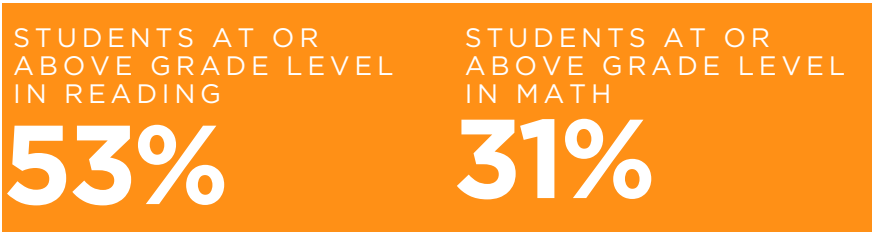
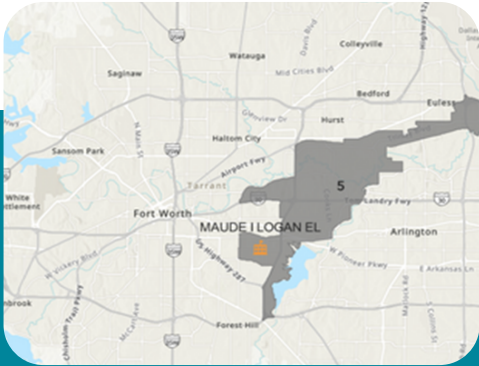


The Leadership Academy at Maude I. Logan

An **increase of 33%** in the percentage of students **meeting grade level in Reading** between 2019 and 2025.



The Leadership Academy at Maude I. Logan saw more growth in the percentage of students reading on grade level between 2019 and 2025 than any other school in Fort Worth (+33%) and is in the top 5 schools for growth in the percentage of students doing math on grade level during the same period (+14%). Such incredible growth, moving the campus to 53% of students reading on grade level and 31% in math on grade level, has turned the campus from one of the lowest performing schools in Fort Worth serving high economically disadvantaged student populations to one of the highest. This has been accomplished under the direction of the Texas Wesleyan University Leadership Academy Network.



FAST FACTS

City Council District: 5

District: Leadership Academy Network

Principal: Michael Conner

Grades Served: Pre-K–5th

Enrollment: 319

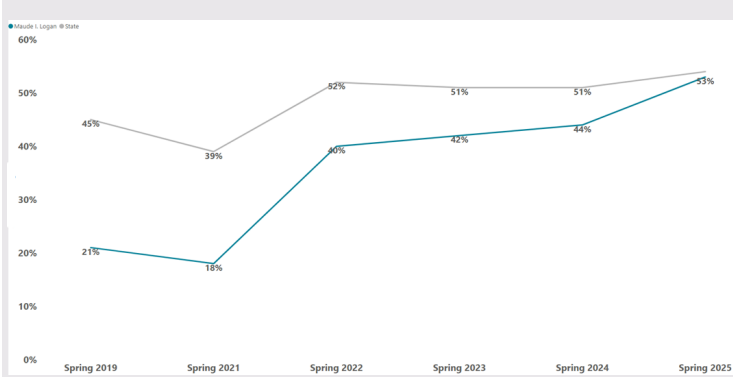
Economically Disadvantaged Student Population: 94%

Special Education Student Population: 19%

Emergent Bilingual Student Population: 41%

Type of School: District-Authorized Public Charter School

Percentage of Students Meeting Grade Level in **Reading**, Spring 2025, by Campus in Fort Worth



In the past six years, the Leadership Academy Network at Maude I. Logan has completely closed the gap between the campus and the State of Texas in the percentage of students meeting grade level in **Reading**, with the campus having a significantly higher subpopulation of students experiencing poverty than the State as a whole.

CAMPUS ENROLLMENT PERCENTAGE BY RACE/ETHNICITY



The Leadership Academy at Maude I. Logan

At the Leadership Academy Network at Maude I. Logan, Principal Michael Conner shared that both he and the campus have learned to do things differently. When the campus started with the Leadership Academy Network, students experienced significant academic achievement gaps, lagging both the district and the state in student academic performance. Fast-forward six years, the time it takes for a student to progress from pre-k to fifth grade, and the campus has completely closed the gap with the state in reading. Along the way, both school leadership and teachers have had to learn how to adapt to supporting their students in continuing their academic growth beyond just the initial progress.

Key Levers Driving Success

A Relentless Focus on Data and Differentiation

At Maude I. Logan, “data-driven instruction” is more than just a buzzword; it’s the engine of instructional decision-making the campus uses to guide every instructional decision. Teachers and leaders analyze student performance at the individual level, using six-week data cycles to assess progress, reteach key skills, and celebrate growth. PLCs serve as spaces for deep collaboration, where teachers plan targeted lessons and monitor how students are moving toward mastery. This rhythm of assess–reteach–grow has built a campus-wide mindset that every student’s progress matters and every data point tells a story.

Strategic Support from the Leadership Academy Network

As part of the Leadership Academy Network (LAN), Maude I. Logan benefits from robust central academic and operational supports. As Principal Conner shared, central support allows him and his leadership team to stay focused on instruction. LAN’s Instructional Planning Calendars and assessment blueprints create consistency and provide a clear system expectation to ensure lessons are aligned across classrooms and grade levels. Regular coaching sharpens both campus leaders’ instructional lens, allowing them to guide their campus, and classroom coaching allows for rapid teacher development. This layered support structure has created coherence across the campus; teachers know precisely what students should be learning in a given period, how they will be assessed, and how their lessons fit into the broader plan for student success.

Built-In Time for Targeted Intervention and Enrichment

Maude I. Logan’s master schedule reflects a belief that every student deserves time to get what they need to grow, and building a schedule around the needs for intervention and enrichment is key to ensuring each student gets those critical supports. Each day, students have a built-in intervention and enrichment block in math, as well as an additional weekly intervention block in reading. These built-in blocks ensure that students are receiving personalized support and opportunities for acceleration. Teachers plan for these blocks using the same data that drives core instruction, selecting materials and tasks that meet each learner where they are. The result is a school day designed for differentiation, where time itself becomes a powerful lever for student achievement.

A Powerful Culture of Collective Efficacy and Continuous Growth

The belief that “every kid can grow” animates every part of Maude I. Logan’s work. Teachers and leaders operate from shared values, like “Kids First,” “Better Together,” and “Everybody Grows,” that define how they approach challenges and celebrate success. Principal Conner models reflective leadership, evolving from a turnaround mindset to one focused on sustaining excellence. Teachers feel supported and accountable, and students see that belief mirrored back at them each day. This collective commitment to growth has transformed Maude I. Logan into a community where consistency, collaboration, and care drive lasting success.

The Logan Difference

At The Leadership Academy at Maude I. Logan, clear systems, such as those for intervention and the integration of data-driven instruction, along with a mindset that everyone grows, keep the campus focused on what needs to happen for students so that the school can sustain excellence, not just strive for it. Those systems, paired with strong central support for instructional planning, academics, and assessment, have been instrumental in supporting students to thrive and ensuring that “everybody grows.”

