

2023-24 School Performance Report

Fostering Leadership Academy



Grade Configuration

K-8 (K-8 Contract)

Current Contract Term Length

7 Years (2027)

Education Service Provider

CHAMPION EDUCATION NETWORK

Location

16511 DELAWARE AVE REDFORD MI 48240

Board President

Eric Doeh

Board Members

Stephen Carey, Stacie Hunter, Daniel West, Kimberly Pritchett

CSO Capacity Analysis

Fostering Leadership Academy is financially emerging as a self-sustaining school for both general education and trauma-informed instruction. Academic performance is improving in the lower grades, but progress is needed in the upper grades. Additionally, systems are in place to address behavioral issues. As it begins its 6th year of a 7-year charter, it will be important for the school to build enrollment and consistently hit their educational goals. The academy's administrative team is building an inclusive and reaffirming culture which should bring a new and improved image of the school. The board members maintain their commitment to the success of the academy.

Summary

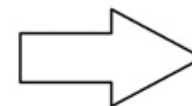
Fostering Leadership Academy (FLA) focuses on providing students with the academic and social-emotional skills needed to grow towards the life they choose. FLA's child-centered education prioritizes the inclusion of the child, their family and support team in goal-setting, decision making, reflection, celebration, and restoration.

Highlights

For the second year in a row, FLA provided free before- and after-care to families; participating students benefitted from additional time practicing literacy and math skills, building relationships through games, and a safe space with trusted adults.

FLA initiated a pilot of Care Solace, a platform through which students, families, and staff can access health and mental wellness support regardless of income.

In March, Senator Mary Cavanagh visited Fostering Leadership Academy to read with students, share stories about her educational journey growing up in Michigan, and gift backpacks.



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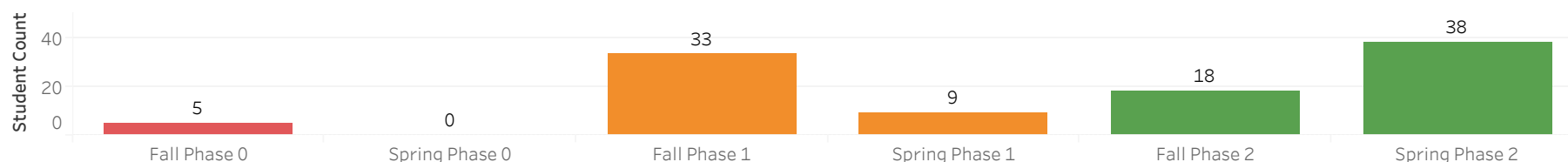
Fostering Leadership Academy



Educational Goals (Schedule 7-1) and Evaluation

Phases: Each student enrolled at the school shall annually (Fall and Spring) be classified by the school based on the phase of learning that the student is in.

Fall-Spring Phases



Phase 0: *Student has enrolled at the school, but has little to no live attendance (<20%). *Student has either not engaged or has minimally engaged in the school's online course platform, if any.

Phase 1: *Student sporadically attends the school (20-65%).
*External barriers sometimes negatively affect academic success.

Phase 2: *Student regularly attends the school (66% or more).
*Student is earning credits at a pace of 4 credits/year or more.
*Student regularly engages in and completes coursework through the school's online course platform, if any. Student exhibits positive behaviors, mindsets that align with academic success regardless of external barriers.

Phase Movement: 65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate.	Positive Phase Movement and Graduates Student Count	Fall to Spring Matched and Graduates Student Count	Positive Phase Movement Percent
	40	47	85%

Phase Goals. The following goals are established for each phase of student learning:

Student Growth Target	Student Growth Performance	Student Progress Target	Student Progress Performance	Student Engagement Target	Student Engagement Performance
Not factored into goal calculation.	Student Growth Phase 0	Not factored into goal calculation.	Student Progress Phase 0	70% of students engage at a rate between 25% and 49%.	Student Engagement Phase 0
					100%
65% of students show positive RIT growth in NWEA MAP reading and math.	Student Growth Phase 1	Not factored into goal calculation.	Student Progress Phase 1	70% of students engage at a rate between 50% and 79%.	Student Engagement Phase 1
	77%				96%
65% of students meet their annual RIT growth target in NWEA MAP reading and math.	Student Growth Phase 2	50% of students meet or exceed the proficiency levels in ELA and Math of select peer schools as measured by the M-STEP/PSAT 8/9, as applicable.	Student Progress Phase 2	70% of students engage at a rate of greater than 80%.	Student Engagement Phase 2
	47%				82%



Evaluation. The rubric that will be used to assess these goals is as follows:

Student Growth Evaluation	Student Progress Evaluation	Student Engagement Evaluation	Phase Movement Evaluation
Partially Meets	NA*	Meets	Meets
<p>Student Growth (NWEA MAP Growth) Key Meets: School meets growth targets for all phases. Partially Meets: School meets growth targets for the majority of phases. Does Not Meet: School does not meet growth targets for the majority of phases.</p>	<p>Student Progress Key Meets: School meets student progress targets for all phases. Partially Meets: School meets student progress targets for the majority of phases. Does Not Meet: School does not meet student progress targets for the majority of phases.</p>	<p>Student Engagement Key Meets: School meets student engagement targets for all phases. Partially Meets: School meets student engagement targets for the majority of phases. Does Not Meet: School does not meet student engagement targets for the majority of phases.</p>	<p>Phase Movement Key Meets: Green: 65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate. Does Not Meet: Red</p>

*Data suppression

Compliance Reporting Condition

Meets Standard

Exceeds Standards: At least 95% of board and school documents (combined) submitted to Epicenter on time.

Meets Standards: At least 85% of board and school documents (combined) submitted to Epicenter on time.

Does Not Meet Standards: Less than 85% board and school documents (combined) submitted to Epicenter on time.

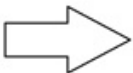
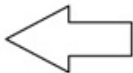
Financial Condition

Exceeds Standard

Exceeds Standards: Submitted to Epicenter on-time, unqualified opinion, and no significant deficiencies or material weaknesses.

Meets Standards: Submitted to Epicenter on-time, unqualified opinion, one or two significant deficiencies, and no material weaknesses.

Does Not Meet Standards: Late submission to Epicenter, unqualified, one or more material weaknesses or more than two significant deficiencies, OR qualified opinion.

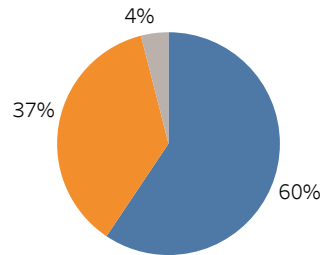


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2023-24 Student Resident Districts Student Resident Districts Legend



Blue: Detroit Public Schools Community District 60%
 Orange: Redford Union Schools, District No. 1 37%
 Gray: Others 4%

2023-24 Attendance Rate

85%

2023-24 Free and Reduced Lunch

89%

2023-24 Special Education Enrollment

23%

2023-24 English Language Learners

18%

3 Year Enrollment

