

# School of Life Statistical Report 2015-2016

By John Baggaley

## Overview

The School of Life Foundation report for the 2015-2016 school year consists of data reported to the Foundation from school administrators from 13 schools in Utah. In addition to the school data, students who participated in the School of Life program took surveys both before and after their participation. The students consisted mainly of high school age, but there was one intermediate school and two elementary schools which also participated.

There were 435 students who took the opening survey for high and intermediate schools, with 245 completing the closing survey, and 226 matching their opening survey. While there are various reasons for which the closing number is smaller than the opening number, the main analysis of this paper will focus on those who completed the School of Life course. School administrators reported back data on 273 students from this group, although 27 moved from the school boundaries during the year and 4 others dropped out of school completely.

For the Elementary schools our process was adjusted from that of the secondary schools as both students and their teachers participated in both the opening and closing surveys. These surveys were also written in a different format to be age appropriate and geared to gather information relevant to the elementary level curriculum. 33 students completed the opening survey with 27 completing the closing survey, while the teachers had 26 responses for both the opening and closing surveys.

The analysis will begin with the secondary school results, followed by the elementary school results.

## Graduation / Grade Advancement

This section will draw from the 273 students on which administrators reported end of school year data to the School of Life Foundation. The final outcomes are listed in table 1. One of the great results is that 86.8% of this group either graduated or advanced their grade on time. If the students whose outcome is unknown are removed from the group then 237 out of 246 students advanced or graduated (96.3%).

Table 1 – End of Year Results

Result	Count	Percent
Graduated	76	27.8%
Advanced Grade	161	59.0%
Did Not Advance Grade	5	1.8%
Dropped Out	4	1.5%
Moved / Transferred	27	9.9%

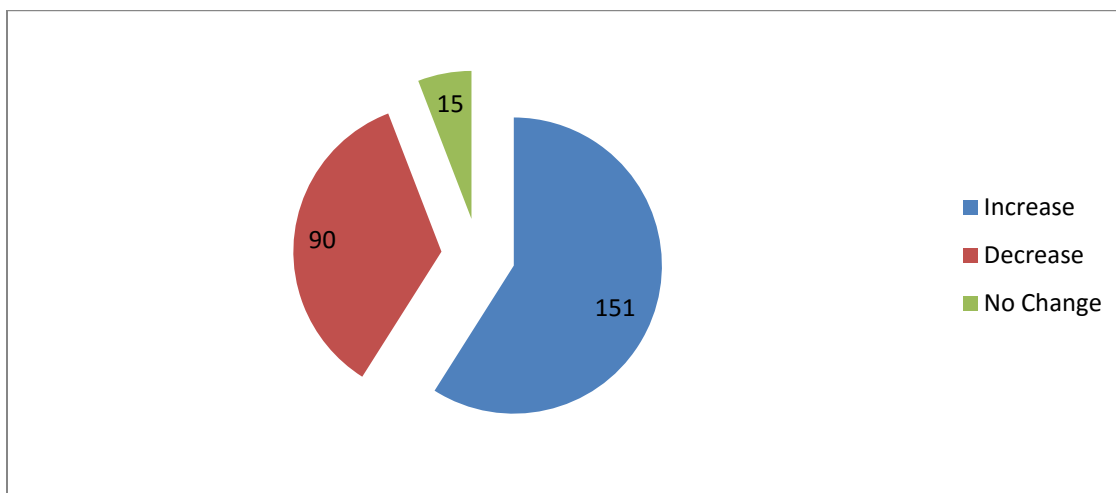
A sub-group of particular interest is those who had fallen behind and were not projected to advance their grade level or graduate prior to taking the School of Life course. For this school year, there were 111 such students, as reported by their administrators. The results from this sub-group are also quite compelling. There were 19 (17.1%) who moved or transferred before the end of the school year. Of the remaining 92 students in this category, 85 (76.6% of the full 111, or 92.4% of those on whom we have their end of year result data) graduated or advanced their grade level on time.

41 Seniors, in particular, were not on pace to graduate with their class. Of these, 4 moved or transferred. From the remaining 37 there were 30 graduates (81.1%) with 2 dropping out of school completely (5.4%) and 5 others unable to graduate on time (13.5%), although they did not drop out.

## 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 256 students.

Figure 1 – GPA Changes



Among the 59% of students who improved their GPA, the average increase was from 2.158 to 2.762, a 28% jump. In contrast, the average GPA fell from 2.557 to 2.067 (19.2% drop) for the 35% of students for whom administrators reported a lower GPA. 6% of the students saw no change in their GPA with the average remaining at 3.977. Taking all students into consideration, the average GPA increased 7.7% from 2.405 to 2.589, and the median GPA increased 8% from 2.420 to 2.613.

## Character

The main focus of the opening and closing surveys 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 12 different areas. In most cases there are 4 categorical choices presented which are ranked from the lowest quality answer to the highest. In the case of Goals, only two choices are given, and the questions regarding graduation and furthering education have three choices presented. 90.7% of students showed an increase in at least 1 area, with 3 being the median number of areas with an increase, and a maximum of 10 areas. 38.5% of students had no areas with a decrease, the median was 1 area with a decrease, and the maximum was 7 areas.

Taken as a whole, the 226 students evaluated had a total of 749 increases, for an average of 3.3 per student, compared to 298 decreases, and average of 1.3 per student. The areas with the most increases were happiness (150 increases), facing challenges optimistically (91), planning (82), and rising above peer pressure (76).

Figure 2 – Most Impactful 'A'

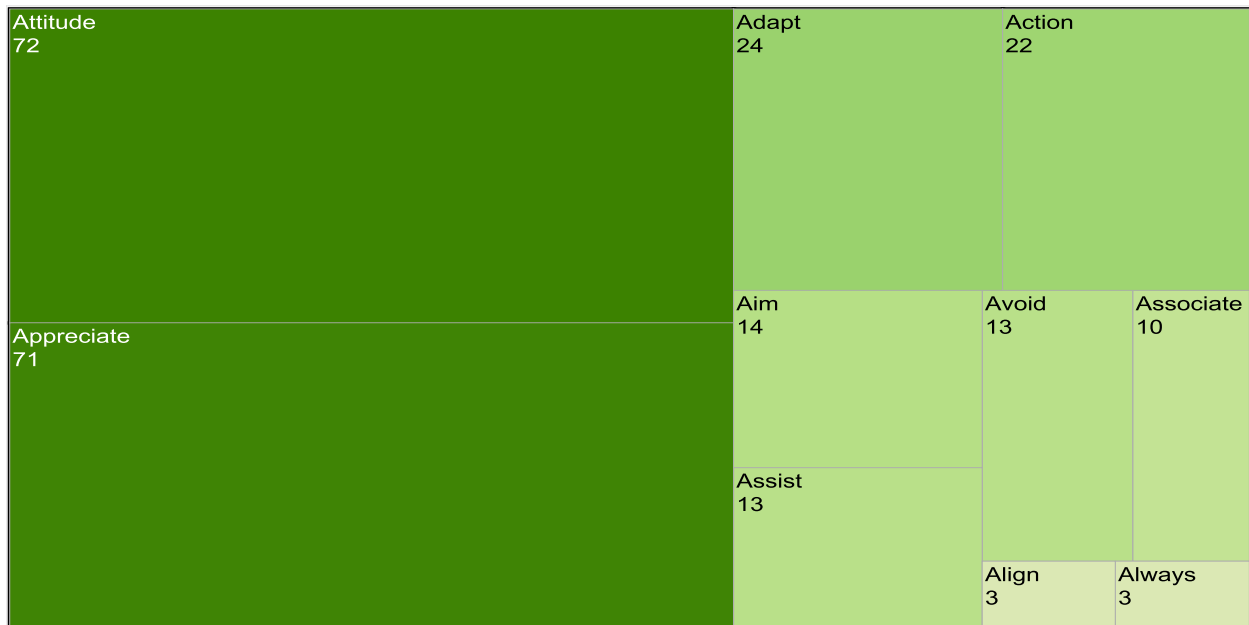


Figure 3 – Top Category Change for Character Attributes

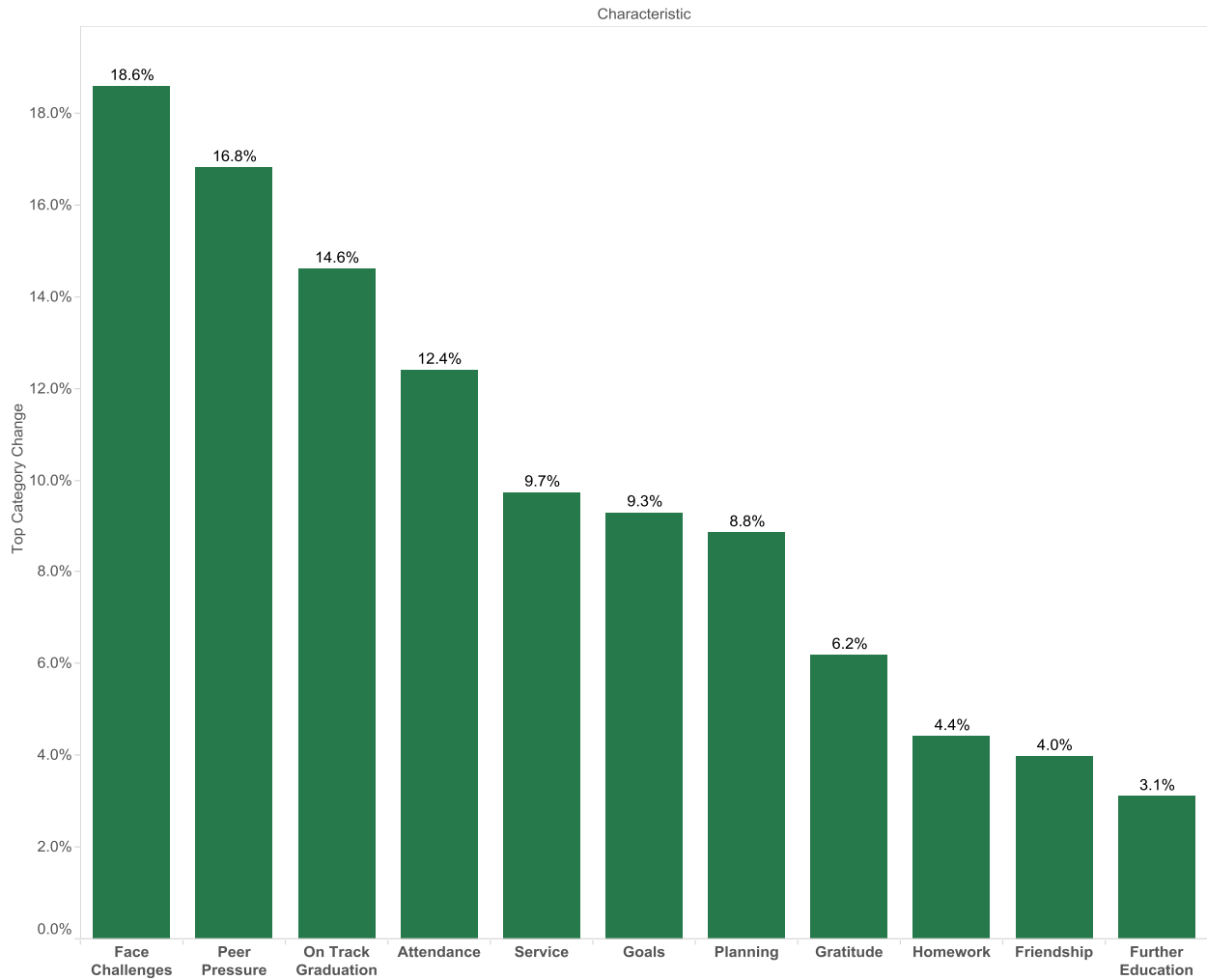


Table 2 – Top Category Change by Demographic

Area	Total Change	Caucasian	Minority
<b>Gratitude</b>	6.2%	1.6%	11.5%
<b>Service</b>	9.7%	13.1%	5.8%
<b>Friendship</b>	4.0%	7.4%	0.0%
<b>Planning</b>	8.8%	9.8%	7.7%
<b>Goals</b>	9.3%	9.0%	9.6%
<b>Homework</b>	4.4%	9.0%	-1.0%
<b>Attendance</b>	12.4%	11.5%	13.5%
<b>Peer Pressure</b>	16.8%	12.3%	22.1%
<b>Face Challenges</b>	18.6%	18.9%	18.3%
<b>On Track Graduation</b>	14.6%	11.5%	18.3%
<b>Further Education</b>	3.1%	3.3%	2.9%

## Demographics

The participation of students in collecting demographic information is voluntary and completed by the students. Table 4 shows the demographic breakdowns of students who participated in the opening and closing surveys. The numbers for the opening survey include students who took the survey, without actually participating in the course.

Table 3 – Demographics

	Opening Survey Taken	Closing Survey Taken	Percent of Opening	Percent of School of Life Participants
<b>Total</b>	435	245	56.3%	--
<b>Female</b>	181	108	59.7%	44.4%
<b>Male</b>	249	135	54.2%	55.5%
<b>African American</b>	11	2	18.2%	0.9%
<b>Caucasian</b>	238	133	55.9%	59.1%
<b>Latino</b>	80	39	48.8%	17.3%
<b>Native American</b>	23	16	69.6%	7.1%
<b>Pacific Islander</b>	16	13	81.3%	5.8%
<b>Other</b>	41	22	53.7%	9.8%
<b>6<sup>th</sup> Grade</b>	3	3	100.0%	1.2%
<b>7<sup>th</sup> Grade</b>	32	21	65.6%	8.6%
<b>Freshman</b>	21	16	76.2%	6.5%
<b>Sophomore</b>	116	63	54.3%	25.7%
<b>Junior</b>	130	64	49.2%	26.1%
<b>Senior</b>	133	78	58.6%	31.8%

## Elementary Pilot Results

This year the School of Life Foundation also conducted classes in two Elementary Schools, Sandstone and Red Mountain, in the St George, Utah area. The data for this section consists of three different evaluations of the students who took the School of Life course. First, administrators provided report card grades and citizenship grades for the students from before taking the course, as well as after. Another item reported by the administrators was the number of times a student was referred to the office for behavioral issues. Next, the students themselves took before and after surveys which spanned 9 different character and scholastic topics. Last, the teachers of these students also took before and after surveys for each of the

students who participated, to give a feel for the changes that they observed directly with these students in the classroom.

## Grades, Citizenship, Behavior

Administrators reported data on 29 elementary school students participating in the School of Life course. As a group, the average grade before taking the School of Life for these students was 2.578 on a scale from 0 to 4. This improved to 2.719, a 5.5% increase. Citizenship grades improved from 2.565 to 2.933, a 14.4% jump, while office visits dropped from 1.31 per student to 0.55 per student, a 57.9% decrease!

Table 4 – Elementary School Results for Grades, Citizenship, and Behavior

Result	Grades	Citizenship	Behavior Issues
Improved	11 (37.9%)	19 (65.5%)	13 (44.8%)
Stayed the Same	16 (55.2%)	8 (27.6%)	14 (48.3%)
Worsened	2 (6.9%)	2 (6.9%)	2 (6.9%)

## Student Evaluation

There were 33 students who took the opening survey and 27 who completed the closing survey. From those groups, 26 students' opening and closing surveys were able to be matched. The students self-evaluated on 9 different character and school related topics. Of these students, 24 (92.3%) reported an increase in at least 1 of the 9 areas, with the mean increase of 3.23 areas and a median of 3 areas. Likewise, 21 (80.8%) students reported a decrease in at least 1 area, with a mean of 1.85 and median of 2. Overall 84 increases were reported against 48 decreases.

Table 5 – Elementary School Student Self-Evaluations

Attribute	Improved	Worsened	No Change
Happiness	9	2	15
Gratitude	6	3	17
Service	10	4	12

<b>Attitude</b>	19	3	4
<b>Kindness</b>	11	5	10
<b>Respect</b>	6	7	13
<b>Homework</b>	10	10	6
<b>School Attendance</b>	5	7	14
<b>Like Being at School</b>	8	7	11

## Teacher Evaluation

Teachers gave opening and closing surveys on 26 students in both cases, but only 19 were able to be matched. For these 19 students, the teachers gave responses on 10 different topics, including the level of concern they had about each student. The teachers also gave their opinion on whether or not the School of Life course benefitted the student. The teachers' opinions showed that 18 (94.7%) students improved in at least one area, with a mean of 5.47 areas and a median of 6 areas. Teacher ratings showed that just 10 (52.6%) students dropped in at least one area, with a mean of 1.74 and a median of 1.

For the matched surveys, teachers either Strongly Agreed (2) or Agreed (11) for 68.4% of the students that the School of Life had been beneficial for the particular student, while they Disagreed (1) or Strongly Disagreed (0) in only 1 case (5.3%). The other 5 (26.3%) were rated as Neutral.

Table 6 – Elementary School Student Teacher-Evaluations

<b>Attribute</b>	<b>Improved</b>	<b>Worsened</b>	<b>No Change</b>
<b>Happiness</b>	10	2	7
<b>Gratitude</b>	9	4	6
<b>Service</b>	7	0	12
<b>Attitude</b>	14	3	2
<b>Kindness</b>	9	4	6
<b>Respect</b>	11	4	4
<b>Homework</b>	10	4	5
<b>School Attendance</b>	8	3	8
<b>Like Being at School</b>	15	4	0
<b>Concerned About Student</b>	11	5	3

# Three Year 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%
<b>Total</b>	<b>164</b>	<b>142</b>	<b>86.6%</b>

## Advancement

Table 8 – Advancement Rates for Non-Seniors ‘Not On Track’ to Advance Grade Level Taking the School of Life Course

School Year	Total	Advanced Grade	Percent
2014-2015	56	51	91.1%
2015-2016	55	55	100.0%
<b>Total</b>	<b>111</b>	<b>106</b>	<b>95.5%</b>

## GPA

Table 9 – GPA Rates for 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
<b>Total</b>	<b>2.35</b>	<b>2.62</b>	<b>11.3%</b>	<b>601</b>	<b>314</b>	<b>49</b>



For any questions regarding the data in this report or the methodologies used, please contact John Baggaley at [john.d.baggaley@gmail.com](mailto:john.d.baggaley@gmail.com) or 435-817-0294.

John Baggaley – Data Scientist, Neustar, Orem UT; Chief Research Analyst, School of Life Foundation, St. George UT  
University of Utah – MSTAT Econometrics (Dec 2016), BS Economics (2012), BS Mathematics, Statistics Emphasis (2005)

# Canyon View High School

Closing Surveys: 29

Matched Surveys: 29 (100.0%)

## Academic Performance

Graduated / Off-Track (Percent): 3/3 (100%)

GPA Change: 4.38% Increase

Group	Percent
Increased GPA	55.6%
Same GPA	0.0%
Decreased GPA	44.4%

## Character Improvement

Increases	Number	Percent
At Least 1 Category	26	89.7%
At Least 3 Categories	17	58.6%
At Least 5 Categories	7	24.1%

## Cedar High School

Closing Surveys: 15

Matched Surveys: 13 (86.7%)

### Academic Performance

Graduated / Off-Track (Percent): 2/3 (66.7%)

Advanced Grade / Off-Track (Percent): 5/5 (100%)

GPA Change: 21.10% Increase

Group	Percent
Increased GPA	72.7%
Same GPA	0.0%
Decreased GPA	27.3%

### Character Improvement

Increases	Number	Percent
At Least 1 Category	13	100%
At Least 3 Categories	9	69.2%
At Least 5 Categories	3	23.1%

## Desert Hills High School

Closing Surveys: 43

Matched Surveys: 42 (97.7%)

### Academic Performance

Graduated / Off-Track (Percent): 8/9 (88.9%)

Advanced Grade / Off-Track (Percent): 21/21 (100%)

GPA Change: 7.15% Decrease

Group	Percent
Increased GPA	37.3%
Same GPA	3.9%
Decreased GPA	58.8%

### Character Improvement

Increases	Number	Percent
At Least 1 Category	39	92.9%
At Least 3 Categories	31	73.8%
At Least 5 Categories	13	31.0%

## Dixie High School

Closing Surveys: 33

Matched Surveys: 31 (93.9%)

### Academic Performance

Graduated / Off-Track (Percent): 3/3 (100%)

Advanced Grade / Off-Track (Percent): 9/9 (100%)

GPA Change: 9.9% Increase

Group	Percent
Increased GPA	72.5%
Same GPA	0.0%
Decreased GPA	27.5%

### Character Improvement

Increases	Number	Percent
At Least 1 Category	28	90.3%
At Least 3 Categories	21	67.7%
At Least 5 Categories	11	35.5%

# Hurricane High School

Closing Surveys: 21

Matched Surveys: 21 (100%)

## Academic Performance

Graduated / Off-Track (Percent): 0/4 (0.0%)

Advanced Grade / Off-Track (Percent): 2/2 (100%)

GPA Change: 4.4% Decrease

Group	Percent
Increased GPA	45.0%
Same GPA	5.0%
Decreased GPA	50.0%

## Character Improvement

Increases	Number	Percent
At Least 1 Category	19	90.5%
At Least 3 Categories	10	47.6%
At Least 5 Categories	3	14.3%

# Northridge High School

Closing Surveys: 27

Matched Surveys: 26 (96.3%)

## Academic Performance

Graduated / Off-Track (Percent): 10/10 (100%)

Advanced Grade / Off-Track (Percent): 6/6 (100%)

GPA Change: 42.2% Increase

Group	Percent
Increased GPA	63.0%
Same GPA	18.5%
Decreased GPA	18.5%

## Character Improvement

Increases	Number	Percent
At Least 1 Category	25	96.2%
At Least 3 Categories	19	73.1%
At Least 5 Categories	8	30.8%

## Pine View High School

Closing Surveys: 25

Matched Surveys: 16 (64.0%)

### Academic Performance

Graduated / Off-Track (Percent): 0/1 (0.0%)

Advanced Grade / Off-Track (Percent): 6/6 (100%)

GPA Change: 18.0% Increase

Group	Percent
Increased GPA	63.0%
Same GPA	0.0%
Decreased GPA	37.0%

### Character Improvement

Increases	Number	Percent
At Least 1 Category	14	87.5%
At Least 3 Categories	13	81.3%
At Least 5 Categories	5	31.3%



# Snow Canyon High School

Closing Surveys: 19

Matched Surveys: 19 (100%)

## Academic Performance

Graduated / Off-Track (Percent): 0/0 (0.0%)

Advanced Grade / Off-Track (Percent): 0/0 (0.0%)

GPA Change: 2.8% Increase

Group	Percent
Increased GPA	47.4%
Same GPA	5.3%
Decreased GPA	47.4%

## Character Improvement

Increases	Number	Percent
At Least 1 Category	17	89.5%
At Least 3 Categories	10	52.6%
At Least 5 Categories	8	42.1%

## Water Canyon School

Closing Surveys: 9

Matched Surveys: 6 (66.7%)

### Academic Performance

Graduated / Off-Track (Percent): 0/0 (0.0%)

Advanced Grade / Off-Track (Percent): 3/3 (100%)

GPA Change: 9.2% Increase

Group	Percent
Increased GPA	77.8%
Same GPA	11.1%
Decreased GPA	11.1%

### Character Improvement

Increases	Number	Percent
At Least 1 Category	4	66.7%
At Least 3 Categories	1	16.7%
At Least 5 Categories	1	16.7%

## Lava Ridge Intermediate School

Closing Surveys: 24

Matched Surveys: 23 (95.8%)

### Academic Performance

Advanced Grade / Off-Track (Percent): 0/0 (0.0%)

GPA Change: 6.1% Increase

Group	Percent
Increased GPA	54.5%
Same GPA	40.9%
Decreased GPA	4.5%

### Character Improvement

Increases	Number	Percent
At Least 1 Category	21	91.3%
At Least 3 Categories	11	47.8%
At Least 5 Categories	4	17.4%

## Red Mountain Elementary School

Student Closing Surveys: 13

Student Matched Surveys: 13 (100%)

Teacher Closing Surveys: 12

Teacher Matched Surveys: 8 (66.7%)

### Academic Performance

Grade Change: 6.6% Increase

Citizenship Change: 22.5% Increase

Office Referrals / Pink Slips: 67.9% Decrease

### Character Improvement (Student Survey)

Increases	Number	Percent
At Least 1 Category	13	100%
At Least 3 Categories	8	61.5%
At Least 5 Categories	4	30.8%

### Character Improvement (Teacher Survey)

Increases	Number	Percent
At Least 1 Category	7	87.5%
At Least 3 Categories	6	75.0%
At Least 5 Categories	4	50.0%

## Sandstone Elementary School

Student Closing Surveys: 14

Student Matched Surveys: 13 (92.9%)

Teacher Closing Surveys: 12

Teacher Matched Surveys: 11 (91.7%)

### Academic Performance

Grade Change: 4.5% Increase

Citizenship Change: 8.0% Increase

Office Referrals / Pink Slips: 30.0% Decrease

### Character Improvement (Student Survey)

Increases	Number	Percent
At Least 1 Category	11	84.6%
At Least 3 Categories	8	61.5%
At Least 5 Categories	4	30.8%

### Character Improvement (Teacher Survey)

Increases	Number	Percent
At Least 1 Category	11	100%
At Least 3 Categories	11	100%
At Least 5 Categories	9	81.8%