

# School of Life Statistical Report 2018-2019

John Baggaley

## Overview

The School of Life Foundation report for the 2018-2019 school year consists of data reported to the Foundation from school administrators from 8 schools in the state of Utah across Davis, Weber, 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 6 different high schools, 1 junior high school, and 1 middle school.

There were 276 students with both an opening and closing survey which were able to be matched to the data that school administrators provided. An additional 11 students moved or transferred during the school year after completing School of Life, for whom administrators were unable to provide complete data. 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 2018-19 school year, 88 such students completed the School of Life.

## Changes in 2018-19 Data Collection

For the 2018-19 school year, the School of Life Foundation worked with the University of Utah to reconfigure the questions in the surveys taken by each student. In addition to the survey changes, school administrators also provided information on students, highlighting which students had an IEP, and which students were student leaders. The purpose of these changes was to better understand the effectiveness of the School of Life program on its targeted group – students who were off-track for graduation, as well as its effect on student leaders and students with an IEP.

## Graduation

This section will draw from the 33 students who were seniors in high school and not on track to graduate with their class. From this group, 5 students (15.1%) moved or transferred from the school where they took the School of Life course. Out of the remaining 28 students for which we have outcome data reported, 23 seniors (82.1%) graduated with their peers.

Table 1 – End of Year Results – At Risk Seniors

Result	Count	Percent
Graduated	23	82.1%
Did Not Advance Grade	5	17.9%
Dropped Out of School	0	0.0%

## 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 276 students, including 88 at risk students, 33 students with an IEP, and 52 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 2.482. These same students, after completing School of Life had a combined GPA of 2.552, a 2.8% improvement as a group. Overall, 128 of the 276 students (46.4%) increased their GPA after School of Life, while 112 (40.6%) had a drop in GPA. 36 others (13.0%) had no change to their GPA.

Another sub-category of students of interest is those who have a GPA lower than 2.0 prior to taking School of Life. For this past school year there were 87 students who fit this criterion. Of those, 54 students (62.1%) increased their GPA, 3 students (3.4%) had no change, and 30 students (34.5%) had a drop in their GPA. The group as a whole improved their GPA from 1.197 to 1.539, a 28.6% increase.

Furthermore, of the 87 students with a GPA lower than 2.0, 43 were at-risk students, meaning that they were not on pace to graduate school on time. This group had 29 students (67.4%) increase their GPA, 1 student (2.3%) whose GPA remain unchanged, and 13 students (30.2%) who had a drop in GPA. Ultimately, these 43 students increased their average GPA from 1.104 to 1.349, a 22.2% increase.

Table 2 – GPA Changes by Student Group

Group	Avg GPA Before School of Life	Avg GPA After School of Life	Change
All students (n=276)	2.482	2.552	2.8%
Male (n=140)	2.433	2.555	5.0%
Female (n=136)	2.533	2.549	0.6%
Students with IEP (n=33)	2.044	2.217	8.4%
Student Leaders (n=52)	3.446	3.468	0.7%
Non IEP/Leader (n=189)	2.300	2.363	2.7%
<b>At-Risk Students (n=88)</b>	<b>1.712</b>	<b>1.781</b>	<b>4.0%</b>
Students Increasing GPA (n=128)	2.206	2.741	24.3%
Students No Change GPA (n=36)	3.575	3.575	0.0%
Students Decreasing GPA (n=112)	2.486	2.038	-18.0%
Students GPA < 2.0 Before (n=87)	1.197	1.539	28.6%
At Risk with GPA < 2.0 (n=43)	1.104	1.349	22.2%
7 <sup>th</sup> Grade	3.216	3.479	8.2%
8 <sup>th</sup> Grade	3.365	3.411	1.4%
9 <sup>th</sup> Grade	2.797	2.875	2.8%
10 <sup>th</sup> Grade	2.250	2.176	-3.3%
11 <sup>th</sup> Grade	2.382	2.492	4.6%
12 Grade	2.313	2.401	3.8%

## Attendance

Administrators also tracked student attendance for 30 school days prior to taking School of Life and 30 school days after completion of the course. Students who took the course in the Spring session did not have attendance data, as there were not enough school days after completion of the course to yield the necessary data.

While the 276 students as a whole had an increase in absences – up 11.1%, but a decrease in being late to class – down 4.8%, the at-risk group of students showed decreases in both absences and tardiness.

For the 88 at-risk students, absences decreased by 2.4% and late arrival to class dropped by 3.1%. Among the 43 at-risk students with a GPA under 2.0, absences decreased 7.0% and tardiness 11.7%. In addition, the full group of students with a GPA below 2.0 (87 students, 43 of which were at-risk) decreased absences by 4.0% and tardiness by 17.4%.

In conclusion, the GPA and attendance data provided by administrators showed that the greatest improvements to GPA and attendance were made by the at-risk students, and other students with a GPA below 2.0.

## 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 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 276 students who had an opening survey, closing survey, and school administrator data all matched.

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.

**Table 3 – Survey Data, Changes Between Before and After Surveys, Grouped by Category (n=276)**

Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Strongly Disagree	1.8%	0.2%	0.5%	0.8%	-0.1%	1.0%	0.4%	0.4%	0.3%
Disagree	-0.5%	-0.04%	-1.7%	-1.2%	-2.4%	-0.3%	-0.8%	-1.0%	-1.0%
Somewhat Disagree	-2.0%	-1.1%	-2.3%	-2.3%	-2.1%	-2.2%	-1.6%	-2.0%	-3.0%
Neither Agree nor Disagree	-3.8%	-3.4%	-4.7%	-5.9%	-5.6%	-5.2%	-4.1%	-6.1%	-5.3%
Somewhat Agree	-4.2%	-10.3%	-7.7%	-10.9%	-11.1%	-10.8%	-7.6%	-9.4%	-13.0%
Agree	-7.5%	-4.4%	-9.4%	-10.7%	-5.5%	-8.8%	-8.8%	-9.1%	-10.4%
Strongly Agree	16.2%	19.4%	25.3%	30.1%	26.9%	26.2%	22.6%	27.2%	32.4%

Table 4 – Survey Data, Changes Between Before and After Surveys, Grouped by Category (n=276)

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.4%	3.4%	6.0%	5.2%	8.2%	3.1%	4.1%	5.3%	5.6%
Neutral	4.3%	4.4%	7.6%	8.2%	7.7%	6.1%	5.6%	7.7%	6.3%
Agree	92.3%	92.1%	86.4%	86.7%	84.1%	90.9%	90.3%	87.0%	88.1%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.6%	2.2%	2.5%	2.5%	3.5%	1.6%	2.0%	2.7%	1.9%
Neutral	0.5%	1.1%	2.9%	2.3%	2.1%	0.9%	1.5%	1.6%	1.0%
Agree	96.8%	96.7%	94.6%	95.2%	94.4%	97.5%	96.5%	95.7%	97.1%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-0.8%	-1.2%	-3.5%	-2.7%	-4.7%	-1.5%	-2.1%	-2.6%	-3.7%
Neutral	-3.8%	-3.3%	-4.7%	-5.9%	-5.6%	-5.2%	-4.1%	-6.1%	-5.3%
Agree	4.5%	4.6%	8.2%	8.5%	10.3%	6.6%	6.2%	8.7%	9.0%

Table 5 – Survey Data, Changes Between Before and After Surveys, Grouped by Category, At-Risk Students Only (n=88)

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.7%	2.8%	4.8%	4.5%	6.3%	4.5%	5.1%	5.4%	5.7%
Neutral	6.0%	5.4%	9.4%	7.7%	7.7%	7.4%	5.4%	9.1%	7.7%
Agree	90.3%	91.8%	85.8%	87.8%	86.1%	88.1%	89.5%	85.5%	86.6%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.8%	2.8%	2.6%	4.0%	5.4%	2.3%	2.6%	4.3%	2.0%
Neutral	0.6%	1.7%	3.1%	4.3%	1.1%	1.7%	1.7%	2.6%	1.7%
Agree	96.6%	95.5%	94.3%	91.8%	93.5%	96.0%	95.7%	93.2%	96.3%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-0.9%	0.0%	-2.3%	-0.6%	-0.9%	-2.3%	-2.6%	-1.1%	-3.7%
Neutral	-5.4%	-3.7%	-6.3%	-3.4%	-6.5%	-5.7%	-3.7%	-6.5%	-6.0%
Agree	6.3%	3.7%	8.5%	4.0%	7.4%	8.0%	6.3%	7.7%	9.7%

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

Most Impactful “A”	All Students	Percent	At Risk Students	Percent
Appreciate	79	28.7%	28	31.8%
Attitude	73	26.5%	21	23.9%
Always	25	9.1%	11	12.5%
Action	23	8.4%	8	9.1%
Aim	22	8.0%	9	10.2%
Adapt	17	6.2%	1	1.1%
Assist	17	6.2%	5	5.7%
Avoid	9	3.3%	4	4.5%
Associate	8	2.9%	1	1.1%
Align	2	0.7%	0	0.0%

Table 7 – Demographics (Optional Response)

	Students with Matched Data	Percent of Total
Total	276	100.0%
Female	136	49.3%
Male	140	50.7%
African American	7	2.5%
Caucasian	126	45.7%
Latino	94	34.1%
Native American	11	4.0%
Pacific Islander	7	2.5%
Other	22	8.0%
7 <sup>th</sup> Grade	9	3.3%
8 <sup>th</sup> Grade	16	5.8%
Freshman	39	14.1%
Sophomore	44	15.9%
Junior	72	26.1%
Senior	92	33.3%

# 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%
<b>Total</b>	<b>281</b>	<b>248</b>	<b>88.3%</b>

## 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
<b>Total</b>	<b>2.41</b>	<b>2.58</b>	<b>7.1%</b>	<b>951</b>	<b>641</b>	<b>130</b>

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
<b>Total</b>	<b>1.72</b>	<b>1.81</b>	<b>5.2%</b>	<b>137</b>	<b>126</b>	<b>9</b>

## Mountain Ridge Jr. High School

Matched Surveys: 29

School Data: 26 (89.7%)

Moved: 0 (0.0%)

### Academic Performance

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

GPA Change:

Group	Number	Percent
Increased GPA	10	38.5%
Same GPA	4	15.4%
Decreased GPA	12	46.2%

Group	Number	Percent
Improved Attendance	7	35.0%
Same Attendance	4	20.0%
Worse Attendance	9	45.0%

### Character Improvement

<b>Opening Survey Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
Disagree	0.0%	3.8%	7.7%	3.8%	9.6%	4.8%	2.9%	3.8%	9.6%
Neutral	4.8%	2.9%	7.7%	12.5%	8.7%	7.7%	6.7%	6.7%	5.8%
Agree	95.2%	93.3%	84.6%	83.7%	81.7%	87.5%	90.4%	89.4%	84.6%
<b>Closing Survey Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
Disagree	0.0%	1.0%	1.9%	0.0%	1.9%	0.0%	2.9%	0.0%	1.0%
Neutral	0.0%	0.0%	3.8%	1.9%	0.0%	0.0%	0.0%	1.0%	0.0%
Agree	100.0%	99.0%	94.2%	98.1%	98.1%	100.0%	97.1%	99.0%	99.0%
<b>Change in Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
Disagree	0.0%	-2.9%	-5.8%	-3.8%	-7.7%	-4.8%	0.0%	-3.8%	-8.7%
Neutral	-4.8%	-2.9%	-3.8%	-10.6%	-8.74%	-7.7%	-6.7%	-5.8%	-5.8%



Agree	4.8%	5.8%	9.6%	14.4%	16.3%	12.5%	6.7%	9.6%	14.4%
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## Vista Heights Middle School

Matched Surveys: 37

School Data: 37 (100.0%)

Moved: 0 (0.0%)

## Academic Performance

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

GPA Change:

Group	Number	Percent
Increased GPA	22	59.5%
Same GPA	5	13.5%
Decreased GPA	10	27.0%

Group	Number	Percent
Improved Attendance	4	16.0%
Same Attendance	13	52.0%
Worse Attendance	8	32.0%

## Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	6.8%	2.7%	6.1%	4.7%	8.8%	2.7%	4.1%	7.4%	10.1%
Neutral	4.1%	2.0%	8.1%	12.2%	8.1%	6.8%	5.4%	7.4%	5.4%
Agree	89.2%	95.3%	85.8%	83.1%	83.1%	90.5%	90.5%	85.1%	84.5%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.4%	4.7%	4.7%	2.7%	6.8%	2.7%	2.7%	4.7%	2.7%
Neutral	0.7%	0.0%	3.4%	3.4%	4.7%	0.0%	4.7%	2.0%	1.4%
Agree	95.9%	95.3%	91.9%	93.9%	88.5%	97.3%	92.6%	93.2%	95.9%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	-3.4%	2.0%	-1.4%	-2.0%	-2.0%	0.0%	-1.4%	-2.7%	-7.4%

<b>Neutral</b>	-3.4%	-2.0%	-4.7%	-8.8%	-3.4%	-6.8%	-0.7%	-5.4%	-4.1%
<b>Agree</b>	6.8%	0.0%	6.1%	10.8%	5.4%	6.8%	2.0%	8.1%	11.5%

## Hillcrest High School

Matched Surveys: 45

School Data: 42 (93.3%)

Moved: 3 (6.7%)

## Academic Performance

Graduated – Advanced / Off-Track (percent): 36/39 (92.3%)

GPA Change:

Group	Number	Percent
<b>Increased GPA</b>	16	38.1%
<b>Same GPA</b>	3	7.1%
<b>Decreased GPA</b>	23	54.8%

Group	Number	Percent
<b>Improved Attendance</b>	10	37.0%
<b>Same Attendance</b>	0	0.0%
<b>Worse Attendance</b>	17	63.0%

## Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
<b>Disagree</b>	2.8%	3.9%	3.9%	3.3%	4.4%	3.3%	5.0%	2.8%	3.9%
<b>Neutral</b>	4.4%	6.1%	10.6%	6.7%	8.3%	5.6%	6.7%	7.8%	6.1%
<b>Agree</b>	92.8%	90.0%	85.6%	90.0%	87.2%	91.1%	88.3%	89.4%	90.0%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
<b>Disagree</b>	7.2%	5.0%	5.0%	5.6%	9.4%	3.3%	3.9%	3.9%	3.3%
<b>Neutral</b>	1.1%	1.7%	3.3%	2.8%	1.7%	2.2%	2.2%	1.7%	0.6%
<b>Agree</b>	91.7%	93.3%	91.7%	91.7%	88.9%	94.4%	93.9%	94.4%	96.1%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt

<b>Disagree</b>	4.4%	1.1%	1.1%	2.2%	5.0%	0.0%	-1.1%	1.1%	-0.6%
<b>Neutral</b>	-3.3%	-4.4%	-7.2%	-3.9%	-6.7%	-3.3%	-4.4%	-6.1%	-5.6%
<b>Agree</b>	-1.1%	3.3%	6.1%	1.7%	1.7%	3.3%	5.5%	5.0%	6.1%

## Northridge High School

Matched Surveys: 35

School Data: 30 (85.7%)

Moved: 1 (2.9%)

## Academic Performance

Graduated – Advanced / Off-Track (percent): 10/11 (90.9%)

GPA Change:

Group	Number	Percent
<b>Increased GPA</b>	17	56.7%
<b>Same GPA</b>	4	13.3%
<b>Decreased GPA</b>	9	30.0%

Group	Number	Percent
<b>Improved Attendance</b>	6	31.6%
<b>Same Attendance</b>	3	15.8%
<b>Worse Attendance</b>	10	52.6%

## Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
<b>Disagree</b>	1.7%	0.8%	6.7%	5.0%	8.3%	5.0%	4.2%	7.5%	3.3%
<b>Neutral</b>	3.3%	2.5%	6.7%	3.3%	4.2%	3.3%	5.8%	5.0%	5.8%
<b>Agree</b>	95.0%	96.7%	86.7%	91.7%	87.5%	91.7%	90.0%	87.5%	90.8%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
<b>Disagree</b>	3.3%	4.2%	4.2%	3.3%	3.3%	3.3%	4.2%	4.2%	3.3%
<b>Neutral</b>	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%
<b>Agree</b>	96.7%	95.8%	95.8%	96.7%	95.8%	96.7%	95.8%	95.8%	96.7%

Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	1.7%	3.3%	-2.5%	-1.7%	-5.0%	-1.7%	0.0%	-3.3%	0.0%
Neutral	-3.3%	-2.5%	-6.7%	-3.3%	-3.3%	-3.3%	-5.8%	-5.0%	-5.8%
Agree	1.7%	-0.8%	9.2%	5.0%	8.3%	5.0%	5.8%	8.3%	5.8%

## Ben Lomond High School

Matched Surveys: 25

School Data: 21 (84.0%)

Moved: 0 (0.0%)

## Academic Performance

Graduated – Advanced / Off-Track (percent): 10/10 (100.0%) (\*-students advance regardless of credits)

GPA Change:

Group	Number	Percent
Increased GPA	10	47.6%
Same GPA	1	4.8%
Decreased GPA	10	47.6%

Group	Number	Percent
Improved Attendance	9	42.9%
Same Attendance	5	23.8%
Worse Attendance	7	33.3%

## Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	3.6%	3.6%	2.4%	6.0%	3.6%	0.0%	2.4%	4.8%	7.1%
Neutral	3.6%	8.3%	4.8%	4.8%	9.5%	4.8%	4.8%	8.3%	4.8%
Agree	92.9%	88.1%	92.9%	89.3%	86.9%	95.2%	92.9%	86.9%	88.1%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	1.2%	0.0%	2.4%	7.1%	2.4%	0.0%	2.4%	3.6%	3.6%
Neutral	0.0%	3.6%	2.4%	4.8%	1.2%	2.4%	1.2%	3.6%	4.8%

<b>Agree</b>	98.8%	96.4%	95.2%	88.1%	96.4%	97.6%	96.4%	92.9%	91.7%
<b>Change in Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	-2.4%	-3.6%	0.0%	1.2%	-1.2%	0.0%	0.0%	-1.2%	-3.6%
<b>Neutral</b>	-3.6%	-4.8%	-2.4%	0.0%	-8.3%	-2.4%	-3.6%	-4.8%	0.0%
<b>Agree</b>	6.0%	8.3%	2.4%	-1.2%	9.5%	2.4%	3.6%	6.0%	3.6%

## Ogden High School

Matched Surveys: 53

School Data: 46 (86.8%)

Moved: 0 (0.0%)

## Academic Performance

Graduated – Advanced / Off-Track (percent): 9/9 (100.0%)

GPA Change:

Group	Number	Percent
<b>Increased GPA</b>	24	52.2%
<b>Same GPA</b>	1	2.2%
<b>Decreased GPA</b>	21	45.7%

Group	Number	Percent
<b>Improved Attendance</b>	6	24.0%
<b>Same Attendance</b>	4	16.0%
<b>Worse Attendance</b>	15	60.0%

## Character Improvement

<b>Opening Survey Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	2.7%	8.7%	7.1%	8.2%	13.0%	4.3%	3.3%	4.3%	2.2%
<b>Neutral</b>	4.9%	7.1%	7.6%	8.7%	9.8%	6.5%	9.8%	8.7%	8.7%
<b>Agree</b>	92.4%	84.2%	85.3%	83.2%	77.2%	89.1%	87.0%	87.0%	89.1%
<b>Closing Survey Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	2.7%	1.1%	0.5%	1.1%	1.1%	2.2%	0.5%	4.3%	1.6%

Neutral	1.1%	2.7%	3.3%	2.7%	4.9%	2.2%	2.2%	2.7%	1.1%
Agree	96.2%	96.2%	96.2%	96.2%	94.0%	95.7%	97.3%	92.9%	97.3%
Change in Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	0.0%	-7.6%	-6.5%	-7.1%	-12.0%	-2.2%	-2.7%	0.0%	-0.5%
Neutral	-3.8%	-4.3%	-4.3%	-6.0%	-4.9%	-4.3%	-7.6%	-6.0%	-7.6%
Agree	3.8%	12.0%	10.9%	13.0%	16.8%	6.5%	10.3%	6.0%	8.2%

## Desert Hills High School

Matched Surveys: 42

School Data: 37 (88.1%)

Moved: 2 (4.8%)

## Academic Performance

Graduated – Advanced / Off-Track (percent): 5/6 (83.3%)

GPA Change:

Group	Number	Percent
Increased GPA	17	45.9%
Same GPA	8	21.6%
Decreased GPA	12	32.4%

Group	Number	Percent
Improved Attendance	9	40.9%
Same Attendance	0	0.0%
Worse Attendance	13	59.1%

## Character Improvement

Opening Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt
Disagree	2.0%	0.7%	8.1%	5.4%	5.4%	2.7%	4.7%	4.1%	4.7%
Neutral	6.1%	2.7%	8.8%	6.1%	6.1%	5.4%	2.0%	5.4%	6.1%
Agree	91.9%	96.6%	83.1%	88.5%	88.5%	91.9%	93.2%	90.5%	89.2%
Closing Survey Response	Appreciate	Assist	Attitude	Aim	Align	Action	Associate	Avoid	Adapt

<b>Disagree</b>	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Neutral</b>	0.7%	0.0%	4.7%	1.4%	0.0%	0.0%	0.0%	2.0%	0.0%
<b>Agree</b>	99.3%	100.0%	94.6%	98.6%	100.0%	100.0%	100.0%	98.0%	100.0%
<b>Change in Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	-2.0%	-0.7%	-7.4%	-5.4%	-5.4%	-2.7%	-4.7%	-4.1%	-4.7%
<b>Neutral</b>	-5.4%	-2.7%	-4.1%	-4.7%	-6.1%	-5.4%	-2.0%	-3.4%	-6.1%
<b>Agree</b>	7.4%	3.4%	11.5%	10.1%	11.5%	8.1%	6.8%	7.4%	10.8%

## Hurricane High School

Matched Surveys: 34

School Data: 34 (100.0%)

Moved: 4 (11.8%)

## Academic Performance

Graduated – Advanced / Off-Track (percent): 10/10 (100.0%)

GPA Change:

Group	Number	Percent
<b>Increased GPA</b>	12	35.3%
<b>Same GPA</b>	7	20.6%
<b>Decreased GPA</b>	15	44.1%

Group	Number	Percent
<b>Improved Attendance</b>	9	40.9%
<b>Same Attendance</b>	3	13.6%
<b>Worse Attendance</b>	10	45.5%

## Character Improvement

<b>Opening Survey Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	6.6%	1.5%	5.1%	4.4%	10.3%	0.7%	5.1%	8.8%	6.6%
<b>Neutral</b>	2.9%	3.7%	4.4%	10.3%	6.6%	8.1%	2.2%	11.8%	5.9%
<b>Agree</b>	90.4%	94.9%	90.4%	85.3%	83.1%	91.2%	92.6%	79.4%	87.5%

<b>Closing Survey Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	0.7%	0.0%	0.7%	1.5%	1.5%	0.0%	0.0%	0.0%	0.0%
<b>Neutral</b>	0.0%	0.7%	1.5%	1.5%	1.5%	0.0%	0.7%	0.0%	1.5%
<b>Agree</b>	99.3%	99.3%	97.8%	97.1%	97.1%	100.0%	99.3%	100.0%	98.5%
<b>Change in Response</b>	<b>Appreciate</b>	<b>Assist</b>	<b>Attitude</b>	<b>Aim</b>	<b>Align</b>	<b>Action</b>	<b>Associate</b>	<b>Avoid</b>	<b>Adapt</b>
<b>Disagree</b>	-5.9%	-1.5%	-4.4%	-2.9%	-8.8%	-0.7%	-5.1%	-8.8%	-6.6%
<b>Neutral</b>	-2.9%	-2.9%	-2.9%	-8.8%	-5.1%	-8.1%	-1.5%	-11.8%	-4.4%
<b>Agree</b>	8.8%	4.4%	7.4%	11.8%	14.0%	8.8%	6.6%	20.6%	11.0%