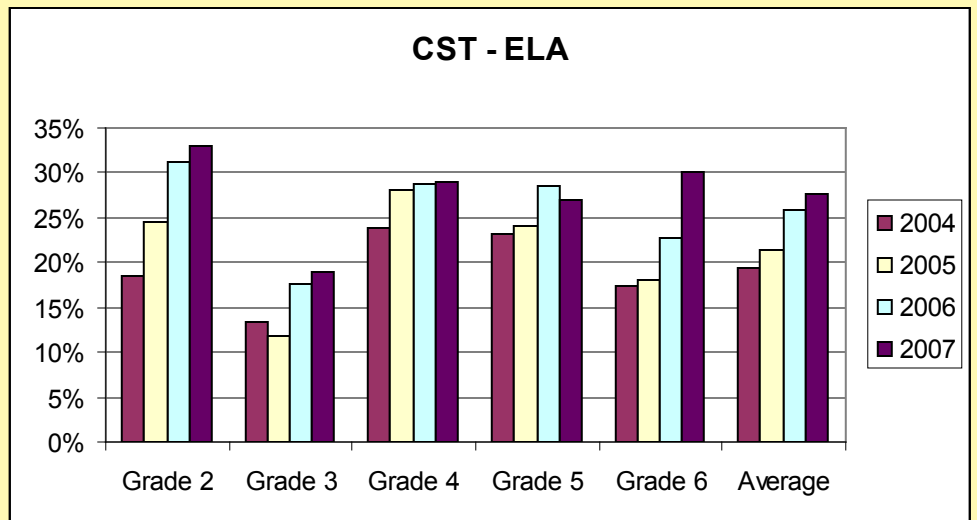




Free to Learn program schools are showing an increase in academic achievement, as evidenced by their CST scores, during the implementation period.

**Students' Progress on Academic Achievement**  
English/Language Arts (2<sup>nd</sup> - 6<sup>th</sup> grade)

**Free to Learn** helps California's high priority elementary schools make improvements in their student citizenship program which supports their efforts to meet requirements for academic achievement. Using a research-based approach that is sensitive to current demands on instructional time, **Free to Learn** anchors the teaching of character-related behaviors for student growth into the academic program for reading/language arts; and provides the necessary skill-based training and assistance to students and staff in six areas critical to school success.

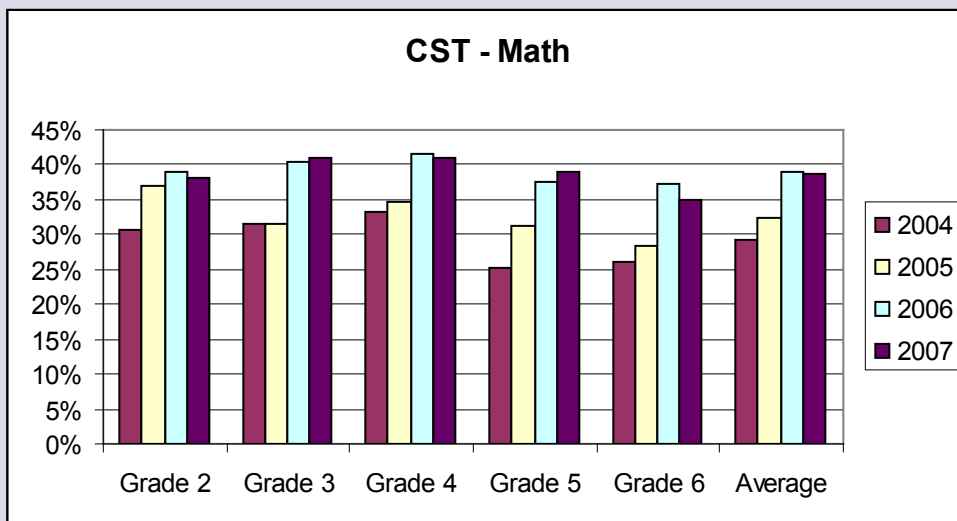


\*Scores reflected are the average of seven Free to Learn Program Schools, and are the percentage of students who scored AT OR ABOVE PROFICIENT

**"Involvement with Free to Learn has changed our school."**

~Free to Learn Principal

**Students' Progress on Academic Achievement**  
Math (2<sup>nd</sup> - 6<sup>th</sup> grade)



\*Scores reflected are the average of seven Free to Learn Program Schools, and are the percentage of students who scored AT OR ABOVE PROFICIENT

**About the Tests**

California uses the California Standards Tests (CSTs) to measure how well students are mastering specific skills defined for each grade by the state of California.

**How are the tests scored?**

CST results show the level of proficiency a student demonstrates in each of the subject areas tested. Students will receive one of the following five ratings on the tests: far below basic, below basic, basic, proficient or advanced. The goal is for all students to score at or above the proficient level.

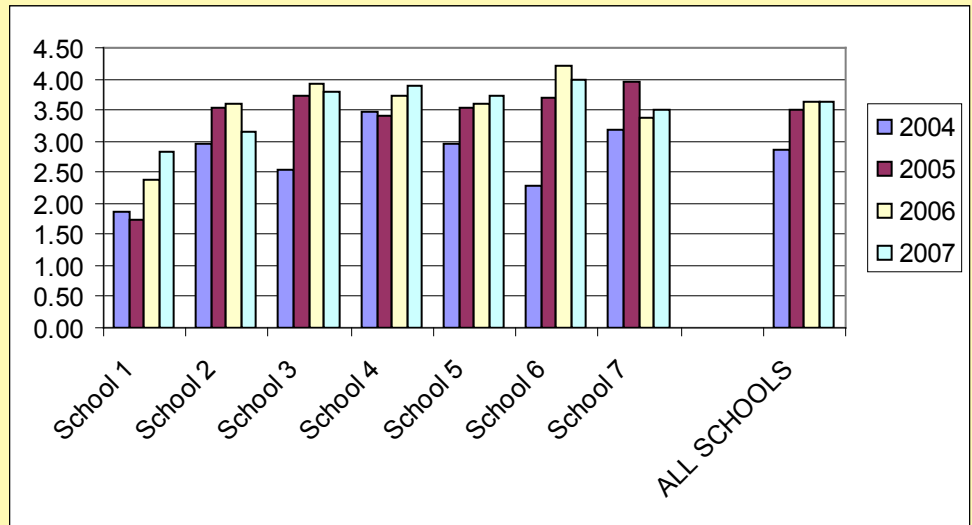
Program Implementation is measured by six implementation components of Free to Learn: **Plan & Structure; School Climate & Culture; Curriculum & Instruction; Assessment & Accountability; Leadership Development; & Outreach and Connections** (see visual below). Each component is associated with several subcomponents that, when effectively implemented, support good citizenship and academic achievement.

Participants rate the degree of implementation at their school for each subcomponent.

Shown here are the Mean ratings on the Program Implementation Scorecard total score in Years 1 through 4.

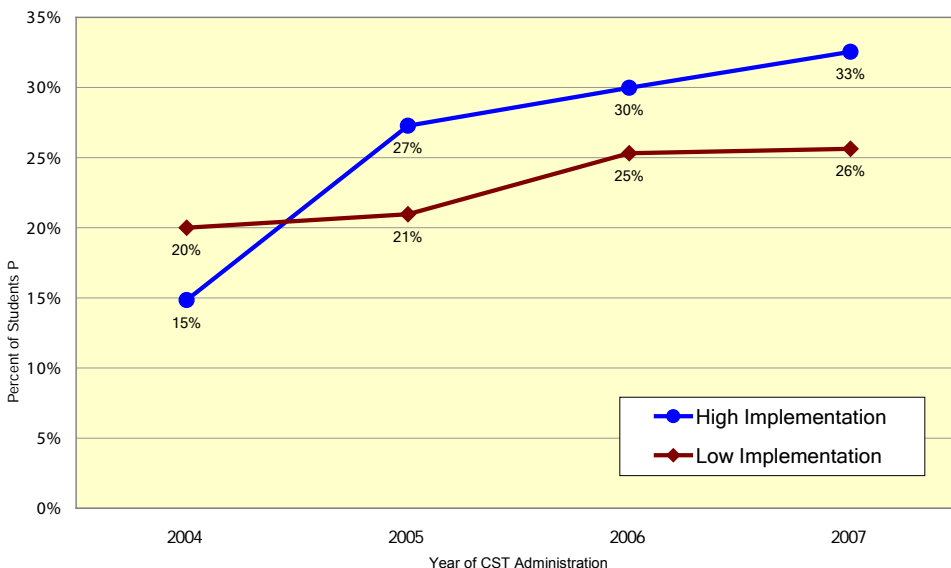
**Free to Learn** helps California's high priority elementary schools make improvements in their student citizenship program which supports their efforts to meet requirements for academic achievement. Using a research-based approach that is sensitive to current demands on instructional time, **Free to Learn** anchors the teaching of character-related behaviors for student growth into the academic program for reading/language arts; and provides the necessary skill-based training and assistance to students and staff in six areas critical to school success.

### Progress on Program Implementation



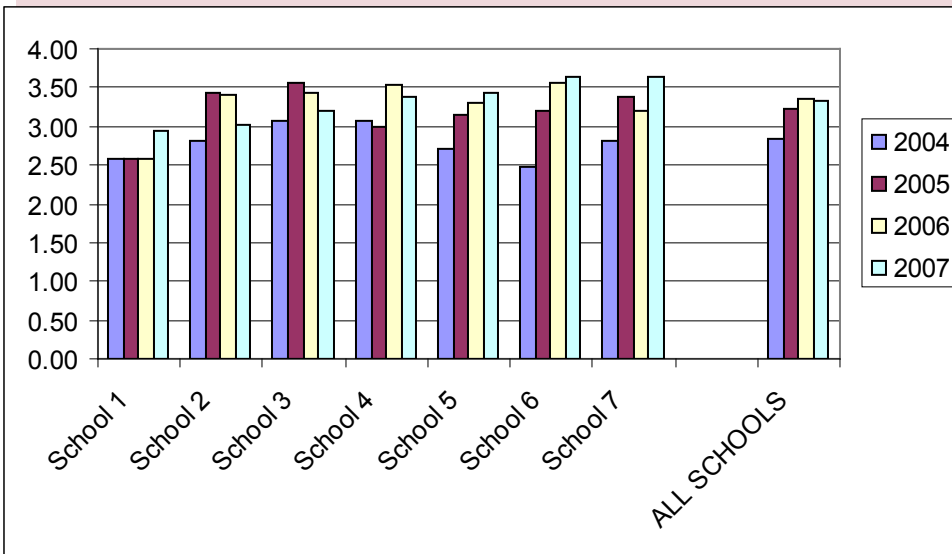
Implementation of Free to Learn is associated with increased achievement. Schools reporting high Free to Learn implementation demonstrated stronger gains on the English-language arts CST from 2004 to 2007 than schools reporting low implementation.

Percent Proficient or Advanced on English-Language Arts CST for Free to Learn Schools: High vs. Low Implementation Schools



Achievement gains on the English-language arts CST from 2004 to 2007 were compared for a group of schools reporting high implementation of Free to Learn and a group reporting low implementation. Results from the Program Implementation Scorecard and the Assessment of Students' Character-Based Citizenship® were combined and used to place schools into a high implementation group or a low implementation group depending on whether the school's combined implementation ratings were above average (high implementation) or below-average (low implementation).

### Students' Progress on Developing Good Citizenship Kindergarten - 3rd Grade



For each subtrait, participants answer the following question: "What percentage of students in your school generally demonstrate the specified behaviors?"

- Percentage of Students**
- 4 = 80-100%**
  - 3 = 60-79%**
  - 2 = 40-59%**
  - 1 = 0-39%**

**"This year, teacher referrals are way down and the students' behavior has improved remarkably.**

~Free to Learn Principal

#### Character-Based Citizenship®

**Caring, Giving & Service**  
be compassionate, considerate, helpful and understanding of others

**Justice & Fairness**  
be open-minded, unbiased, and equitable

**Leadership, Initiative & Teamwork**  
earn the respect of others;  
take the first step;  
work well with others

**Respect**  
show regard for self, others, property, and the environment

**Responsibility**  
be answerable and accountable for your actions

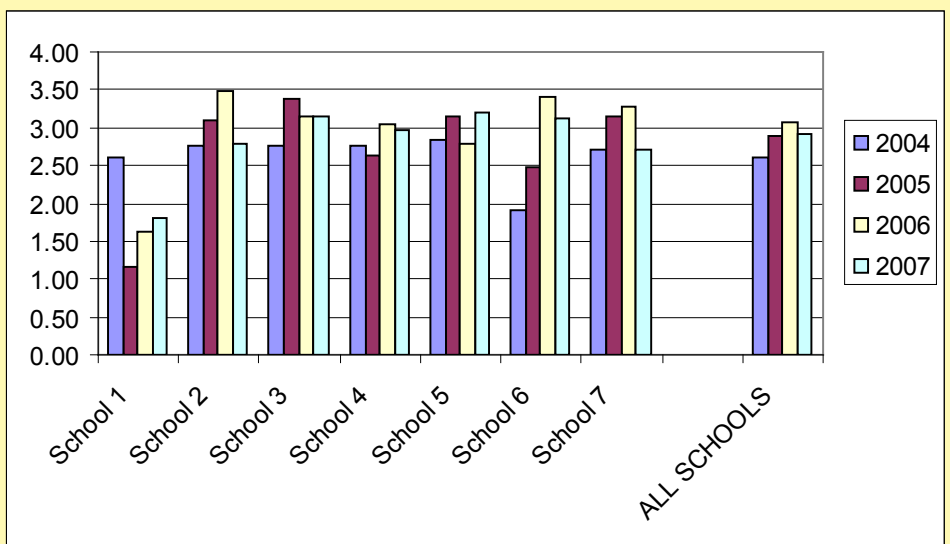
**Trustworthiness**  
earn the confidence of others as a reliable and honest person

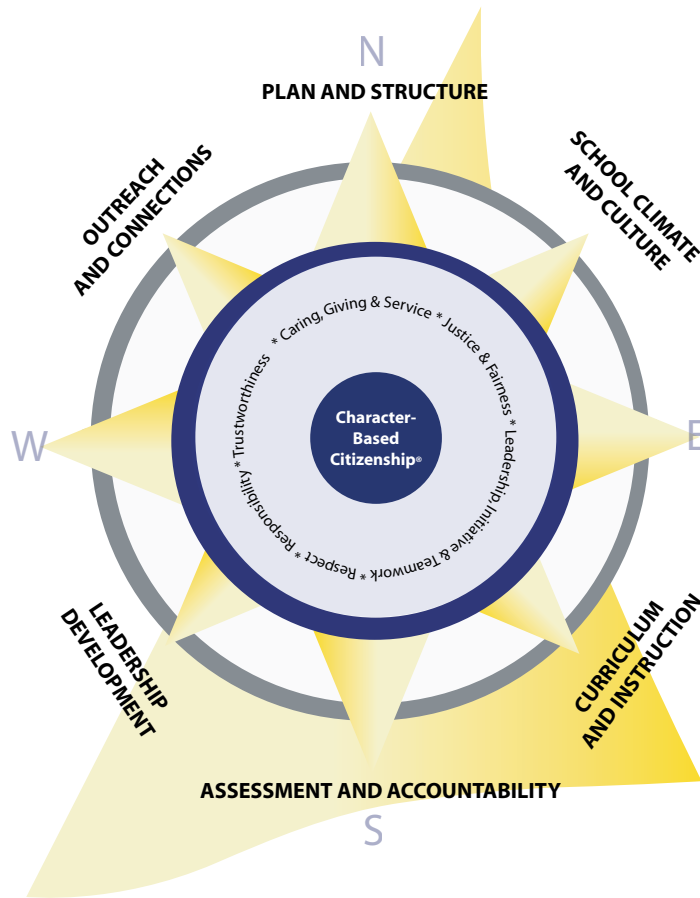
Student progress on development of character traits and their associated behaviors are measured by the Assessment of Students' Character-Based Citizenship®, which is organized around the six core character traits addressed by Free to Learn. Each trait is associated with several subtraits that are defined or exemplified by descriptions of student behaviors.

Participants assign a rating for each subtrait. The subtraits for 4th - 6th grade are more developmentally advanced than the subtraits for Kindergarten - 3rd grade.

Shown here are the Mean ratings on the Assessment of Students' Character-Based Citizenship® total score in Years 1 through 4.

### Students' Progress on Developing Good Citizenship 4th - 6th Grade





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Over the past decade, the California Partnership for Character Education (CPCE) has been working to help K-12 schools in California improve the quality and delivery of its academic instructional program and related student support services. CPCE was initiated in 1995 as part of a California Department of Education (CDE) project submitted to the United State Department of Education (USDE), under the co-direction of the Center for Youth Citizenship (CYC) and the Sacramento County Office of Education (SCOE). CPCE subsequently formulated a research and standards-based approach that couples and integrates character education with the academic instructional program and school reform priorities of No Child Left Behind and Reading First in California elementary schools.



## California Partnership for Character Education

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