CharacterPlus®

CharacterPlus Way

The CharacterPlus® Way is an in-depth, three-year process developed by CharacterPlus®. It is designed around customized on-site coaching and consultation to help schools implement character education on the deepest level. The CharacterPlus® Way team works in the school with educators, administrators, students, staff, and parents. This evidence-based process transforms school climate increases academic achievement, and reduces behavioral referrals, especially bullying. A federally funded study of the CharacterPlus Way demonstrated that the process can increase math scores by 54% and in communication arts by as much as 47% while reducing behavior problems by 51%. This study's successful results led to the CharacterPlus® Way being listed on the prestigious National Registry of Evidence-based Programs and Practices (NREPP) and as a promising practice with the Collaborative for Academic, Social, and Emotional Learning (CASEL).

From a 2019 Independent Program Efficacy Analysis of CharacterPlus Member Districts

Using the Missouri Assessment Program (MAP) and the National Assessment of Educational Progress (NAEP) report data, CharacterPlus member districts reported 8% higher ACT scores and 5% higher state proficiency scores. Member districts include a very diverse community of schools. Our membership spans urban, suburban to rural locations with student populations ranging from no free and reduced lunch percentages to 100%.

The U.S. Department of Education

The U.S. Department of Education said, "When considering character education, states might use a framework researchers have summarized using the acronym PRIMED: Prioritization Relationships Intrinsic Motivation Modeling Empowerment and Developmental Pedagogy." PRIMED is the work of Dr. Marvin Berkowitz. The U.S. Department of Education reports that classrooms that use this framework will often experience higher student engagement, leading to stronger academic performance. Practiced well, this approach will see classrooms reduce disciplinary incidents. And as classroom culture and climate improves, relationships strengthen, and student belonging takes a front seat to feeling isolated or disconnected.