

**Hope Learning Academy  
IRN 014091**



**ANNUAL REPORT  
2016-2017**

## **Description of School**

HOPE Learning Academy is an alternative, K-8 school, located in Toledo, Ohio. We are dedicated to serving exceptional learners in a non-traditional classroom setting through a student-centered environment driven by rigorous academics, social-skills, art infusion, and sensory integration.

The goal of Hope Learning Academy is to provide students with exceptional needs in K through 8<sup>th</sup> grade, a high quality education. We provide students with exceptionalities, learning difficulties, and special needs a safe, challenging, and educational environment. The quality of our educational program will help give students the foundation for successful learning in elementary school, high school, and beyond. Hope Learning Academy embraces the philosophy of holistic education, which cultivates real world problem solving skills through project-based learning. Project based learning is a research proven tool enhancing classroom engagement through a series of rigorous projects. Each project guides students through standard based content while practicing 21<sup>st</sup> century skills such as collaboration, communication, and critical thinking.

We believe in:

- Helping each student reach his or her full potential,
- Obtaining and implementing various teaching strategies to accommodate different learning styles,
- Protecting each student's right to learn in a safe and healthy environment,
- Expecting only positive outcomes.

## **Mission**

HOPE Learning Academy of Toledo is committed to providing a rigorous academic education for the exceptional child with specialized learning needs in a non-traditional classroom setting that cultivates “self-reliance, critical thinking, and problem solving skills” through research proven curriculum infused with social growth, sensory integration, and art enrichment.

## **Demographic Data**

### **Enrollment**

During the 2016-17 school year, HOPE Learning Academy had a total of 60 students

Students enrolled in grades K-8 as follows:

Grade K	_____6_____
Grade 1	_____6_____
Grade 2	_____5_____
Grade 3	_____8_____
Grade 4	_____7_____
Grade 5	_____6_____
Grade 6	_____6_____
Grade 7	_____10_____
Grade 8	_____6_____

**Composition**

Black	__35_____%
White	__13_____%
Multiracial	__15_____%
Hispanic	__37_____%

Economically Disadvantaged	_____64_____ %
Students with Disabilities	_____55_____ %

**Education Program**

Hope Learning Academy is a K-8 elementary school serving students with special needs and exceptionalities. These special needs and exceptionalities can be academic, social, or emotional exceptionalities, and addressing all three play a vital role in the success of our overall educational program. Since Hope’s inception, we have been dedicated to providing an excellent

and accommodating education for students with special needs. Our classroom setting cultivates “self-reliance, critical thinking and problem solving skills.” We have created a researched based curriculum infused with social growth, sensory integration, and art infusion to meet the needs of all students.

With the mission to meet the individual needs of each students through the rigorous, but individualized curriculum mentioned, our community partners and the families they serve often turn to us to help their clients and children find a safe environment that ensure that their child’s individualized needs a met. Hope cultivates a safe environment that listens to needs and truly emphasis the importance of each student’s unique learning needs. Due to this rich culture and climate, many of Hope’s students are provided specially designed instruction through the implementation of an Individualized Education Plan, IEP and the statistics to support this information grows as our population continues to grow.

Over the past two years, Hope Learning Academy has averaged an enrollment of over 60.5% of students with disabilities. During the 2016-17 school year 55% of students were students with disabilities. In addition to serving students with disabilities many of these students are also identified as “at-risk” students per the identification subgroups of vulnerable youth under the frameworks of the Every Student Succeeds Act, ESSA.

A majority of Hope’s population has an Individualized Education Programs due to academic challenges that require additional academic supports specifically in the area of reading and math. The other students are facing challenges that impede their education in the area of social and emotional challenges that must be met and addressed in order to help these students reach their highest academic potential.

Social and emotional student education directly impacts the overall academic success of the instructional program. Hope Learning Academy employs a guidance counselor and behavior specialist that work specifically to review the social and emotional impact the school is having on our students and assisting staff in these areas to help student fulfill their highest academic potential. Research has proven that a school with sustained social and emotional educational programs will lead to academic success. Specifically, American Psychological Association (2015) states ‘teaching social and emotional skills to inner-city students can contribute to their academic achievement, new evidence shows’. Hope promotes and believes in the “whole child” approach. Elementary and middle school students who receive enhanced Social and Emotional Learning (SEL) were more likely than those in the control group to achieve basic proficiency in reading, writing, and math on independently administered state tests. The social and emotional growth of students are a priority at Hope Learning Academy, and it will have a lasting academic impact on students as they continue to fulfill their potential.

Our guidance counselor teaches a Social skill class to all students for a minimum of two hours a week. We follow researched based curriculum and infuse this social skills curriculum in all aspects of their education to address all social and emotional needs of Hope's students.

### **Academic Assessment & Accountability Performance**

Hope Learning Academy of Toledo uses a variety of assessment tools to ensure academic rigor and accountability. The results of these assessments are reported to teachers, parents, and Academic Committee at various times throughout the year. The data collected is used to drive the school's CCIP plan, teacher lesson planning, and staff professional development.

For the 2016 – 2017 school year, the assessment measures used at HOPE Learning Academy of Toledo were:

- Ohio Department of Education KRA
- Ohio Department of Education Diagnostic Testing
  - Fall – Screener Tool
  - Spring – Full Measure
- NWEA: Measures of Academic Performance
- NWEA: Measure of Primary Grades
- Ohio's New State Tests- AIR Assessments
  - Fall – Grade 3 AIR language Arts Test
  - Spring – Grades 3-8 Science, Social Studies, Math and/or Language Arts AIR Assessments
- Alternate Assessment for Students with Significant Cognitive Disabilities

### **Report Card Data/Test Scores**

There is limited Ohio School Report Card data for the 2016-17 school year. During the 2016-2017 school year, Hope Learning Academy was only rated on the Performance Index and Value Added for Ohio School Report Card. A more rigorous and detailed Report Card will be available in 2018. The performance Index measures the tests results of every student, not just those who score proficient or higher on all state standardized tests. According to our report card and Performance Index, Hope Learning Academy had a 51% D. These percentages are based on all state mandated standardized tests listed above. Hope Learning Academy scored a "C" on Value Added, which indicates that Students at Hope Learning Academy are, on average, making

1 years growth each year while attending Hope Learning Academy. HOPE Learning Academy also scored “Meets Requirements” on the 2016-2017 Special Education Rating Report.

Hope Learning Academy abides by the ORC concerning statewide testing including KRA-L, ODA, Ohio’s New State Tests, AIR Assessments, and Alternate Assessments for the 2016-2017 school year as well as vendor assessments through the NWEA Measures of Academic Performance and Measure of Primary Grades.

The traditional report card may not give a true picture of the success of our academic program due to our unique mission and the students we are serving. With that being said, the Value-Added component paints a very specific picture of the academic success of Hope Learning Academy. Value-Added measures progress of all students, including traditional, gifted, and students with special needs. The purpose of Value-Added is to show student growth over the course of a school year, and ODE acknowledges that *“not all children start at the same place with their learning, but every student should learn and grow throughout the school year.”* This is true to HOPE. We take in students who, a majority of time, are not working at grade level and need Hope’s interventions to succeed.

The Ohio Department of Education provides schools with a Value-Added score on a traditional grading scale, A-F. Expected growth by a student population gives a school a “C” grade. A group that makes more than expected growth earns a “B” or “A” grade.

Hope Learning Academy has earned a C for schools years 2014-15 and 2016-17. This proves that students are making expected growth, or 1.0 years worth of growth while attending Hope Learning Academy. Hope received a “B” in the 2015-16 school year, showing that students who attended Hope Learning Academy made “more than expected growth” during the school year. Hope’s scores indicate we are making growth or more than expected growth over the last three years.

School Year	Hope Learning Academy Value-Added
2014-2015	C (excepted growth)
2015-2016	B (more than expected growth)
2016-2017	C (Expected Growth)

A majority of students, ~80%, come from the Toledo Public School District. To provide a Value-Added comparison, TPS earned a Value-Added score of F in 2014-15 and 2016-17. Hope Students are achieving more year-to-year growth when compared to others within the same district. When reviewing Hope's overall educational program success, I believe Value-Added comparison proves Hope Learning Academy's program is excelling. Many students come to Hope not performing at grade level and need Hope's interventions, in addition to their IEPs to succeed. Hope students are achieving more year-to-year growth when compared to others within the same district. This was not the case for many of the same students before they attended Hope Learning Academy.

One element to the success of our educational program is developing a culture that uses data to inform our instruction as well as enhance the work our teachers do in the classroom. Our goal is to determine the best way to support each child on an individual and adaptable basis in relation to its educational program. Providing the data necessary to accomplish this, in part, is accomplished through the use of MAP Growth progress monitoring. This is accomplished by weekly team based meetings and the RTI process. Both processes are data driven, and interventions for the school and individuals are made after data and research based methods have been reviewed.

Map assessments are an Ohio Department of Education approved vendor assessment and are computer adaptive achievement tests that are particularly suited to identify the unique developmental needs of students with learning and emotional disabilities, as it provides pre-literacy and number skills screening for early identification and intervention.

When serving students with special needs, it is important to understand they each are on an individualized education program. Each student has specific goals in relation to reading and/or math and the trend analysis should demonstrate growth year to year. Hope's year to year growth is not only demonstrated by our Value Added scores, but also our MAP data. It is important to note that similar to value added review, students come to Hope Learning Academy below grade level, and the interventions that Hope provides allows for students to begin making yearly growth when compared to similar peers, and begin to close the gap between their academic growth when compared to the national norm. In some instances, Hope's mean RIT score is slightly below the national norm. This is expected due to the students we are serving, but the student's tracking and growth over time is equivalent to the national norm. This data shows that we are serving students with special needs, and like the value added component, our students are making year to year growth that can be expected of a traditional student.

**Financial Plan & Performance- Discuss your school’s fiscal health and viability.**

Total Operating Revenues: \$ 1,119,102.00

Total Expenditures: \$ 1,157,491.00

Total Assets: \$ 20,135.00

**2016-2017 Governance: – Brief Description**

North Centrol Ohio Educational Service Center- Sponsor 5 years as Hope Learning Academy’s Sponsor

Daniel J. LaValley- Superintendent- 5 Years experience working as Hope Learning Academy’s Superintendent

Justin Bryson- School Leader- 4 Years as Hope Learning Academy’s School Leader

Jaqueliem Jacoby- Assisstant School Leader/Director of Special Education- 3 Years as Hope Learning Academy’s Assisstant School Leader/Director of Special Education

**Hope Learning Academy Board of Directors 2016-2017**

1. Hal Reed- 2 Years on Hope Learning Academy’s Board of Directors
2. John Graham- 5 Years on Hope Learning Academy’s Board of Directors
3. John Szuch- 5 Years on Hope Learning Academy’s Board of Directors
4. Sr. Tony Dudek- 4 Years on Hope Learning Academy’s Board of Directors
5. Sandy Viviano- 5 Years on Hope Learning Academy’s Board of Directors

**Legal Compliance**

Hope Learning Academy administrators and governing authority understand that compliance and following all regulations as set by our sponsor, North Central Ohio Educational Service Center, as well as all legal compliance set forth by the Ohio Department of Education, is vital to the overall management and operations of the school. Hope makes a meaningful and purposeful attempt to be in 100% compliance, at all times, with NCOESC and ODE. This is



shown to be true throughout the past 5 years as Hope has not be out of compliance once, and continues to be in 100% compliance during all 10-day assurance compliance visits, Fall Compliance visits, and Spring Compliance visits, Audits, Health and Safety Regualtions and visits ect. Hope Learning Academy has adjusted very well with the sponsor legal compliance changes to Epicenter, and will continue to make compliance a priority in relation to the management and operations of the school moving forward. Hope Learning Academy understands and believes that without a school in compliance, we cannot reach our population and meet the goals that are of utmost importance to the population we serve.

**Hope Learning Academy  
Board Directors  
2016-2017**

1. Hal Reed- Two Years
2. John Graham- 5 Years
3. John Szuch- 5 Years
4. Sr. Tony Dudek- 4 Years
5. Sandy Viviano- 5 years

**School Location:**

4234 Monroe Street Toledo, Ohio 43537