reasonable.

- *School Safety* (Items 24 – 29)

Students believe that teachers in the school care that they are safe; students feel safe when at school; students do not pick on (or bully) others; students respect school property; students feel safe going to and from school; and students do not take things that do not belong to them.

- *Parent Involvement at School* (Items 30 – 34)

Parents volunteer to help with school activities, attend parent-teacher conferences, talk with teachers about their children's progress in school, and attend school activities.

- *Parent Involvement at Home* (Items 35 – 39)

Parents set study times at home, are interested in what their children are doing at school, go over their student's homework, talk with their student about what he or she is doing in school, and set up a place at home for their children to do homework

Figure 6. Parent, Staff and Student Common Factors

2011

District: Brentwood, School: Brentwood Middle School

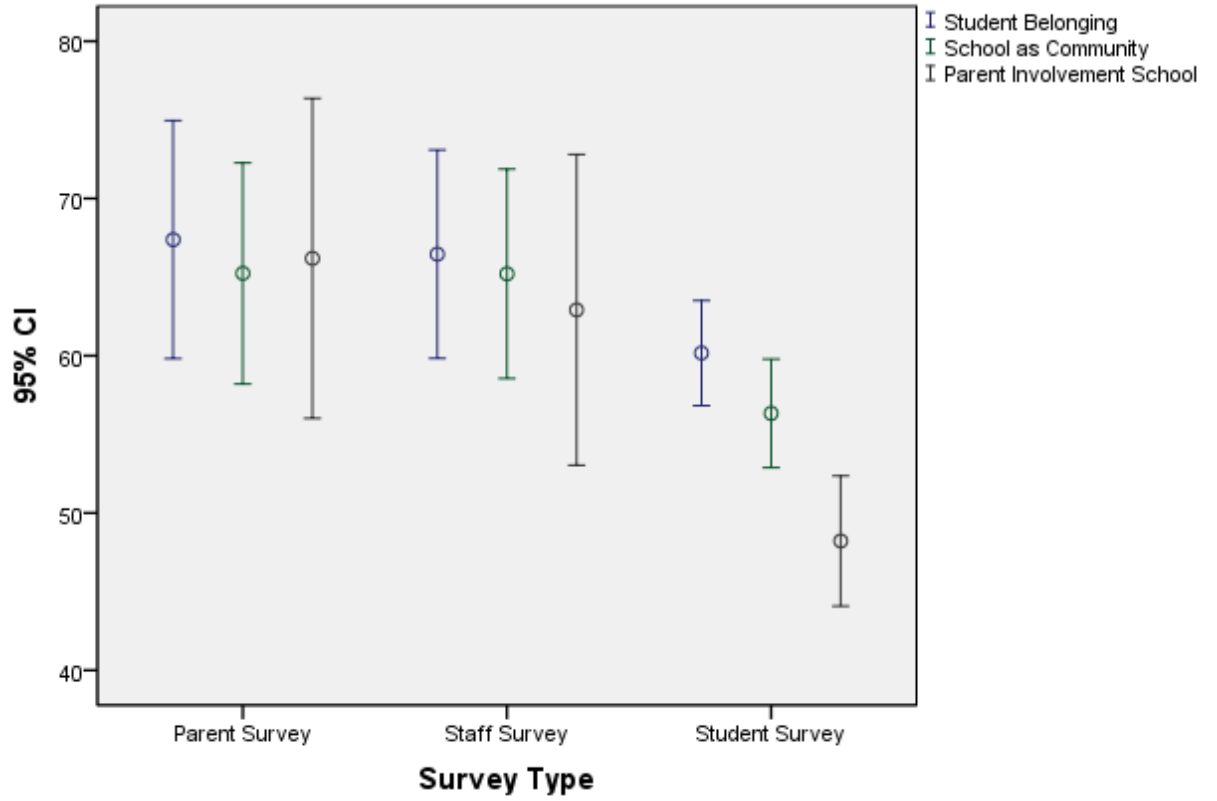


Figure 7. Parent and Staff Common Factors

2011

District: Brentwood, School: Brentwood Middle School

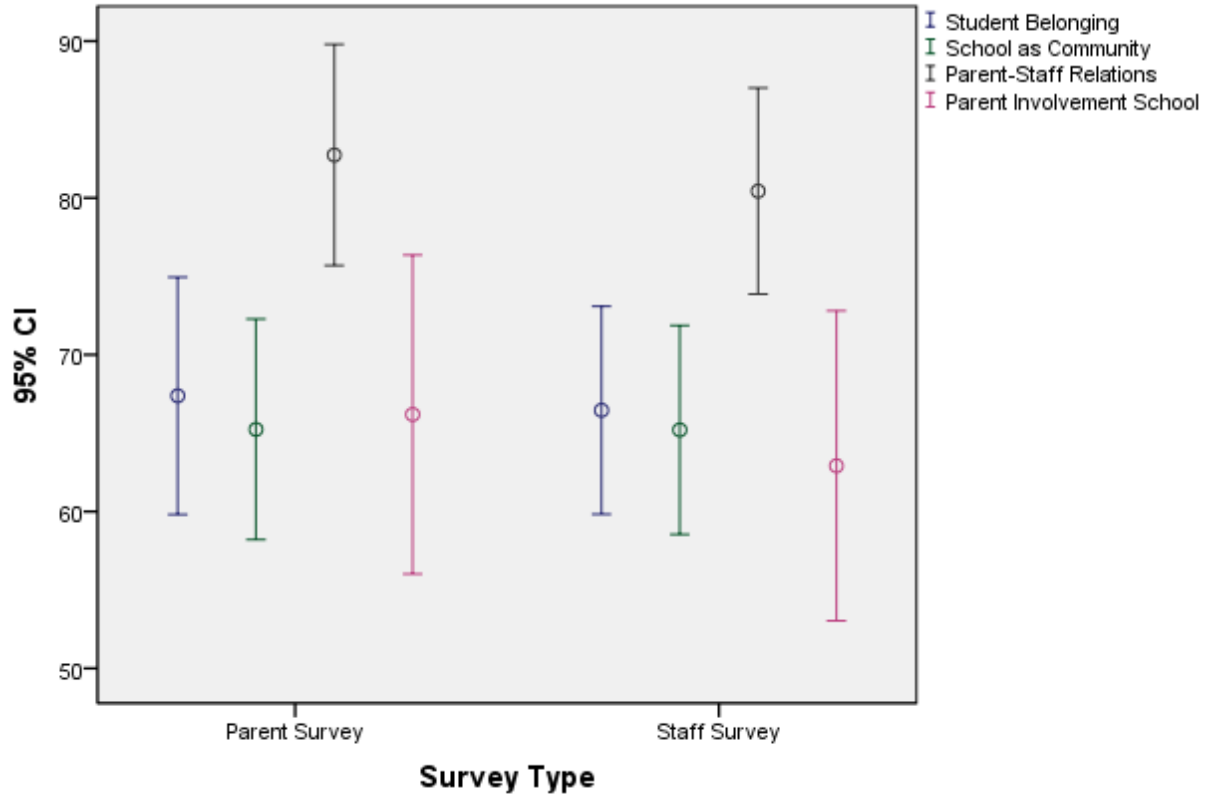
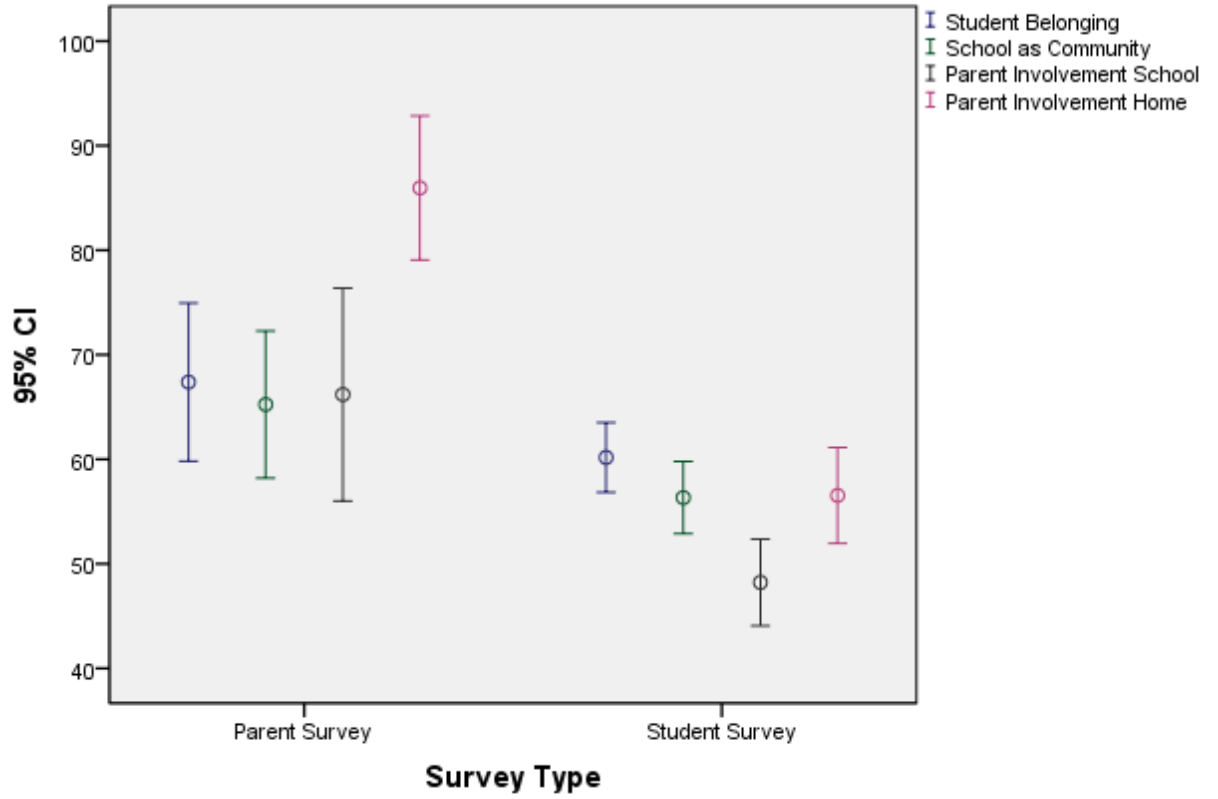


Figure 8. Parent and Student Common Factors

2011

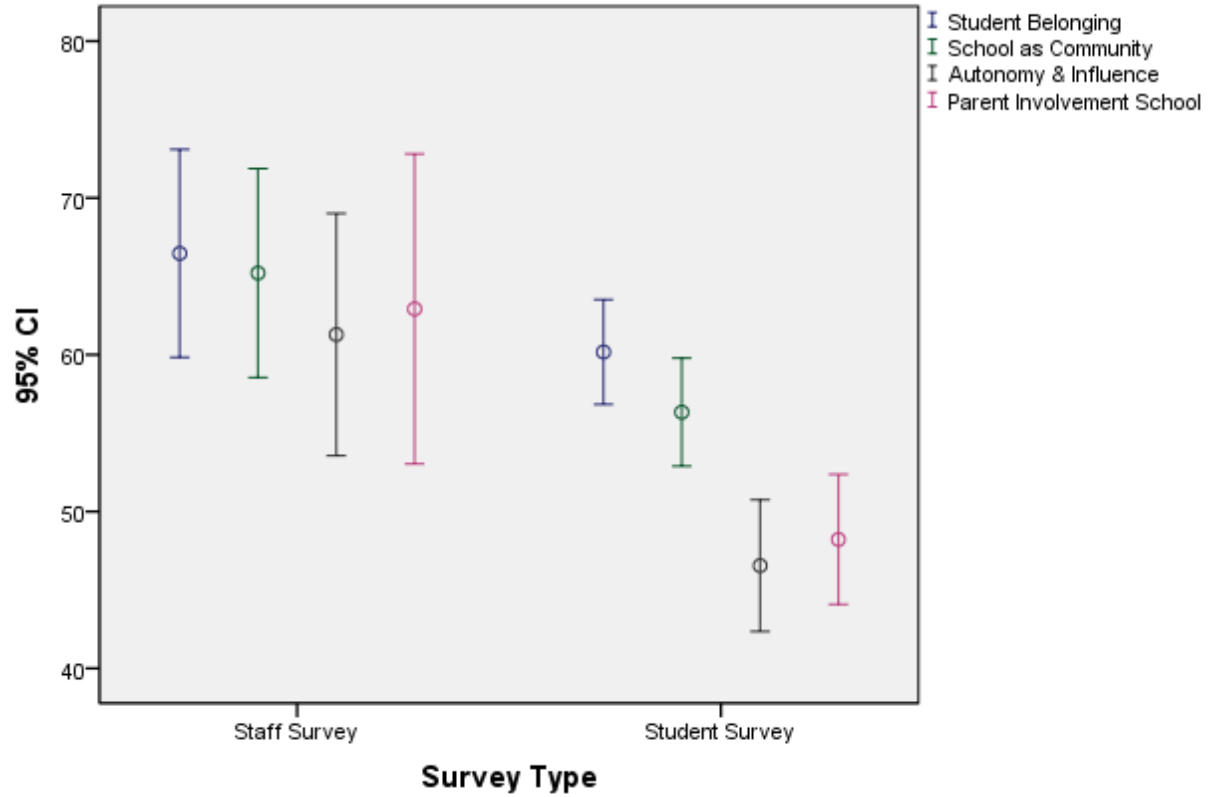
District: Brentwood, School: Brentwood Middle School



**Figure 9. Staff and Student Common Factors**

**2011**

**District: Brentwood, School: Brentwood Middle School**



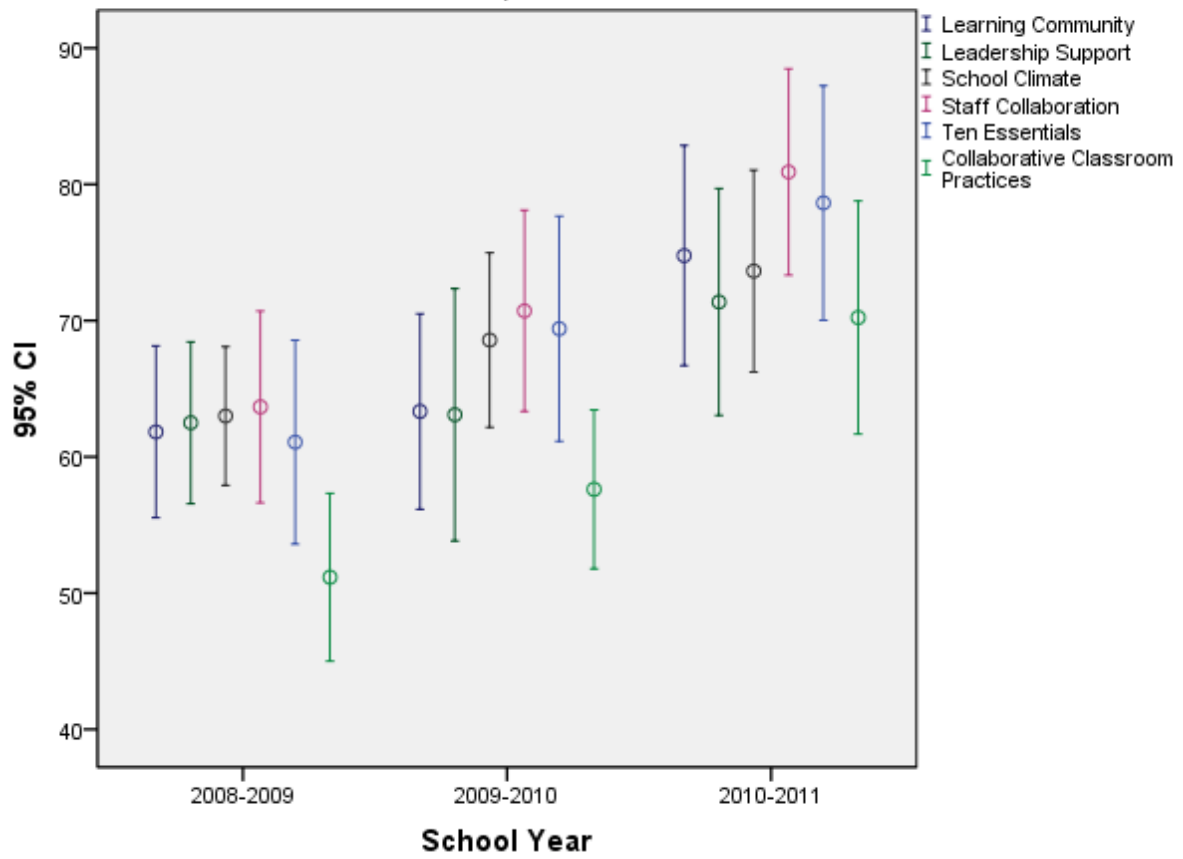
**Table 6. Implementation Survey Descriptive Statistics<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	School Year	Mean	Std. Deviation	N
Learning Community**	2008-2009	61.83	16.891	30
	2009-2010	63.33	15.759	21
	2010-2011	74.77	18.223	22
	Total	66.16	17.708	73
Leadership Support	2008-2009	62.50	15.907	30
	2009-2010	63.10	20.339	21
	2010-2011	71.36	18.783	22
	Total	65.34	18.321	73
School Climate**	2008-2009	63.00	13.620	30
	2009-2010	68.57	14.066	21
	2010-2011	73.64	16.703	22
	Total	67.81	15.207	73
Staff Collaboration***	2008-2009	63.67	18.843	30
	2009-2010	70.71	16.224	21
	2010-2011	80.91	17.088	22
	Total	70.89	18.807	73
Ten Essentials***	2008-2009	61.08	20.050	30
	2009-2010	69.40	18.147	21
	2010-2011	78.64	19.422	22
	Total	68.77	20.443	73
Collaborative Classroom Practices***	2008-2009	51.17	16.488	30
	2009-2010	57.62	12.808	21
	2010-2011	70.23	19.302	22
	Total	58.77	18.120	73

a. District = Brentwood, School = Brentwood Middle School

**Figure 10. Implementation Survey Interval Graph**

**District: Brentwood, School: Brentwood Middle School**



## **Operational Definitions for Implementation Survey (High Positive Scores)**

- *School is a Learning Community* (Items 1 – 5)

School has a safe, orderly learning environment; students are supported emotionally and academically; parents have opportunities to experience the school as a learning community; school leaders understand the characteristics of a program to build a caring environment; administration, staff, and students share the core values of the school.

- *School Leadership* (Items 6 – 10)

District leaders visit the school on a regular basis; school climate data are collected from parents, students, staff, and community members; staff analyze and discuss the implications of data collected from parents, staff, and students; budget and other resources are provided to develop and sustain a caring school environment; and school and district leaders support implementation of a program to build positive school climate.

- *School Climate* (Items 11 – 15)

Staff create partnerships with parents; students take part in setting classroom norms and rules; student pairs work collaboratively on activities that are aligned with the academic curriculum; students learn to work cooperatively; and students feel competent to achieve academic success.

- *Staff Collaboration* (Items 16 – 20)

Teachers collaborate on instructional planning; staff share ideas, strategies, and successes; staff form collaborative teams; staff engage together in reflection on the results of instructional activities; and teachers take a major role in shaping the school's norms, values, and practices.

- *Classroom Practices and Student Pro-Social Skills* (Items 21 – 25)

Cross-grade student pairs engage in interviewing, listening, speaking, and helping; students are taught to reflect on their personal values; take-home activities relate to academic, social, and citizenship themes that are important to the instructional program; reflection on what has been learned from experiences of working together is encouraged; and students have a sense of democratic values.

- *Ten Essentials* (Items 26 – 35)

Specific character traits have been defined for the school (or district); students reflect on character traits in their education process; character education is defined in terms of core ethical values; character traits defined for the school/district include both thinking and feeling; district commitment for character education processes is evident in high levels of continuous support; the character process is infused throughout the school day; all school staff help carry out the school's character education process; the character education process is planned and proactive; frequent communications on character education are common among school, parents, and broader community; regular assessments are made of students, parents, and staff to check the impact of the character education process.

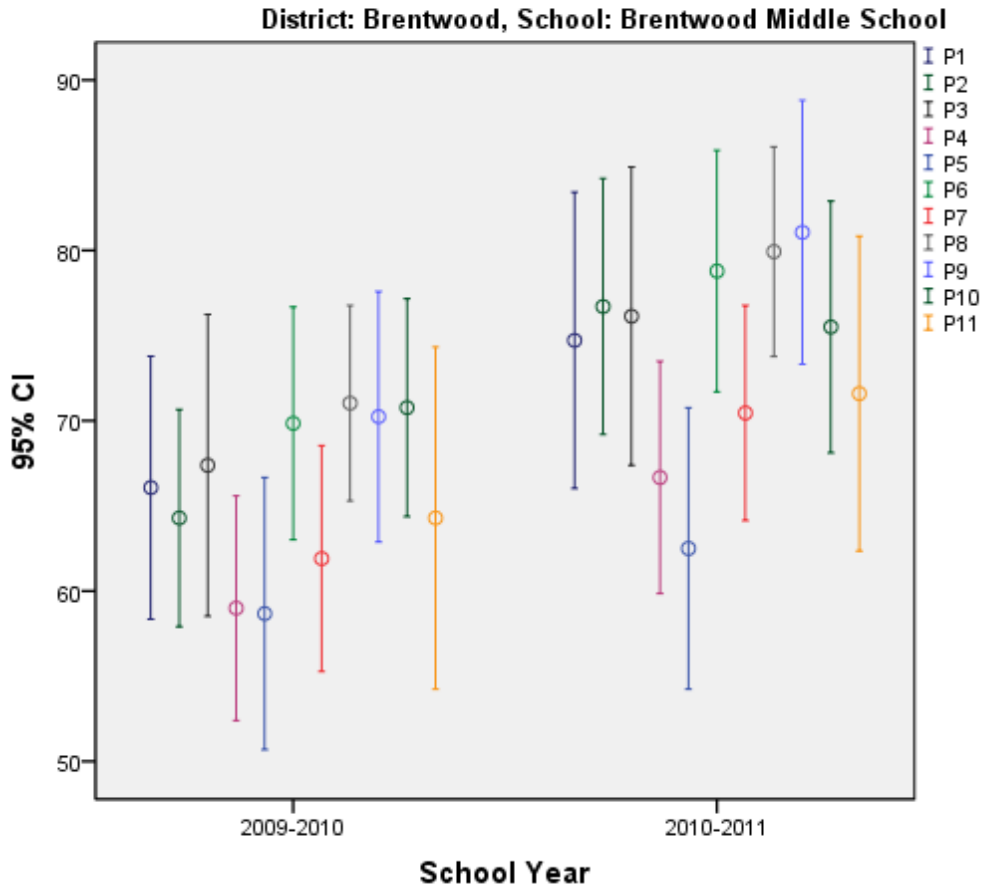
**Table 7. Eleven Principles of Effective Character Education Descriptive Statistics<sup>a</sup>**

*p ≤ .10 **p ≤ .05 ***p ≤ .01	School Year	Mean	Std. Deviation	N
P1	2009-2010	66.07	16.953	21
	2010-2011	74.72	19.620	22
	Total	70.49	18.667	43
P2	2009-2010	64.29	13.995	21
	2010-2011	76.70	16.945	22
	Total	70.64	16.622	43
P3	2009-2010	67.38	19.469	21
	2010-2011	76.14	19.756	22
	Total	71.86	19.881	43
P4	2009-2010	58.99	14.485	21
	2010-2011	66.67	15.383	22
	Total	62.92	15.273	43
P5	2009-2010	58.67	17.554	21
	2010-2011	62.50	18.631	22
	Total	60.63	18.001	43
P6*	2009-2010	69.84	15.018	21
	2010-2011	78.79	16.004	22
	Total	74.42	15.998	43
P7*	2009-2010	61.90	14.571	21
	2010-2011	70.45	14.256	22
	Total	66.28	14.880	43
P8**	2009-2010	71.03	12.602	21
	2010-2011	79.92	13.887	22
	Total	75.58	13.866	43
P9**	2009-2010	70.24	16.153	21
	2010-2011	81.06	17.477	22
	Total	75.78	17.519	43
P10	2009-2010	70.77	14.044	21
	2010-2011	75.51	16.659	22
	Total	73.19	15.441	43
P11	2009-2010	64.29	22.070	21
	2010-2011	71.59	20.839	22

Total	68.02	21.511	43
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a. District = Brentwood, School = Brentwood Middle School

**Figure 11. Eleven Principles of Effective Character Education Interval Graph**



## **Operational Definitions for CEP Eleven Principles (High Positive Scores)**

### **Eleven Principles**

- P1** Character education promotes core ethical values as the basis of good character.
- P2** Character is comprehensively defined to include thinking, feeling, and behavior.
- P3** Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
- P4** The school is a caring community
- P5** To develop character, the school provides students opportunities for moral action.
- P6** Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them to succeed.
- P7** Character education should strive to develop students' intrinsic motivation for developing good character.
- P8** The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
- P9** Staff and students demonstrate moral leadership.
- P10** The school recruits parents and community members as full partners in the character-building effort.
- P11** Evaluation of character education assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

## Ideas for Improving School Health The CHARACTER<sup>plus</sup> Way<sup>®</sup>

### **Improving School Culture**

- Identify, define and systematically revisit the core values (character traits) of the community, district and school.
- Integrate the core values (character traits) into all aspects of the school.
- Implement collaborative teams to share ideas and strategies and reflect on results of instructional activities.
- Celebrate successes.
- Implement strong leadership for character by school administrators, teacher leaders, and student leaders.
- Allocate time in staff and team meetings to discuss strategies for integrating core values (character traits) into the curriculum, schoolwide activities and school-home activities.
- Allocate time in staff and team meetings to discuss expectations for staff behavior and role modeling.
- Continuously monitor infusion of character into the school.
- Engage staff in professional development activities that promote intentional infusion of character into all aspects of the school.

### **Improving Classroom Culture**

- Provide opportunities for students to voice their ideas about class norms, individual and group behavior, and learning processes.
- Use collaborative structures to engage students in active learning.
- Have frequent class meetings that include both thinking and feeling.
- Use cooperative learning strategies such as “heads together,” “pair-share,” and “reading-writing dialogue teams.”
- Engage students in reflection on learning activities, character traits and social engagement.
- Implement cross-grade learning activities – elementary teachers can establish “buddy” classrooms; high school coaches can have student athletes “buddy” with elementary or middle school students in media centers.

### **Improving School – Parent – Community Culture**

- Engage parents and other community members in discussion of core values.
- Share school character with parent and community groups:

- PTO
- Church and civic groups
- Business groups
- Business leaders
- Develop school-home learning activities where students engage their parents or others in the learning process.
- Work with area businesses to support the school character process within their business – character traits listed on grocery or bank receipts and gas station pumps, character banners placed in store windows, and character columns printed in local newspapers.
- Engage parents and community members in schoolwide activities – school picnics, fairs and celebration breakfasts; academic, fine arts and athletic events; career sharing.

### **Improving Academics**

- Provide opportunities for students to voice their ideas about class norms, individual and group behavior, and learning processes.
- Use collaborative structures to engage students in active learning.
- Implement service-learning activities that involve students in active planning, implementation and reflection; tie activities to the academic curriculum; activities often effectively involve parents and other community members.
- Have frequent class meetings that include both thinking and feeling.
- Use collaborative learning strategies such as “heads together,” “pair-share,” and “reading-writing dialogue teams.”
- Engage students in reflection on learning activities, character traits and social engagement.
- Implement cross-grade learning activities – elementary teachers can establish “buddy” classrooms; high school coaches can have student athletes “buddy” with elementary or middle school students in media centers.

### **Results**

Systematic implementation of these strategies results in a healthy school environment. This will be evident in high positive scores (with low standard deviations<sup>1</sup>) on survey factors and

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<sup>1</sup> Low standard deviation (0-10) shows agreement among survey respondents; high standard deviation (20+) shows disagreement among survey respondents.

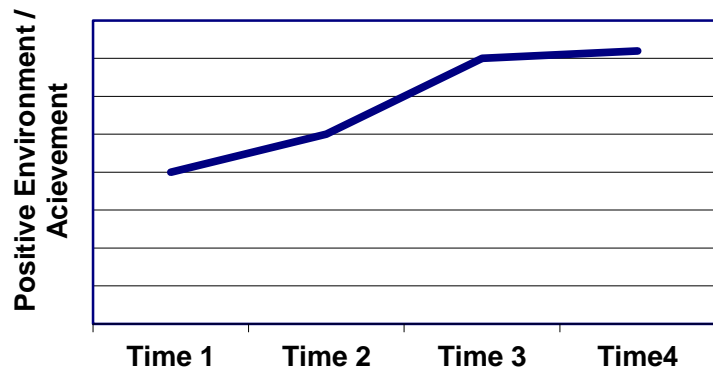
optimization of student achievement. These changes can be substantial – 30%, 60% or more. The level of results depends on the emphasis placed on implementation of the recommended strategies. Early change can be expected in survey factors assessing the Ten Essentials and Eleven Principles. Next will be changes in other staff and implementation factors such as school leadership and staff culture of belonging. Typically changes in students’ feelings of belonging, autonomy and competence follow changes demonstrated by the faculty and staff. As the changes in student survey factors occur, student discipline<sup>2</sup> and academic achievement will also improve.

Improvement is a long-term process. The initial change in staff perceptions (such as the Ten Essentials and Eleven Principles) is generally seen during the first year of implementation. It may take

two, three or more years of implementation to see high level student results. Continual emphasis on the improvement process is required to reach and maintain these high level results.

Survey results can be used to assess change as implementation occurs and to track maintenance of a healthy school environment when it is achieved.

**Change Over Time Implementing CHARACTERplus**



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<sup>2</sup> Student discipline is defined as office discipline referrals.

## Step 2: Focusing Your Thoughts

The framework for improving schools by developing a caring school community uses the ABCs and Glasser's fundamental needs of survival (or safety), power, love, belonging, freedom and fun as the foundation for focusing our thoughts in the planning process. These constructs are defined as follows.

### Autonomy and Influence

Students are provided opportunities to engage in meaningful conversation to help decide class norms, work with others, engage in meaningful relationships, and enhance their learning. These opportunities address the basic needs of power and freedom. It has been shown that person-centered learning has a strong influence on teacher-student relationships, student pro-social behavior, and student achievement.

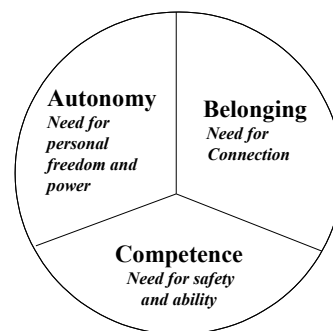
### Belonging

Students feel connected to their school and classroom. The basic needs of love and belonging fit within this construct. A strong positive association between students' feelings of belonging and behavioral and academic outcomes has been shown in the research. In addition, decreased drug, gang and related behaviors are associated with students having a high sense of school bonding. It is sense of belonging that gives students the confidence, competence, and motivation to learn.

### Competence

Students feel safe in the school and classroom and able to meet expectations. Safety is a basic issue that includes both the physical and emotional school environments. Students feel competent when they know that they are safe and they have the support of others who care, listen, understand, respect them, and are honest, open and sensitive.

### Developing Healthy School Culture



The factors on the parent, student, staff and implementation surveys assess various aspects of the ABCs and implementation of the CHARACTERplus® Ten Essentials. How the survey factors directly impact the ABCs is illustrated below.


<b>ABCs</b>	<b>Survey Factors</b>	<b>Ten Essentials</b>
<b>Autonomy and Influence</b>	<b>Autonomy and Influence</b> <b>School Climate</b> <b>Classroom Practices</b>	<b>The following Ten Essentials directly impact all the ABCs.</b>  <ul style="list-style-type: none"> <li>• <b>Community Participation</b></li> <li>• <b>Character Education Policy</b></li> <li>• <b>Character Traits</b></li> <li>• <b>Integrated Curriculum</b></li> <li>• <b>Experiential Learning</b></li> <li>• <b>Adult Role Models</b></li> <li>• <b>Student Leadership</b></li> </ul>
<b>Student Belonging</b>	<b>Feelings of Belonging</b> <b>Sense of School as a Community</b> <b>School as Learning Community</b> <b>School Climate</b> <b>Classroom Practices</b> <b>Parent and Staff Relations</b> <b>Parent Involvement</b>	<b>Collaborative Structures</b>
<b>Student Competence</b>	<b>Parent Involvement</b> <b>Leadership</b> <b>Competence</b> <b>Safety</b> <b>Classroom Practices</b> <b>School Climate</b>	<b>The following collaborative practices directly impact all the ABCs.</b>  <ul style="list-style-type: none"> <li>• <b>Class Meetings</b></li> <li>• <b>Cross-Grade Grouping</b></li> <li>• <b>School-Home Activities</b></li> <li>• <b>Schoolwide Activities</b></li> </ul>

A school of character has an environment that embraces student autonomy and influence, belonging in a caring environment, and competence. These schools provide for student input into the learning setting. Students learn to solve problems, exhibit good character without extrinsic rewards, and instruction is focused on collaborative processes and high level discussions. Parent and school relationships are focused on a sense of partnership.

The following list includes examples of the changes that are expected when schools become healthy schools of character.

<b>LESS</b>	<b>→</b>	<b>MORE</b>
		<b>Collaborative Strategies</b>
Teacher controlled classroom management; teachers set and enforce the rules	→	Norm setting class meetings with students taking responsibility for their behavior and learning
Staff solving student-related problems	→	Problem-solving class meetings
Teacher directed learning	→	Planning and reflection class meetings
Individual seatwork	→	Students working in teams
Teacher focused academics	→	Service learning projects
Working within grade/subject groups	→	Cross-grade/subjects grouping
Parents excluded from student learning activities	→	School-home activities to enhance learning
		<b>Student Motivation</b>
Reward and Punishment	→	Intrinsic motivation
Teacher set standards	→	Focus on performance character

- ✓ Using the form on the next page, as a planning team rate where your school is with each of these practices. Identify where you believe you are now based on your school data and where you believe you should be a year from now.
- ✓ Identify what is already in place supporting where you want to be (Step 2a).
- ✓ Which of these practices are most important for you to work on next year (Step 2b)?

<b>Focusing: Step 2a: Put an X where you now; Put a √ where you want to be a year from now.</b>						<b>Focusing: Step 2a. What is already in place supporting where you want to be?</b>
						
<b>LESS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>MORE</b>
Teacher controlled classroom management; teachers set and enforce the rules						Norm setting class meetings with students taking responsibility
Staff solving student-related problems						Problem-solving class meetings
Teacher directed learning						Planning and reflection class meetings
Individual seatwork						Students working in teams
Teacher focused academics						Service learning projects
Working within grade/subject groups						Cross-grade/subjects grouping (or Buddies)
Parents excluded from student learning activities						School-home activities to enhance learning (Homeside)
Reward and Punishment						Intrinsic motivation
Teacher set standards						Focus on performance character

Step 2b: What are your priorities for next year?

### **Step 3: Action Planning**

Action planning is based on the priorities that you have set and questions you answered in Step 2. There are three aspects to action planning:

1. What do we want to see, feel or hear?
2. How are we going to tell if it is working?
3. What are we going to do?

Complete the action planning worksheet on next page.

### **Step 4: Responsibilities and Budget**

Who is going to do what, when and where? There are four aspects to this step:

1. Who will be responsible for each of the strategies and the monitoring described in the action plan? When and where are they going to do what?
2. When is the planning team going to meet?
3. What is the cost associated with each strategy and the monitoring activities?
4. How will we share the action plan with every teacher, administrator and staff member in the school?

<b>1. Desired outcomes or effects (What do we want to see, feel or hear?)</b>			
<b>Organization (Schoolwide)</b>	<b>Student</b>	<b>Staff</b>	<b>Home/Community</b>
<b>2. Evaluation (How are going to tell if it is working?)</b>			
<b>Organization (Schoolwide)</b>	<b>Student</b>	<b>Staff</b>	<b>Home/Community</b>
<b>3. Specific strategies (What are we going to do?)</b>			
<b>Organization (Schoolwide)</b>	<b>Student</b>	<b>Staff</b>	<b>Home/Community</b>