MEMORANDUM August 18, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **STACEY AND BO PORTER SELF FOUNDATION AFTERSCHOOL PROGRAM AT KEY, REVERE, AND WELCH MIDDLE SCHOOLS, 2014–2015**

CONTACT: Carla Stevens, (713) 556-6700

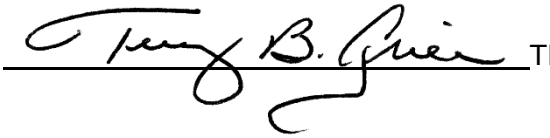
During the 2014–2015 academic year, the Stacey and Bo Porter SELF (Sports, Education, Life-Skills, and Faith) Foundation expanded the afterschool program from 32 at-risk students at Key Middle School to 287 students at Key, Revere, and Welch middle schools. The program offered academic support (e.g., tutorials) along with life skills activities, sports, and spiritual enrichment. Guest speakers and inspirational messages were fundamental components of the program, focusing on self-esteem and character-building. The DOORS program (Discovery Opportunities that Offer Real Success) was implemented as a supplement to the afterschool program to help eighth-grade students transition to high school. Topics of discussion were conflict resolution, test-taking strategies, and high-school clubs.

Sixth- through eighth-grade SELF students achieved higher reading scores and seventh-grade students attained moderately higher math scores than their matched counterparts on district-level assessments (DLAs). Math DLA performance for SELF and matched students were comparable at eighth grade. The decrease in disciplinary actions from the 2013–2014 to the 2014–2015 academic year was greater for SELF students than the matched comparison group. The mean numbers of excused, unexcused, and total absences were lower for SELF students than the comparison group.

Students indicated that they were benefitting from all program components. Therefore, consideration should be given to broaden program components associated with student benefits (e.g., physical activities and tutorials), while strengthening components that support improvements in discipline and school attendance.

Administrative Response: The HISD Strategic Partnership Department, Afterschool Programs, and Middle Schools Office will continue to coordinate the expansion of the Stacey and Bo Porter SELF Foundation program to additional middle schools in HISD. Collaboration among schools, departments, and the SELF Foundation will ensure the alignment of program activities with the District's core values related to student learning and safety.

Should you have any questions or require any further information, please contact me or Carla Stevens in the Department of Research and Accountability, at 713-556-6700.


TBG

TBG/CS:vh

cc: Superintendent's Direct Reports
Chief School Officers
School Support Officers
Caleen Allen
Annie Wolfe
Lucy Bremond
Rose Adams

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

THE IMPACT OF THE STACEY AND BO PORTER SELF FOUNDATION AFTERSCHOOL PROGRAM AT KEY, REVERE, AND WELCH MIDDLE SCHOOLS, 2014–2015

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

2015 BOARD OF EDUCATION

Rhonda Skillern-Jones
President

Manuel Rodriguez, Jr.
First Vice President

Wanda Adams
Second Vice President

Paula Harris
Secretary

Juliet Stipeche
Assistant Secretary

Anna Eastman
Michael L. Lunceford
Greg Meyers
Harvin C. Moore

Terry B. Grier, Ed.D.
Superintendent of Schools

Carla Stevens
Assistant Superintendent
Department of Research and Accountability

Venita R. Holmes, Dr.P.H.
Research Manager

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th StreetHouston, Texas 77092-8501

www.HoustonISD.org

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

EVALUATION REPORT
BUREAU OF PROGRAM EVALUATION
Volume 9, Issue 1, August 2015

The Impact of the Stacey and Bo Porter SELF Foundation Afterschool Program at Key, Revere, and Welch Middle Schools, 2014–2015

By Venita Holmes, Dr.P.H.

The SELF Foundation engaged 287 students at Key, Revere, and Welch middle schools in afterschool tutorials and enrichment activities to support their academic, social, and emotional development. Program impact was measured using reading and math performance, attendance, and disciplinary actions of SELF Foundation students compared to non-participating students enrolled at SELF Foundation schools. Student perceptions regarding program benefits were gathered via surveys. Propensity score matching generated similar student groups to compare outcomes. Sixth- through eighth-grade SELF students achieved higher reading scores and seventh-grade students attained moderately higher math scores than their matched counterparts on district-level assessments (DLAs). Math DLA performance for SELF and matched students were comparable at eighth grade. The decrease in disciplinary actions from the 2013–2014 to the 2014–2015 academic year was greater for SELF students than the matched comparison group. The mean numbers of excused, unexcused, and total absences were lower for SELF students than the comparison group. An overwhelming majority of students indicated that they were benefitting from all of the program components, with the largest majority specifying physical activities (93%) and tutorials (90%). Consideration should be given to expanding these program components, while strengthening components that support improvements in discipline and attendance, such as character building, conflict resolution, and effective communication.

Background

The Stacy and Bo Porter SELF (Sports, Education, Life-Skills, and Faith) Foundation afterschool program has been implemented in the Houston Independent School District (HISD) for the past two years. During the 2013–2014 academic year, a pilot program was conducted at Key Middle School, where 32 students were participants (**Figure 1**). The expansion of the program to Revere and Welch middle schools led to an increase in the program's potential impact on 287 students during the 2014–2015 academic year. All students at SELF Foundation schools were given the opportunity to participate in the program; however, only students whose parents provided signed consent were considered SELF Foundation students.

A comprehensive array of academic and enrichment activities were offered to SELF students, including tutorials, life skills, character building, sports, spiritual enrichment, and field trips. Guest speakers and inspirational messages by Bo and Stacey Porter were central components of the program. Enrichment activities, including club baseball, flag football, soccer, and lacrosse, were offered to all students at sixth, seventh, and eighth grades. A monthly character-building essay contest required effective communication, writing, and networking skills from students to earn prizes.

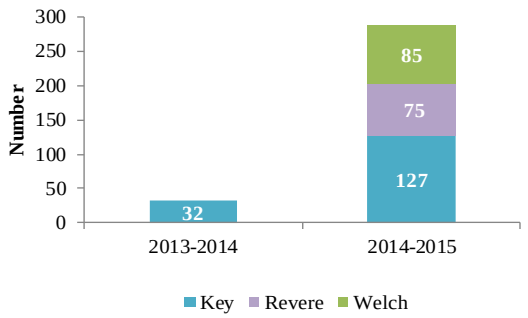


Figure 1: SELF Students, Past Two Academic Years

In May 2015, the DOORS program (Discovery Opportunities that Offer Real Success) was implemented as a supplement to the afterschool program to help eighth-grade students transition to high school. Topics of discussion were conflict resolution, test-taking strategies, high-school clubs and activities, getting to know your counselor, and how to calculate your GPA. Activities were facilitated by certified HISD teachers. Students were provided dinner at the end of the day at most sites. Site coordinators helped to coordinate SELF program activities at their school, while a program director, employed by the foundation, provided oversight of the full program.

Review of the Literature

There are contrasting views regarding the impact of afterschool programs on students' growth and development. Many educators believe that afterschool programs are vital to ensure that children are safe, while providing opportunities for them to engage in academically and socially-enriching activities that support parents during out-of-school hours (U.S. Department of Justice, 2001; Afterschool Alliance, 2013). A meta-analysis of 68 afterschool studies found that students participating in high-quality afterschool programs went to school more, behaved better, received better grades and performed better on tests compared to non-participants (Durlak, Weissberg, & Pachan, 2010). Research on nearly 3,000 low-income students at 35 high-quality afterschool programs across the United States found that students who regularly attended afterschool programs, compared to their routinely unsupervised peers, made significant gains in their standardized math test scores; experienced reductions in teacher-reported misconduct, and reduced drug and alcohol use over two years (Vandell, et. al., 2007). Further, after controlling for baseline obesity, poverty, race and ethnicity, the prevalence of obesity was significantly lower for afterschool program participants compared to non-participants (Mahoney, Lord, and Carryl, 2005).

The U.S. Department of Education (2014) funds afterschool programs through 21st Century Community Learning Centers to support education and enrichment, specifically for students who attend high-poverty and low-performing schools. A report released in 2004 found that academic test scores of student participants were no better than scores of students not involved in the programs and, in some cases, behavior appeared to worsen (Ed Week, 2004). However, Shernoff (2010) found that the "quality of experiences in after-school programs may be a more important factor than quantity of experiences (i.e., dosage) in predicting positive academic outcomes" (p. 325).

While trends have varied relative to the impact of afterschool programs on students' academic, social, and emotional development, an in-depth examination of specific program activities among targeted student populations is needed to clearly understand which programs work, for whom, and under what circumstances. To that end, this report is designed to explore factors that impact student's academic performance, school attendance, and discipline. The report also offers insight concerning which components students considered beneficial toward enhancing their social and emotional growth and development, as well as their perceptions relative to safety, education, and developmental assets.

Methods

A mixed-method study was conducted, using both qualitative and qualitative measures.

Total Student Population

All students at Key, Revere, and Welch middle schools had the opportunity to participate in character-building school assemblies conducted by Stacey and Bo Porter and to submit essays for the writing competition. A profile of the total student populations at Key, Revere, and Welch middle schools are presented in **Table 1** (page 3) by school. The majority of students at Key and Welch were African American (63% and 57%, respectively), while the majority of students at Revere was Hispanic (61%). There were slightly higher percentages of males than females at each school. Students at the schools were more likely to be economically disadvantaged and at risk than not.

SELF Student Sample

Site coordinators and school administrators provided a list of SELF students to the HISD Research and Accountability Department. These lists were combined to form the SELF student sample. A profile of the 287 students can be found in Table 1.

Non-SELF Student Sample

All students at SELF schools who were not in the SELF program comprised the Non-SELF student sample. These students were predominately economically disadvantaged and at risk. The percentages of gifted/talented students in the SELF program and in the Non-SELF student sample were comparable. However, lower percentages of economically disadvantaged, at risk, limited English proficient (LEP), and special education students were SELF students than were non-SELF students.

Table 1: Total Students by SELF School, SELF and Non-SELF Student Samples, 2014–2015

	Total N = 2,817	Key MS	Revere MS	Welch MS	SELF Student Sample	Non-SELF Student Sample
	N	**685**	**1,248**	**884**	**287**	**2,530**
		%	%	%	%	
Ethnicity						
African American		63	27	57	60	43
Hispanic		34	61	39	35	49
White		2	7	2	3	4
Other		1	5	2	2	4
Gender						
Male		55	53	52	49	54
Female		45	47	48	51	46
Other Characteristics						
Economic Disadvantaged		71	91	62	68	78
At Risk		74	64	70	64	67
Gifted/Talented (G/T)		1	7	4	5	5
Limited English Proficient (LEP)		16	25	18	25	31
Special Education		18	9	15	12	13

Source: PEIMS, 2014–2015

Measures and Variables

Key variables assessed in the quantitative analyses were academic achievement, attendance, and disciplinary action rates. Specifically, academic achievement of SELF students and non-SELF students was measured using the percentage of students who met the Level II phase-in I Satisfactory standard on the first administration of the reading State of Texas Assessments of Academic Readiness (STAAR) along with the reading and math District Level Assessment (DLA) (February 2015 administration). The STAAR is aligned with the state curriculum standards and the Texas Essential Knowledge and Skills (TEKS). DLAs are used to gauge student's progress in mastering TEKS. The standards are designed to prepare students for postsecondary education and to ensure that they are competitive with other students both nationally and internationally (TEA, 2010).

Attendance data included excused, unexcused, and total absences for the 2014–2015 academic year. Attendance data were captured from the Chancery data system on July 9, 2015. Student discipline was based on the number of in-school and out-of-school suspensions, alternative placements, and expulsions that students received during the 2013–2014 and the 2014–2015 academic years. Disciplinary data extracted from Chancery, June 2015 for 188 SELF and 1,519 Non-SELF students. Comparative change analysis was conducted using data for SELF and non-SELF students with discipline incidents in both years. Discipline data were extracted from Chancery on June 25, 2015. In addition, student achievement (DLA only) and disciplinary data analyses were conducted using propensity score, nearest neighbor matching, controlling for student characteristics.

Qualitative analysis was also conducted based on a paper-and-pencil survey that was administered to SELF students in May 2015. The survey measured student's perceptions on: (1) safety, education, and developmental assets (17 items) (SEARCH Institute, 2014); (2) benefits of program components (5 items), and (3) social and emotional interests and needs (19 items). Finally, SELF students were asked to express their feelings about the program in an open-ended question format. A total of 86 SELF students completed the survey, yielding a 30% survey participation rate.

What was the impact of the SELF program on the student's academic achievement?

The impact of the SELF program was measured using the reading STAAR results and the reading and math District-level assessment (DLA) results. The reading STAAR results are depicted in **Figure 2**. The performance of SELF students was compared to non-SELF students, without controlling for demographic characteristics. Findings are based on the percentage of students who met Satisfactory at the Level II, phase-in 1 standard.

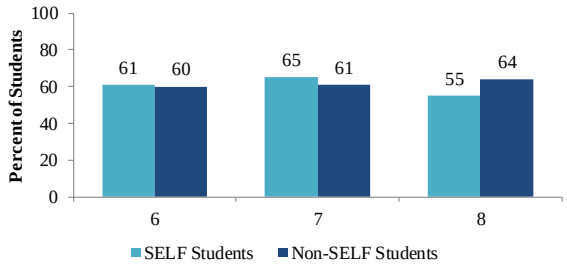


Figure 2: State-mandated reading STAAR percent met Satisfactory, Level II Phase-in 1 standard, SELF students vs. non-SELF students, spring 2015 test administration

It is evident that a slightly higher percentage of SELF sixth-grade students met the Satisfactory standard on the reading STAAR than non-SELF students (61% vs. 60%). At the seventh grade, the percentage-point difference between SELF and non-SELF students was four points in favor of SELF students (65% vs. 61%). In contrast, non-SELF students outperformed SELF students at the eighth-grade level by nine percentage points (64% v s. 55%).

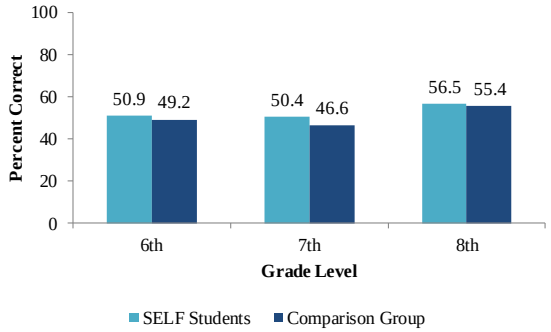


Figure 3: Reading District Level Assessment Results for SELF and Matched Non-SELF Student Samples, February 2015

Propensity score, nearest neighbor matching was used to create comparable student groups in order to determine the impact of the SELF program on students' 2015 District Level Assessments (DLAs) performance in English language arts (reading) and math. *STATA* software was used for matching SELF students with non-SELF students. The statistical model used in the analysis controlled for at-risk status and gender.

Figure 3 shows that, on the reading DLA, the SELF student sample achieved a higher percentage of items correct at sixth, seventh, and eighth grades due to participation in the program when compared to the matched student sample who did not participate in the program. The largest difference between the groups was at the seventh grade (3.8 percentage points). Differences between the groups were not statistically significant ($p < .05$). (Refer to **Appendix A** (page 9) for t-test analysis including sample sizes, means, mean differences, standard errors, and t statistics).

Figure 4 presents the math DLA analysis for SELF and comparison-group students. The SELF student sample achieved a moderately higher percentage of items correct at seventh grade and a comparable percentage of items correct at the eighth grade due to participation in the program when compared to matched students who did not participate in the program. The results at sixth grade were in favor of the matched-comparison student group. Differences between SELF

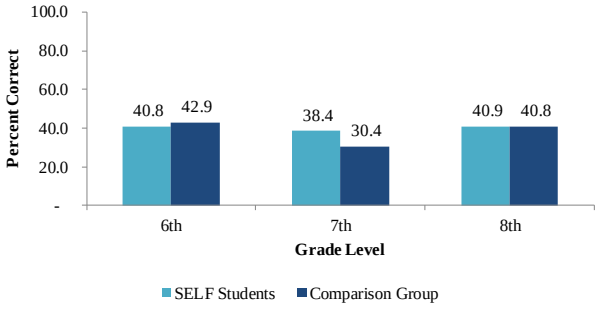


Figure 4: Math District Level Assessment Results for SELF and Matched Non-SELF Student Samples, February 2015

lower disciplinary action rate than the non-SELF and comparison students were not statistically significant at sixth, seventh, or eighth grade ($p < .05$). (Refer to **Appendix B** (page 10) for detailed t-test analysis.)

How did SELF impact student's disciplinary actions?

Figure 5 displays the distribution of disciplinary actions of SELF students and a non-SELF comparison-student group during the 2014–2015 academic year. Disciplinary actions were calculated by dividing the frequency of actions coded in a specific category by the total number of actions in that category. Figure 5 shows that the percentage of disciplinary actions coded as in-school suspensions, alternative placements, and expulsions were higher for the non-SELF comparison group than for the SELF student sample by 3.9, 0.7, and 0.1 percentage points, respectively. Both groups had the same percentage of actions that were coded as out-of-school suspensions (34.0%), and SELF students had a higher percentage of actions coded as "other" disciplinary actions. Examples of "other" disciplinary

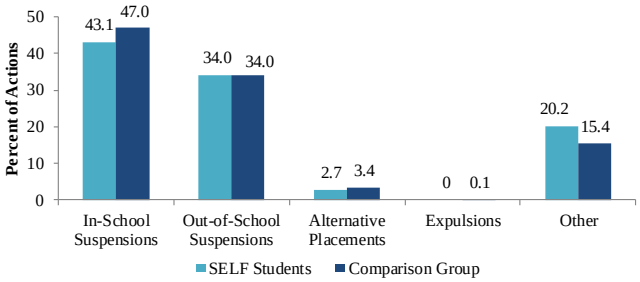


Figure 5: Disciplinary Actions Rates, SELF and Matched Non-SELF Student Samples, 2014–2015

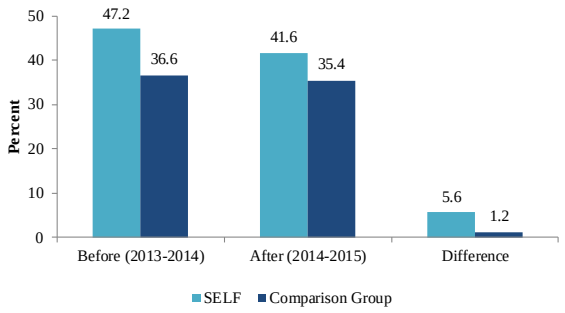


Figure 6: Pre- (2013) and Post- analysis (2014) of disciplinary actions for SELF Students and comparison-group students with two years of data

actions were student or parent conference, detention, behavior/conduct contract, and referral to a counseling agency. See **Appendix C**, page 11, for additional results).

Pre- and post-disciplinary action analysis was conducted to assess changes over time (**Figure 6)**. Students with both 2013–2014 (pre) and 2014–2015 (post) discipline data were used in the analysis. A total of 89 students were SELF students and 1,171 students were non-SELF comparison-group students. Figure 6 shows that the percentage of students with a disciplinary action dropped from 47.2% to 41.6% for the SELF student sample, and dropped from 36.6% to 35.4% for the non-SELF comparison student sample. Although the SELF student sample had a higher percentage of disciplinary actions in 2013–2014 than the comparison group, the decrease in the percentage of disciplinary actions was greater for SELF students (5.6 percentage points) than for non-SELF comparison students (1.2 percentage points) by 4.4 percentage points (**Appendix D**, p. 12). Additional analysis based on disciplinary action data was conducted using propensity score, nearest neighbor matching, controlling for the 2013–2014 disciplinary actions of SELF and non-SELF students.

Figure 7 shows that, after controlling for the 2013–2014 disciplinary actions, the SELF students had a lower percentage of disciplinary actions than the non-SELF student comparison group due to participation in the program. The difference was not statistically significant at $p < .05$. (Refer to **Appendix E** for analysis).

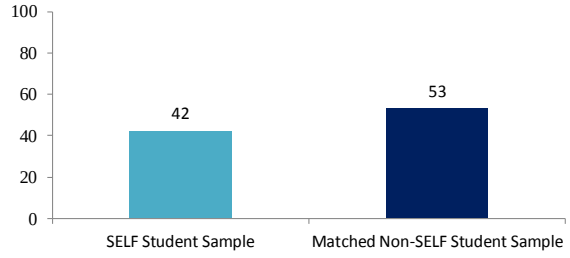


Figure 7: 2014–2015 Disciplinary actions based propensity score matching, controlling for 2013–2014 disciplinary actions, SELF and matched non-SELF student samples.

What was the rate of absenteeism among SELF students and how did it compare to similar students?

Attendance was measured using the number of excused and unexcused absences along with the total days absent during the 2014–2015 academic year. The mean number of days absent in each category for SELF students and non-SELF comparison-group students are presented in **Figure 8**. Figure 8 shows that the non-SELF comparison student group had a higher mean number of excused, unexcused, and total absences than the SELF student group. The differences between the groups were statistically significant for excused absences ($p < .05$). (Refer to **Appendix F**, p. 14).

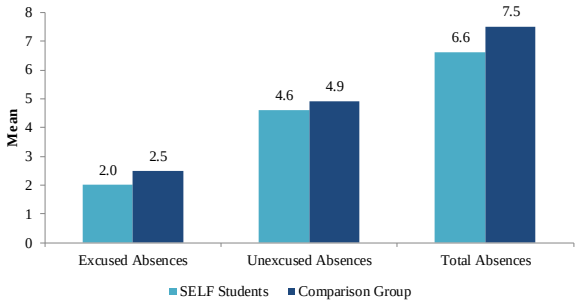


Figure 8: Attendance for SELF Students and non-SELF comparison-group students, 2014–2015

What were SELF student's perceptions regarding the SELF Foundation afterschool program?

SELF students were asked to indicate whether or not the program benefitted them in school or in their personal life "now". Results from the 86 students who completed the survey are depicted in **Figure 9** (page 6). The majority of surveyed students replied that they currently benefit from each of the program components

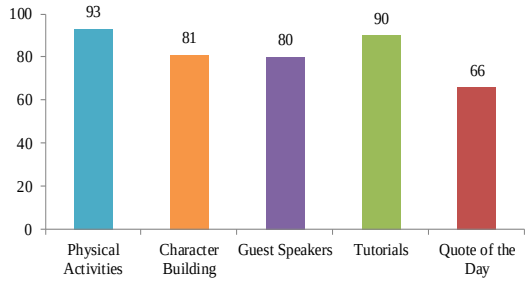


Figure 9: Percentage of SELF students who indicated whether or not they were benefitting "now" from SELF program activities, 2014–2015

(i.e., Physical Activities, Character Building, Guest Speakers, Tutorials, and the Quote of the Day). The highest percentage of students expressed benefits from Physical Activities (93%), followed by Tutorials (90%). Surveyed students were less likely to reveal current benefits from the Quote of the Day (66%).

Table 2 shows the percentage of students who responded whether or not the program would benefit them in the "future" at school or in their personal life. While some students indicated that they would benefit from all of the topics, the highest percentage of students felt that they would benefit from "Goal Setting" (92%), followed by "Preparation" (91%), and "Attitude" (89%). Students were least likely to indicate that they would benefit in the future from "Appropriate Use of Social Media" (71%) and "Financial Budgeting" (72%).

Table 3 presents reflections of SELF students regarding their behavior or feelings since participating in the program. Key findings were 90% of survey respondents indicated that they "almost always" feel safe at home compared to 61% who indicated feeling safe in their neighborhoods, and 58% who indicated feeling safe at school.

A slight majority (51%) of survey respondents indicated that are "almost always" good at planning ahead and making decisions; whereas, slightly less than

Table 2: Percent of SELF students who indicated they would benefit in the "future" from program-related topics, 2014–2015

Topic	% Yes
Goal Setting	92
Preparation	91
Attitude	89
Time Management	88
Commitment	87
Hand Shaking and Eye Contact	86
Accountability	84
Trustworthiness	84
Punctuality	83
Proper Language & Communication	82
Hard work	82
Proper Nutrition	82
Perseverance	80
Manners and Respect	80
Networking	78
Etiquette	78
Financial Literacy	73
Financial Budgeting	72
Appropriate Use of Social Media	71

Table 3: SELF Students' Reflections on Behavior or Feelings Since Participating in the SELF program.

	Almost Always	Sometimes	Never
	%	%	%
I am good at planning ahead and making decisions.	**51**	46	4
I try to do well in school.	**74**	24	2
I help make decisions in my home.	**51**	43	6
I can accept and take personal responsibility.	**62**	35	4
I feel safe at school.	**58**	33	9
I feel good about myself.	**78**	20	2
I am optimistic about my future.	**74**	25	1
I feel safe at home.	**90**	10	0
I serve in my community.	20	**60**	21
I am usually happy with the decisions that I make.	46	**50**	4
I plan on completing my high school education.	**84**	13	2
I plan on attending college after high school.	**77**	18	5
I feel safe in my neighborhood.	**61**	34	5
My parents and teachers expect me to do my best at school and in other activities.	**86**	14	0
I am proud of who I am.	**77**	22	1
I am comfortable around people of different races/ethnicities.	**52**	45	2
I feel that I have some influence over things that happen in my life.	**52**	42	6

the majority expressed that that are usually happy with the decisions that they make (46%).

Regarding their education, 84% of the survey respondents revealed that they plan on completing their high-school education, and 77% revealed that they plan on attending college after high school. The highest percentage of respondents who indicated "never" was on the item "I serve in my community" (21%).

Students were asked to provide their overall feelings about the program. In general, the comments were positive. Some comments were:

> "I think that it helps me get better grades."
> "…it helped me make friends…."
> "..It helps me learn."
> "It's the greatest program ever."
> "It's nice and it provides dinner."
> "It is a good way to spend my time by doing something I love."

Students also mentioned receiving help with homework assignments, playing soccer, tutorials, and coding. A student expressed needing more guest speakers while another student mentioned wanting more time in the program. Additional comments about the program from SELF students are presented in **Appendix G** (page 15).

Discussion

The Stacey and Bo Porter SELF Foundation implemented a pilot afterschool program at Key Middle School during the 2013–2014 academic year. The program expanded in 2014–2015 to include students at Revere and Welch middle schools. A total of 2,817 students were exposed to various components of the program, such as character-building lectures and monthly writing contests, facilitated by Stacey and Bo Porter. A total of 287 students participated in the SELF afterschool component of the program.

SELF students were provided mentoring and coaching opportunities along with lectures on topics that supported strengthening developmental assets. Engagement in physical activities, such as soccer and lacrosse, was an integral component of the program. Tutoring was available to students who needed academic assistance. The research has found social, emotional, and behavioral benefits in youth participating in quality afterschool programs (U.S. Department of Education, 2003, Shernoff, 2010).

This report explored the impact of the SELF program by analyzing students' performance on the 2015 reading STAAR (first administration) and the reading and math District Level Assessments (DLAs) (February 2015). Discipline outcomes were calculated by dividing the frequency of disciplinary actions that were coded as in-school and out-of-school suspensions, alternative placements, expulsions, and "other" actions divided by the total number of actions for SELF and non-SELF students for the 2014–2015 academic year. Additional analysis compared the results of SELF and non-SELF students with previous year disciplinary action data for the same students. Attendance was assessed by measuring the attendance rates of SELF and non-SELF students on excused, unexcused, and total absences.

The impact of SELF on students who participated in the program was reflected by moderately higher math scores of SELF students than their matched counterparts on DLAs. The math DLA performance for SELF and matched students was comparable at eighth grade. The decrease in the percentage of coded disciplinary actions from the 2013–2014 to the 2014–2015 academic year was greater for SELF students than the matched comparison group. The mean numbers of excused, unexcused, and total absences were lower for SELF students than the comparison group. Moreover, the majority of SELF students indicated that they were benefitting from all program components, particularly, physical activities and tutorials.

Although disciplinary actions and attendance outcomes were better for SELF students than comparison-group students in this evaluation, a large percentage of SELF students experienced in- and out-of-school suspensions. Further, excessive unexcused absences exacerbate this concern, considering that absences have been found to be an early warning indicator for poor academic achievement. Continued focus on interventions that support improvements in these areas is recommended.

There are several limitations to this evaluation. Related to sampling, there were lower percentages of non-economically-disadvantaged and at-risk students in the SELF afterschool program than in the non-SELF comparison group. However, matching strategies helped to compensate for differences in key characteristics between the groups. Further, this study relied partially on self-report data from students. These data are subject to issues with rushed completion and missing data. However, Pace (1985) maintains that the quality of questionnaire answers (reliability, validity, credibility) depends primarily on the quality of the questions. The questionnaire included items that were developed based on the SEARCH Institute's (2014) developmental assets. Another limitation is that all SELF students did not complete the survey (30% response rate), therefore, perceptions of benefits may not reflect the views of all students in the program

In spite of the methodological challenges, the evaluation revealed that the Stacey and Bo SELF Foundation program exposed students to a variety of activities that they may not have encountered without the program. These activities were designed to promote

growth and personal development in youth and may have long-term social and academic benefits as students continue their education and pursue careers. Program administrators may consider expanding activities that may help students manage their behavior and improve attendance. Issues, such as neighborhood safety, engaging parents, community members, and school staff can also be incorporated in the program.

Future evaluations should continue to monitor the academic achievement, disciplinary actions, and attendance of SELF Foundation students to determine the impact of the program on the targeted population. Longitudinal tracking of SELF student outcomes to assess the sustainability of positive behavior and academic trends along with feedback from site coordinators on strengths and weakness of the program may provide insight for process monitoring and program improvement efforts.

References

Afterschool Alliance. (2013) Afterschool Programs Keep Kids Safe, Engage Kids in Learning and Help Working Families. Retrieved from, http://www.afterschoolalliance.org/

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of afterschool programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology, 45, 294–309.

Editorial Projects in Education Research Center. (2004). After-School Programs. *Education Week.* Retrieved from, http://www2.ed.gov/programs/21stcclc/index.html

Mahoney, J. L., Lord, H., & Carryl, E. (2005). An ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children. Child Development, 76, 811–825.

Search Institute (2014). Developmental Assets: Preparing Young People for Success. Retrieved from, http://www.search- institute.org/ what-we-study/developmental-assets

Texas Education Agency. (2010). The State of Texas Assessments of Academic Readiness (STAAR) A New Assessment Model

U.S. Department of Education, Office of Elementary and Secondary Education (2003). When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program, First Year Findings, 2003.

U.S. Department of Education (2014). 21st Century Learning Centers. Retrieved from, http://www2.ed.gov/programs/21stcclc/index.html

U.S. Department of Justice (2001). Truancy reduction: Keeping students in school. Office of Justice Programs. Office of Juvenile Delinquency Prevention.

For additional information contact the HISD Department of Research and Accountability at 713-556-6700 or e-mail Research@Houstonisd.org.

Appendix A
English Language Arts (Reading) DLA Results, February 2015

T-test Analysis based on Percent Correct on the English Language Arts (reading) District Level Assessment, February 2015

Student Samples	n	Mean	Mean Difference	S.E.	t	p
Grade 6						
SELF Students	137	50.9	1.7	12.8	.13	.897
Non-SELF Comparison Students	650	49.2				
Grade 7						
SELF Students	34	50.4	3.8	11.9	.32	.749
Non-SELF Comparison Students	652	46.6				
Grade 8						
SELF Students	79	56.5	1.05	2.8	.37	.711
Non-SELF Comparison Students	696	55.4				

Appendix B
Math DLA Results, February 2015

T-test Analysis based on Percent Correct on the Math District Level Assessment, February 2015

Student Samples	n	Mean	Mean Diff.	S.E.	t	p
Grade 6						
SELF Students	137	40.8	-2.11	4.3	-.49	.624
Non-SELF Comparison Students	636	42.9				
Grade 7						
SELF Students	33	38.4	8.0	7.6	1.05	.294
Non-SELF Comparison Students	663	30.4				
Grade 8						
SELF Students	63	40.9	7.4	10.0	.74	.460
Non-SELF Comparison Students	626	40.8				

Appendix C
Disciplinary Data Analysis

Group	Disciplinary Actions	Frequency	Percent
Non-SELF Comparison Students	Alternative Placement	52	3.4
	Expulsions	2	0.1
	In-School Suspensions	714	47.0
	Other Disciplinary Actions†	234	15.4
	Out-of-School Suspensions	517	34.0
	Total	1,519	100.0
SELF Students	Alternative Placement	5	2.7
	Expulsions	0	0.0
	In-School Suspensions	81	43.1
	Other Disciplinary Actions†	38	20.2
	Out-of-School Suspensions	64	34.0
	Total	188	100.0

†Note: Examples of Other Disciplinary Actions include student or parent conference, detention, behavior/conduct contract, and referral to a counseling agency.

Appendix D
Disciplinary Data Results for SELF and Non-SELF students with 2013–2014 and 2014–2015

2013–2014			
Group	**Disciplinary Action Status**	**Frequency**	**Percent**
Non-SELF Comparison Students	No	742	63.4
	Yes	429	36.6
	Total	1,171	100.0
SELF Students	No	47	52.8
	Yes	42	47.2
	Total	89	100.0

2014–2015			
Group	**Disciplinary Action Status**	**Frequency**	**Percent**
Non-SELF Comparison Students	No	756	64.6
	Yes	415	35.4
	Total	1,171	100.0
SELF Students	No	52	58.4
	Yes	37	41.6
	Total	89	100.0

Appendix E
Propensity Score, Nearest Neighbor Matching
Disciplinary Actions

	Treated (SELF Students) (n = 193)	Controls (Non-SELF Matched Comparison Students) (n = 46,362)			
	Mean	Mean	Difference	S.E.	T-stat
Unmatched	.4157	.3543	.0613	.0527	1.16
Matched	.4157	.5281	-.1123	.5035	-.022

Appendix F
Attendance Data for SELF and Non-SELF Student Groups

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Unexcused Absences Count	Non-SELF	3,074	4.939	6.1891	.1116
	SELF	275	4.629	5.5494	.3346
Excused Absences Count	Non-SELF	3,074	2.519	4.3622	.0787
	SELF	275	1.971	3.0980	.1868
Total Absences Count	Non-SELF	3,074	7.457	8.5707	.1546
	SELF	275	6.600	7.1501	.4312

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Diff.	95% Confidence Interval of the Difference	
								Lower	Upper
Unexcused Absences	1.411	.235	.801	3347	.423	.3094	.3864	-.4482	1.0671
			.877	337.995	.381	.3094	.3528	-.3845	1.0033
Excused Absences	10.789	.001	2.037	3347	.042	.5480	.2689	.0207	1.0753
			2.703	378.754	.007	.5480	.2027	.1494	.9465
Total Absences	4.326	.038	1.610	3347	.108	.8574	.5327	-.1871	1.9018
			1.872	348.453	.062	.8574	.4580	-.0435	1.7583

Appendix G

SELF Student Survey Comments, 2014–2015

Overall Feelings About the SELF Foundation Program:
I feel it is a great way to have a fun time….
I think it is good for our learning and activities and helps us in school.
I love the after school because it help[s] you learn.
I like afterschool tutorials cause it is fun safe and I always feel good.
Play soccer
Soccer
Play soccer
I feel that we need more after school programs because kids get better grades when they join them.
It's the greatest program ever.
I feel good because since now I'm in [the] after school program, I'm doing much better work.
I feel that if I attend tutorials I think that it will help me be more able to get my work done and right.
I feel good about it because fun activities [in] after school.
Go to the park and play soccer after school.
Play soccer
I feel that as long as it (after school program); gets to a point of how to be self-prepared. It is good.
I think that it helps me get better grades.
It's fun and caring and very education[al].
I feel good about it.
The after school program is excellent. It help[s] me a lot and I love attending it.
It's a great program.
It's a very good program to learn about yourself and everyone else.
I like Bo Porter because it's fun.
It is fun just wish we should get snacks and have more time.
Its good and it helps me on my subjects better.
I feel the after-school program is very important and good to have.
I think it helps us in many in school and out of school; it's a great experience for any kid.
I like the after school program because it helps me be a better person and understand more.
I love the after school program. Bo and Stacey are such nice people for doing this for our school. I love it and I love them. Thank you.
I like the after school program is helps you learn while having fun.
It is nice and it provides us dinner.
I feel that after-school will give me more time of work than staying at my home working my chores and no time to do it.
I like most of my after-school teachers…..
It is cool at times and interesting overprotective.
It is awesome, I love being here.
Coding club
Thank you so much it helped me make friends and jump from the [shadows].
The afterschool program [i]s good because the teachers help you with work you don't understand.
It's awesome.
Good after-school program to do homework and meet friends. Need more guest speakers. Also have some music class.

SELF Foundation Student Survey Comments, cont'd, 2014–2015

I think that after school is great an[d] the only way to make it better is to add art for after school.
Maybe we could do some art projects.
Dance and music
:) [smiling face]
It is good :) […smiling face]
Thanks! For everything.
I like that it is a chance for you to do your homework because we have so much homework it's hard to complete every teacher's homework assignment.
I feel good about the programs.
I feel good about what I do.
I love it be[cause] I get to not waste time.
I like the after school program because of everything; the physical activities.
It's a good way to spend my time by doing something I love.
Fun, staying after school is fun for me.
Cool, fun
It is very fun and good because I have to stay on task with all my schoolwork.
They help.