School of Life Statistical Report 2020-2021

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Overview

The School of Life Foundation report for the 2020-2021 school year consists of data reported to the Foundation from school administrators from 8 schools in the state of Utah from the Washington County School District. In addition to the school data, students who participated in the School of Life Tier 2 program took surveys both before and after their participation. The students came from 6 different high schools and 2 middle schools.

There were 228 students with both an opening and closing survey, and Administrators provided data on 196 students (Administrator data was provided by just 5 schools which had run the majority of the School of Life sessions). From these two groups 184 were able to be matched together. The opening and closing surveys measured changes in student response on character issues, based on the A's in the School of Life curriculum. Administrators reported on student GPA, on time arrival to class, and grade advancement or graduation in the case of seniors in high school.

The focus of the School of Life Foundation is to help increase graduation rates, especially among students who are at risk of falling behind or dropping out and not graduating with their class. In the 2020-21 school year, 19 such students completed the School of Life. This number is lower than we have seen traditionally. In some cases that is due to schools not reporting, and in other cases schools reported the students who were on track, but left the report blank on other students who presumably could have been off-track, but without explicit reporting, we did not include them in the total. One final factor was an emphasis of adding more student leaders to the course. By having more student leaders involved, there were more opportunities for the at-risk students to build relationships and to realize their potential as leaders themselves. Using this model, the GPA increases from the at-risk students were double the highest increases seen since we began tracking during the 2016-17 school year (see table 10).

Besides the traditional after school program, this year School of Life also did a trial of an online program in conjunction with Life Launch University. This Tier 1 program contains 90 videos broken into different topics to span 18 weeks. Survey data were collected before and after participation in two different sessions during the school year. There were 24 opening surveys and 20 closing surveys, of which 14 were able to be matched.

Impacts of Covid-19 on Data Collection and Results

The 2020-21 school year saw many challenges related to Covid-19. While classes were held in person throughout the full school year, often students had to quarantine due to either testing positive for the virus, or for having been in close contact with someone who had tested positive. This impacted the students who had completed the School of Life as well as limited the number of students who were able to take and complete the School of Life course. While it is impossible to accurately account for this impact in the data provided by schools, it should be noted that GPA data and perhaps even advancement data was affected by students (and teachers) being in and out of quarantine. It should also be noted that the matched pre and post surveys taken by students in relation to their respective sessions of School of Life were not impacted by Covid-19, as students who successfully completed both surveys were able to attend the full four-week School of Life course.

Graduation and Advancement

This section will draw from the 5 students who were seniors in high school and not on track to graduate with their class. From this group, 2 graduated with their peers, while 3 dropped out of school.

Table 1 – End of Year Results – At Risk Seniors

Result	Count	Percent
Graduated	2	40.0%
Dropped Out of School	3	60.0%

Besides the 5 seniors who were not on pace to graduate with their peers, there were 14 Freshmen, Sophomores and Juniors who took School of Life that were not on pace to advance grade level at the end of the year. Of these, 11 (78.6%) advanced to the next grade level, while 2 (18.2%) did not. Finally, 1 student (9.1%) moved before the end of the school year.

GPA

At the close of the school year, each school provided data on the academic performance of the students who completed the School of Life program. The schools reported the GPA of students prior to taking the School of Life course and their GPA after completing the course. GPA Data

were reported for 196 students, including 19 at risk students, 13 students with an IEP, and 85 student leaders. It is possible for students to belong to more than one group (i.e. a student could be at-risk for not graduating and have an IEP).

For the whole group, the average GPA prior to taking School of Life was 3.273. These same students, after completing School of Life had a combined GPA of 3.315, a 1.3% increase as a group. Overall, 85 of the 196 students (43.4%) increased their GPA after School of Life, while 59 (30.1%) had a drop in GPA. 52 others (26.5%) had no change to their GPA. It should also be noted that 55 students had a 4.0 GPA prior to taking School of Life, and hence had no chance to increase their GPA. Accordingly, of the 141 students with the opportunity to increase their GPA 85 of them (60.3%) improved.

When looking at the sub-group of students who were considered "at-risk", their GPA increased 16.9% from 1.659 to 1.939. From those 19 students, 10 (52.6%) increased their GPA, 7 (36.8%) had a lower GPA, with the remaining 2 (10.5%) having no change to their GPA.

While reviewing the data on GPA, it is important to realize that school work was affected by Covid-19. The extent of this disruption is difficult to predict.

Table 2 – GPA Changes by Student Group

Group	Avg GPA Before School of Life	Avg GPA After School of Life	Change
All students (n=196)	3.273	3.315	1.3%
Male (n=83)	3.134	3.183	1.6%
Female (n=100)	2.995	2.946	1.6%
Students with IEP (n=13)	2.974	2.966	-0.3%
Student Leaders (n=85)	3.765	3.777	1.2%
Non Leader (n=111)	2.921	2.985	2.2%
At-Risk Students (n=19)	**1.659**	**1.939**	**16.9%**
8th Grade	3.318	3.435	3.5%
9th Grade	3.666	3.612	-1.5%
10th Grade	2.895	3.061	5.7%
11th Grade	3.268	3.213	-1.7%
12 Grade	3.308	3.444	4.1%

Other School Data

Administrators tracked attendance for 30 school days before beginning School of Life and 30 school days after completion. With the ongoing pandemic affecting school attendance these numbers were reported, but cannot be relied upon as there were many potential disruptions to attendance. For the full group, absences increased by 8.9% with tardies dropping 2.1%. The group of greatest interest were the 19 at-risk students. For them, absences increased just 2.3% while tardies were down 24.7%.

Character

School of Life Results (Tier 2)

The main focus of the opening and closing surveys for the Tier 2 program is to help determine the impact of the School of Life course on the character of students who participate. Questions are designed to see how the 10 A's impact attitudes and actions of each student across 9 different areas. For each area, there are 4 questions using a 7-point Likert scale. Students also gave responses to the most impactful 'A' from the School of Life program.

The analyses in this section come from the 146 students who had an opening survey, closing survey, and school administrator data all matched.

As can be seen in table 3, the percentage of student responses moving to the best possible choice (Strongly Agree) shows a great change in their perceptions, attitudes, and actions from the beginning of the course to the end. Many negative responses moved to positive responses (see table 4 for aggregate data) and many positive responses became even more positive. Two of the groups showing the most gains were Latinos – where positive responses increased in every category by between 7% and 18% – and Sophomores where increases to positive responses were seen in every category by at least 6% and as high as 19%.

Table 3 shows the change in the percentage of students choosing each particular response in the closing survey versus the opening survey, grouped by each category. Table 4 is similar to table 3, but groups the responses into 3 distinct groups – Disagree, Neutral, and Agree. It also shows the percentage of responses in each category, as well as the percentage change from the opening to closing surveys. Table 5 shows the same data as table 4, but filtered for at-risk students only. Table 6 shows the distribution of student responses to the most impactful 'A' for the School of Life.

Life Launch University / School of Life Results (Tier 1)

Similar to the School of Life Tier 2 course, students who participated in the Life Launch University / School of Life program took surveys before starting and after completion of the course. The same 7-point Likert scale was used for students to answer 40 questions, 31 of which pertained to various topics from the Life Launch University curriculum, and 9 of which were focused on the A's from the School of Life. Since the number of matched surveys was small (n=14) the numbers reported can be seen as directional and are encouraging, but are also far from conclusive.

The 31 questions from the Life Launch curriculum were divided into 7 categories for analysis, ranging anywhere from 3 questions to 6 questions in each category. It should also be noted that many of the categories are quite similar but do draw certain distinctions from each other. Also of note is that some questions were worded in a negative manner, meaning that the optimal response would be to "Strongly Disagree" rather than "Strongly Agree". In the analysis, movement toward the optimal answer will be presented as "Strongly Agree" to uniformly represent the changes between the opening and closing surveys, and movement toward the least optimal answer will be presented as "Strongly Disagree".

As previously mentioned, the data from the survey for the Life Launch University program are encouraging. Improvements in answers were seen across all 7 categories as high as a 16.7% increase. Similarly, the optimal answer saw increases from the opening to the closing survey in all categories, ranging from 2.4% to 26.2% (see table 8). The results for the 9 questions dealing with the A's from the School of Life curriculum were minimal, due largely to the small sample size, and only having 1 question per A. Movement toward "Agree" happened for 6 of the 9 A's (see table 9).

Table 3 – Survey Data, Changes Between Before and After Surveys, Grouped by Category (n=228)

Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Strongly Disagree	0.7%	0.1%	0.0%	-0.2%	0.1%	0.4%	-0.1%	-0.2%	0.4%
Disagree	-1.4%	-0.3%	-2.4%	-1.2%	-2.7%	-0.9%	-0.7%	-1.5%	-1.2%
Somewhat Disagree	-2.1%	-1.0%	-2.1%	-2.6%	-2.5%	-1.6%	-1.5%	-1.9%	-2.3%
Neither Agree nor Disagree	-2.7%	-3.5%	-1.8%	-5.8%	-5.7%	-2.9%	-3.0%	-4.1%	-4.8%
Somewhat Agree	-7.9%	-9.2%	-9.6%	-11.7%	-12.4%	-12.6%	-7.8%	-9.2%	-12.4%
Agree	-7.0%	-5.8%	-4.7%	-7.6%	-5.5%	-10.5%	-13.2%	-9.9%	-10.7%
Strongly Agree	**20.5%**	**19.7%**	**20.6%**	**29.2%**	**28.7%**	**28.1%**	**26.2%**	**26.8%**	**31.0%**

Table 4 – Survey Data, Changes Between Before and After Surveys, Grouped by Category (n=228)

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	4.5%	2.2%	6.8%	5.6%	8.3%	3.7%	3.7%	6.0%	4.7%
Neutral	3.2%	4.9%	6.1%	8.3%	7.8%	4.3%	4.6%	6.0%	6.5%
Agree	92.3%	92.9%	87.1%	86.1%	83.9%	92.0%	91.7%	87.9%	88.8%
Closing Survey Response	**Appreciate**	**Assist**	**Attitude**	**Aim**	**Align**	**Action**	**Associate**	**Avoid**	**Adapt**
Disagree	1.6%	1.0%	2.3%	1.5%	3.2%	1.6%	1.4%	2.4%	1.6%
Neutral	0.4%	1.4%	4.4%	2.5%	2.1%	1.4%	1.6%	2.0%	1.6%
Agree	97.9%	97.6%	93.3%	95.9%	94.7%	96.9%	96.9%	95.6%	96.7%
Change in Response	**Appreciate**	**Assist**	**Attitude**	**Aim**	**Align**	**Action**	**Associate**	**Avoid**	**Adapt**
Disagree	-2.9%	-1.2%	-4.5%	-4.1%	-5.2%	-2.1%	-2.3%	-3.6%	-3.1%
Neutral	-2.7%	-3.5%	-1.8%	-5.8%	-5.7%	-2.9%	-3.0%	-4.1%	-4.8%
Agree	5.6%	4.7%	6.3%	9.9%	10.9%	4.9%	5.3%	7.7%	7.9%

Table 5 – Survey Data, Changes Between Before and After Surveys, Grouped by Category, At-Risk Students Only (n=17)

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	10.3%	0.0%	14.7%	8.8%	17.6%	14.7%	7.4%	14.7%	8.8%
Neutral	4.4%	8.8%	10.3%	13.2%	7.4%	7.4%	4.4%	2.9%	7.4%
Agree	85.3%	91.2%	75.0%	77.9%	75.0%	77.9%	88.2%	82.4%	83.8%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	1.5%	0.0%	4.4%	1.5%	2.9%	2.9%	0.0%	2.9%	7.4%
Neutral	4.4%	1.5%	7.4%	0.0%	1.5%	2.9%	1.5%	2.9%	1.5%
Agree	94.1%	98.5%	88.2%	98.5%	95.6%	94.1%	98.5%	94.1%	91.2%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-8.8%	0.0%	-10.3%	-7.4%	-14.7%	-11.8%	-7.4%	-11.8%	-1.5%
Neutral	0.0%	-7.4%	-2.9%	-13.2%	-5.9%	0.0%	-2.9%	0.0%	-5.9%
Agree	8.8%	7.4%	13.2%	20.6%	20.6%	11.8%	10.3%	11.8%	7.4%

Table 6 – Most Impactful 'A' from the School of Life Course

Most Impactful "A"	All Students	Percent	At Risk Students	Percent
Appreciate	56	24.6%	5	29.4%
Attitude	49	21.5%	6	35.3%
Always	28	12.3%	1	5.9%
Adapt	27	11.8%	2	11.8%
Aim	19	8.3%	0	0.0%
Action	16	7.0%	0	0.0%
Assist	11	4.8%	1	5.9%
Associate	8	3.5%	1	5.9%
Avoid	8	3.5%	1	5.9%
Align	6	2.6%	0	0.0%

Table 7 – Demographics (Optional Response)

	Students with Matched Surveys	Percent of Total
Total	228	100.0%
Female	133	58.3%
Male	95	41.7%
African American	3	1.3%
Caucasian	143	62.7%
Latino	38	16.7%
Native American	6	2.6%
Pacific Islander	8	3.5%
Other	25	11.0%
8th Grade	19	8.3%
Freshman	27	11.8%
Sophomore	45	19.7%
Junior	84	36.8%
Senior	53	23.2%

Table 8 – Life Launch University Survey Data, Changes Between Before and After Surveys, Grouped by Category, (n=14)

Change in Response	Understanding Emotions & Feelings	Impact of Emotions on Others	Think & Consider	Recognizing Why these Emotions	Influence on Behavior	Ability to be Calm	Controlling Emotions
Disagree	-8.3%	-7.1%	-7.1%	-9.5%	-4.8%	-11.9%	-4.3%
Neutral	-2.4%	4.3%	-4.8%	-7.1%	0.0%	0.0%	-4.3%
Agree	10.7%	2.9%	11.9%	16.7%	4.8%	11.9%	8.6%
Increase to "Strongly Agree"	4.8%	4.3%	4.8%	16.7%	2.4%	26.2%	12.9%

Table 9 – Life Launch University Survey Data, Changes Between Before and After Surveys, School of Life A's, (n=14)

Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	0.0%	-14.3%	0.0%	-7.1%	7.1%	-7.1%	-14.3%
Neutral	0.0%	0.0%	-7.1%	0.0%	-21.4%	-7.1%	-14.3%	7.1%	0.0%
Agree	0.0%	0.0%	7.1%	14.3%	21.4%	14.3%	7.1%	0.0%	14.3%

Cumulative Results

Graduation

Table 8 – Graduation Rates for Seniors 'Not On Track' to Graduate Taking the School of Life Course

School Year	Total	Graduated on Time	Percent
2013-2014	63	52	82.5%
2014-2015	64	60	93.8%
2015-2016	37	30	81.1%
2016-2017	32	30	93.8%
2017-2018	57	53	93.0%
2018-2019	28	23	82.1%
2019-2020	10	8	80.0%
2020-2021	5	2	40.0%
Total	**296**	**258**	**87.2%**

GPA

Table 9 – GPA Rates for All School of Life Participants

School Year	GPA Before	GPA After	Change	Increased	Decreased	No Change
2013-2014	2.31	2.63	13.8%	174	80	11
2014-2015	2.34	2.62	11.9%	276	144	23
2015-2016	2.40	2.59	7.7%	151	90	15
2016-2017	2.55	2.62	3.0%	88	69	11
2017-2018	2.49	2.47	-0.6%	134	146	34
2018-2019	2.48	2.55	2.8%	128	112	36
2019-2020	2.91	2.91	-0.1%	66	54	26
2020-2021	3.27	3.31	1.3%	85	59	52
Total	**2.53**	**2.68**	**5.9%**	**1,102**	**754**	**208**

Table 10 – GPA Rates for At-Risk School of Life Participants (this specific metric has been tracked for the past 3 years)

School Year	GPA Before	GPA After	Change	Increased	Decreased	No Change
2016-2017	1.81	1.97	8.9%	33	22	2
2017-2018	1.68	1.76	4.8%	64	59	4
2018-2019	1.71	1.78	4.0%	40	45	3
2019-2020	1.77	1.83	2.9%	16	12	3
2020-2021	1.66	1.94	16.9%	10	7	2
Total	**1.72**	**1.82**	**5.8%**	**163**	**145**	**14**

Crimson Cliffs High School

Matched Surveys: 11

School Data: Not Reported

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	9.1%	2.3%	11.4%	13.6%	18.2%	4.5%	4.5%	11.4%	2.3%
Neutral	9.1%	15.9%	18.2%	13.6%	11.4%	13.6%	15.9%	15.9%	20.5%
Agree	81.8%	81.8%	70.5%	72.7%	70.5%	81.8%	72.7%	72.7%	77.3%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	6.8%	0.0%	0.0%	9.1%	9.1%	11.4%	0.0%	6.8%	2.3%
Neutral	0.0%	11.4%	4.5%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%
Agree	93.2%	88.6%	95.5%	81.8%	81.8%	88.6%	100.0%	93.2%	97.7%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-2.3%	-2.3%	-11.4%	-4.5%	-9.1%	6.8%	-4.5%	-4.5%	0.0%
Neutral	-9.1%	-4.5%	-13.6%	-4.5%	-2.3%	-13.6%	-15.9%	-15.9%	-20.5%
Agree	11.4%	6.8%	25.0%	9.1%	11.4%	6.8%	20.5%	20.5%	20.5%

Desert Hills High School

Matched Surveys: 55

School Data: 57

Moved: 2 (3.5%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 2/6 (33.3%)

GPA Change: 4.4% average increase

Group	Number	Percent
Increased GPA	24	42.1%
Same GPA	15	26.3%
Decreased GPA	18	31.6%

Group	Number	Percent
Improved Attendance	17	29.8%
Same Attendance	24	42.1%
Worse Attendance	16	28.1%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.6%	1.4%	5.5%	5.0%	4.1%	4.1%	3.2%	4.5%	3.2%
Neutral	4.1%	6.4%	5.5%	5.9%	10.9%	5.0%	6.4%	7.7%	6.4%
Agree	92.3%	92.3%	89.1%	89.1%	85.0%	90.9%	90.5%	87.7%	90.5%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.5%	0.0%	1.8%	0.0%	1.4%	1.4%	0.0%	1.4%	0.9%
Neutral	0.9%	0.9%	3.2%	0.5%	2.3%	1.4%	1.8%	0.0%	1.4%
Agree	98.6%	99.1%	95.0%	99.5%	96.4%	97.3%	98.2%	98.6%	97.7%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-3.2%	-1.4%	-3.6%	-5.0%	-2.7%	-2.7%	-3.2%	-3.2%	-2.3%
Neutral	-3.2%	-5.5%	-2.3%	-5.5%	-8.6%	-3.6%	-4.5%	-7.7%	-5.0%
Agree	6.4%	6.8%	5.9%	10.5%	11.4%	6.4%	7.7%	10.9%	7.3%

Desert Hills Middle School

Matched Surveys: 30

School Data: 33

Moved: 2 (6.1%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 1/1 (100.0%)

GPA Change: -0.1% average decrease

Group	Number	Percent
Increased GPA	10	30.3%
Same GPA	14	42.4%
Decreased GPA	9	27.3%

Group	Number	Percent
Improved Attendance	9	27.3%
Same Attendance	20	60.1%
Worse Attendance	4	12.1%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.5%	0.8%	5.0%	3.3%	10.8%	2.5%	3.3%	5.0%	4.2%
Neutral	1.7%	3.3%	5.8%	7.5%	5.0%	1.7%	5.0%	3.3%	3.3%
Agree	95.8%	95.8%	89.2%	89.2%	84.2%	95.8%	91.7%	91.7%	92.5%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	1.7%	0.8%	5.0%	0.8%	1.7%	3.3%	0.0%
Neutral	0.0%	0.8%	3.3%	3.3%	1.7%	0.0%	2.5%	1.7%	0.8%
Agree	100.0%	99.2%	95.0%	95.8%	93.3%	99.2%	95.8%	95.0%	99.2%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-2.5%	-0.8%	-3.3%	-2.5%	-5.8%	-1.7%	-1.7%	-1.7%	-4.2%
Neutral	-1.7%	-2.5%	-2.5%	-4.2%	-3.3%	-1.7%	-2.5%	-1.7%	-2.5%
Agree	4.2%	3.3%	5.8%	6.7%	9.2%	3.3%	4.2%	3.3%	6.7%

Dixie High School

Matched Surveys: 34

School Data: 48

Moved: 0 (0.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 6/6 (100.0%)

GPA Change: 0.8% average increase

Group	Number	Percent
Increased GPA	28	58.3%
Same GPA	9	18.8%
Decreased GPA	11	22.9%

Group	Number	Percent
Improved Attendance	14	29.2%
Same Attendance	23	47.9%
Worse Attendance	11	22.9%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	5.1%	4.4%	11.0%	9.6%	14.0%	6.6%	4.4%	8.1%	8.8%
Neutral	2.9%	2.9%	6.6%	8.8%	11.8%	4.4%	3.7%	5.1%	11.8%
Agree	91.9%	92.6%	82.4%	81.6%	74.3%	89.0%	91.9%	86.8%	79.4%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.9%	0.7%	3.7%	0.7%	5.1%	0.7%	2.2%	1.5%	2.2%
Neutral	0.0%	3.7%	5.9%	6.6%	5.1%	6.6%	3.7%	7.4%	7.4%
Agree	97.1%	95.6%	90.4%	92.6%	89.7%	92.6%	94.1%	91.2%	90.4%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-2.2%	-3.7%	-7.4%	-8.8%	-8.8%	-5.9%	-2.2%	-6.6%	-6.6%
Neutral	-2.9%	0.7%	-0.7%	-2.2%	-6.6%	2.2%	0.0%	2.2%	-4.4%
Agree	5.1%	2.9%	8.1%	11.0%	15.4%	3.7%	2.2%	4.4%	11.0%

Hurricane High School

Matched Surveys: 38

School Data: 36

Moved: 0 (0.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 0/0

GPA Change: -4.0% average decrease

Group	Number	Percent
Increased GPA	12	33.3%
Same GPA	9	25.0%
Decreased GPA	15	41.7%

Group	Number	Percent
Improved Attendance	4	11.1%
Same Attendance	25	69.4%
Worse Attendance	7	19.4%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	6.6%	5.9%	9.9%	5.9%	7.2%	2.6%	1.3%	6.6%	8.6%
Neutral	3.3%	2.0%	5.9%	7.2%	4.6%	3.9%	2.6%	5.3%	5.3%
Agree	90.1%	92.1%	84.2%	86.8%	88.2%	93.4%	96.1%	88.2%	86.2%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	4.6%	5.3%	3.9%	3.3%	3.9%	3.3%	3.9%	5.9%	5.3%
Neutral	0.0%	0.0%	5.9%	1.3%	0.7%	0.7%	0.7%	2.0%	0.7%
Agree	95.4%	94.7%	90.1%	95.4%	95.4%	96.1%	95.4%	92.1%	94.1%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-2.0%	-0.7%	-5.9%	-2.6%	-3.3%	0.7%	2.6%	-0.7%	-3.3%
Neutral	-3.3%	-2.0%	0.0%	-5.9%	-3.9%	-3.3%	-2.0%	-3.3%	-4.6%
Agree	5.3%	2.6%	5.9%	8.6%	7.2%	2.6%	-0.7%	3.9%	7.9%

Hurricane Middle School

Matched Surveys: 16

School Data: Not Reported

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	0.0%	0.0%	3.1%	0.0%	3.1%	3.1%	0.0%
Neutral	1.6%	1.6%	6.3%	6.3%	6.3%	6.3%	0.0%	7.8%	3.1%
Agree	98.4%	98.4%	93.8%	93.8%	90.6%	93.8%	96.9%	89.1%	96.9%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Neutral	0.0%	0.0%	3.1%	1.6%	0.0%	0.0%	1.6%	0.0%	0.0%
Agree	100.0%	100.0%	95.3%	98.4%	100.0%	100.0%	98.4%	100.0%	100.0%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	1.6%	0.0%	-3.1%	0.0%	-3.1%	-3.1%	0.0%
Neutral	-1.6%	-1.6%	-3.1%	-4.7%	-6.3%	-6.3%	1.6%	-7.8%	-3.1%
Agree	1.6%	1.6%	1.6%	4.7%	9.4%	6.3%	1.6%	10.9%	3.1%

Snow Canyon High School

Matched Surveys: 32

School Data: 32

Moved: 0 (0.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 3/5 (60.0%)

GPA Change: 4.7% average increase

Group	Number	Percent
Increased GPA	13	40.6%
Same GPA	11	34.4%
Decreased GPA	8	25.0%

Group	Number	Percent
Improved Attendance	8	25.0%
Same Attendance	13	40.6%
Worse Attendance	11	34.4%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.3%	0.0%	3.1%	3.1%	7.0%	3.1%	7.0%	2.3%	1.6%
Neutral	1.6%	7.0%	3.9%	11.7%	5.5%	1.6%	4.7%	3.9%	3.1%
Agree	96.1%	93.0%	93.0%	85.2%	87.5%	95.3%	88.3%	93.8%	95.3%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	1.6%	2.3%	1.6%	0.0%	0.8%	0.8%	0.8%
Neutral	1.6%	0.0%	6.3%	0.8%	0.0%	0.0%	0.8%	0.8%	0.0%
Agree	98.4%	100.0%	92.2%	96.9%	98.4%	100.0%	98.4%	98.4%	99.2%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-2.3%	0.0%	-1.6%	-0.8%	-5.5%	-3.1%	-6.3%	-1.6%	-0.8%
Neutral	0.0%	-7.0%	2.3%	-10.9%	-5.5%	-1.6%	-3.9%	-3.1%	-3.1%
Agree	2.3%	7.0%	-0.8%	11.7%	10.9%	4.7%	10.2%	4.7%	3.9%

Water Canyon High School

Matched Surveys: 12

School Data: Not Reported

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	12.5%	0.0%	10.4%	8.3%	10.4%	6.3%	4.2%	16.7%	6.3%
Neutral	4.2%	6.3%	4.2%	12.5%	4.2%	4.2%	0.0%	4.2%	4.2%
Agree	83.3%	93.8%	85.4%	79.2%	85.4%	89.6%	95.8%	79.2%	89.6%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	2.1%	0.0%	2.1%	0.0%	2.1%	0.0%	0.0%
Neutral	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	4.2%	0.0%
Agree	100.0%	100.0%	97.9%	97.9%	97.9%	100.0%	97.9%	95.8%	100.0%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-12.5%	0.0%	-8.3%	-8.3%	-8.3%	-6.3%	-2.1%	-16.7%	-6.3%
Neutral	-4.2%	-6.3%	-4.2%	-10.4%	-4.2%	-4.2%	0.0%	0.0%	-4.2%
Agree	16.7%	6.3%	12.5%	18.8%	12.5%	10.4%	2.1%	16.7%	10.4%