

School of Life Statistical Report 2017-2018

John Baggaley

Overview

The School of Life Foundation report for the 2017-2018 school year consists of data reported to the Foundation from school administrators from 12 schools in the state of Utah across Davis, Salt Lake, Utah, and Washington counties. 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 came from 8 different high schools, 3 junior high schools, and 1 middle school.

There were 351 students with both an opening and closing survey which were able to be matched together. In addition to this, there were 15 students who completed a pilot opening and closing survey, totaling 366 students. Administrators were able to report back on 352 of these students, while giving GPA, attendance, and advancement data on 333 of them, as administrators are unable to provide complete data on students who move or transfer during the school year. 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, attendance, 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 2017-18 school year, 139 such students completed the School of Life. This report will focus chiefly on the data gathered for those at risk students.

Graduation / Grade Advancement

This section will draw from the 134 students who were at risk of not advancing to the next grade level or graduating. The term "at risk" is used generally to mean students who do not have the credits necessary to be on pace to advance to the next grade level at the end of the school year, or, in the case of seniors, are short the necessary credits to be on pace for graduation at the end of the school year. Out of these students, 14 moved or transferred schools during the year. In these cases, their final result is unknown, and administrators are

unable to give full data. The data presented, therefore, omits these cases and focuses solely on the 120 students for whom there is complete data.

Table 1 – End of Year Results – At Risk Students

Result	Count	Percent
Graduated	52	43.3%
Advanced Grade	63	52.5%
Did Not Advance Grade	3	2.5%
Dropped Out	2	1.7%

As can be seen in Table 1, 95.8% of at risk students who completed School of Life either graduated or advanced to the next grade on time. Just 2 students (1.7%) dropped out of school completely, while 3 students remained in school, although they did not secure enough credits to advance to the following grade level.

Specifically analyzing results with seniors, 52 graduated (92.9%), with 1 dropping out, and 3 remaining in school, but did not gain enough credits to graduate on time.

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 333 students, including 120 at risk students. The following analysis is based on the at risk students.

The average GPA for at risk students prior to taking School of Life was 1.71. These same students, after completing the School of Life, had a 1.81 GPA as a group, an improvement of 5.5%. 62 students improved their GPA (51.7%), with 54 having a drop in GPA (45.0%), and the other 4 students had no change in GPA (3.3%).

Further analysis on the group of at risk students showed that 74 of the 120 students (61.7%) had a GPA below 2.0 prior to taking School of Life. From this sub-group, 43 students (58.1%) increased their GPA, while 28 students (37.8%) had a drop in GPA, with the other 3 having their GPA remain the same. The sub-group GPA average prior to School of Life was 1.12, and their average after School of Life was 1.36, a raw improvement of 0.24 to the GPA, an increase of 21.8%. The conclusion from this is that those who were struggling the most scholastically, benefitted the most from School of Life.

Attendance

Attendance data were also collected by school administrators on 251 students, including 79 at risk students. These numbers are lower than the GPA numbers because of the timing of when the School of Life course was offered during the school year. Student attendance, both absences and tardies, were counted for 30 school days prior to taking School of Life, and 30 school days after completing School of Life, and the values compared for each student. Students who completed School of Life any time after April 1, 2018 were omitted from attendance data. The main reason for this is that schools often have more activities in the final weeks of the school year which take students out of the classroom.

For the 79 at risk students, the 30 days prior to School of Life there were an average of 9.27 absences and 4.70 tardies. These value rose to 9.88 and 5.33 respectively in the 30 days after taking School of Life. 29 students (36.7%) saw improved attendance, 15 (19.0%) had no change, and 35 students (44.3%) had worse attendance.

Individual school data on attendance varied greatly. There seemed to be two main contributing factors to this variation – class composition and student grade.

- 1) Class composition. The School of Life course ideally mixes at-risk students, other Tier 2 students not deemed off track, and some “student leaders”. The reasons for this mixture are many, but are not the focus of this report. However, schools which had classes placing high performing students with at-risk students. Of the 7 high schools reporting attendance data and class composition, 4 schools had close to the ideal student mixture, and 3 did not. The 3 schools with a poor mixture saw absences increase by 53.5%, while the 4 schools with a good mixture of students had absences reduced by 13.1%. The number of at-risk students in middle school grades was too low to effectively measure the class compositions in those schools.
- 2) Student Grade. Middle school (grades 6-8) students had results that were substantially better than high school (grades 9-12) when looking at attendance data.

Grade	Attendance Change
6 th	55.6%
7 th	44.3%
8 th	38.7%
9 th	-34.8%
10 th	-2.0%
11 th	5.2%
12 th	-15.2%

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. The analysis in this section will include all students who completed the School of Life, but will also focus heavily on the at risk students. As part of taking the surveys, students also rated their general level of happiness. These scores were then categorized into 5 different levels.

There were a total of 351 opening and closing surveys matched. 297 of these students (84.6%) showed an increase in at least 1 area with an average of 2.5 areas with improvement. At the same time, 132 (37.6%) had no areas with a decrease, and the average was 1.2 areas with a decrease.

Among the students who were at risk, 118 opening and closing surveys were matched. 108 of these students (91.5%) had an increase in at least 1 area, with an average of 3.1 areas with an increase. 33 students (30.6%) had no areas with a decrease, and the average was 1.4 areas with a decrease.

Table 2 – Most Impactful 'A' from the School of Life Course

Favorite "A"	All Students	Percent	At Risk Students	Percent
Attitude	113	32.2%	37	31.4%
Appreciate	76	21.7%	29	24.6%
Always	37	10.5%	16	13.6%
Action	33	9.4%	9	7.6%
Aim	30	8.5%	7	5.9%
Adapt	25	7.1%	11	9.3%
Assist	20	5.7%	5	4.2%
Avoid	8	2.3%	1	0.8%
Associate	6	1.7%	2	1.7%
Align	3	0.9%	1	0.8%

Analysis was also performed based on student responses to demographic groups. 348 out of the 351 matched students voluntarily gave gender information and 335 out of 351 voluntarily gave demographic information. In some cases, the student response was different in the

opening and closing surveys. The closing survey response was used for the demographic breakdowns used in the analysis.

Table 3 – Percent of Responses in Top Category – All Students (n=351) and At Risk Students (n=118)

Area	Percent Before School of Life	Percent After School of Life	Change	At Risk % Before School of Life	At Risk % After School of Life	At Risk Change
Happiness	43.0%	67.5%	24.5%	26.3%	61.9%	35.6%
Gratitude	90.9%	92.3%	1.4%	93.2%	91.5%	-1.7%
Service	51.3%	62.4%	11.1%	50.0%	60.2%	10.2%
Friendship	33.6%	37.0%	3.4%	19.5%	26.3%	6.8%
Planning	23.9%	32.8%	8.9%	18.6%	31.4%	12.8%
Goals	88.6%	94.9%	6.3%	86.4%	92.4%	6.0%
Homework	21.1%	27.1%	6.0%	4.2%	10.2%	6.0%
Attendance	62.7%	70.9%	8.2%	34.7%	55.9%	21.2%
Peer Pressure	45.3%	49.0%	3.7%	33.9%	32.2%	-1.7%
Face Challenges	25.9%	38.5%	12.6%	23.7%	29.7%	6.0%
On Track Graduation	68.7%	81.5%	12.8%	36.4%	60.2%	23.8%
Further Education	88.0%	90.6%	2.6%	78.0%	82.2%	4.2%

Table 4 – Top Category Change by Demographics

Area	Caucasian (n=200)	Minority (n=135)	Female (n=172)	Male (n=176)	Total Change (n=351)
Happiness	20.0%	31.9%	22.7%	26.7%	24.5%
Gratitude	0.0%	2.2%	0.6%	1.7%	1.4%
Service	17.5%	4.4%	9.3%	13.6%	11.1%
Friendship	4.0%	2.2%	-1.2%	8.0%	3.4%
Planning	6.5%	13.3%	5.8%	11.9%	8.9%
Goals	7.5%	3.0%	3.5%	9.1%	6.3%
Homework	5.0%	6.7%	6.4%	5.7%	6.0%
Attendance	6.5%	11.1%	7.0%	9.1%	8.2%
Peer Pressure	3.5%	4.4%	7.6%	0.0%	3.7%
Face Challenges	10.0%	14.8%	16.9%	9.1%	12.6%
On Track Graduation	8.5%	18.5%	11.6%	13.6%	12.8%
Further Education	2.0%	2.2%	2.9%	2.3%	2.6%

Full Demographics

Table 5 – Survey Demographics

	Opening Survey Taken	Closing Survey Taken	Percent of Opening	Percent of Respondents
Total	592	395	66.7%	
Female	268	195	72.8%	49.9%
Male	315	196	62.2%	50.1%
African American	37	20	54.1%	5.2%
Caucasian	324	233	71.9%	60.5%
Latino	101	66	65.3%	17.1%
Native American	7	6	85.7%	1.6%
Pacific Islander	13	9	69.2%	2.3%
Other	78	51	65.4%	13.2%
6th Grade	3	3	100.0%	0.8%
7th Grade	35	21	60.0%	5.3%
8th Grade	47	31	66.0%	7.8%
Freshman	166	123	74.1%	31.1%
Sophomore	69	44	63.8%	11.1%
Junior	140	78	55.7%	19.7%
Senior	132	95	72.0%	24.1%

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	56	52	92.9%
Total	252	224	88.9%

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%
2016-2017	22	20	90.9%
2017-2018	64	63	98.4%
Total	197	189	95.9%

Cottonwood High School

Closing Surveys: 15

GPA Data: 14 (93.3%)

Moved: 1 (6.7%)

Matched Surveys: 13 (86.7%)

Academic Performance

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

GPA Change:

Group	Number	Percent
Increased GPA	7	50.0%
Same GPA	3	21.4%
Decreased GPA	4	28.6%

Group	Number	Percent
Improved Attendance	3	42.9%
Same Attendance	2	28.6%
Worse Attendance	2	28.6%

Character Improvement

Increases	Number	Percent
At Least 1 Category	11	84.6%
At Least 3 Categories	3	23.1%
At Least 5 Categories	0	0.0%

Desert Hills High School

Closing Surveys: 47

GPA Data: 43 (91.5%)

Moved: 3 (6.4%)

Matched Surveys: 46 (97.9%) – 31 traditional, 15 pilot

Academic Performance

Graduated – Advanced / Off-Track (percent): 15/15 (100.0%)

GPA Change:

Group	Number	Percent
Increased GPA	19	44.2%
Same GPA	6	14.0%
Decreased GPA	18	41.9%

Group	Number	Percent
Improved Attendance	9	31.2%
Same Attendance	12	42.9%
Worse Attendance	7	25.0%

Character Improvement (out of 31)

Increases	Number	Percent
At Least 1 Category	29	93.5%
At Least 3 Categories	18	58.1%
At Least 5 Categories	6	19.4%

Dixie High School

Closing Surveys: 22

GPA Data: 19 (86.4%)

Matched Surveys: 22 (100.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): No information provided

GPA Change:

Group	Number	Percent
Increased GPA	8	42.1%
Same GPA	2	10.5%
Decreased GPA	9	47.4%

Group	Number	Percent
Improved Attendance	7	38.9%
Same Attendance	4	22.2%
Worse Attendance	7	38.9%

Character Improvement

Increases	Number	Percent
At Least 1 Category	21	95.5%
At Least 3 Categories	9	40.9%
At Least 5 Categories	4	18.2%

Hillcrest High School

Closing Surveys: 35

GPA Data: 33 (94.3%)

Moved: 1 (2.9%)

Matched Surveys: 31 (88.6%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 32/32 (100.0%)

GPA Change:

Group	Number	Percent
Increased GPA	14	42.4%
Same GPA	0	0.0%
Decreased GPA	19	57.6%

Group	Number	Percent
Improved Attendance	3	15.8%
Same Attendance	1	5.3%
Worse Attendance	15	78.9%

Character Improvement

Increases	Number	Percent
At Least 1 Category	25	80.6%
At Least 3 Categories	19	61.3%
At Least 5 Categories	5	16.1%

Hurricane High School

Closing Surveys: 40

GPA Data: 37 (92.5%)

Moved: 1 (2.5%)

Matched Surveys: 38 (95.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 17/17 (100.0%)

GPA Change:

Group	Number	Percent
Increased GPA	15	40.5%
Same GPA	6	16.2%
Decreased GPA	16	43.2%

Group	Number	Percent
Improved Attendance	10	40.0%
Same Attendance	5	20.0%
Worse Attendance	10	40.0%

Character Improvement

Increases	Number	Percent
At Least 1 Category	32	84.2%
At Least 3 Categories	16	42.1%
At Least 5 Categories	10	26.3%

Lakeridge Junior High School

Closing Surveys: 20

GPA Data: 14 (70.0%) – Full amount for valid school IDs. The other 6 surveys were matched using alternate methods

Matched Surveys: 20 (100.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 2/2 (100.0%)

GPA Change:

Group	Number	Percent
Increased GPA	5	35.7%
Same GPA	2	21.4%
Decreased GPA	7	50.0%

Group	Number	Percent
Improved Attendance	6	42.9%
Same Attendance	0	0.0%
Worse Attendance	8	57.1%

Character Improvement

Increases	Number	Percent
At Least 1 Category	19	95.0%
At Least 3 Categories	11	55.0%
At Least 5 Categories	4	20.0%

Mountain Ridge Junior High School

Closing Surveys: 45

GPA Data: 44 (97.8%) - Full amount for valid school IDs. The other survey was matched using alternate methods

Matched Surveys: 45 (100.0%)

Academic Performance

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

GPA Change:

Group	Number	Percent
Increased GPA	12	27.3%
Same GPA	12	27.3%
Decreased GPA	20	45.5%

Group	Number	Percent
Improved Attendance	19	43.2%
Same Attendance	6	13.6%
Worse Attendance	19	43.2%

Character Improvement

Increases	Number	Percent
At Least 1 Category	33	73.3%
At Least 3 Categories	14	31.1%
At Least 5 Categories	2	4.4%

Northridge High School

Closing Surveys: 37

GPA Data: 31 (83.8%)

Moved: 6 (16.2%)

Matched Surveys: 36 (97.3%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 22/22 (100.0%)

GPA Change:

Group	Number	Percent
Increased GPA	15	48.4%
Same GPA	3	9.7%
Decreased GPA	13	41.9%

Group	Number	Percent
Improved Attendance	10	55.6%
Same Attendance	4	22.2%
Worse Attendance	4	22.2%

Character Improvement

Increases	Number	Percent
At Least 1 Category	33	91.7%
At Least 3 Categories	19	52.8%
At Least 5 Categories	6	16.7%

Polaris High School

Closing Surveys: 20

GPA Data: 16 (80.0%)

Moved: 1 (5.0%)

Matched Surveys: 19 (95.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 1/3 (33.3%)

GPA Change:

Group	Number	Percent
Increased GPA	10	62.5%
Same GPA	0	0.0%
Decreased GPA	6	37.5%

Group	Number	Percent
Improved Attendance	4	57.1%
Same Attendance	0	0.0%
Worse Attendance	3	42.9%

Character Improvement

Increases	Number	Percent
At Least 1 Category	18	94.7%
At Least 3 Categories	4	21.1%
At Least 5 Categories	2	10.5%

Summit Academy High School

Closing Surveys: 26

GPA Data: 23 (88.5%)

Moved: 1 (3.8%)

Matched Surveys: 23 (88.5%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 19/21 (90.5%)

GPA Change:

Group	Number	Percent
Increased GPA	13	56.5%
Same GPA	0	0.0%
Decreased GPA	10	43.5%

Group	Number	Percent
Improved Attendance	5	21.7%
Same Attendance	7	30.4%
Worse Attendance	11	47.8%

Character Improvement

Increases	Number	Percent
At Least 1 Category	21	91.3%
At Least 3 Categories	9	39.1%
At Least 5 Categories	4	17.4%

Summit Academy Junior High School

Closing Surveys: 24

GPA Data: 20 (83.3%)

Matched Surveys: 18 (75.0%)

Academic Performance

Graduated – Advanced / Off-Track (percent): 7/7 (100.0%)

GPA Change:

Group	Number	Percent
Increased GPA	9	45.0%
Same GPA	4	20.0%
Decreased GPA	7	35.0%

Group	Number	Percent
Improved Attendance	11	55.0%
Same Attendance	4	20.0%
Worse Attendance	5	25.0%

Character Improvement

Increases	Number	Percent
At Least 1 Category	11	61.1%
At Least 3 Categories	7	38.9%
At Least 5 Categories	2	11.1%

Vista Heights Middle School

Closing Surveys: 45

GPA Data: 39 (86.7%)

Moved: 1 (2.2%)

Matched Surveys: 39 (86.7%)

Academic Performance

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

GPA Change:

Group	Number	Percent
Increased GPA	12	30.8%
Same GPA	6	15.4%
Decreased GPA	21	53.8%

Group	Number	Percent
Improved Attendance	12	42.9%
Same Attendance	5	17.9%
Worse Attendance	11	39.2%

Character Improvement

Increases	Number	Percent
At Least 1 Category	29	74.4%
At Least 3 Categories	13	33.3%
At Least 5 Categories	7	17.9%