

Future Leaders Program: 2015-2016

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At-a-Glance

The Future Leaders Program (FLP) was founded in 2001 by the Brewer Foundation (formerly the Bickel & Brewer Foundation), a 501(c)(3) nonprofit organization, to provide academic resources and leadership training to selected students without charge. This program provided intensive academic training, tutoring, and mentoring to 273 Dallas ISD students in grades five through twelve. Students spent two afternoons each week in the classrooms of private school partners. The purpose of this evaluation was to analyze the academic performance of Future Leaders Program students and understand how the program has influenced the plans and aspirations of its students.

Future Leaders Program Student Characteristics

FLP students were enrolled in 31 Dallas ISD schools during the 2015-2016 school year. The schools with the highest levels of representation in FLP were Dallas Environmental Science Academy (15.8%), Barack Obama Male Leadership Academy (middle school) (9.9%), W.E. Greiner middle School (8.1%), Judge B. Sanders Magnet Center for Public Service (7.0%) Barack Obama Male Leadership Academy (high school) (7.0%), and Irma Rangel young Women's Leadership School (5.1%). These six schools cumulatively enrolled 144 students into the Future Leaders Program, more than half of all participants (52.9%) (Table 1).

Table 1: School Origin of FLP Students

School	N	%
Dallas Environmental Science Academy	43	15.8
Barack Obama Academy (middle school)	27	9.9
W.E. Greiner Exploratory Arts Academy	22	8.1
Judge B. Sanders Law Center	19	7.0
Barack Obama Academy (high school)	19	7.0
Irma Lerma Rangel (middle school)	14	5.1
Townview Business	12	4.4
Billy Earl Dade Middle School	12	4.4
Sunset High School	10	3.7
Skyline High School	10	3.7
James Madison High School	9	3.3
Oliver W. Holmes Academy	8	2.9
J.P. Starks Vanguard	8	2.9
Townview Education	7	2.6
Raul Quintanilla Sr. Middle School	7	2.6
Townview Science & Engineering	6	2.2
Lincoln High School	5	1.8
Townview Health Professions	5	1.8
George Peabody Elementary School	5	1.8
Other	25	9.2
Total	273	100.0

The characteristics of FLP students are presented in Table 2. Fifty-eight percent (57.5%) of FLP students were Hispanic and 39.2 percent were African American. Eighty-eight percent (87.9%) of FLP students were economically disadvantaged. Additionally, FLP students were well represented in talented and gifted programs (69.6%)

Table 2: Characteristics of Future Leaders Students

	FLP		DISD	
	N	%	N	%
Race/Ethnicity				
Hispanic	157	57.5	111,451	70.2
African American	107	39.2	35,791	22.6
White	4	1.5	7,594	4.8
Other	5	1.9	3,824	2.2
Gender				
Female	147	53.8	77,595	48.9
Male	126	46.2	81,065	51.1
LEP	29	10.6	68,025	42.9
Talented and Gifted	190	69.6	20,807	13.1
Special Education	1	0.4	11,797	7.4
Econ Disadvan	240	87.9	140,804	89.4

Future Leaders Program Academic Performance

Comparison groups were created by matching FLP students on the following variables: grade, SY 2014-15 STAAR reading and mathematics satisfactory, advanced, and scaled scores, ethnicity, gender, limited English proficiency (LEP), special education, talented and gifted, economically disadvantaged, and at-risk. FLP students were compared to these matched comparison groups to determine if there were any meaningful differences between the average performances of the two groups on the SY 2015-16 STAAR reading and mathematics, Algebra EOC, English I EOC, and English II EOC exams.

As shown in Table 3, a higher percentage of FLP students reached both the satisfactory standard and the advanced standard on all exams except the Algebra I EOC though the differences were relatively small. Eleven independent-samples t-tests were conducted to evaluate whether there were differences between the average scale scores of FLP students and their matched groups on SY 2015-16 STAAR reading and mathematics, Algebra I EOC, English I EOC, and English II EOC exams. Results indicated no statistically significant differences between the performances of the two groups although it should be noted that both groups demonstrated high levels of achievement with average scale scores that were at or above the 88th percentile on all observed STAAR exams.

Table 3: Future Leaders Students and Matched Comparison Group Performances on STAAR Exams: SY 2015-16

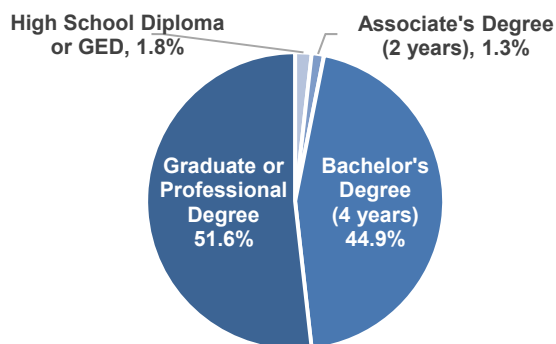
Subject	FLP	Match Group	Difference
Reading			
Satisfactory	98.1	95.5	2.6
Advanced	45.5	44.2	1.3
Mathematics			
Satisfactory	99.0	96.9	2.1
Advanced	34.3	29.7	4.6
Algebra I EOC			
Satisfactory	100.0	94.4	5.6
Advanced	55.4	61.1	-5.7
English I EOC			
Satisfactory	100.0	100.0	0.0
Advanced	28.6	22.2	6.4
English II EOC			
Satisfactory	95.0	85.0	10.0
Advanced	25.0	10.0	15.0

Plans and Aspirations of FLP Students

A survey was designed to understand FLP student educational and career plans, student confidence in fulfilling these plans, and whether the Future Leaders Program was an influence. To minimize classroom disruption, an online questionnaire was utilized. Altogether, 82.4 percent of enrolled FLP students completed the survey.

Ninety-two percent (92.0%) of FLP students had plans to enter a four year college or two year college/specialized training program immediately after high school graduation. Four percent (4.4%) of respondents answered, "I don't know." Ninety-seven percent (96.5%) of FLP students expected their highest level of education to be a bachelor's degree or graduate/ professional degree (Figure 1).

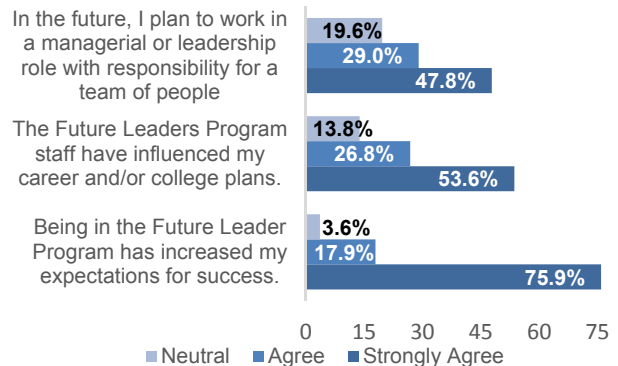
Figure 1: Highest Expected Level of Education



As shown in Figure 2, more than three quarters (76.8%) of FLP students strongly agreed (47.8%) or agreed (29.0%) with the statement: "In the future, I plan to work in a managerial or leadership role with responsibility for a team of people." Eighty percent (80.4%) of FLP students selected strongly agree (53.6%) or agree (26.8%) to the statement: "The Future Leaders Program staff have influenced by career and/or college plans. Ninety-four percent (93.8%) of FLP students strongly

agreed (75.9%) or agreed (17.9%) to the statement: "Being in the Future Leaders Program has increased my expectations for success."

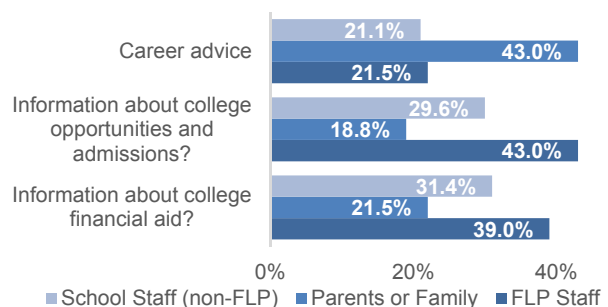
Figure 2: Future Leaders Aspirational Survey Responses



Note: Survey responses "Strongly Disagree" and "Disagree" combined were selected by less than 6% of respondents on every question and were omitted from this chart due to low prevalence.

FLP students were asked to indicate their primary source of information and support (Figure 3). While the most common primary source of information and support when seeking career advice was parents and family (43.0%), when seeking information about college opportunities/admissions and financial aid, FLP staff were the single greatest source of information and support (43.0% and 39.0% respectively)

Figure 3: Primary Source of Information and Support for Future Leaders Students.



Summary

The purpose of this evaluation was to understand FLP students and how this program has affected their lives. While there were no statistically significant differences between the performances of FLP students and matched comparison groups on SY 2015-16 STAAR exams, it is clear from the survey that the Future Leaders Program has played a positive role on the self-perceptions and aspirations of its students.

Recommendations

- Follow up on the college attendance and scholarship/financial aid award information for the FLP graduating class of 2016.

For more information, see EA16-604-1, available at <http://www.dallasisd.org/Page/888>.