



# LIFEWISE ACADEMY

## SCHOOL IMPACT REPORT

March 26, 2026



# Executive Summary

LifeWise Academy, a released time religious instruction program offered off school property during the school day, has expanded substantially since the initial analysis of its impact on school-level outcomes. With additional years of data and a significantly broader set of participating schools and states now available, this report revisits the original evaluation to assess whether and how observed relationships between LifeWise programming and key performance indicators have evolved.

To support a more comprehensive and rigorous analysis, data were collected on more than 49,000 school/year dyads spanning elementary and secondary schools across twenty-seven states and six academic years (2019–2020 through 2024–2025). In addition to the primary variables of interest—attendance rates, disciplinary incidents, and standardized assessment performance—the analysis incorporates key control variables known to influence these outcomes, including student income levels, English language learner (ELL) populations, and rates of identified disabilities.

Using both descriptive trend analysis and multivariate regression modeling, the findings indicate that the presence of LifeWise programming is consistently associated with favorable outcomes across all three domains of interest.

## **At a high level:**

- Schools offering LifeWise programming demonstrate higher average attendance rates.
- The presence of LifeWise programming is associated with lower rates of both in-school and out-of-school suspensions.
- Schools with LifeWise programming report higher percentages of students achieving proficiency on standardized assessments.

These relationships remain statistically significant across model specifications that control for demographic and institutional factors. The expanded sample—both in terms of geographic scope and time horizon—also reduces the influence of short-term disruptions, including those associated with the COVID-19 period, allowing for more stable estimation of underlying trends.

Taken together, the results of this updated analysis reinforce earlier findings while providing a more robust empirical foundation. The consistency of observed relationships across a larger and more diverse dataset suggests that the associations identified are not limited to specific regions, time periods, or subsets of schools.

## About LifeWise Academy

LifeWise Academy is a non-profit founded in 2019 that provides Bible-based character education to public school students.

Defined as the teaching of morals and character-building principles, bible-based character education is based on universal character traits that many traditions value, such as respect, responsibility, kindness, integrity, perseverance, and self-control. LifeWise operates under Released Time Religious Instruction laws.

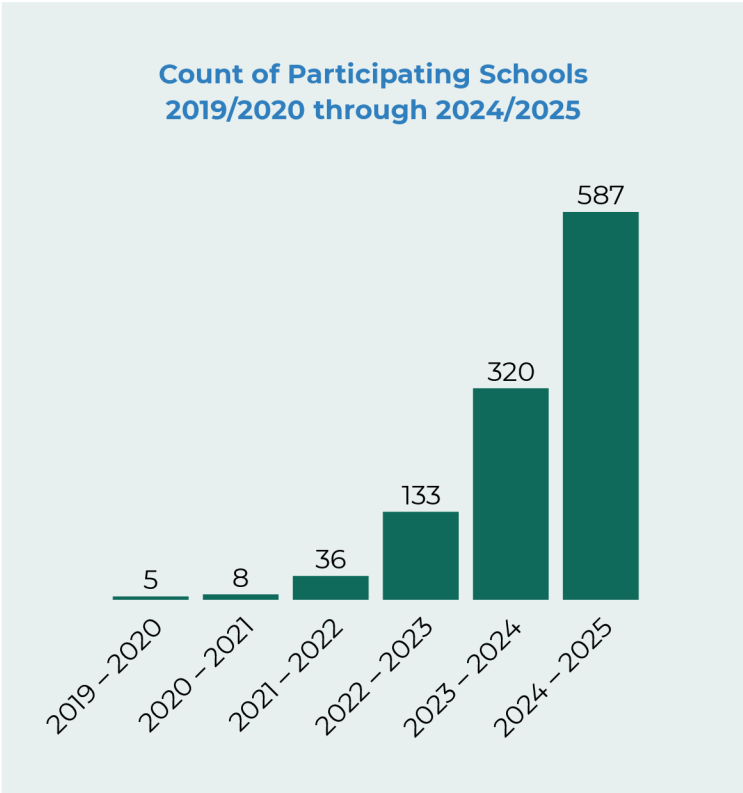


## KEY FEATURES OF LIFEWISE ACADEMY PROGRAM INCLUDE:

- 1 Offered during the school day**
- 2 Provided at off-campus locations**
- 3 Parental permission required for attendance**
- 4 Open to students of any faith**
- 5 Intended to support classroom learning**

Since its launch in 2019, LifeWise Academy has experienced tremendous growth, initially offered in only 5 schools, by the end of academic year 2024/2025, 587 different schools have signed up as partners. This represents a staggering growth rate in participation of 11,640% from the first year of operation.

The largest growth years- in terms of annual percent gains in participating schools- were in 2021/2022 and 2022/2023, with gains of 350% and 269.44%, respectively.



**Table 1:**  
**Year-Over-Year and Absolute (from 2019) Change, Schools Participating in LifeWise Programming**

Year	Participating Schools	Percent Change <sup>1</sup> , Prior to Current Year	Percent Change <sup>2</sup> (Growth), 2019 to Current Year
2019 – 2020	5	N/A	N/A
2020 – 2021	8	60.00%	60.00%
2021 – 2022	36	350.00%	620.00%
2022 – 2023	133	269.44%	2,560.00%
2023 – 2024	320	140.60%	6,300.00%
2024 – 2025	587	83.44%	11,640.00%

<sup>1</sup> Calculated by first subtracting the number of prior year’s participants from the number of current year participants, then dividing by the number of prior year participants. For example, in 2020-2021: (8-5)/5 = .6, reported as 60%

<sup>2</sup> Calculated by first subtracting the number of first year participants (always 5, first year was 2019) from the current year participants, then dividing that number by 5. For example, in 2024-2025: (587-5)/5=116.4, reported as 11,640%

In terms of absolute gains in number of schools, 267 new schools signed on for the 2024/2025 school year and 190 for the 2023/2024 school year. As the figure above highlights, the number of participating schools continues to expand dramatically, year over year. As of the end of the 2024/25 academic year, the following states had at least 1 participating school: Arkansas, Arizona, California, Colorado, Florida, Georgia, Iowa, Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, North Carolina, New Mexico, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Washington, Wisconsin, West Virginia, and Wyoming.

**Table 2:**  
**LifeWise Participating Schools by State, 2024-2025**

State	Participating Schools
Arkansas (AR)	6
Arizona (AZ)	1
California (CA)	1
Colorado (CO)	2
Florida (FL)	3
Georgia (GA)	3
Illinois (IL)	15
Indiana (IN)	65
Iowa (IA)	7
Kansas (KS)	3
Kentucky (KY)	4
Michigan (MI)	8
Minnesota (MN)	5
Missouri (MI)	1

State	Participating Schools
New Mexico (NM)	2
North Carolina (NC)	5
Ohio (OH)	42
Oklahoma (OK)	2
Pennsylvania (PA)	8
South Carolina (SC)	1
Tennessee (TN)	13
Texas (TX)	4
Virginia (VA)	2
Washington (WA)	3
Wisconsin (WI)	1
West Virginia (WV)	1
Wyoming (WY)	1

# Initial Study Summary

In a previous version of this study, data was analyzed from 6,478 schools across Ohio, Indiana, and Iowa to assess the impact of LifeWise programming, focusing heavily on 76 schools with multi-year participation. Five key metrics were used to evaluate program impact: Attendance Rates, In School Suspensions (both Students and Incidents), and Out of School Suspensions (Students and Incidents), all standardized to account for the total number of students enrolled in each school.

Across 5 regression models, LifeWise participation showed consistent, measurable improvements in attendance and reductions in disciplinary incidents. These effects were largely dependent on school participation rates and length of programming (more students attending LifeWise, plus longer time in a specific school led to stronger impacts).

## Using regression estimations, and holding all other variables constant, the study estimated:

- 1 A 10-point increase in student participation rates in LifeWise corresponded to a 6.99 increase in school attendance rates.
- 2 Starting in Year 2 of a school's relationship with LifeWise, a 10-point rise in participation levels was affiliated with 5.99 fewer students receiving in-school suspensions (ISS) and, overall, 8.97 fewer incidents of ISS.
- 3 Starting in Year 3 of a school's relationship with LifeWise, out-of-school suspension incidents fell by 3.75.

Though strong results, given the study's smaller sample size and limitations on the number of participating states and schools, the modeling was complicated. In this iteration of the study, with a vastly expanded sample size (both schools and states) and additional years of data to dilute the potential "Covid bump" in attendance, we are able to present much cleaner, more parsimonious models of the relationship between LifeWise and our key variables of interest (attendance, discipline, assessment results).



# Data Overview

When dealing with a series of independent state education reporting agencies (and systems), consistent data across the entire sample provided a challenge to collect. Some states have easier to navigate portals and more complete, easily downloadable data than others. However, with so many schools spread across so many states, a robust sample was collected, cleaned, and standardized, resulting in over 49,000 usable school/year dyads. Because LifeWise programming has been active in different states for varying amounts of time, some schools will have multiple years affiliated with their data, hence the use of a school + year dyad as our unit of analysis. While the table in the Appendix contains detailed breakouts by state, in total, we were able to collect at least partial data<sup>3</sup> on **1,094 LifeWise** participating school/Year dyads and, equally importantly for a robust analysis, on **56,650 non-participating** school/year dyads.

## Key Variables of Interest

For this updated study, we once again are interested in gauging the potential impact of LifeWise programming on attendance, incidents of discipline, and assessment results. With a much more robust sample size, we are able to measure these relatively easily, as follows:



### Attendance Rate

The rate of attendance, as reported at the school level, is an aggregated measure, that is, it does not report absences at a student level, but instead as a sum of ALL enrolled students. The denominator in the calculation is the total number of days in the school year, multiplied by the total number of enrolled students. This number divides into the annual sum of all missed days of school, for all enrolled students, yielding an annual attendance rate for the school, ranging from 0 to 1.



### In-School Suspensions

Reported at the school level, provided as a count of all incidents (not students) of in-school suspensions during the academic year. We standardized this as a function of total enrollment, so as not to let the model be overwhelmed by large-enrollment schools.



### Assessment Results

To gauge the academic performance of a school, we looked at reported results for 3<sup>rd</sup> and 5<sup>th</sup> grade assessments on the subjects of English Language Arts and Math. We also looked at Reading assessments for grade 3 and Science assessments for grade 5. Specifically in the aggregate (school level), the measure we selected for analysis is percentage of students scoring proficient or above in the specific subject under review. Ranging from 0 to 1, these scores are also standardized.



### Out-of-School Suspensions

Also reported at the school level, this information is provided as a count of all incidents (not students) of out-of-school suspension during the academic year. Standardized as well by dividing by the number of enrolled students, yielding an estimate of number of out of school suspensions per student.

## Key Explanatory Variable

Although we calculated various measures of LifeWise's involvement with a school-including percent of total students who attended programming and length of time LifeWise was active in the school in both months and years, the simplest measure proved the cleanest and clearest to analyze. For the analysis that follows, we use simply a yes/no dichotomous measure of LifeWise: school/year dyads where LifeWise programming was offered are assigned a value of 1, school/year dyads with not LifeWise program participation are assigned a value of 0.

## Important Control Variables

To ensure that we are not falsely finding a relationship between LifeWise participation and the key variables of interest identified above, we also include important control variables in our regression models. These variables are known to have an impact (although sometimes nuanced) on attendance, discipline, and assessment results. Specifically:



### English Language Learners

Percent of student population who are designated English Language Learners, that is, students who do not speak English as their first language.



### Low Income

Percent of student population considered Low Income, reported in many states as a count of students who receive free or reduced lunches. Once again, to ensure the models are not overwhelmed by larger schools, we standardize these counts as a percentage of all students, when necessary.



### Disability

Percent of student population with a diagnosed Disability (no detail available on disability type or severity of diagnosis).

<sup>3</sup> The varying levels of data availability will be apparent in regression modeling by looking at the sample size for each analysis. Incomplete and missing data proved most prevalent for counts of individuals with disabilities and, surprisingly, assessment performance measures for individual schools. Delays in posting of results and suppressed information (e.g. <10) led to a certain school/year dyads being excluded from certain analyses.

# LifeWise and School Attendance Rates

As part of the data collection process, the team compiled attendance rates at the school level for the school year in which LifeWise was active and the attendance rates for the past year (n-1) and 2 years before (n-2). Data was available at varying rates for the years in question across the states in the sample size. After removing schools with missing data (and excluding all data from Minnesota, reported in different way than the other states in question, precluding comparability), a robust sample of schools remained- consisting of 1,020 LifeWise School+Year Dyads and 38,017 Non-LifeWise School+Year Dyads, all of which had valid attendance data for the specific year.

# Attendance Rates

Our first variable of interest, attendance rates, were present and valid for 39,037 school/year dyads, a robust sample. Looking first at simple crosstabulations in the table below, we see a suggestive trend in the average attendance rates, separating into LifeWise schools and non-LifeWise schools. Based on the data collected, the average attendance rate in LifeWise schools is just under 5% higher than those that do not offer LifeWise programming.

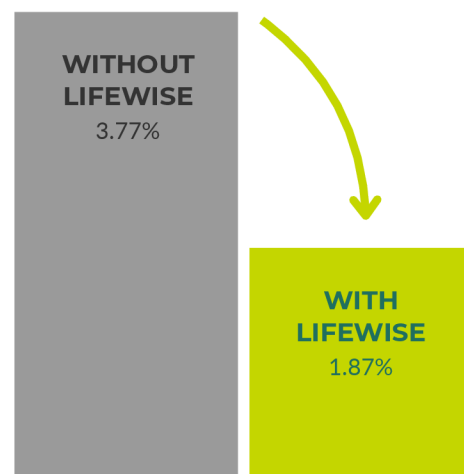


**The absence rate is nearly 50% lower for those schools that offer LifeWise programming**

**Table 3:  
LifeWise vs. Non-LifeWise Schools,  
Annual Attendance Rates**

	School + Year Dyads	Attendance Rate
No LifeWise Programming	38,017	88.45%
With LifeWise Programming	1,020	93.30%
Totals	39,037	88.57%

## Absence Rate



Although suggestive, these trends need to be further modeled utilizing regression analysis that explicitly controls for the potential impact of auxiliary variables, namely ESL learners, Individuals with Disabilities, and Low Income status. Table 4 presents 2 models that do just that- the first controls for whether the school is an elementary, the percent of the student body that are considered English language learners, and the percent of the school population receiving free or reduced lunches (designated low income). The second model, the most complete, controls for all of these variables AND includes a control for the percent of the enrolled students designated as individuals with disabilities.

**Table 4:**  
**Annual Attendance Rate, Regression Analysis**

**The full model results appear in the table, however, some key highlights:**

- 1 In both models, the impact of elementary school designation is statistically significant- when a school is an elementary, the attendance rates are better than those in high or middle schools.
- 2 In both models, the impact of ELL is also significant, although the valence between them switches. In the less complete first model, it appears that as the percent of ELLs increases, so too does attendance. In the fuller model, the relationship is reversed, whereas a larger percentage of ELLs is affiliated with lower attendance rates.
- 3 Also in both models, the percentage of students considered low income impacts attendance rate negatively: as the percent of these students increases, the attendance rates decrease.
- 4 In the final model, the percentage of students with disabilities also comes back as statistically significant and the relationship is inverse in nature: as the percentage of students with disabilities increases, overall attendance rate decreases.

	Model 1	Model 2
Observations	27,911	2,755
R Square	0.16731	0.22911
Adjusted R Square	0.1672	0.22742
F Score	1401.79***	136.12***

Intercept	0.9298*** (.0018)	0.9623*** (.0024)
LifeWise School (1 = YES, 0 = NO)	0.0283*** (.0059)	0.0187** (.0087)
Elementary School (1 = YES, 0 = NO)	0.0576*** (.0014)	0.0194*** (.0013)
English Language Learners (Percent of Enrollment)	0.0698*** (.0059)	-0.0217*** (.0040)
Low Income (Percent of Enrollment)	-0.1911*** (.0030)	-0.0498*** (.0029)
Individuals with Disabilities (Percent of Enrollment)	—	-0.0752*** (.0093)

\*\*\*Significant at .01 level \*\*Significant at .05 level  
\*Significant at .10 level

Most interesting for our purposes, however, is the relationship between the presence of LifeWise programming and overall attendance rates. In both models, the LifeWise variable returns as statistically significant and is indeed affiliated with improved attendance rates. **Ceteris paribus, when LifeWise Academy is active in a school attendance rates are approximately 2% (coefficient of 0.0187 in the full model) higher than in schools without LifeWise programming.**

Stated differently, looking instead at the inverse, that is decreases in absenteeism, the baseline absence rate is 3.77% (intercept coefficient of .9633 for attendance, subtracted from 1, which would represent perfect attendance). When Lifewise is present in a school, that absence rate falls by 1.87%. Considering these 2 numbers together (3.77% absence rate improved by 1.87% with Lifewise), the absence rate falls by 49.6%- a nearly 50% decrease in overall absence rates for Lifewise Schools.

# In-School Suspension Rates

Next, we took a closer look at the relationship between LifeWise programming and incidents of in-school suspension (standardized to per capita, reported as incidents per student or per 100 students in the table below). Once again, we ran simple cross-tabulations, this time breaking out elementary from all schools to highlight, once again, the impact of grade level on the dependent variable. As Table 5 below shows, there is a discernible difference in these suspension rates in LifeWise vs non-LifeWise schools. At the elementary level, when LifeWise programming is offered, schools report, on average, nearly 2.5 FEWER incidents of ISS per 100 students than in schools that do not offer LifeWise programming (3.94 per 100 students vs. 1.46 per 100 students, respectively). This suggestive relationship strengthens when all schools are added to the mix: LifeWise schools show ISS rates of 2.03 per 100 students with non-LifeWise schools reporting more than 3 times that rate (6.98 incidents per 100 students). Suggestive, once again, but to see the impact of LifeWise vs our control variables, we once again ran multiple regression models to isolate the potential impact of programming.



## 35% reduction of in-school suspension incidents for schools with LifeWise

### WITHOUT LIFEWISE



### WITH LIFEWISE



**Table 5:**  
**Incidents of In-School Suspension, per Enrolled Student, LifeWise vs. Non-LifeWise Schools**

		School + Year Dyads	ISS per Student	ISS per 100 Students
<b>Elementary Only</b>	No LifeWise	17,478	0.03941	3.94
	With LifeWise	466	0.01457	1.46

<b>All Schools</b>	No LifeWise	29,410	0.06984	6.98
	With LifeWise	557	0.02029	2.03

Taken altogether (elementary, middle, and secondary schools; Lifewise and non-Lifewise schools), in the sample we collected, the average number of days of In School Suspensions per 100 students was **5.76**.

For the ISS regression models, we calculated the CHANGE in ISS rates, from the prior to current year, for all schools. Because of concerns over the potential impact of COVID and immediately following years on incidents of suspensions (i.e. more remote learning = less suspensions), we opted to 1) exclude data from the 2019/2020 and 2020/2021 school years and 2) utilize the change function, to isolate the improvement within a school as our dependent variable. This variable was calculated by first standardizing annual ISS incidents (incidents divided by school enrollment) for each year, then subtracting the PRIOR year's rate from the CURRENT year's rate. Using this method a negative number is "good" and shows a drop in suspension rates (current year's rate is lower than prior year's rate). This distinction is important when interpreting the impact of variables in the regression modeling, if a variables coefficient is NEGATIVE, that means it is contributing to LOWER ISS rates than the previous year, which is "good".

**Table 6 on the next page shows the detailed modeling, but key takeaways from the models (which includes all control variables) are:**

- 1 Across 4 of the 5 models, elementary schools showed a greater annual decrease than non-elementary schools. In the full model, elementary schools, on average, saw an annual drop in ISS rates of .042 incidents per student more than non-elementary schools.
- 2 In both its standalone (model 2) and the full model, an inverse relationship between percent of English Language Learners and ISS rates was found. In the full model, for each 1 percent increase in the number of ELLs in a school, the ISS rate rose by 0.063 incidents per student.
- 3 Similarly, as the percentage of individuals with disabilities increases (model 4 and full model), so too does the number of ISS incidents per student. In the full model, for each 1 percent increase in the number of students with disabilities, the number of ISS incidents per student increases by 0.113.
- 4 The percentage of students designated does not return as a statistically significant predictor of ISS incident change in the full model, however, in its standalone model (#3) it returns as a statistically significant predictor. Ceteris paribus, for each 1 percent increase in students designated as low income, the number of ISS incidents per student increases by 0.0139.
- 5 Finally, and most germane to this analysis, the presence of LifeWise programming in a school returns as a statistically significant predictor in all 4 of the 5 models below, including, most importantly, the full model. In that model, the presence of **LifeWise programming** within a school is affiliated with a **decrease in incidents of ISS** of 0.02 per student (2 fewer incidents per 100 students).

Using the overall average rate of incidents described above (5.76 per 100 students), this reduction of 2 incidents per 100 students in Lifewise skills is akin to a 35% reduction in incidents, per 100 students.

**Table 6:**  
**In School Suspension Change (year n MINUS year n-1), Regression Analysis**

	Model 1	Model 2	Model 3	Model 4	Full Model
Observations	25,981	17,069	25,762	15,946	7,878
R Square	0.00016	0.00068	0.00075	0.0025	0.0076
Adjusted R Square	0.000125	0.00051	0.00063	0.0023	0.007
F Score	2.095*	3.904***	6.469***	13.482***	12.189***

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Intercept	0.00724*** (0.00154)	0.00173 (0.0019)	0.00083 (0.00229)	0.0067** (0.0029)	0.0002 (0.004)
LifeWise School (1 = YES, 0 = NO)	-0.0131** (0.00658)	-0.0091 (0.01005)	-0.0118* (0.00662)	-0.0187** (0.0074)	-0.020* (0.0131)
Elementary School (1 = YES, 0 = NO)	-0.00065 (0.00196)	0.000003 (0.0024)	-0.002 (0.002)	-0.0090*** (0.0026)	-0.042*** (0.0036)
English Language Learners (Percent of Enrollment)		0.0305*** (0.0094)			0.0632*** (0.013)
Low Income (Percent of Enrollment)			0.0139*** (0.0036)		-0.0054 (0.006)
Individuals with Disabilities (Percent of Enrollment)				0.0669*** (0.0135)	0.1132*** (0.02359)

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

# Out-of-School Suspensions

For out-of-school suspensions (OSS), we once again employed the same process as outlined above in the ISS, that is, calculating annual change from the year preceding. Table 7 below highlights the data available and offers cross-tabulations broken out by LifeWise/Non-LifeWise and Elementary schools. Once again, the data is indeed suggestive: schools with LifeWise, on average, see just under 6 fewer incidents of OSS per 100 students than schools without LifeWise programming (4.34 vs. 10.20 respectively). When looking at only elementary schools, this spread narrows slightly to around 4.5 fewer incidents per 100 students (3.25 with vs. 7.8 without LifeWise).



## 32% reduction of out-of-school suspension incidents for schools with LifeWise

### WITHOUT LIFEWISE



9.19 OSS incidents per 100 students

### WITH LIFEWISE



6.19 OSS incidents per 100 students

**Table 7: Incidents of Out-of-School Suspension, per Enrolled Student**

		School + Year Dyads	OSS per Student	OSS per 100 Students
<b>Elementary Only</b>	No LifeWise	17,900	0.07799	7.80
	With LifeWise	473	0.0325	3.25

<b>All Schools</b>	No LifeWise	30,134	0.10198	10.2
	With LifeWise	566	0.04336	4.34

# Out-of-School Suspensions

Based on the numbers reported in the table above, the overall average number of incidents per 100 students, is 9.19 (Elementary, non-Elementary, Lifewise and Non-Lifewise).

With the same reminder offered above (negative coefficients in the regression models mean the incidents of OSS decrease), Table 8 on the next page provides details on the full series of OSS regression models.

## Key takeaways include:

- 1 The impact of whether or not the school is elementary is inconsistent across the models, with 3 showing no statistically significant impact (including the Full Model), one show it contributes to a very slight increase in OSS rates (model 2) and one to a very slight decrease in OSS rates (model 4).
- 2 The percent of students who are English Language Learners has, in the full model, no statistically significant impact on the annual change in incidents of OSS.
- 3 The percent of students who are designated low income within a school returns no statistically significant relationship in its own model (#3), but in the full model, is linked to a decrease in OSS rates. Specifically, for each percent increase in the number of students classified as low income, there is a 0.0116 decrease in the number of OSS incidents per student.
- 4 In the full model, for each 1 percent increase in the number of students with disabilities, there is an increase in the number of OSS incidents per student of 0.046
- 5 Finally, across 4 of the 5 models (all but #1), there is a strong, statistically significant relationship between the presence of **LifeWise programming** and a **decrease in the number of OSS incidents**. The full model estimates that when LifeWise programming is offered, there is a decrease of incidents of OSS of 0.03 per student (3 less incidents for every 100 students).

Referring back again to the overall average number of incidents per 100 students (calculated above at 9.19), the decrease of 3 per 100 identified in Lifewise schools represents a 32.6% reduction.

**Table 8: Out of School Suspensions Change, Regression Models**

	Model 1	Model 2	Model 3	Model 4	Full Model
Observations	19,233	14,725	19,197	9,775	5,898
R Square	0.00023	0.00153	0.00032	0.0014	0.0027
Adjusted R Square	0.00013	0.00133	0.00017	0.0011	0.0019
F Score	2.25*	7.5322***	2.0699*	4.613***	3.1897***

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Intercept	0.0014	-0.0007	0.00389	0.0105***	0.0096***
LifeWise School (1 = YES, 0 = NO)	-0.02**	-0.0228**	-0.02**	-0.024*	-0.0324**
Elementary School (1 = YES, 0 = NO)	0.0018	0.00863***	0.0025	-0.01***	-0.003
English Language Learners (Percent of Enrollment)		-0.0274***			-0.0127
Low Income (Percent of Enrollment)			-0.0055		-0.0116*
Individuals with Disabilities (Percent of Enrollment)				0.018	0.0459**

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

# Standardized Assessments

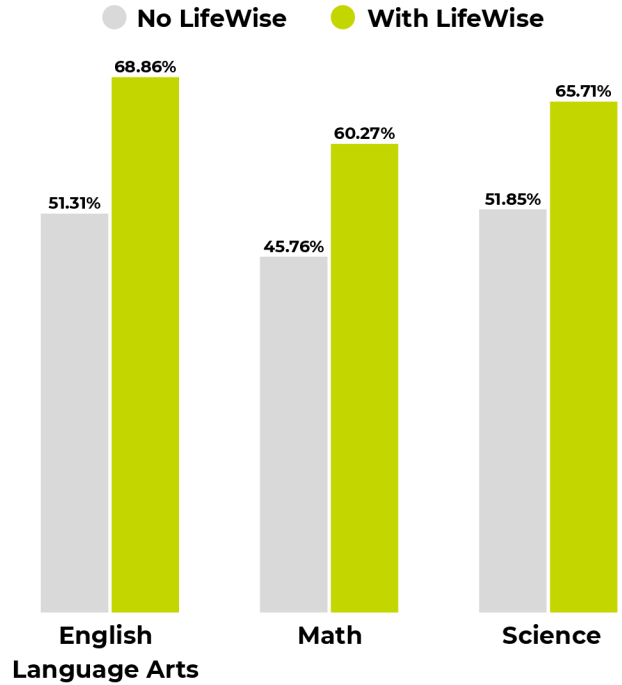
To assess the potential impact of LifeWise programming on academic performance, we focused exclusively at the elementary school level due to the relatively small sample size of programs operating at the middle or high school levels. Specifically, we focused on 3<sup>rd</sup> and 5<sup>th</sup> grade assessment results, with crosstabulations for each presented in tables 9 and 10 below, respectively.

**Table 9:**  
**3<sup>rd</sup> Grade Assessment Results, LifeWise vs. Non-LifeWise Schools**

	English Language Arts		Math		Reading	
	School + Year Dyads	Average, Percent At or Above Grade Level	School + Year Dyads	Average, Percent At or Above Grade Level	School + Year Dyads	Average, Percent At or Above Grade Level
No LifeWise Programming	18,910	50.48%	21,935	52.49%	6,483	61.44%
With LifeWise Programming	716	65.75%	735	66.71%	89	78.53%
Totals	19,626	51.04%	22,670	52.95%	6,572	61.67%

While the available sample sizes for each subject matter varied (indicated by the number of school + year dyads), the average scores presented above remain suggestive. For ELA, the percentage of students testing at or above grade level in LifeWise schools is, on average, just over 15 percentage points higher than non-LifeWise schools. Math scores show a similar trend, with LifeWise schools, on average, reporting just over 14 percent more students scoring at or above grade level. Reading shows an even stronger suggestive trend- with, on average, LifeWise schools boasting just over a 17 percentage point difference in the students who score at or above grade level.

**5<sup>th</sup> Grade Average, Percent At or Above Grade Level**



This range of average differences (14 to 17 percentage points) remains consistent with 5<sup>th</sup> grade assessment results as well, as highlighted in Table 10. Though the sample sizes were slightly smaller, the suggestive trends remain present: LifeWise schools, on average, report higher percentages of students scoring at or above grade level on 5<sup>th</sup> grade assessments for English Language Arts, Math, and Science.

**Table 10:**  
**5<sup>th</sup> Grade Assessment Results, LifeWise vs. Non-LifeWise Schools**

	English Language Arts		Math		Science	
	School + Year Dyads	Average, Percent At or Above Grade Level	School + Year Dyads	Average, Percent At or Above Grade Level	School + Year Dyads	Average, Percent At or Above Grade Level
No LifeWise Programming	17,502	51.31%	20,186	45.76%	8,981	51.85%
With LifeWise Programming	619	68.86%	636	60.27%	365	65.71%
Totals	18,121	51.91%	20,822	46.21%	9,346	52.39%

### 3<sup>rd</sup> Grade Assessments, Regression Modeling

To assess the impact of LifeWise programming on the percent of students scoring at or above grade level on their 3<sup>rd</sup> grade assessments, we utilize a series of 12 regression models in the pages below. Given the 3 different assessments (ELA, Math, and Reading) and the series of important control variables we want to ensure are adequately tested, we settled on 4 models per assessment type. The results are presented in full in tables below, beginning with English Language Arts (ELA) in Table 11.

**Table 11: 3<sup>rd</sup> Grade ELA Assessments, Regression Models**

	Model 1	Model 2	Model 3	Full Model
Observations	14,398	19,518	10,106	5,659
R Square	0.0534	0.1722	0.0379	0.1463
Adjusted R Square	0.0532	0.1721	0.0377	0.1457
F Score	406.07***	2030.21***	198.816***	242.33***

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Intercept	0.5154***	0.6618***	0.48365***	0.4409***
LifeWise School (1 = YES, 0 = NO)	0.1085***	0.1444***	0.1725***	0.1486***
English Language Learners (Percent of Enrollment)	-0.3439***			-0.108***
Low Income (Percent of Enrollment)		-0.296***		-0.1788***
Individuals with Disabilities (Percent of Enrollment)			0.1737***	0.0921***

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

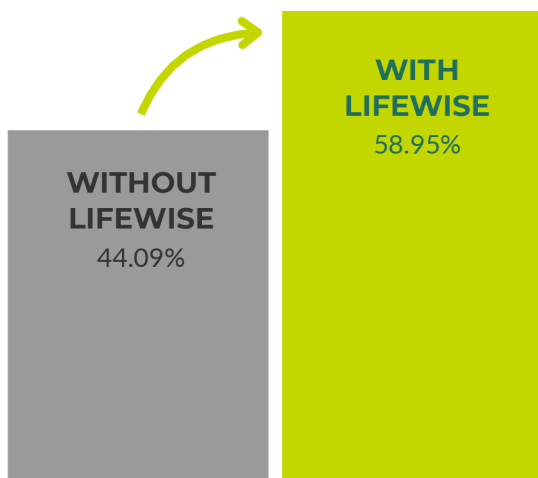
**Key takeaways from the ELA models include:**

- 1 Perhaps predictably, as the percentage of English Language Learners in a school increases, the percentage of students scoring at or above grade level decreases.
- 2 Similarly, as the percentage of low income students within a school increases, the percentage of students scoring at or above grade level on ELA assessments decreases.
- 3 Interestingly- and perhaps because better rates of diagnosis result in better education assistance plans and the allocation of supports/accomodations to improve assessment performance, the regression models show a positive, statistically significant relationship between the percentage of individuals with disabilities and increased rates of students scoring at or above grade level.
- 4 Finally, and again most germane to our analysis, the presence of LifeWise programming in a school shows a strong, statistically significant relationship with increased percentages of students scoring at or above grade level. In the final full model, it is estimated that the presence of LifeWise programming in a school is affiliated with a 14.86 percentage point increase in the number of students scoring at or above grade level on the ELA assessments.

In terms of percent improvement, when Lifewise is present in a school, aggregate ELA scores improve nearly 34%, with the baseline of 44.09% students achieving at or above grade level jumping to 58.95%.



**Students achieving at or above grade level ELA score improvement**



**LIFEWISE PROGRAMMING IN A SCHOOL**

is affiliated with a

**34%**

**IMPROVEMENT**

in aggregate ELA scores

Turning next to the Math Assessments regression modeling, the auxiliary/control variable trends remain the same: an increase in the percentage of students who are English Language Learners or an increase in the percentage of students who are considered low income both are affiliated with lower percentages of students scoring at or above grade level on their math assessments. Additionally, as with the ELA modeling above, an increase in the percentage of students diagnosed with a disability is affiliated with an increase in the number of students scoring at or above grade level on Math assessments in 3<sup>rd</sup> grade.

LifeWise programming, once again, returns a positive, statistically significant relationship with increased percentages of students scoring at or above grade level on all 4 models. In the final full model, the presence of LifeWise programming in a school is affiliated with an increase of 15.82 percentage points in the number of students scoring at or above grade level on their 3<sup>rd</sup> grade Math Assessments. This 15.82 increase in the rate at which students score at or above grade level represents a 37% improvement over the baseline rate of 42.89.

**Table 12: 3<sup>rd</sup> Grade Math Assessments, Regression Models**

	Model 1	Model 2	Model 3	Full Model
Observations	17,120	22,509	11,453	6,727
R Square	0.0655	0.1921	0.0369	0.1335
Adjusted R Square	0.0654	0.192	0.0368	0.133
F Score	599.9***	2675.9***	219.56***	258.84***

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Intercept	0.555***	0.706***	0.4641***	0.4289***
LifeWise School (1 = YES, 0 = NO)	0.0977***	0.1339***	0.1845***	0.1582***
English Language Learners (Percent of Enrollment)	-0.416***			-0.0367**
Low Income (Percent of Enrollment)		-0.3465***		-0.2018***
Individuals with Disabilities (Percent of Enrollment)			0.1859***	0.8398***

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

Turning now to Reading Assessments, Table 13 below provides full details on the regression models. Once again, similar trends with our control variables emerge: English Language Learners and Low Income are affiliated with decreased percentages of students scoring at or above grade level, an increase in the percentage of students with disabilities is associated with an increase in the percent of students scoring at or above grade level.

Once again, and most germane to this analysis, the presence of LifeWise programming in a school is affiliated with a statistically significant increase in the percentage of students scoring at or above grade level on their 3<sup>rd</sup> grade Reading assessments. In the full model, the presence of LifeWise programming is affiliated with, on average and all else equal, an increase of 6.15 percentage points in the number of students scoring at or above grade level on 3<sup>rd</sup> Grade Reading Assessments. It should be noted, however, that this relationship is the weakest of the different 3<sup>rd</sup> grade assessment types, with lower levels of statistical significance and absolute impact.

By extension, this percent improvement rate is more modest than the math and ELA assessments: when Lifewise is present the rate at which students achieve at or above grade level status improves by 8.6% (.7723 with Lifewise vs. baseline intercept rate of .7108, both from full model).

**Table 13: 3<sup>rd</sup> Grade Reading Assessments, Regression Models**

	Model 1	Model 2	Model 3	Full Model
Observations	6,167	6,506	1,796	1,442
R Square	0.0762	0.1479	0.9626	0.4235
Adjusted R Square	0.0759	0.1476	0.9526	0.4219
F Score	254.23***	564.38***	95.49***	263.938***

---

Intercept	0.669***	0.8602***	0.3328***	0.7108***
LifeWise School (1 = YES, 0 = NO)	0.1579***	0.1407***	0.0336	0.0615*
English Language Learners (Percent of Enrollment)	-0.4795***			-0.0756*
Low Income (Percent of Enrollment)		-0.4618***		-0.5593***
Individuals with Disabilities (Percent of Enrollment)			0.6137***	0.3119***

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

## 5<sup>th</sup> Grade Assessment Results

Looking now at 5<sup>th</sup> Grade Assessment Results, the tables below present regression models for the ELA, Math, and Science assessments, run against the now familiar list of explanatory and control variables.

### Starting with the ELA in Table 14, key takeaways include:

- 1 The relationship between English Language Learners and percentage of student enrollment classified low-income remains consistent with what was observed above: as either increases, the percentage of students scoring at or above grade level for 5<sup>th</sup> grade ELA decreases.
- 2 Similarly, once again, as the percentage of students diagnosed with a disability increases, so too does the percentage of students scoring at or above grade level.
- 3 LifeWise programming is statistically significant in all 4 models and, once again, is associated with a higher percentage of students scoring at or above grade level. In the full model, the presence of LifeWise programming is affiliated with a 16.51 percentage point increase in the number of students reaching this level of proficiency. This represents an improvement of nearly 40%: baseline rate of .4347, divided by the Lifewise impact of .1651).

**Table 14: Grade 5 ELA Assessments, Regression Models**

	Model 1	Model 2	Model 3	Full Model
Observations	13,109	18,018	9,568	5,314
R Square	0.0387	0.161	0.0389	0.1617
Adjusted R Square	0.0386	0.1609	0.0388	0.1611
F Score	263.8***	1728.3***	193.95***	256.01***

---

Intercept	0.5127***	0.6675***	0.5035***	0.4347***
LifeWise School (1 = YES, 0 = NO)	0.1324***	0.697***	0.1851***	0.1651***
English Language Learners (Percent of Enrollment)	-0.2857***			-0.098***
Low Income (Percent of Enrollment)		-0.2895***		-0.1853***
Individuals with Disabilities (Percent of Enrollment)			0.1985***	1.0823***

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

The positive impact of LifeWise programming on assessment results remains strong and consistent when considering performance on the Math exams in grade 5 as well. In the full model in Table 15 below, the presence of LifeWise in a school is affiliated with a 13.13 point increase in the percentage of students scoring at or above grade level on their Math exam. Once again, when considering this relative to baseline intercept value .419, improving math assessment levels by .1313 when Lifewise is present is equivalent to a 31.3% improvement in attainment levels (.1313/.419).

Other observed trends also remain consistent in the Math regression model. The percent of English Language Learners and those designated as low income both are associated with lower rates of proficiency at or above the grade level. Once again, we also observe as the percentage of individuals with disabilities increases, so too does the percentage of students scoring at or above grade level.

**Table 15: Grade 5 Math Assessments, Regression Models**

	Model 1	Model 2	Model 3	Model 4	Full Model
Observations	15,764	20,669	10,626	6,295	15,764
R Square	0.0623	0.2232	0.0261	0.1905	0.0623
Adjusted R Square	0.0622	0.223	0.0259	0.19	0.0622
F Score	523.9***	2968.23***	142.24***	370.1***	523.9***

---

Intercept	0.4849***	0.655***	0.447***	0.419***	0.4849***
LifeWise School (1 = YES, 0 = NO)	0.0948***	0.1409***	0.173***	0.1313***	0.0948***
English Language Learners (Percent of	-0.4168***			-0.0225	-0.4168***
Low Income (Percent of Enrollment)		-0.3806***		-0.2856***	
Individuals with Disabilities (Percent			0.02	0.9097***	

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

Finally, Table 16 below presents the details for the Grade 5 Science assessment regression modeling. Once again, we observe similar relationships with our control variables and the assessment performance measures: as the percentage of ELLs or Low Income students increases, the percent scoring at or above grade level decreases. Similarly, in the full model, we once again see a positive correlation between percentage of students with disabilities and percent scoring at/above grade level. The presence of LifeWise Academy, once again, is affiliated with an overall increase in the percentage of students scoring at or above grade level. In the full model, the coefficient suggests that when programming is offered in a school, there is an increase of approximately 4 percentage points in the number of students who score at or above grade level on their 5<sup>th</sup> grade science assessments. Considering again the percent change from a baseline value of .7724 (intercept) up by 0.0404 when LifeWise is in a school, this marks a 5.2% improvement over the baseline.

**Table 16: Grade 5 Science Assessments, Regression Models**

	Model 1	Model 2	Model 3	Model 4
Observations	5,312	8,949	6,600	2,991
R Square	0.0869	0.1625	0.0308	0.3177
Adjusted R Square	0.0866	0.1624	0.0305	0.3168
F Score	252.67***	868.19***	104.726***	347.6***

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Intercept	0.5293***	0.7012***	0.6104***	0.7724***
LifeWise School (1 = YES, 0 = NO)	0.1103***	0.1306***	0.1291***	0.0404**
English Language Learners (Percent of Enrollment)	-0.4649***			-0.1175***
Low Income (Percent of Enrollment)		-0.3186***		-0.4242***
Individuals with Disabilities (Percent of Enrollment)			-0.372***	0.1036*

\*\*\*Significant at .01 level \*\*Significant at .05 level \*Significant at .10 level

# Conclusion

In this second assessment of the potential impact of LifeWise programming on attendance, discipline, and academic achievement, the results largely confirm the findings of the initial study while benefiting from a substantially expanded and more diverse dataset. Across a significantly larger sample of schools, years, and states, the presence of LifeWise programming remains consistently associated with higher attendance rates, reductions in both in-school and out-of-school suspension incidents, and improved performance on standardized assessments. These relationships persist across multiple model specifications and remain statistically significant even when controlling for key demographic and institutional variables, including income levels, English language learner populations, and the proportion of students with disabilities.

At the same time, the analysis continues to identify meaningful relationships between these control variables and the outcomes of interest, underscoring the importance of broader contextual factors in shaping school-level performance. While the expanded dataset helps mitigate earlier limitations—particularly those related to sample size, geographic concentration, and pandemic-era disruptions—the findings presented here should be interpreted within the broader context of observational, school-level data.

Overall, the consistency of the results across both iterations of the study and a substantially enlarged analytical framework suggests that the associations identified are stable and not driven by isolated conditions or limited samples. Future research may benefit from more granular, student-level data and longitudinal designs that further explore the mechanisms underlying these relationships and assess how program participation contributes to observed outcomes.



# Appendix

Table A1: LifeWise and Non-LifeWise School/Year Dyads in Analysis

State	Year	LifeWise Schools	School Type(s)	Non-LifeWise # of Schools
AR	2023 – 2024	1	Elementary	1,069
	2024 – 2025	6	Elementary (5) Middle School (1)	1,064
AZ	2024 – 2025	1	Elementary	N/A
CA	2024 – 2025	1	Elementary	N/A
CO	2024 – 2025	2	Middle School High School	N/A
FL	2024 – 2025	3	Elementary (2) High School (1)	N/A
GA	2023 – 2024	1	Elementary	N/A
	2024 – 2025	4	Elementary	N/A
IA	2022 – 2023	4	Elementary	1,297
	2023 – 2024	5	Elementary (4) Middle School (1)	1,278
	2024 – 2025	7	Elementary(5) Middle School (2)	1,275
IL	2023 – 2024	4	Elementary	1,919
	2024 – 2025	15	Elementary (4) Middle School (4)	1,921
IN	2021 – 2022	1	Elementary	
	2022 – 2023	6	Elementary (5) Middle School (1)	1,890
	2023 – 2024	15	Elementary (13) Middle School (1) High School (1)	1,886
	2024 – 2025	65	Elementary (52) Middle School (10) High Schol (3)	1,826

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**Table A1: LifeWise and Non-LifeWise School/Year Dyads in Analysis (continued)**

State	Year	LifeWise Schools	School Type(s)	Non-LifeWise # of Schools
KS	2023 – 2024	2	Elementary	N/A
	2024 – 2025	3	Elementary (2) Middle School (1)	N/A
KY	2023 – 2024	1	Elementary	1,432
	2024 – 2025	4	Elementary (3) Middle School (1)	1,392
MI	2024 – 2025	8	Elementary (7) Middle School (1)	N/A
MN	2023 – 2024	1	Elementary	2,758
	2024 – 2025	5	Elementary	2,752
MS	2024 – 2025	1	Elementary	N/A
NC	2024 – 2025	5	Elementary	N/A
NM	2024 – 2025	2	Elementary	N/A
OH	2020 – 2021	8	Elementary (6) Middle School (2)	3,508
	2021 – 2022	36	Elementary (30) Middle School (6)	3,480
	2022 – 2023	120	Elementary (101) Middle School (17) High School (3)	3,396
	2023 – 2024	289	Elementary (223) Middle School (55) High School (11)	3,227
	2024 – 2025	421	Elementary (306) Middle School (97) High School (18)	3,095
OK	2024 – 2025	2	Elementary (1) Middle School (1)	N/A

Continued on next page

**Table A1: LifeWise and Non-LifeWise School/Year Dyads in Analysis (continued)**

State	Year	LifeWise Schools	School Type(s)	Non-LifeWise # of Schools
PA	2022 – 2023	1	Middle School	2,967
	2023 – 2024	4	Elementary (3) Middle School (1)	2,964
	2024 – 2025	8	Elementary (6) Middle School (2)	2,962
SC	2024 – 2025	1	Elementary	N/A
TN	2023 – 2024	5	Elementary	3,649
	2024 – 2025	13	Elementary (10) Middle School (2) High School (1)	3,643
TX	2024 – 2025	4	Elementary	N/A
VA	2023 – 2024	1	Elementary	N/A
	2024 – 2025	1	Elementary	N/A
WA	2024 – 2025	3	Elementary	N/A
WI	2024 – 2025	1	Elementary	N/A
WV	2023 – 2024	1	Elementary	N/A
	2024 – 2025	1	Elementary	N/A
WY	2024 – 2025	1	Elementary	N/A

