Abstract
The objective of this study was to analyze the variables that influence the school achievement of young people. A battery of tests was organized to measure self-efficacy, self-determination, self-regulation, aspects of the school and family context, and spirituality. The sample consisted of 250 regular students on the middle school level. Univariate statistics were estimated, indexes were calculated and a model of structural equations was tested in which 2 factors emerged: positive development of the youngster and family institutional resource. The school context directly influenced the family factor and this, in turn, influenced the positive development of youngsters, which directly affected students’ GPA.

Keywords
Academic output, positive development, developmental resources, GPA, adolescents, teenagers.