MEMORANDUM

October 31, 2016

TO: Caleen Allen

FROM: Carla Stevens
Assistant Superintendent of Research & Accountability

SUBJECT: **STACEY AND BO PORTER SELF FOUNDATION AFTERSCHOOL PROGRAM: ACADEMIC AND SOCIAL IMPACTS ON KEY, REVERE, AND MEYERLAND MIDDLE SCHOOLS, 2015–2016**

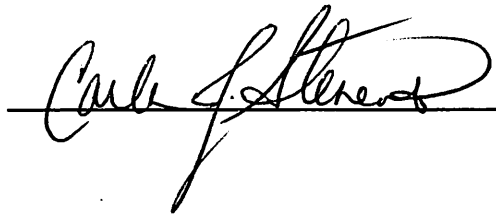
CONTACT: Carla Stevens, (713) 556-6700

During the 2015–2016 academic year, the Stacey and Bo Porter SELF (Sports, Education, Life-Skills, and Faith) Foundation involved 255 at-risk students at Key, Revere, and Meyerland middle schools in the afterschool program. The program offered academic support, life skills, sports, and spiritual enrichment through tutorials, guest speakers, and inspirational messages on self-esteem and character-building. The DOORS program (Discovery Opportunities that Offer Real Success) was implemented to assist eighth-grade students transition to high school. Program impact was measured using the State of Texas Assessment of Academic Readiness (STAAR) reading and math performance, attendance, and disciplinary actions of SELF students compared to non-program students enrolled at SELF schools.

Key Findings:

- SELF students achieved higher increases in STAAR mean scale scores from fifth to sixth grade in math, sixth to seventh grade in reading and math, and seventh to eighth grade in math relative to comparison-group students.
- Propensity score matching using STAAR of eighth-grade SELF students who participated in the DOORS program, revealed an estimated increase of nearly 10 scale score points in reading and math due to SELF program participation.
- Disciplinary outcomes were better for SELF students compared to non-SELF students relative to the percentage of students with "no" in-school and out-of-school suspensions, alternative placements, or other disciplinary referrals retrospectively in 2016 from 2015.
- The mean numbers of excused, unexcused, and total absences were lower for SELF students relative to the non-SELF comparison group.
- The vast majority of students indicated that they were benefitting from all program components, with the largest majority specifying physical activities (93%) and tutorials (90%). The Foundation should consider expanding these components, while building character traits that support positive self-esteem, community service, safety, and preparation for future education and careers.

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



CJS

Attachment

cc: Grenita Lathan
Rose Adams

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

EVALUATION REPORT
BUREAU OF PROGRAM EVALUATION
Volume 11, Issue 1, August 2016

Stacey and Bo Porter SELF Foundation Afterschool Program: Academic and Social Impacts on Key, Revere, and Meyerland Middle Schools, 2015–2016

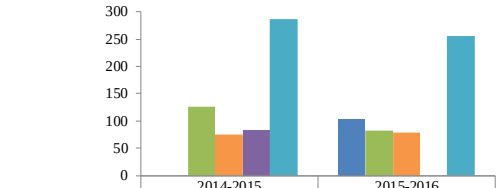
By Venita Holmes, Dr.P.H.

*The SELF Foundation afterschool program involved 255 students at Key, Revere, and Meyerland (formerly Johnston) middle schools in tutorials and enrichment activities to support their academic, social, and emotional development. All students at SELF schools were allowed to participate in a character-building essay contest for prizes. Program impact was measured using STAAR reading and math performance, attendance, and disciplinary actions of SELF students compared to non-program students enrolled at SELF schools. Both groups showed gains in reading and math from 2015 to 2016; however, SELF students achieved higher increases in mean scale scores from 5th to 6th grade in math, 6th to 7th grade in reading and math, and 7th to 8th grade in math. Propensity score matching using STAAR of 8th-grade SELF students who participated in the DOORS program, revealed an estimated increase of nearly 10 scale score points in reading and math due to SELF program participation. Disciplinary outcomes were better for SELF students compared to non-SELF students relative to the percentage of students with "**no**" in-school and out-of-school suspensions, alternative placements, or other disciplinary referrals retrospectively in 2016 from 2015. The mean numbers of excused, unexcused, and total absences were lower for SELF students relative to the non-SELF comparison group. The vast majority of students indicated that they were benefitting from all program components, with the largest majority specifying physical activities (93%) and tutorials (90%). The Foundation should consider expanding these components, while building character traits that support positive self-esteem, community service, safety, and preparation for future education and careers.*

Background

The Stacey and Bo Porter SELF Foundation afterschool program supports youth development by offering activities to improve lives through Sports, Education, Life Skills, and Faith. The program emphasizes youth fitness, education, social well-being and spiritual enrichment as essential building blocks to nurture the whole youth athletically, academically, socially, and spiritually. SELF thrives to enhance the overall success of communities. The program was initiated in the Houston Independent School District (HISD) during the 2013–2014 academic year as a pilot program at Key Middle School and expanded to Revere and Welch middle schools during the 2014–2015. Key students are in their third year, while Revere students are in their second year of the program. Johnston (now referred to as Meyerland) Middle School was added in 2015–2016, and Welch is no longer participating in the program.

Figure 1 reflects the number of SELF students over the past two years. All students at SELF schools were given the opportunity to participate in the program; however, only students whose parents provided signed consent were SELF students. Key students were no longer provided transportation during the 2015–2016 academic year, resulting in a decline in participation.



	2014-2015	2015-2016
Meyerland		104
Key	127	83
Revere	75	78
Welch	85	
All SELF Students	287	255

Figure 1: SELF students by School, Past Two Years

SELF Program Key Components

- *Afterschool Program* provided a wide array of academic and enrichment activities 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 in sixth, seventh, and eighth grades.

- *Character-building Essay Contest* required effective communication, writing, and networking skills for students to earn prizes. All students at SELF Foundation schools had the opportunity to participate in the essay contest.

- *Boys to Men Program* addressed social factors that contribute to outcomes associated with minority males. Focus on academic achievement, motivation, enhancing potential, and providing opportunities through mentorship and resources supported growth and mastery in all areas of life.

- *Tom Wadley First Pitch Baseball Tournament* was held on February 5, 2016 at Johnston Middle School and February 6, 2016 at Key Middle School on the Fondren Field to foster teamwork and character-building. These events were supported by the Fondren Family Foundation and Academy Sports and Outdoors.

- *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.

Site coordinators helped to coordinate SELF program activities at their school, while a program director, employed by the SELF foundation, provided oversight of the full program. SELF afterschool program students were provided dinner at the end of the day at Key and Revere middle schools.

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 (Belsky, 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.

Table 1: Total Students by SELF School, SELF and Non-SELF Student Samples, 2015–2016

	Meyerland MS	Key MS	Revere MS	SELF Student Sample		Non-SELF Student Sample	
	N = 100	N = 83	N = 72	N = 255		N = 3,411	
Grade Level	%	%	%	n	%	n	%
6	48	22	38	93	37	1,166	34
7	29	21	38	73	29	1,175	34
8	23	58	25	89	35	1,070	31
Ethnicity							
Asian	2	0	3	4	2	121	4
African American	42	61	29	114	45	1,205	35
Hispanic	48	37	58	121	48	1,709	50
White	6	0	6	10	4	334	10
Two or More Races	2	0	3	4	2	25	1
Indian/Pacific Is.		1	0	2	1	17	<1
Gender							
Male	69	49	57	151	59	1657	48
Female	31	51	43	104	41	1,754	51
Other Characteristics							
Economic Disadvantaged	79	66	79	191	75	2,562	75
At Risk	53	74	56	154	60	2,038	60
Gifted/Talented (G/T)	21	0	3	23	9	585	17
Limited English Proficient (LEP)	22	19	31	60	24	913	27
Special Education	6	7	8	18	7	322	9

Source: PEIMS, 2015–2016

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 255 students can be found in **Table 1**. A decline in SELF participation at Key may be related to students not being provided transportation in 2015–2016.

SELF vs. Non-SELF Student Comparison Group

All students at SELF schools who were not in the afterschool program comprised the non-SELF student comparison group for the analyses. Both SELF and non-SELF students were predominately economically disadvantaged and at risk. A higher percentage of non-SELF students were gifted/talented compared to the SELF student sample. However, lower percentages of limited English proficient (LEP) and special education students were SELF students compared to non-SELF students.

Measures and Variables

Key variables assessed in the quantitative analyses were academic achievement, attendance, and disciplinary action rates for the 2014–2015 (pretest) and 2015–2016 (posttest) academic years. Specifically, academic achievement of SELF and non-SELF students was measured using students' 2015 and 2016 reading and math scale scores on the State of Texas Assessments of Academic Readiness (STAAR) to compare change in performance between the groups over the two-year period.

The STAAR is aligned with the state curriculum standards and the Texas Essential Knowledge and Skills (TEKS). STAAR 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 and unexcused absences for the 2014–2015 and the 2015–2016 academic years. Attendance data were captured from the data warehouse Cognos Chancery package, August 9, 2016.

Student discipline was based on the number and percent of "**no**" in-school and out-of-school suspensions, alternative placements, expulsions, and "other" disciplinary actions that students incurred during the 2014–2015 and the 2015–2016 academic years. A paired sample was created with students who had disciplinary data during the 2015–2016 school year (posttest) and disciplinary data in 2014–2015 (pretest). Disciplinary data were extracted from Cognos, August 9, 2016 for SELF and non-SELF students. The groups were compared to determine whether the prevalence of disciplinary actions changed over time.

Qualitative analysis was also conducted based on a paper-and-pencil survey that was administered to SELF students in May 2016. The survey measured students' perceptions relative to: (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 2015 (pretest) and the 2016 (posttest) STAAR reading and math subtest results (first test administration). The mean scale scores of SELF students were compared with all other students at SELF schools based on paired t-test analyses. Analyses were conducted for SELF and non-SELF student groups with both 2015 and 2016 STAAR reading and math data.

Figure 2 presents the STAAR reading and math results of SELF students who participated in the program as 6th graders in 2015–2016 (posttest) and who were 5th graders in 2015 (pretest). Non-SELF students with STAAR data in comparable years are also presented in Figure 2. Both groups showed gains in reading and math. SELF students' reading scores increased by 15 points; whereas, non-SELF students reading scores increased by 46 points. On the math test, SELF student scores increased by 66 points, while non-SELF students' math scores increased by 56 points. Thus, SELF students demonstrated greater gains in math compared to the non-SELF student group.

Figure 3 depicts the STAAR reading and math results of SELF students who participated in the program as 7th graders in 2015–2016 (posttest) and who were 6th graders in 2015 (pretest). Non-SELF students with STAAR data in comparable years are also depicted in Figure 3.

It is evident that 7th grade SELF and non-SELF student groups showed gains in reading and math (Figure 3). SELF students' reading scores increased by 76 points; whereas, non-SELF students reading scores increased by 64 points. On the math test, SELF student scores increased by 53 points, while non-SELF students' math scores increased by 48 points.

Figure 2: SELF students vs. non-SELF students, paired sample, reading and math STAAR, spring 2015 (pretest) vs. 2016 (posttest), average scale score

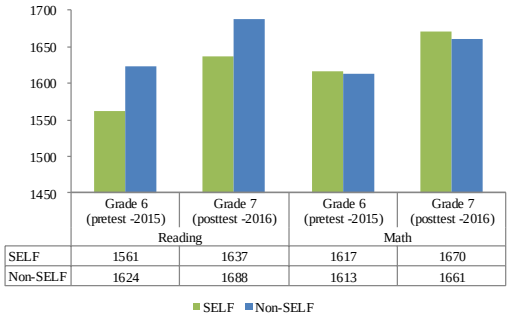


Figure 3: 6th grade SELF vs. non-SELF students, paired reading and math STAAR, spring 2015 (pretest) vs. 2016 (posttest), average scale score

Consequently, SELF students demonstrated greater gains in reading and math compared to the non-SELF student group (Figure 3).

Figure 4 compares the STAAR reading and math results of SELF students who participated in the program as 8th graders in 2015–2016 (posttest) and who were 7th graders in 2015 (pretest). Non-SELF students with STAAR data in both years are also shown in Figure 4.

It can be seen in Figure 4 that 8th grade SELF and non-SELF student groups demonstrated increases in their mean reading scale scores. SELF students' mean reading scores increased by 53 points compared to non-SELF students, whose mean reading scores increased by 55 points. On the math test, SELF student scores increased by 79 points compared to non-SELF students whose math scores increased by 71 points. SELF students showed greater gains in math relative to the non-SELF student group.

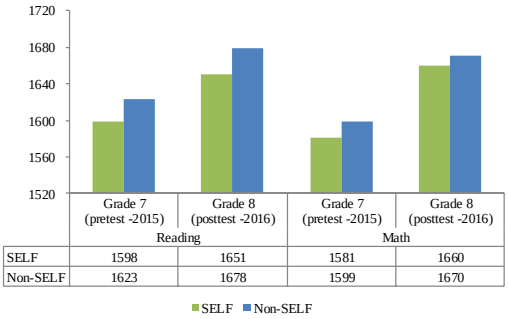


Figure 4: 8th grade SELF vs. non-SELF students, reading and math STAAR, spring 2015 (pretest) vs. 2016 (posttest), average scale score

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

The treatment effect of the program was determined using the results of SELF students who were 8th graders during the 2015–2016 academic year, considering that these students were engaged in an additional program, DOORS (Discovery Opportunities that Offer Real Success), to help them transition from middle school to high school.

Propensity score, nearest neighbor matching created comparable 8th-grade student groups using students' 2016 STAAR reading and math scale scores as the outcome measures, controlling for at-risk status and 2015 reading and math scales scores. *STATA* software was used for matching SELF students with non-SELF students. Propensity score matching yielded 75 SELF students and 905 non-SELF students in the reading performance analyses. In addition, 62 SELF students and 748 non-SELF students were identified in the math propensity score analyses.

Figure 5 shows that before propensity score matching, SELF students had a lower STAAR mean reading scale score than non-SELF students (1648 vs. 1671). However, after controlling for at-risk status and 2015 reading scale scores, SELF students had a higher STAAR mean reading scale score than non-SELF students (1648 vs. 1537). *STATA* propensity matching estimated the average treatment effect (teffects) to be a 9.7 scale score increase on the STAAR reading test for 8th-grade students due to participation in SELF.

Relative to math, **Figure 6** shows that before propensity score matching, SELF students had a lower STAAR mean math scale score than non-SELF students (1652 vs. 1659). After controlling for at-risk status and 2015 math scale scores, SELF students had a higher STAAR mean math scale score than non-SELF students (1651 vs. 1637). *STATA* propensity matching estimated the average treatment effect (teffects) in math as 9.8 points due to participation in the program.

Figure 5: SELF program effects on 8th graders, propensity score matching, controlling for 2015 STAAR reading scores and at risk status, with 2016 reading scores as outcome

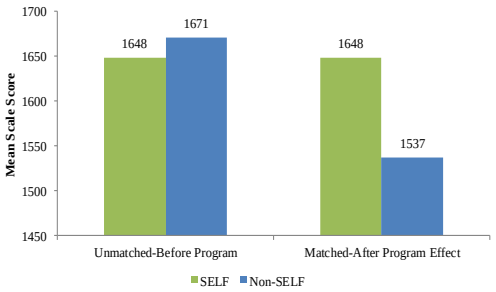


Figure 6: SELF program effects on 8th graders, propensity score matching, controlling for 2015 STAAR math scores and at risk status, with 2016 math scores as outcome

T-effects revealed an estimated 9.8 scale score increase on the STAAR reading test for 8th-grade students due to participation in the SELF program.

How did SELF impact student's school disciplinary actions?

In order to determine the impact of SELF on students' behavior, disciplinary referrals were measured for a **paired** sample SELF and non-SELF students at the same schools for the current school year as a posttest measure (2015–2016) and the previous school year as a pretest measure (2014–2015) to detect changes among the samples. **Appendix A** and **Figures 7** and **8** display the distribution of "**no**" disciplinary actions among the paired samples of SELF and non-SELF students over the two-year period. Figure 7 shows that higher percentages of SELF students compared to non-SELF students had "**no**" in-school suspensions during the 2014–2015 school year; whereas, higher percentages of non-SELF students had "**no**" occurrences of out-of-school suspensions and "other" disciplinary actions. Examples of "other" disciplinary actions were student or parent conference, detention, behavior/conduct contract, and referral to a counseling agency.

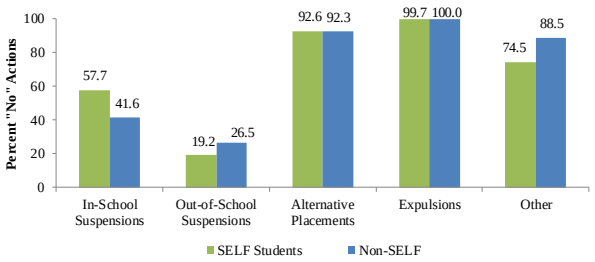


Figure 7: Paired analyses, percent of students with "**No**" disciplinary actions SELF and Non-SELF student samples at same schools, 2014–2015 (28 SELF students, 310 non-SELF students)

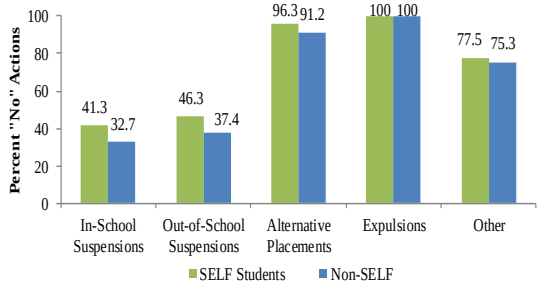


Figure 8: Percent of students with "**No**" disciplinary actions SELF and non-SELF student samples at same schools, 2015–2016 (80 SELF Students, 697 Non-SELF Students)

During the 2015–2016 school year, SELF students maintained higher rates of "**no**" in-school suspensions, but had higher rates of "**no**" out-of school suspensions, and "**no**" alternative placements compared to non-SELF students during the 2015–2016 school year (Figure 8). Both groups had no expulsions in 2015–2016.

Notably, over the two-year period, the percentage of students with "**no**" in-school suspensions dropped for SELF (16.3 points) and non-SELF students (8.9 points), while the percentage of students with "**no**" out-of-school suspensions increased for both student groups (27.1 points vs. 10.9 points).

How did the rate of absenteeism for SELF students compare to students at SELF schools?

The mean number of excused, unexcused, and total absences is presented for SELF students and a non-SELF comparison-student group in **Figure 9**. Additional attendance data can be found in **Appendix B**. SELF students had a lower mean number of excused, unexcused, and total absences than non-SELF students.

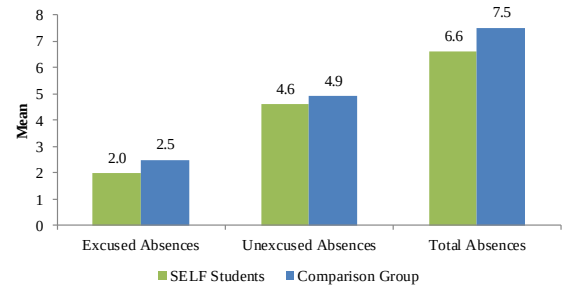


Figure 9: Mean number of days absent for SELF and non-SELF student samples at SELF schools, 2015–2016 (92 SELF Students, 1,153 non-SELF students)

What were SELF student's perceptions regarding the 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 82 students who completed the survey are depicted in **Figure 10**. The majority of surveyed students replied that they currently benefit from each of the program components (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 (94%), followed by Tutorials (78%). Surveyed students were less likely to reveal current benefits from the Quote of the Day (66%). This pattern is consistent with the previous evaluation.

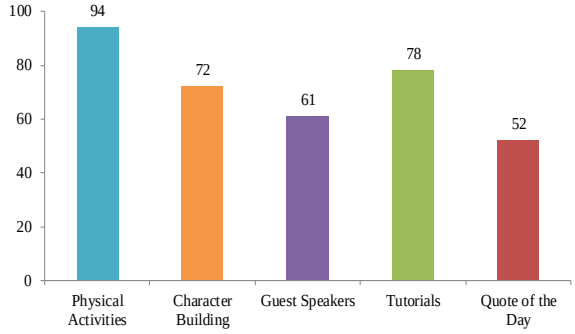


Figure 10: Percentage of SELF students who indicated whether or not they were benefitting "now" from SELF program activities, 2015–2016

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. The highest percentage of students indicated that they would benefit from topics related to "Hard Work" (94%), followed by "Manners and Respect" (89%). In contrast, the lowest percentage of students noted that they would benefit in the future from topics related to "Financial Literacy" (66%), followed by "Financial Budgeting" (68%).

Table 3 presents reflections of SELF students regarding their behavior or feelings since participating in the program. Key findings revealed that 74% of survey respondents indicated that they "almost always" feel safe at home compared to 59% who indicated feeling safe in their neighborhoods, and 47% who indicated feeling safe at school. The vast majority of students replied that they "almost always" plan on completing their high school education (91%) and plan on attending college after high school (90%). Only 29%

Table 2: Percent of SELF students who indicated they would benefit in the "future" from program-related topics, 2015–2016

Topic	% Yes 2015–2016 (n=82)
Hard work	94
Manners and Respect	89
Perseverance	88
Preparation	87
Trustworthiness	87
Attitude	86
Etiquette	86
Goal Setting	85
Commitment	85
Appropriate Use of Social Media	85
Accountability	83
Punctuality	83
Time Management	81
Proper Language & Communication	81
Networking	79
Hand Shaking and Eye Contact	73
Financial Budgeting	68
Financial Literacy	66

of students indicated that they "almost always" serve in their community. Forty-three percent of students revealed that they are usually happy with the decisions that they make.

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

> "I think the afterschool program is a great way to help kids."
> "I think the Bo Porter Self Foundation Program is great."
> "I play baseball and feel that it's helpful."
> "I feel safe in the program and it helps me do or get help with problems I have and do my homework."
> "Very fun and makes me get in shape."

Students also mentioned receiving help with homework assignments, playing soccer, and content area courses, and being able to eat dinner.

Discussion

Research has shown that youth participating in quality afterschool programs gain social, emotional, and behavioral benefits (U.S. Department of Education, 2003, Shernoff, 2010). 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. During the 2015–2016 academic year, 255 students participated in the afterschool program at Key, Revere, and Meyerland middle schools. A total of 3,411 students were exposed to various components of SELF, including Boys to Men, Character-building Essay Contest, Tom Wadley First Pitch Baseball Tournament, DOORS, and guest speakers facilitated by Stacey and Bo Porter.

SELF students were provided mentoring and

Table 3: SELF students' reflections on behavior or feelings since participating in the SELF program, 2015–2016

	Almost Always %	Sometimes %	Never %
I am good at planning ahead and making decisions.	56	43	1
I try to do well in school.	82	19	0
I help make decisions in my home.	46	49	5
I can accept and take personal responsibility.	65	32	4
I feel safe at school.	47	41	12
I feel good about myself.	73	26	1
I am optimistic about my future.	65	34	1
I feel safe at home.	74	23	4
I serve in my community.	29	48	23
I am usually happy with the decisions that I make.	43	55	3
I plan on completing my high school education.	91	9	0
I plan on attending college after high school.	90	9	1
I feel safe in my neighborhood.	59	34	7
My parents and teachers expect me to do my best at school and in other activities.	93	6	1
I am proud of who I am.	83	13	4
I am comfortable around people of different races/ethnicities.	53	40	6
I feel that I have some influence over things that happen in my life.	56	39	5

coaching opportunities along with lectures on topics that supported strengthening developmental assets. Participation in sports activities, including competitive baseball and lacrosse, soccer, and flag football, was a fundamental component of the program. Tutoring was available to students who needed academic assistance.

This report explored the impact of the SELF program by analyzing the 2016 reading and math STAAR performance of SELF students who participated in the afterschool program compared to other students at SELF schools. Discipline outcomes were assessed based on a paired sample of afterschool program SELF students and non-SELF students over a two-year period. Attendance was assessed by measuring the attendance rates of SELF and non-SELF students relative to excused, unexcused, and total absences during the 2015–2016 school year.

Students who participated in the SELF afterschool program and non-SELF student groups showed gains on STAAR reading and math tests. However, SELF program students achieved higher mean scale scores in math from fifth to sixth grade, in reading and math from sixth to seventh grade, and in math from seventh to eighth grade compared to the non-SELF student group. Further, propensity score matching of eighth grade students who participated in the DOORS program reflected an estimated gain of nearly 10 scale score points in reading and math due to participation in the program.

Disciplinary outcomes were better for SELF students in relation to non-SELF students when considering the percentage of students with "**no**" in-school and out-of-school suspensions, alternative placements, or other disciplinary referrals retrospectively from 2016 to 2015. The mean numbers of excused, unexcused, and total absences were lower for SELF students compared to the non-SELF comparison group based on 2015–2016 attendance data. Moreover, the majority of SELF students indicated that they were benefitting from all program components, particularly, physical activities and tutorials. Continued focus on interventions that support improvements in these areas is recommended.

There are several limitations to this evaluation. Student perceptions were self-reported. 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. 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 help students manage their behavior and improve attendance. Issues, such as safety and serving in the community may be areas for enhancement. Additional program components could focus on building students' self-esteem and confidence to plan and make decisions that support positive education and career trajectories.

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 beyond middle-school may provide additional information relative to the long-term impact of the program on students' social functioning and academic performance.

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Appendix A

Disciplinary Data Analysis

2015-2016			
Group	**"No" Disciplinary Actions**	**Frequency**	**Percent**
Non-SELF Comparison Students	Alternative Placement	636	91.2
	Expulsions	0	0.0
	In-School Suspensions	228	32.7
	Other Disciplinary Actions†	525	75.3
	Out-of-School Suspensions	261	37.4
	Total	697	100.0
SELF Students	Alternative Placement	77	96.3
	Expulsions	0	0.0
	In-School Suspensions	33	41.3
	Other Disciplinary Actions†	62	77.5
	Out-of-School Suspensions	37	46.3
	Total	80	100.0

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

2014-2015			
Group	**"No" Disciplinary Actions**	**Frequency**	**Percent**
Non-SELF Comparison Students	Alternative Placement	287	92.6
	Expulsions	309	99.7
	In-School Suspensions	129	41.6
	Other Disciplinary Actions†	231	74.5
	Out-of-School Suspensions	82	26.5
	Total	697	100.0
SELF Students	Alternative Placement	24	92.3
	Expulsions	26	100.0
	In-School Suspensions	15	57.7
	Other Disciplinary Actions†	23	88.5
	Out-of-School Suspensions	5	19.2
	Total	26	100.0

Appendix B

Attendance Data for SELF and Non-SELF Student Groups, with both 2014-2015 and 2015-2016 Absences

	SELF status group	N	Mean	Std. Deviation
2016 Excused Absences	SELF	92	1.47	2.166
	Non-SELF	1153	2.79	4.480
2016 Unexcused Absences	SELF	92	5.77	6.438
	Non-SELF	1153	6.24	7.979
2015 Excused Absences	SELF	92	1.86	2.625
	Non-SELF	1153	2.47	3.579
2015 Unexcused Absences	SELF	92	3.68	3.863
	Non-SELF	1153	4.50	5.559

Independent t test, SELF and Non-SELF same schools	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
2016 Excused	-2.796	1243	.005	-1.318	-2.244	-.393
2016 Unexcused	-.553	1243	.580	-.472	-2.146	1.202
2015 Excused	-1.604	1243	.109	-.611	-1.359	.136
2015 Unexcused	-1.382	1243	.167	-.817	-1.976	.342