

HOPE Learning Academy
IRN 014091



ANNUAL REPORT
2023-2024

Description of School

HOPE Learning Academy in Toledo, Ohio, is a K-8 alternative school dedicated to serving exceptional learners in a non-traditional classroom environment. The school focuses on offering a rigorous academic program, fostering social skills, integrating art into the curriculum, and addressing sensory needs to support student development.

The primary mission at HOPE Learning Academy is to provide a high-quality education for students with unique learning needs. The school is committed to creating a safe and engaging environment where students with diverse exceptionalities and learning challenges can thrive. Its challenging academic program equips students not only for success at HOPE but also in their future education, from elementary school through high school and beyond.

HOPE uses brain-based learning strategies, which are grounded in neuroscience research, to enhance education for students in grades K-8. This approach emphasizes multi-sensory learning, recognizing that each student learns differently. By engaging visual, auditory, and kinesthetic senses, HOPE creates an inclusive environment that supports comprehension and retention.

Small group instruction is a key part of HOPE's brain-based learning approach. This personalized method ensures that each student receives individualized attention and can progress at their own pace. Small groups also foster active participation and meaningful interactions, helping students develop a deeper understanding of the material.

HOPE believes in

- Helping each student reach their full potential.
- Obtaining and implementing various teaching strategies to accommodate different learning styles.
- Protecting students' 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 a research-proven curriculum infused with social growth, sensory integration, and art enrichment.

2023-2024 School Goals

- 1. Teacher Retention:** By the end of the 2025-2026 school year, HOPE Learning Academy aims to improve student performance by increasing the teacher retention rate by 90%. This will be achieved through strategies designed to attract and retain qualified staff who are committed to HOPE's mission.
- 2. ELA Performance:** HOPE aims to increase student performance in English Language Arts (ELA) by 13%, as measured by NWEA MAP data, by the end of the 2025-2026 school year.
- 3. Math Performance:** HOPE is also focused on improving student performance in mathematics by 6%, as indicated by NWEA MAP and i-Ready assessment data, by the end of the 2025-2026 school year.

Demographic Data

Enrollment

During the 2023-2024 school year, HOPE Learning Academy had a total enrollment of 66 students, with an average of 7 students per classroom across Kindergarten through 8th grade. As students progress through the program, it's typical to see a decrease in enrollment by 8th grade as they prepare to transition to a traditional school setting. This year, there were four students in the 8th-grade class, consistent with our historical average. This reflects our commitment to providing personalized attention and a supportive environment as students get ready for the next phase of their education.

Grades	Number of Students Enrolled
Kindergarten	5
1 st Grade	7
2 nd Grade	9
3 rd Grade	9
4 th Grade	10
5 th Grade	9
6 th Grade	7
7 th Grade	6
8 th Grade	4

The above table shows the exact number of students enrolled in each class during the 2023-2024 School year.

Ethnicity Summary

In the 2023-2024 school year, HOPE Learning Academy saw some notable shifts in the ethnic composition of its student population compared to the 2022-2023 school year:

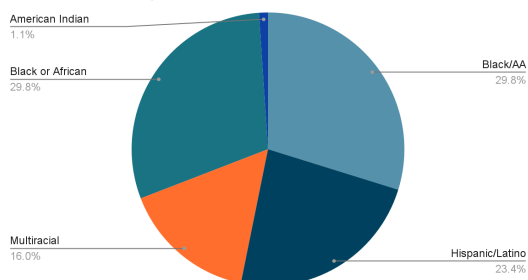
- **Black/African American - Non-Hispanic:** Increased from 28% to 42%, making this group the largest demographic.
- **Hispanic/Latino:** Decreased from 22% to 13%.
- **Multiracial:** Stayed steady at 13%, compared to 15% in the previous year.
- **White - Non-Hispanic:** Remained the same at 28%.
- **American Indian or Alaskan Native:** Newly represented in 2023-2024, with 0.01% of the population.

These changes indicate a significant increase in Black/African American students, while the Hispanic/Latino and multiracial populations slightly declined. The percentage of White students remained unchanged. Overall, there is an increasing trend toward a more diverse student body, particularly with the larger Black/African American representation.

2023-2024 Ethnicity Breakdown

Ethnicity	Total Number	Percentage
Black/African American -Non-Hispanic	28	42%
Hispanic/ Latino	9	13%
Multiracial	9	13%
White-Non Hispanic	19	28%
American Indian or Alaskan Native	1	.01%
Asian/Native American/Other	0	0%

2022-203 Ethnicity

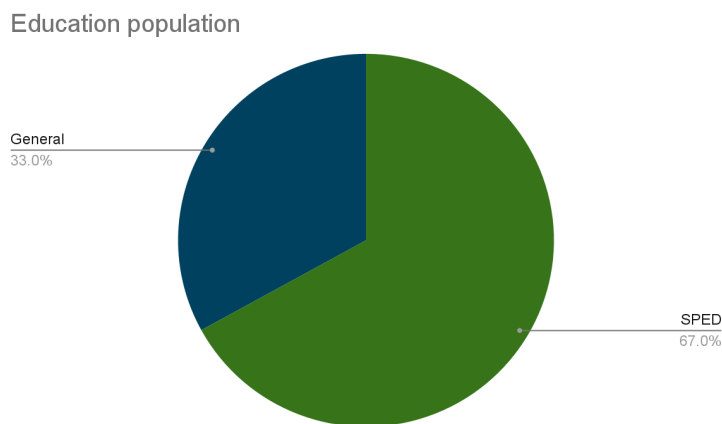


Students with Disabilities

HOPE Learning Academy's mission revolves around providing exceptional education to students with diverse learning needs. During the 2023-2024 school year, students with disabilities constituted a significant portion of the school population, comprising 67% of the total student body. Last year, students with disabilities comprised 75% of the student body. This represents a substantial presence of students with diverse learning needs within the academic community. HOPE adheres to procedures that prioritize including students with disabilities to the fullest extent appropriate, ensuring that they receive education alongside their non-disabled peers. This inclusive approach means that students benefit from regular education within inclusive classrooms.

HOPE's dedicated team of General Education Teachers collaborates closely with Intervention Specialists, working to meet the unique needs of students with disabilities and those who may be considered "at risk." HOPE prioritizes creating an educational environment that is conducive to the success of all students.

HOPE Learning Academy places a strong emphasis on providing students with the least restrictive environment. During the school year, HOPE achieved a significant milestone by serving every student in a traditional classroom setting. This approach aligns seamlessly with the financial allocation reported in the Special Education Expenditure Report, emphasizing the commitment to ensuring equitable and inclusive educational opportunities for all students.



Student Attendance

Throughout the 2023-2024 school year, HOPE Learning Academy sustained an average attendance rate of 91%. This attendance rate remains consistent with 22-23 attendance rate.

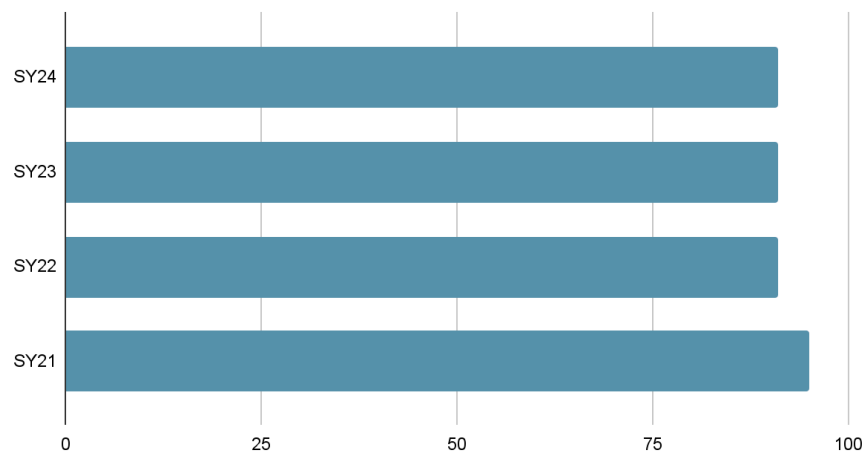
2023-2024 Monthly Attendance

Month	Attendance Rate
August	97%
September	92.9%
October	92.3%
November	90.6%
December	91.3%
January	88.7%
February	90%
March	87.8%
April	91.4%
May	90.3%

Annual Attendance Rate

Over the past four school years, Hope Learning Academy has maintained a steady attendance rate of 91% for three consecutive years (SY24, SY23, SY22). However, the attendance rate was slightly higher in SY21 at 95%.

Annual Attendance Rate



Education Program

HOPE Learning Academy has been dedicated to providing high-quality, inclusive education for students with special needs. The classrooms are thoughtfully designed to promote self-reliance, critical thinking, and problem-solving, empowering each student to achieve their full potential. HOPE's curriculum is built on rigorous research and incorporates key components such as social development, sensory integration, and art infusion, ensuring it meets the diverse needs of all students.

The chart below outlines our core curriculum across various subjects. In selecting our programs, HOPE is guided by brain-based learning principles, prioritizing a multifaceted approach that adapts to different learning styles. This commitment to evidence-based, inclusive education reflects our dedication to the success and well-being of every student.

Curriculum

Hope Learning Academy uses a comprehensive curriculum to support K-8 students in various subjects. The core programs include iReady Math and iReady Reading for math and language arts, Discovery Education for science, Four Square Writing for writing, and Studies Weekly/Discovery Education for social studies in grades 4-8.

Supplemental programs include Lexia and Leveled Literacy Intervention for reading support, helping struggling readers improve their literacy skills. The Heggerty program focuses on phonemic awareness, and Orton-Gillingham is a structured literacy program for reading.

Assessments like NWEA MAP and iReady Diagnostics are used to evaluate student progress in math, reading, language arts, and science. All students, including those with disabilities, English learners, gifted, and at-risk students, are assessed at enrollment and annually to create individualized achievement plans with remediation or enrichment as needed. Regular assessments and staff collaboration ensure students' academic success.

Curriculum	Grade Level	Subject/Program
iReady Math	K-8	Math
iReady Reading	K-8	Language Arts
Discovery ED	K-8	Science
Four Square Writing	K-8	Writing
Studies Weekly/ Discovery Ed	4-8	Social Studies

Supplemental	Subject/Program	Research Support
Lexia	Reading Intervention	It is designed to help struggling and nearly proficient readers become proficient readers and confident learners. PoHOPErUp helps educators simultaneously address gaps in

		fundamental literacy skills while helping students build higher-order skills
Leveled Literacy	Reading	Leveled Literacy Intervention turns struggling readers into successful readers with engaging, leveled books and fast-paced, systematically designed lessons.
Haggerty	Phonics	Phonemic Awareness Curriculum provides 35 HOPEekly daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition and language awareness.
Orton- Gillingham	Literacy Program	Structured literacy program.

Assessment	Grade Level	Subject
NWEA MAP	K-8	Math, Reading. Language Arts and Science
iReady Diagnostics	K-8	Math Assessment

Science of Reading

Hope Learning Academy integrates Ohio's state-required Science of Reading practices into its reading curriculum to support student literacy. The Science of Reading is an evidence-based approach that focuses on how children learn to read, combining research from education, psychology, and neuroscience. It emphasizes phonemic awareness, phonics, vocabulary, fluency, and comprehension. At Hope, the Orton-Gillingham method is used daily for students in grades K-3, providing a structured, multisensory approach to reading that is particularly effective for students with dyslexia or other reading challenges. For struggling readers, additional dyslexia supports are in place. Additionally, the Heggerty curriculum is used daily to strengthen phonological and phonemic awareness, which are key components of the Science of Reading.

Social Emotional Program

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 who work specifically to review the social and emotional impact the school is having on our students and assist staff in these areas to help a student fulfill their highest academic potential. Research has proven that a school with sustained social and emotional programs will lead to academic success. HOPE promotes and believes in the “whole child” approach. Elementary and middle school students who received enhanced Social and Emotional Learning (SEL) are more likely than those in the control group to achieve basic reading, writing, and math proficiency on independently administered state tests. The social and emotional growth of students is a priority at HOPE Learning Academy, and it will have a lasting academic impact on students as they continue to fulfill their potential.

Social Skills Classes

Guidance counselor teaches a Social skill class to all students for a minimum of two hours a week. HOPE follows a research-based curriculum and infuses this social skills curriculum in all aspects of education to address all social and emotional needs of HOPE’s students.

Sensory Program

HOPE offers a sensory integration program. A licensed occupational therapist leads this program. Students are exposed to fun, structured, and challenging sensory activities. These activities help students better engage in the classroom. Whether or not a child has a Sensory Processing Disorder, they may experience difficulty with sensory processing occasionally. Sensory Integration can help all students foster academic success and social skills.

Academic Assessment & Accountability Performance

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

The assessment measures used at HOPE Learning Academy of Toledo:

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

Assesment Data

HOPE Learning Academy is committed to ensuring that each student achieves one grade level of growth every year. Students often enroll at HOPE after struggling in traditional classrooms.. These challenges often result in students being two or more grade levels behind in reading and math.HOPE implements individualized strategies to meet students at their current level and help them reach their highest potential.

Student growth at HOPE is measured using three key tools:

- iReady Diagnostic for math
- NWEA MAP data
- State Proficiency tests

The 2023-24 iReady diagnostic data shows student progress in math. Growth is tracked by comparing each student to others who began at the same baseline. iReady provides two types of growth targets: typical growth, which reflects expected progress, and stretch growth, which is more ambitious. By mid-year, students should achieve at least 50% of their typical growth, and by the end of the year, they should surpass 100%.

In the 2023-24 school year, HOPE students exceeded the typical growth target. At mid-year, they averaged 62% growth, and by year's end, they achieved 109%.

Data shows progress in student placement levels from mid-year to the end of the year:

- The percentage of students at or above grade level increased from 5% to 11%
- Students on grade level grew from 10% to 13%
- Students one grade level below decreased from 44% to 32%
- Students two grade levels below increased from 21% to 26%
- Students three grade levels below dropped from 20% to 18%

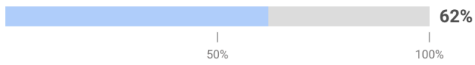
These results align with HOPE Learning Academy's goal of advancing students by one grade level in math each year.

2023-2024

2023-2024 - Second iReady Math Growth Data

Students Assessed/Total: 61/62

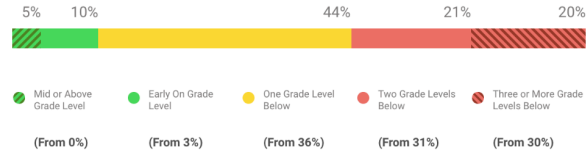
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 62%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

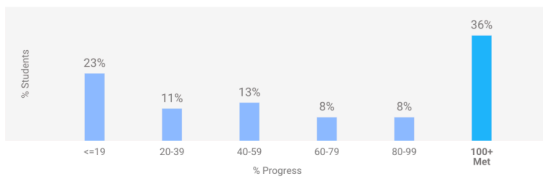
[Learn More About Growth](#) ⓘ

Current Placement Distribution

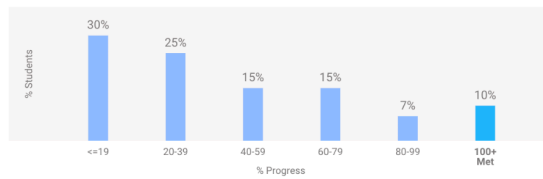


ⓘ [The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



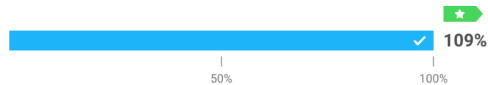
Distribution of Progress to Annual Stretch Growth®



2023-2024- End of the Year iReady Math Growth Data

Students Assessed/Total: 62/62

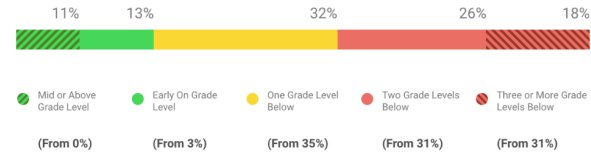
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

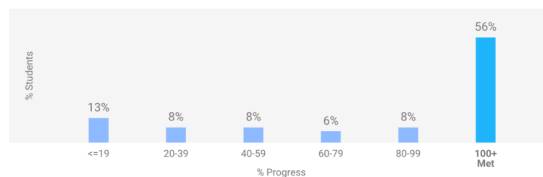
[Learn More About Growth](#) ⓘ

Current Placement Distribution

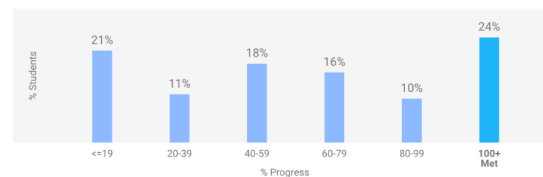


ⓘ [The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



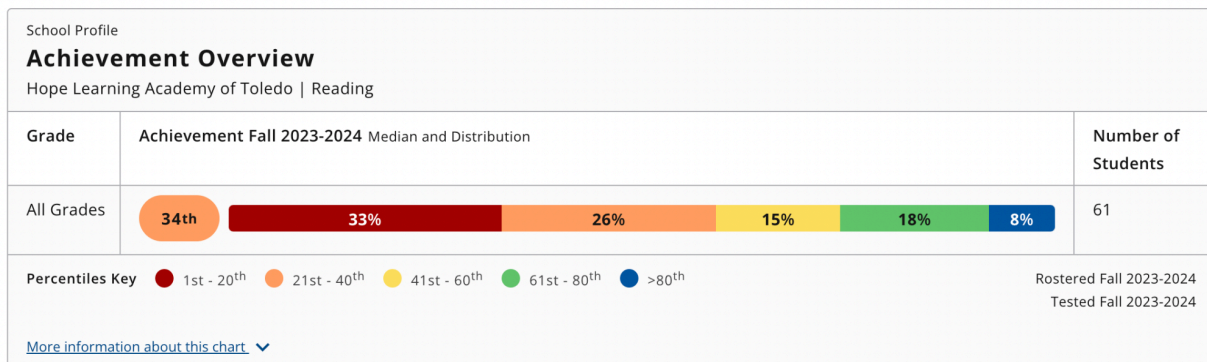
NWEA MAP

HOPE uses NWEA MAP data to show student achievement. The student achievement percentages show student performance at a specific point in time compared to other students in the same grade level. HOPE tests students using the MAP assessment in the Fall and mid-year to measure student growth.

During the 23-24 School year MAP Reading data showed it at the 34th percentile in the fall, then growing to the 42nd percentile by mid year. This data supports HOPE student's individual growth in reading. NWEA MAP data for the 23-24 School year does not accurately reflect student's growth. MAP data showed HOPE median growth at 34th percentile and dropped to the 31st percentile. The drop in the percentile is reflection on the change in enrollment by the mid year MAP testing.

Fall Reading Data 23-24

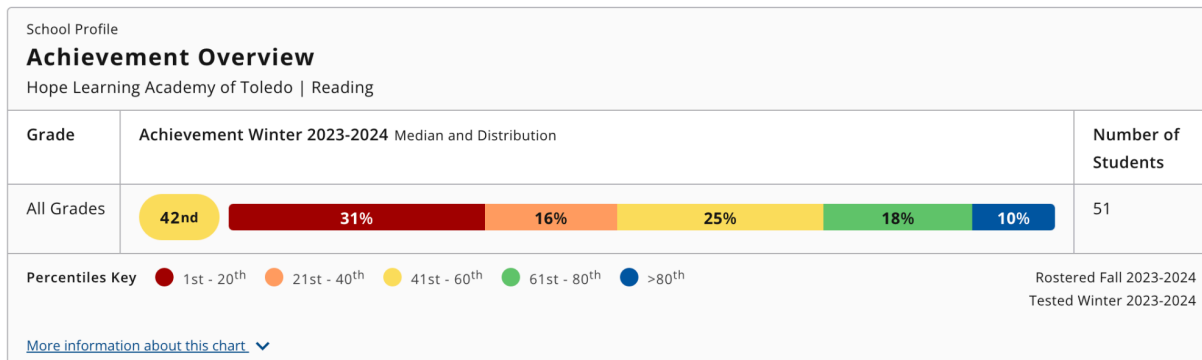
Hope Learning Academy of Toledo



Winter Reading Data Reading Data

2023-2024

Hope Learning Academy of Toledo

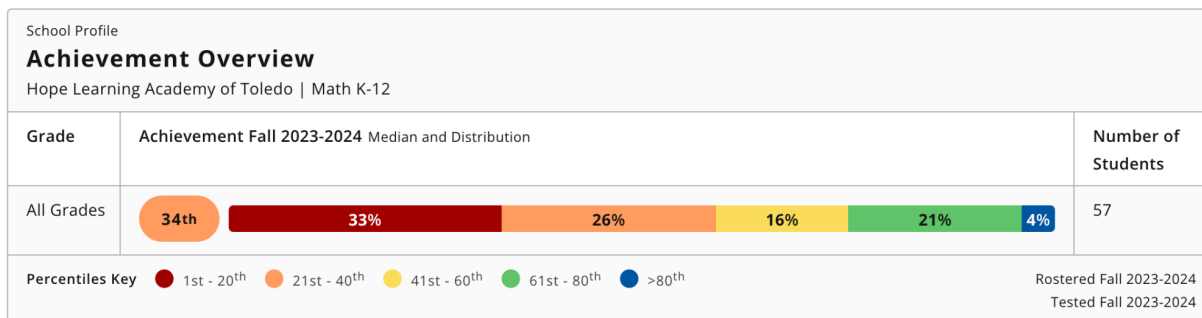


Fall Math Data 23-24

Filters (0)

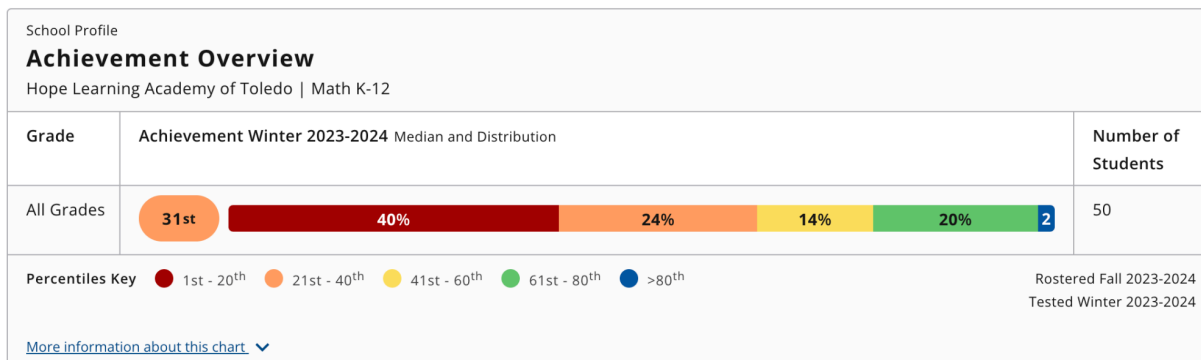
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Hope Learning Academy of Toledo

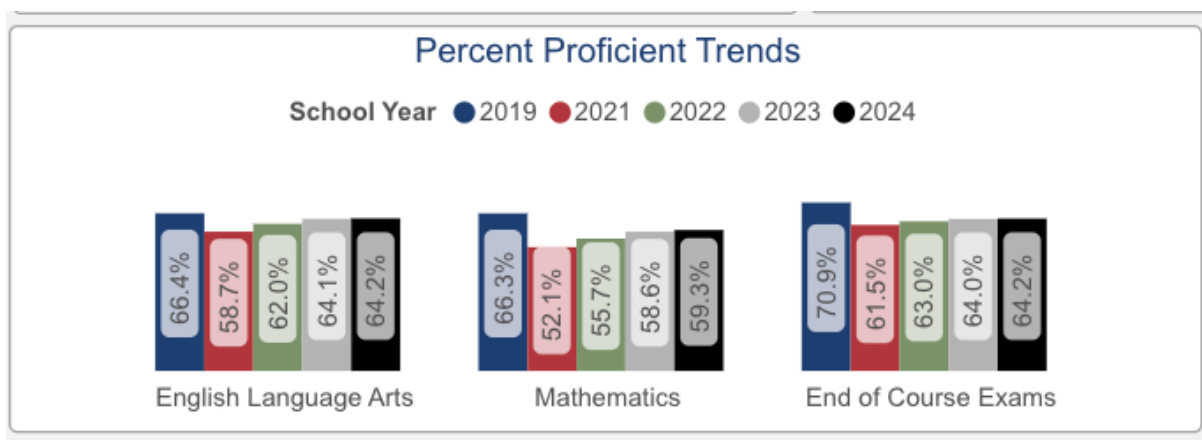


Winter Math Data 23-24

Hope Learning Academy of Toledo



State Test



The above chart shows Proficient trends over the last five School years. 2019 Serves as baseline for students' proficient growth with 66% in ELA, 66% in math, and 70% for end of course exams. During the 21, and 22, school year students experience the effects of COVID which lead to a drop in student achievement. From 23 to 24 school year student achievement began to rise. Specifically, compare student achievement in ELA from 64.1% to 64.2%. A small increase, but showing improvement. The same improvement reflected in math from 58.6% to 59.3%.

School Report Card



2023 - 2024 Report Card for

[Print This Page](#)

Hope Learning Academy of Toledo

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2024 Ohio School Report Cards.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



Needs support to meet state standards in academic achievement.

Performance Index..... 52.7%

Progress

This component looks closely at the growth all students are making based on their past performances.



Evidence that the school met student growth expectations.

Overall.....

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Exceeds state standards in closing educational gaps

Annual Performance Goals..... 45.5%

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Needs significant support to meet state standards in early literacy (K-3).

Improving K-3 Literacy..... 12.5%
Third Grade Reading Proficiency..... NC
Promotion to Fourth Grade..... NC

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

Students who are Ready..... NC

The HOPE Learning Academy's 2023- 2024 Ohio School Report Card gives an overall rating of 2.5 stars, indicating that the school needs support to meet state standards. The rating is based on five main components:

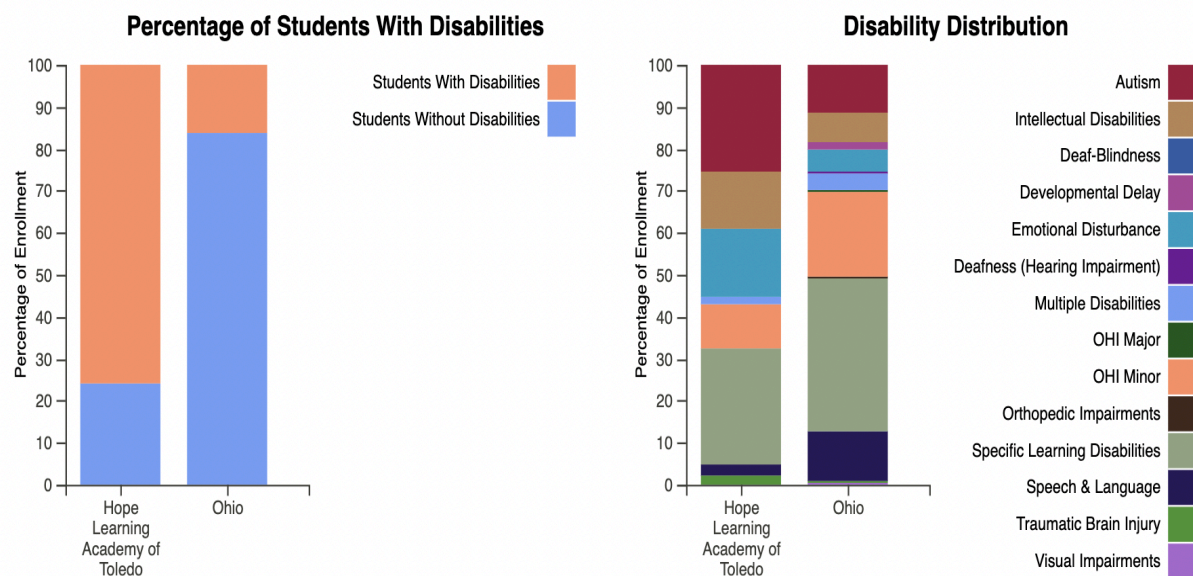
1. **Achievement:** This component measures how well students performed on state tests. HOPE received 2 stars, showing that the school needs support to meet academic achievement standards.
2. **Progress:** This measures the academic growth of all students compared to their past performances. HOPE scored 3 stars, meeting expectations for student growth.
3. **Gap Closing:** This component evaluates how well the school is closing educational gaps among different student groups. HOPE received 4 stars, indicating it exceeds state standards in reducing gaps.
4. **Graduation:** This looks at graduation rates, but HOPE did not receive a score in this category, as it is not applicable to the school.

5. **Early Literacy:** This measures reading improvement and proficiency for students in grades K-3. HOPE earned 1 star, signaling a need for significant support in early literacy.

Special Education Report Card

The 2023-2024 School year Special Education Report, HOPE Learning Academy averaged nearly 75% of students having a disability. This is significantly higher than the state average of 16%. HOPE surpasses the state average in each disability category. HOPE serves significantly more students with autism and OHI minors and fewer students with specific learning disabilities. The graph below outlines HOPE's enrollment of students with disabilities.

As you review a district's disability categories, it is important to note that of the identified children with disabilities in Ohio, more than 60% have average to above average intelligence.



HOPE Special Education Report Card highlights several key achievements for students with disabilities:

1. **Alternate Assessment Participation:** The school met the targets for participation in reading and math alternate assessments, with 0% of students taking these assessments, staying below the 1% target.

2. **Grade 4 Reading and Math Proficiency:** The school exceeded the target for 4th-grade reading proficiency, achieving 50% compared to the target of 24.86%. However, the target for 4th-grade math proficiency (29.83%) was not met, with only 25% proficiency.
3. **Proficiency Gaps:** The school met the targets for reducing proficiency gaps in both reading and math for 4th and 8th grades, ensuring equity in academic performance.
4. **Least Restrictive Environment:** The school excelled in providing inclusive environments for school-age students with disabilities. 100% of students were placed in regular classrooms for 80% or more of the day, exceeding the target of 66%. No students were placed in separate facilities, meeting the target of less than 3.56%.
5. **Timely Evaluations:** The school did not meet the target for timely initial evaluations (80% vs. 100%).
6. **Correction of Noncompliance:** The school successfully met the target for timely correction of noncompliance.

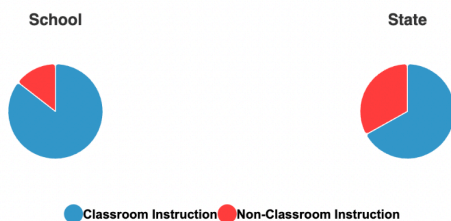
Financial Data

The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

Comparison Group: **Community Schools with Enrollment less than 150**

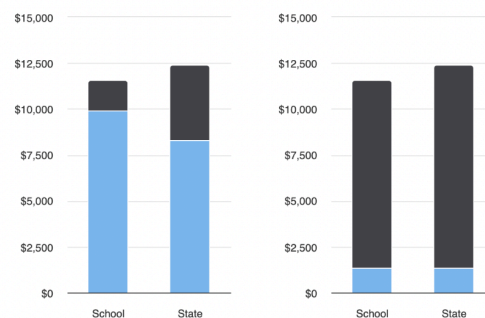
Classroom Spending Data

What percent of funds are spent on classroom instruction?
85.5%



Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$11,573	\$12,396
Classroom Instruction	\$9,894	\$8,292
Non-Classroom Spending	\$1,678	\$4,103
Federal Funds	\$1,327	\$1,363
State and Local Funds	\$10,245	\$11,033



The financial data for HOPE Learning Academy shows that 85.5% of its funds are spent on classroom instruction, which is higher than the state's average. The school spends \$11,573 per student in total operating expenses, slightly below the state average of \$12,396. However, classroom spending per pupil at HOPE is \$9,894, which is higher than the state average of \$8,292. Non-classroom spending is significantly lower at HOPE, with \$1,678 compared to the state's \$4,103. The school receives \$1,327 per student in federal funds and \$10,245 in state and local funds, both close to the state averages.

2023- 2024 Governance: – Brief Description

North Central Ohio Educational Service Center- Sponsor 11 years as HOPE Learning Academy's Sponsor

Daniel J. LaValley- Superintendent- 11 Years experience working as HOPE Learning Academy's Superintendent.

Joella Simmon- School Leader- 5 Years as HOPE Learning Academy's School Leader

HOPE Learning Academy Board of Directors 2023 -2024

1. John Graham- 10 Years on HOPE Learning Academy's Board of Directors
2. John Szuch- 10 Years on HOPE Learning Academy's Board of Directors
3. Sister Mary Jo Szpila- 6 Years on HOPE Learning Academy's Board of Directors
4. Mark Luetke- 4 Years on HOPE Learning Academy's Board of Directors
5. Richard Yarder- 2 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 HOPEll 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.

School Location:

4234 Monroe Street Toledo, Ohio 43606