

School of Life Statistical Report 2021-2022

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Overview

The School of Life Foundation report for the 2021-2022 school year consists of data reported to the Foundation from school administrators and surveyed students from 5 schools in the state of Utah from the Washington County School District. Students who participated in the School of Life Tier 2 program took surveys both before and after their participation. The students came from 4 different high schools and 1 middle school.

There were 132 students with both an opening and closing survey, and Administrators provided data on 116 students (Administrator data was provided by just 5 schools which had run the majority of the School of Life sessions). 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.

Continued Impacts of Covid-19 on Data Collection and Results

Covid-19 continued to affect students during the 2021-22 school year. Even though a couple of years have passed since the beginning of the pandemic, many students, teachers, and administrators are still adjusting to school achievement, policies, and procedures related to Covid-19. It is impossible to measure these impacts and how they affect students who complete the School of Life course. With this understanding, we will continue to present our data in the same fashion as we have in years past.

Graduation and Advancement

There were no Seniors that were off-track for graduation that completed the School of Life course during the 2021-22 school year. Seven total students were off-track for grade advancement, with all of them advancing at 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 116 students, including 7 at risk students, 11 students with an IEP, and 33 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 3.192. These same students, after completing School of Life had a combined GPA of 3.189, a negligible 0.1% drop as a group. Overall, 43 of the 116 students (37.1%) increased their GPA after School of Life, while 44 (37.9%) had a drop in GPA. 29 others (25.0%) had no change to their GPA. It should also be noted that 25 students had a 4.0 GPA prior to taking School of Life, and hence had no chance to increase their GPA. Accordingly, of the 91 students with the opportunity to increase their GPA 43 of them (47.3%) improved.

Table 1 – GPA Changes by Student Group

Group	Avg GPA Before School of Life	Avg GPA After School of Life	Change
All students (n=116)	3.192	3.189	-0.1%
Male (n=49)	2.922	2.901	-0.7%
Female (n=61)	3.429	3.455	0.8%
Students with IEP (n=11)	2.803	2.701	-3.6%
Student Leaders (n=33)	3.792	3.786	-0.2%
Non Leader (n=83)	2.951	2.949	-0.7%
At-Risk Students (n=7)	1.057	1.164	10.1%
8 th Grade	3.412	3.198	-6.3%
9 th Grade	3.183	3.218	1.1%
10 th Grade	3.164	3.187	0.7%
11 th Grade	3.124	3.150	0.8%
12 Grade	3.313	3.243	-2.1%

Other School Data

Administrators tracked attendance for 30 school days before beginning School of Life and 30 school days after completion. For the full group, absences increased by 14.6% with tardies increasing 1.8%.

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 132 students who had opening and closing surveys.

As can be seen in table 2, 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 3 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 2 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 3 is similar to table 2, 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 4 shows the same data as table 3, but filtered for at-risk students only. Table 5 shows the distribution of student responses to the most impactful ‘A’ for the School of Life.

Table 2 – 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 3 – 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 4 – 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 5 – Most Impactful ‘A’ from the School of Life Course

Most Impactful “A”	All Students	Percent	At Risk Students	Percent
Appreciate	36	27.3%	0	29.4%
Attitude	27	20.5%	0	35.3%
Aim	20	15.2%	0	5.9%
Always	15	11.4%	0	11.8%
Adapt	13	9.8%	0	0.0%
Action	8	6.1%	0	0.0%
Avoid	7	5.3%	0	5.9%
Associate	4	3.0%	0	5.9%
Assist	1	0.8%	0	5.9%
Align	1	0.8%	0	0.0%

Table 6 – Demographics (Optional Response)

	Students with Matched Surveys	Percent of Total
Total	132	100.0%
Female	73	55.3%
Male	55	41.7%
African American	1	0.8%
Caucasian	76	57.6%
Latino	15	11.4%
Native American	4	3.0%
Pacific Islander	3	2.3%
Other	25	18.9%
8 th Grade	10	7.6%
Freshman	20	15.2%
Sophomore	48	36.4%
Junior	39	29.5%
Senior	15	11.4%

Cumulative Results

Graduation

Table 7 – 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%
2021-2022	0	0	N/A
Total	296	258	87.2%

GPA

Table 8 – GPA Rates for All School of Life Participants (values rounded, but calculations for change % use the unrounded numbers)

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
2021-2022	3.19	3.19	-0.1%	43	44	29
Total	2.57	2.70	5.2%	1,145	798	237

Table 9 – GPA Rates for At-Risk School of Life Participants (this specific metric has been tracked since 2016-17 school year)

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
2021-2022	1.06	1.16	10.1%	3	4	0
Total	1.70	1.81	5.9%	166	149	14

Desert Hills High School

Matched Surveys: 33

School Data: 34

Moved: 0 (0.0%)

Academic Performance

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

GPA Change: 3.7% average increase

Group	Number	Percent
Increased GPA	15	44.1%
Same GPA	9	26.5%
Decreased GPA	10	29.4%

Group	Number	Percent
Improved Attendance	6	30.0%
Same Attendance	5	25.0%
Worse Attendance	9	45.0%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.8%	3.8%	3.8%	5.3%	6.1%	3.0%	3.0%	4.5%	3.0%
Neutral	2.3%	1.5%	4.5%	3.8%	6.8%	1.5%	4.5%	3.8%	2.3%
Agree	93.9%	94.7%	91.7%	90.0%	87.1%	95.5%	92.4%	91.7%	94.7%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	6.1%	6.1%	7.6%	6.1%	8.3%	6.1%	6.8%	6.1%	6.1%
Neutral	0.0%	0.0%	0.8%	0.8%	3.0%	0.0%	0.0%	0.8%	0.0%
Agree	93.9%	93.9%	91.7%	93.2%	88.6%	93.9%	93.2%	93.2%	93.9%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.3%	2.3%	3.8%	0.8%	2.3%	3.0%	3.8%	1.5%	3.0%
Neutral	-2.3%	-1.5%	-3.8%	-3.0%	-3.8%	-1.5%	-4.5%	-3.0%	-2.3%
Agree	0.0%	-0.8%	0.0%	2.3%	1.5%	-1.5%	0.8%	1.5%	-0.8%

Desert Hills Middle School

Matched Surveys: 28

School Data: 25

Moved: 0 (0.0%)

Academic Performance

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

GPA Change: -1.4% average decrease

Group	Number	Percent
Increased GPA	11	44.0%
Same GPA	3	12.0%
Decreased GPA	11	44.0%

Group	Number	Percent
Improved Attendance	6	24.0%
Same Attendance	11	44.0%
Worse Attendance	8	32.0%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	1.8%	2.7%	4.5%	1.8%	6.3%	0.0%	0.0%	5.4%	4.5%
Neutral	2.7%	5.4%	9.8%	11.6%	18.8%	4.5%	3.6%	5.4%	8.9%
Agree	95.5%	92.0%	85.7%	86.6%	75.0%	95.5%	96.4%	89.3%	86.6%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.6%	3.6%	4.5%	3.6%	5.5%	3.6%	3.6%	4.5%	4.5%
Neutral	0.0%	0.0%	2.7%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%
Agree	96.4%	96.4%	92.9%	95.5%	93.8%	96.4%	96.4%	95.5%	95.5%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	1.8%	0.9%	0.0%	1.8%	-0.9%	3.6%	3.6%	-0.9%	0.0%
Neutral	-2.7%	-5.4%	-7.1%	-10.7%	-17.9%	-4.5%	-3.6%	-5.4%	-8.9%
Agree	0.9%	4.5%	7.1%	8.9%	18.8%	0.9%	0.0%	6.3%	8.9%

Hurricane High School

Matched Surveys: 28

School Data: 27

Moved: 1 (3.7%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 3/3 (100.0%)

GPA Change: -2.7% average decrease

Group	Number	Percent
Increased GPA	7	25.9%
Same GPA	8	29.6%
Decreased GPA	12	44.4%

Group	Number	Percent
Improved Attendance	8	47.1%
Same Attendance	0	0.0%
Worse Attendance	9	52.9%

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	4.5%	3.6%	5.4%	6.3%	8.9%	1.8%	8.9%	8.9%	5.4%
Neutral	7.1%	6.3%	4.5%	5.4%	12.5%	9.8%	2.7%	13.4%	11.6%
Agree	88.4%	90.2%	90.2%	88.4%	78.6%	88.4%	88.4%	77.7%	83.0%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.9%	2.7%	1.8%	0.0%	0.9%	0.9%	3.6%	0.9%	0.0%
Neutral	0.0%	0.9%	3.6%	1.8%	2.7%	2.7%	0.9%	2.7%	3.6%
Agree	99.1%	96.4%	94.6%	98.2%	96.4%	96.4%	95.5%	96.4%	96.4%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-3.6%	-0.9%	-3.6%	-6.3%	-8.0%	-0.9%	-5.4%	-8.0%	-5.4%
Neutral	-7.1%	-5.4%	-0.9%	-3.6%	-9.8%	-7.1%	-1.8%	-10.7%	-8.0%
Agree	10.7%	6.3%	4.5%	9.8%	17.9%	8.0%	7.1%	18.8%	13.4%

Snow Canyon High School

Matched Surveys: 30

School Data: 30

Moved: 0 (0.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 3/3 (100.0%)

GPA Change: -1.3% average decrease

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	2.5%	5.0%	4.2%	3.3%	7.5%	5.8%	2.5%	2.5%	2.5%
Neutral	0.8%	2.5%	7.5%	7.5%	2.5%	3.3%	3.3%	1.7%	3.3%
Agree	96.7%	92.5%	88.3%	89.2%	90.0%	90.8%	94.2%	95.8%	94.2%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.8%	0.8%	3.3%	0.8%	0.8%	0.8%	1.7%	1.7%	0.8%
Neutral	0.8%	1.7%	1.7%	0.0%	1.7%	0.0%	0.8%	0.0%	1.7%
Agree	98.3%	97.5%	95.0%	99.2%	97.5%	99.2%	97.5%	98.3%	97.5%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-1.7%	-4.2%	-0.8%	-2.5%	-6.7%	-5.0%	-0.8%	-0.8%	-1.7%
Neutral	0.0%	-0.8%	-5.8%	-7.5%	-0.8%	-3.3%	-2.5%	-1.7%	-1.7%
Agree	1.7%	5.0%	6.7%	10.0%	7.5%	8.3%	3.3%	2.5%	3.3%

Water Canyon High School

Matched Surveys: 13

School Data: Not Reported

Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	7.7%	7.7%	1.9%	19.2%	21.2%	7.7%	15.4%	7.7%	13.5%
Neutral	3.8%	13.5%	19.2%	11.5%	15.4%	13.5%	7.7%	13.5%	11.5%
Agree	88.5%	78.8%	78.8%	69.2%	63.5%	78.8%	76.9%	78.8%	75.0%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	0.0%	0.0%	0.0%	1.9%	1.9%	3.8%	0.0%	1.9%
Neutral	0.0%	0.0%	1.9%	0.0%	1.9%	0.0%	0.0%	0.0%	0.0%
Agree	100.0%	100.0%	98.1%	100.0%	96.2%	98.1%	96.2%	100.0%	98.1%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-7.7%	-7.7%	-1.9%	-19.2%	-19.2%	-5.8%	-11.5%	-7.7%	-11.5%
Neutral	-3.8%	-13.5%	-17.3%	-11.5%	-13.5%	-13.5%	-7.7%	-13.5%	-11.5%
Agree	11.5%	21.2%	19.2%	30.8%	32.7%	19.2%	19.2%	21.2%	23.1%