



January 7, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Hope Academy of West Michigan. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Teriena Schwartz, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3hOqxho> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Hope Academy of West Michigan has not been given one of these labels.

The closure of schools across Michigan in the Spring, 2020 due to Covid-19 has created challenges for students at Hope Academy of West Michigan. Our large population of EL learners had difficulty transitioning to remote learning and although students did not lose ground in reading and math (based on Fall, NWEA MAP data), they also did not demonstrate the significant growth that has been consistent over the past several years. To address these concerns, Hope Academy of West Michigan continues to modify the *Return to Learn Plan* to better meet the needs of our students and ensure all students are progressing toward proficiency.

A strong Multi-Tier System of Support (MTSS) is in place for early identification of students requiring additional support in reading and math. Reading interventionists, math Interventionists, and EL Interventionists collaborate with highly qualified teachers to ensure all students receive the assistance they need to reach their potential. All interventions are research-based and students are progress monitored to ensure the right intervention is being implemented at the right time. Hope Academy continues to make progress toward our goal of accelerating student achievement and closing persistent achievement gaps.

Hope Academy of West Michigan has implemented a strong PBIS program to support the emotional, social and behavioral needs of students and to intervene early when behaviors interfere in the learning process. We have witnessed a decrease in student referrals and loss of learning time due to negative behaviors, absences, and lack of engagement. This PBIS system was modified during the remote learning period to provide support and rewards for students who remained engaged during the virtual learning process.

Hope Academy of West Michigan is a public charter academy authorized by Ferris State University. Open enrollment is held each spring and fall, with students being admitted on a first come first serve basis. If classes are full, students are placed on a waiting list and admitted once an opening becomes available according to their place on the waiting list. Hope Academy is committed to low class sizes, and strives to keep Kindergarten classes at 16 students and all other classes at 21 students.

Hope Academy of West Michigan has implemented a Personalized Competency Based Education program in grades K-6 in which all students are expected to master the critical concepts in English Language Arts, Math, Science and Social Studies. This Middle school program will be moving to this model in the 2021-2022 school year and the High School in the 2023-2024 school year. The core curriculum and the critical concepts are available on the schools website at www.hopeacademywm.org. Hope Academy of West Michigan has adopted the graduation requirements outlined in Michigan Merit Curriculum and partners with the Kent Career Technical Center, Grand Rapids Community College, and Davenport University to provide career and college readiness opportunities for qualifying students. In the 2019-2020 school year 81-percent of our senior class were enrolled in postsecondary classes at Grand Rapids Community College. Hope Academy currently does not offer AP/IB courses

Parents play an important role in the education of their child and attendance and participation in Parent-Teacher Conferences is critical to a student's success. In the 2019-2020 school year 90-percent of parents were represented at conferences for grades Pre-K through 12. Hope Academy has a very active Parents of Hope team that helps plan, implement, and support the goals identified in the comprehensive needs assessment (CNA).

Shared leadership is an important component to the success of the school, and teachers and parents are provided multiple opportunities to participate in the

decision making process. The school improvement team meets bi-monthly to review the CNA, identify goals, and monitor progress toward the achievement of these goals. Goals are aligned to the MTSS work that is ongoing in the school with the goal of ensuring all students are proficient in reading and math, and are college and career ready upon graduation. The school improvement team reviews and monitors the school improvement plan and analyzes achievement data, demographic data, process data, and perception data when setting goals.

Hope Academy of West Michigan did not participate in State Assessments or the Spring NWEA MAP testing due to Covid-19 and school closures. Hope Academy of West Michigan was able to complete the WIDA assessment for the 2019 -2020 school year. EL learners at HAWM made above average growth in their language development, out performing the State average.

Sincerely,

Teriena Schwartz
Principal