



School Annual Education Report (AER)

January 28, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Hope Academy of West Michigan. The AER addresses the complex reporting information required by federal and some requirements of state laws. The school's report contains information about student assessment, accountability, and teacher quality. Our staff is available to help you understand this information. Please contact the Principal at Hope Academy of West Michigan for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/36F8cfm> or you may review a copy in the main office at Hope Academy of West Michigan..

For the 2018-19 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.

Hope Academy of West Michigan students continue to make significant progress toward proficiency in reading and math. 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 behavior 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.

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 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 2020-2021 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 2018-2019 school year 50 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 2018-2019 school year 92-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.

In addition to state assessments, Hope Academy of West Michigan uses NWEA MAP test results to measure student growth and achievement. For the past several years 50 percent or more of students grades 2-8 at Hope Academy have consistently met or exceeded their growth target in both math and reading. Results are available on the school website at www.hopeacademywm.org.

Hope Academy of West Michigan staff members remain committed to improving student outcomes to ensure all students are college and career ready. We actively partner with parents and community members to improve opportunities for all students and continue to take a whole child approach to education, caring for the social, emotional, physical, and spiritual well-being of the students entrusted in our care.

Sincerely,

Teriena M. Schwartz, Principal