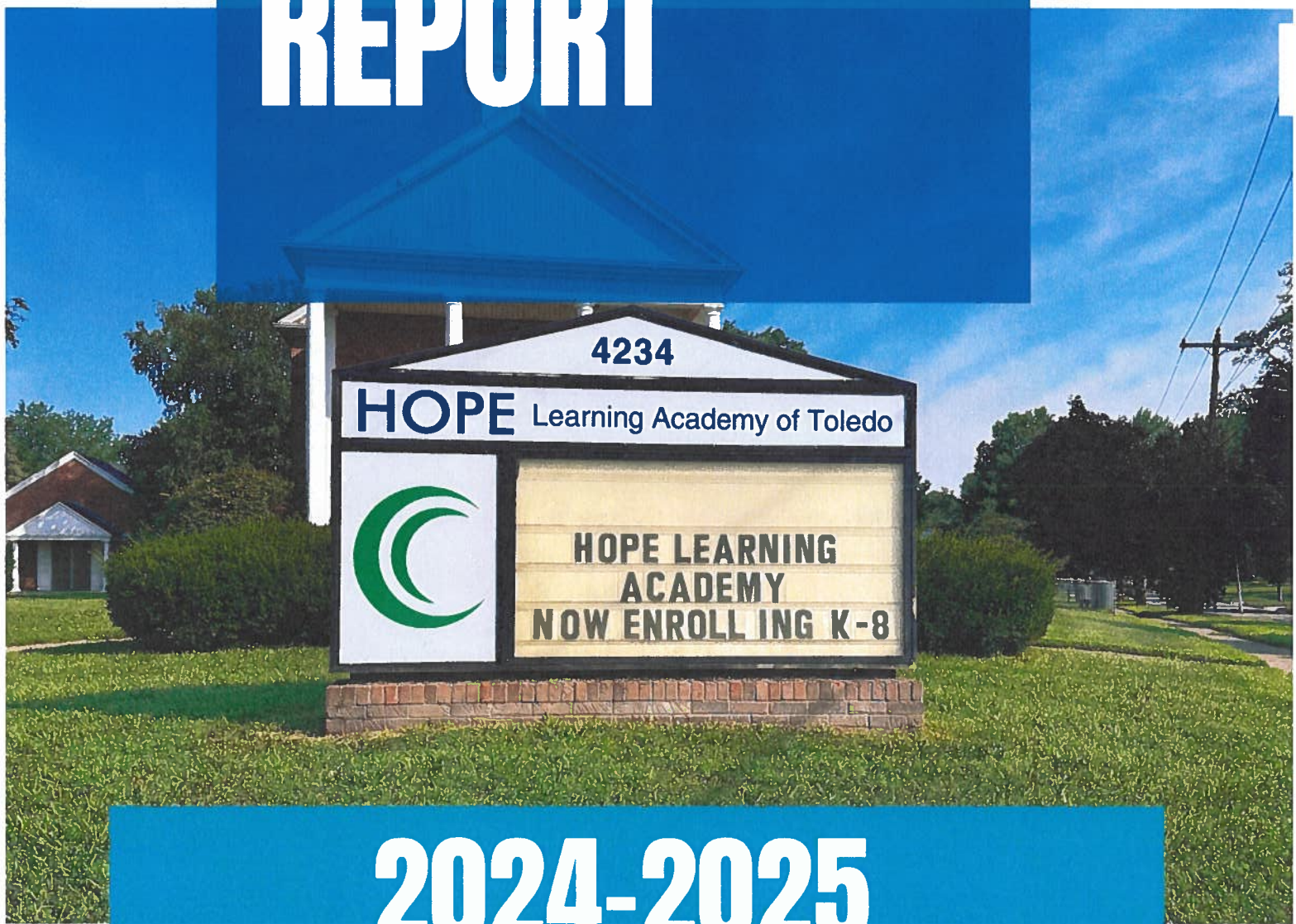


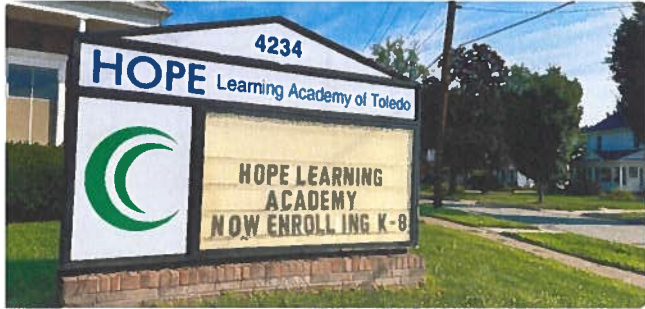
ANNUAL REPORT



2024-2025

Hope Learning Academy of Toledo
4234 Monre Steet, Toledo, Ohio 43606
IRN: 014091

Hope Learning Academy



HOPE Learning Academy in Toledo, Ohio, is a K–8 public charter school that serves exceptional learners in a non-traditional, highly supportive classroom environment. The school provides a rigorous academic program alongside social-skills instruction, art infusion, and sensory supports to ensure access and progress for diverse learners. Small-group instruction and multi-sensory, brain-based practices are central to the model.

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 through a research-based curriculum infused with social growth and sensory integration.



HOPE BELIEVES



01 Helping each student reach their full potential.

02 Obtaining and implementing various teaching strategies to accommodate different learning styles.

03 Protecting students' right to learn in a safe and healthy environment.

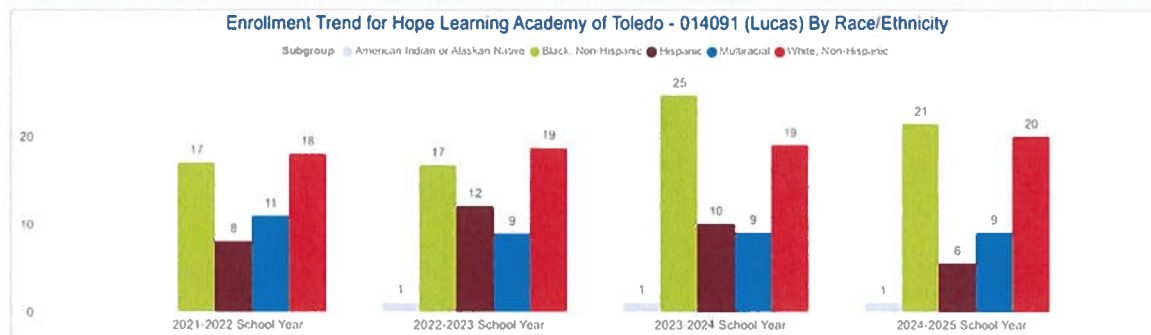
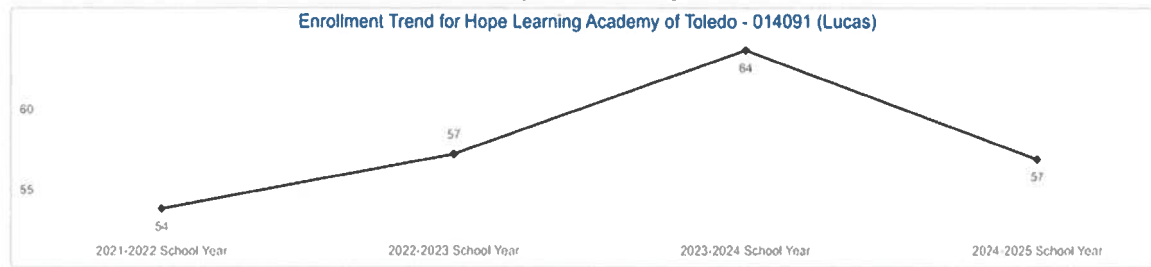
04 Expecting only positive outcomes

Demographic Data

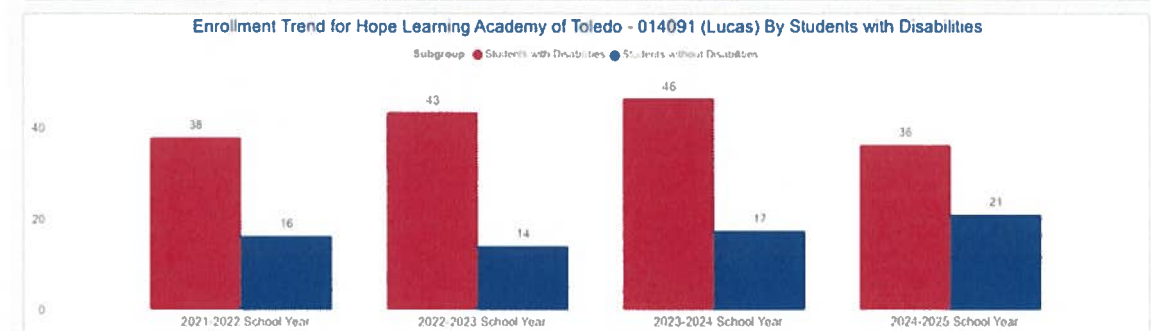
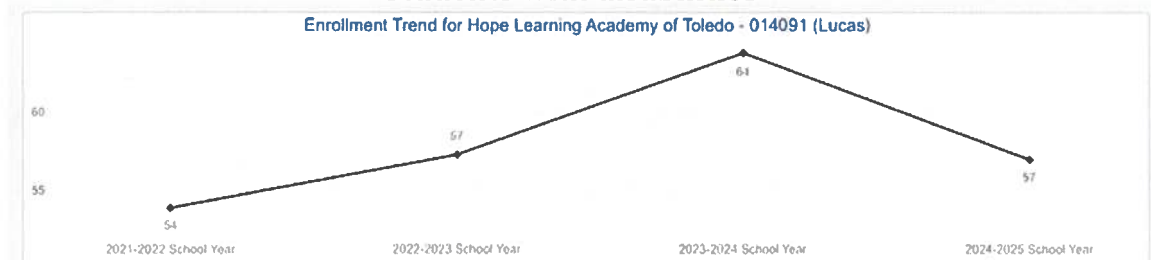


Enrollment 57

Ethnicity Summary



Students with disabilities



Attendance (2024-2025)

HOPE maintained strong student engagement across the year. The average attendance rate for 2024–2025 was 91.7%.

Month	Students	Days	Attendance Rate
August	59	10	95.5%
September	58	19	94.0%
October	58	21	90.8%
November	58	14	91.8%
December	58	15	91.0%
January	57	16	90.9%
February	57	17	90.0%
March	56	19	89.3%
April	55	15	91.3%
May	55	16	92.0%
School Year	—	160	91.7%

Note: Enrollment ranged from 59 students in August to 55 in May.

Annual Attendance Rate

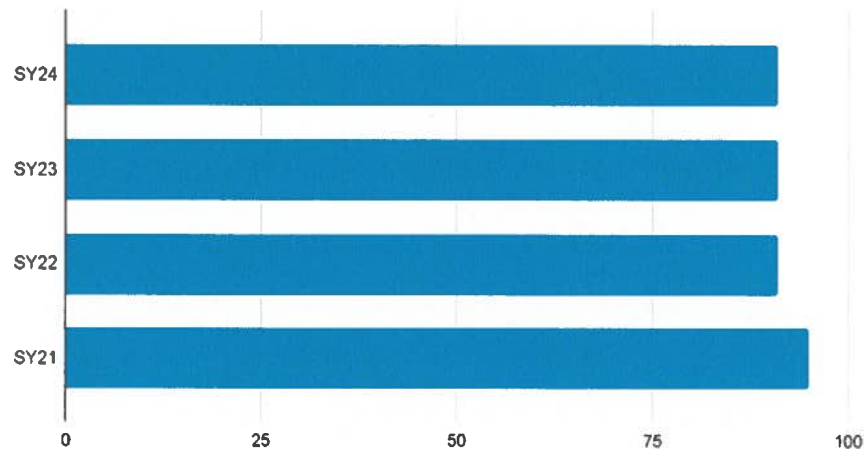
Annual Attendance Trends

HOPE Learning Academy has consistently maintained strong attendance across four consecutive school years. The annual attendance rate has remained **above 90 %**, showing only minimal variation year to year. The 2024–2025 school year closed with an **average attendance rate of 91.7 %**, reflecting stable student engagement despite post-pandemic challenges.

- SY21 – ≈ 94 %
- SY22 – ≈ 92 %
- SY23 – ≈ 91 %
- SY24 – ≈ 92 %

These rates demonstrate the school's ongoing success in promoting regular attendance through daily monitoring, family communication, and proactive outreach by support staff.

Annual Attendance Rate



Chronic Absenteeism Trends

Chronic absenteeism—defined by the Ohio Department of Education and Workforce as missing **10 % or more** of instructional time—has shown meaningful improvement since 2021–2022.

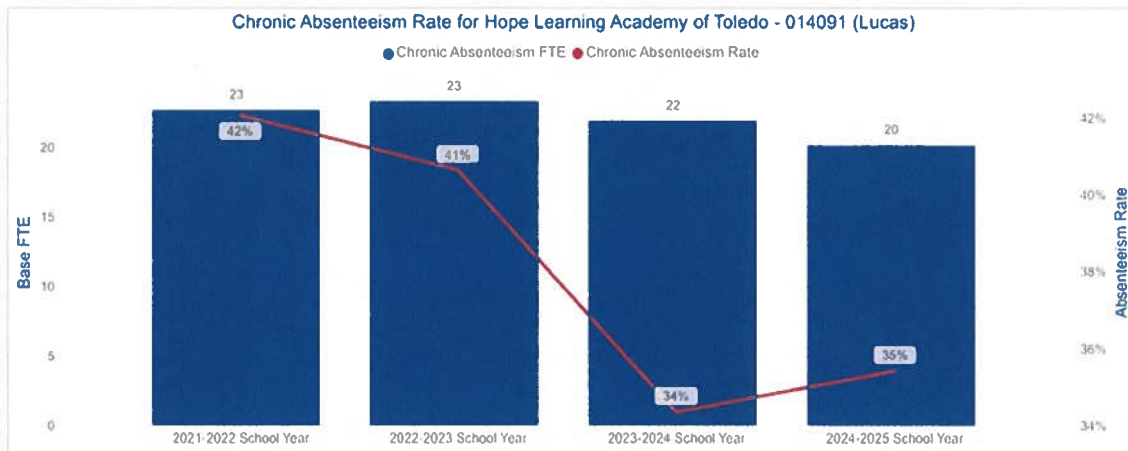
- **2021–2022:** 42 %
- **2022–2023:** 41 %
- **2023–2024:** 34 %
- **2024–2025:** 35 %

While the overall rate ticked up slightly from 34 % to 35 % this year, the four-year trend reflects an **overall 7-percentage-point reduction** since 2021–2022. The total number of chronically absent students (FTE) also declined from **23** → **20** over the same period.

Key Factors Supporting Improvement:

- Implementation of a **schoolwide attendance monitoring system** with daily check-ins and automated alerts.
- **Family engagement meetings** to address barriers such as transportation, health, and schedule consistency.

- **Positive behavior incentives** tied to weekly and monthly attendance goals.
- Increased coordination between the **attendance team, counselor, and classroom teachers** to re-engage students early.



Education Program & Curriculum Updates (2024-2025)

HOPEalignedELAresourcesbygradebandandcontinuedstructuredliteracy implementation:

- ELA (K-5): McGraw-Hill Wonders (core)
- ELA (6-8): i-Ready Reading (core)
- Mathematics (K-8): i-Ready Math (core)
- Science (K-8): Discovery Education
- Social Studies (4-8): Studies Weekly and Discovery Education
- Writing: Four-Square Writing (schoolwide)
- Supplemental Literacy: Orton-Gillingham routines, and Lexia Core5/PowerUp

Science of Reading Practices: Daily phonemic awareness (explicit phonics/encoding, vocabulary, fluency, and comprehension routines; structured literacy supports are embedded for students with dyslexia characteristics and those on IEPs.

Assessment & Accountability

Progress is monitored with Ohio's required diagnostics and state tests, NWEA MAP (reading/math), and i-Ready Diagnostics. Data reviews inform the One Plan, intervention schedules, and professional learning.

Reading Growth Results (MAP: Fall 2024 → Spring 2025)

Overall Reading increased by 8.2 RIT points (+4.6%). 31 of 51 students improved from fall to spring; students who did not improve were on IEPs and have targeted supports scheduled.

Metric	Result
Schoolwide RIT Change	+8.2 RIT
Percent Change	+4.6%

Reading Growth Data

The Reading Growth chart compares MAP Reading results from Fall 2023 to Winter 2025. Schoolwide data show consistent upward trends across all grade levels, with the greatest increases in Grades 3–8.

- **Student / School Goal:** Every student achieves **one full year of growth**.
- **Overall Growth Target:** 13 % increase in achievement over the planning period (2023–2025).

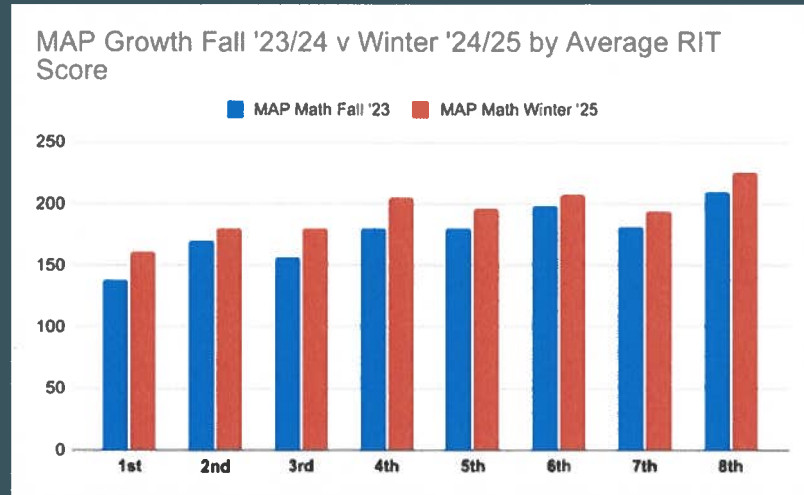
- **Actual Outcome:** Over two years, HOPE achieved a **6.2 % growth** in overall reading scores.

- **Student Interventions Implemented:**

- o Extended ELA instructional blocks
- o Reading Improvement and Monitoring Plans (RIMPs)
- o Targeted Title I support
- o Lexia Core5 and PowerUp Reading programs
- o Leveled Literacy Intervention (LLI)
- o Orton-Gillingham routines integrated into daily instruction

These combined supports contributed to steady literacy gains and improved RIT averages for nearly all grade levels, demonstrating the impact of structured literacy and intervention fidelity.

Reading Growth (4 test moving average)



MATH Growth

The Math Growth chart tracks MAP Math performance from Fall 2023 to Winter 2025 using a four-month moving average. All grade levels demonstrated measurable growth, with accelerated progress in upper grades as students applied problem-solving strategies and OGMath supports.

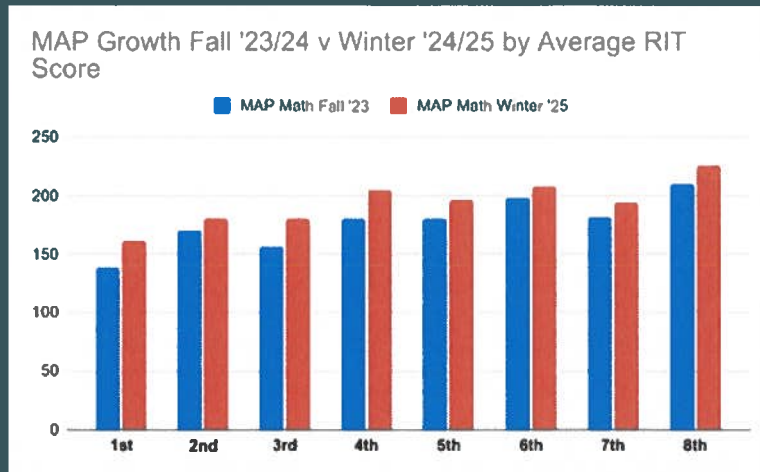
- **Student / School Goal:** Every student demonstrates **one full year of growth**.
- **Overall Growth Target:** 6 % increase in achievement during the 2023–2025 planning period.
- **Actual Outcome:** HOPE achieved a **6.8 % growth** in math scores over the two-year span.

Student Interventions Implemented:

- - o Increased instructional time in math
 - o Small-group Tier II interventions using i-Ready data
 - o Title I push-in tutoring support
 - o Orton-Gillingham-based math routines (OGMath)
 - o Targeted skill-building through guided practice and feedback cycles

These results reflect the effectiveness of data-driven instruction, differentiated support, and ongoing professional development for teachers in explicit math strategies.

Math Growth (4-month moving average)



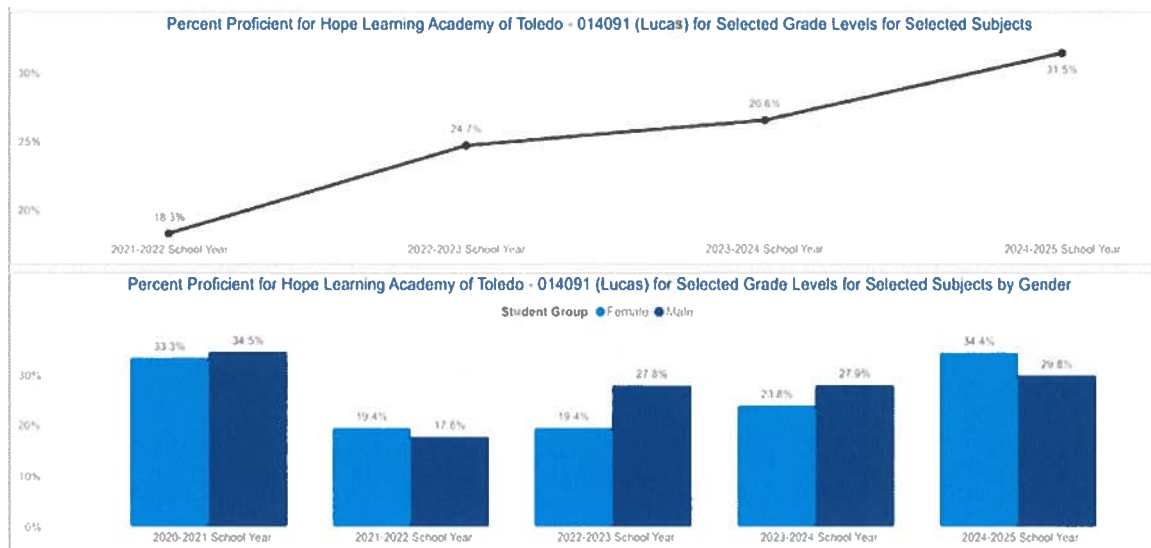
OST

Overall Proficiency Growth

Over the past four school years, HOPE Learning Academy has shown **steady improvement in student proficiency** across tested grade levels and core subjects.

- **2021–2022:** 18.3 % proficient
- **2022–2023:** 24.7 % proficient
- **2023–2024:** 26.8 % proficient
- **2024–2025:** 31.5 % proficient

This represents an overall **13.2-percentage-point increase** since 2021–2022, reflecting continued progress toward schoolwide academic goals and the impact of aligned curriculum, intervention supports, and consistent instructional practices.



Social-Emotional Learning & Sensory Integration

Acounselor provides explicit social skills instruction (minimum two hours weekly) and consults on behavior interventions. A licensed occupational therapist leads HOPE's sensory integration program, ensuring access and regulation for learners across settings.

Special Education (Program Overview)

HOPE serves a high proportion of students with disabilities and prioritizes instruction in the least restrictive environment. General Education teachers and Intervention Specialists co-plan and deliver services; most students are served in general education classrooms with supports.

Financial Data

Year-End Financial Summary – July 31, 2025 (Unaudited)

Revenue Overview

Total revenues for the year were **\$1,904,691**, derived from three primary funding sources:

Revenue Source	YTD Actual	% of Total Revenue	Notes
State Sources	\$1,195,993	62.8%	State per-pupil and grant allocations.
Federal Sources	\$87,889	4.6%	Primarily Title and IDEA grant reimbursements.
Local Sources (Including Donations)	\$620,809	32.6%	Includes local fundraising, tuition, and service reimbursements.
Total Revenues	\$1,904,691	100%	

State funding continues to be the school's primary revenue stream, supplemented by stable local support and targeted federal programs.

Expense Overview

Total expenditures for the year were **\$1,890,742** , broken down as follows:

Expense Category	Annual Expense	% of Total	Notes
Salaries & Wages	\$1,227,072	64.9%	Instructional and administrative salaries.
Employee Benefits	\$353,709	18.7%	Health insurance, retirement, and payroll benefits.
Purchased Services	\$197,103	10.4%	Includes professional fees, contracted services, and facilities.
Supplies & Materials	\$68,782	3.6%	Classroom, office, and instructional materials.
Other Expenses	\$44,076	2.3%	Includes marketing, insurance, and miscellaneous operational costs.
Total Expenses	\$1,890,742	100%	

Classroom Services Expenditures

Approximately **79% of total expenditures (\$1,493,000)** were directly tied to **classroom instruction and student services**, including:

- **Teacher and instructional aide salaries & benefits**
- **Curriculum materials (Wonders, i-Ready, Lexia, LLI)**
- **Professional development and academic consulting (IMSE, PSI, etc.)**
- **Technology and instructional supplies**

This proportion aligns with the school’s mission to prioritize direct instructional investment and evidence-based learning interventions.

Financial Summary at a Glance

Category	FY 2024–2025 Actual
Total Revenues	\$1,904,691
Total Expenses	\$1,890,742
Net Income	\$13,949
Ending Cash Balance	\$83,904
Ending Net Position	\$187,451

GOVERNANCE & COMPLIANCE

North Central Ohio Educational Service Center- Sponsor 12 years as HOPE Learning Academy's Sponsor

Daniel J. LaValley- Superintendent- 12 Years experience working as HOPE Learning Academy's Superintendent.

Joella Simmon- School Leader- 6 Years as HOPE Learning Academy's School Leader
HOPE operates under sponsorship of North Central Ohio Educational Service Center.

Leadership, board, and compliance attestations remain consistent with prior years; annual audits and sponsor site reviews inform continuous improvement.

HOPE Learning Academy Board of Directors

1. John Graham- 11 Years on HOPE Learning Academy's Board of Directors
2. John Szuch- 11 Years on HOPE Learning Academy's Board of Directors
3. Sister Mary Jo Szpila- 7 Years on HOPE Learning Academy's Board of Directors
4. Mark Luetke- 5 Years on HOPE Learning Academy's Board of Directors
5. Richard Yarder- 3 Year on HOPE Learning Academy's Board of Directors

Legal Compliance

HOPE Learning Academy administrators and governing authorities 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 eight years as HOPE has not been 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 Regulations and visits. HOPE Learning Academy has adjusted very HOPE with the sponsor's 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, HOPE cannot reach our population and meet the goals that are of most importance to the population HOPE serves.