



12121 Broadstreet Avenue
Detroit, Michigan 48204
313.934.0054 ♦ 313.934.0074 fax
Ms. Patricia A. Davis, Principal

School Annual Education Report (AER) Cover Letter

January 6, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Hope Academy. 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 Patricia Davis for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,8206,1231,119, or you may review a copy in Hope Academy's Main Office.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI). Hope Academy entered into a partnership agreement with the Michigan Department of Education (MDE) in 2022-23 school year. Hope Academy entered into a Partnership Agreement with MDE in 2021/22 school year. Since entering into the Partnership our school Index has increased from 21.55 points in 2021/22 to 34.66 in 2022/23, and 36.38 points in the 2023/24 school year. This is also true for the academy's growth index from 27.65 in 21/22 SY to 47.97 in 22/23 SY and 51.07 in 23/24 SY. The academy experienced a .15 decrease in its proficiency index from 8.45 in 21/22 to 8.30 in 22/23 and an increase to 9.81 in 23/24. The school Index represents data from student scores lifted from state assessments.

Student scores lifted from the state assessment, Michigan Student Test of Educational Progress (MSTEP) assessment, revealed students are performing below state standards in the content areas of ELA (reading and writing), mathematics, science, and social studies. Students demonstrated growth in English Language Arts by an increase of 4.13 points from the previous year, only 23.16% are proficient or performing on grade level. Students demonstrated growth in Mathematics by an increase of 0.37 points from the previous year. The data revealed 2.96% performing on or at grade level in mathematics. The academy continues to place a strong focus on student achievement through curriculum, instruction, assessment, and teacher efficacy. The district also continues to place a strong focus on supplemental instructional programs and

targeted intervention for all students in all subject areas. Our continued focus is to close the achievement gap while raising student achievement in growth.

We recognize that mathematics achievement remains a key area of focus and growth for our students. Data from recent assessments indicates that while progress has been made, there is still a need to strengthen mathematical skills across all grade levels. Addressing this challenge is a top priority as we work to ensure that every student develops the foundational and advanced math skills necessary for academic success and future opportunities.

To address these challenges. We continue to implement MTSS providing targeted intervention to build foundational skills. Our rigorous, standards-aligned curriculum provides problem-solving, critical thinking, and conceptual understanding strategies, supported by interactive technology tools. Ongoing training evidence-based professional training is provided for teachers while focusing on data-driven instruction.

State law requires that we also report additional information.

1. Hope Academy parents or legal guardians complete an application and provide copies of specific enrollment documents. This includes the last school attended report card, immunization data, birth certificate, social security information, court documents allocating parental rights and responsibilities or custody (if appropriate) and all documents pertaining to specialized student services or Individualized Education Plan (IEP) where applicable.
2. Hope Academy is committed to the continuous growth for all invested stakeholders (parents, students, staff, and the community). The district utilizes the Michigan Department of Education (MDE) School Improvement Process to align high quality research best practices to meet the needs of all students through a Multi-Tiered System of Support (MTSS). Hope Academy has three partnerships goals (e.g., Talent Management, MTSS/Whole Child, and Student Academic Progress) with nine (9) interim target benchmarks and end target outcomes. Six of the nine (67%) interim target benchmarks were achieved, specifically the Talent Management and Whole Child targets were achieved, with only one interim target benchmark met under student academic progress. The student academic progress on state assessments has proved to be a challenge, however the increased emphasizes on high quality Tier 1 instruction and coaching it is expected to accelerate student academic outcomes.
3. There is no “specialized schools” within the Hope Academy School District.
4. A copy of the district’s curriculum can be retrieved from the main office and on the district’s website. Hope Academy’s Curriculum is provided through Houghton Mifflin Harcourt (HMH). HMH is a content-rich curriculum that is fully aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Michigan Expectations for Social Studies. The curriculum is robust with embedded resources, lessons, assessments, differentiation strategies, project-based learning, performance task and embedded technology skills. The Common Core content uses universal design for learning principles.
5. Hope Academy is committed to improving student achievement in ELA and math as measured by the NWEA MAP Growth Assessment. Significant progress has been made in terms of student growth, although proficiency levels remain an area of focus.

In reading (K-8), 43% of students met their growth targets, successfully reaching the 2023-24 benchmark goal. Additionally, 160 out of 374 students demonstrated measurable growth, achieving 80.7% of the projected growth target. However, proficiency levels remained at 7%, indicating a continued need for strategies to raise the number of students performing at or above grade level.

In math (K-8), 45% of students met their growth targets, exceeding the 44% benchmark goal. A total of 167 out of 371 students showed measurable growth, achieving 96.6% of the projected growth target. Despite this progress, proficiency rates in math were low at 2.4%, underscoring the need for more focused interventions to improve mastery of grade-level standards.

While the data reflects strong growth in both reading and math, proficiency remains a challenge. These results highlight the importance of shifting instructional strategies to not only support growth but also to focus on proficiency gains. Moving forward, Hope Academy will expand targeted interventions, enhance data-driven instruction, and strengthen professional development to equip teachers with tools to address learning gaps. Additionally, the school will implement more rigorous math and reading programs and increase family engagement efforts to reinforce learning beyond the classroom.

Hope Academy remains dedicated to achieving its 2024-25 goals by building upon current successes and addressing areas where proficiency needs to improve.

- The district’s Progress Monitoring Conferences is a great opportunity to share the academic progress and growth of students based on classroom performance, testing data, homework, the child’s strengths and weaknesses, behavior, social emotional needs, and learning style. Progress Monitoring Conferences are held three times within the academic school year. Conferences are scheduled to meet and accommodate parents’ schedules and needs in an effort to increase participation. The district’s first conference for the 2024/25 school year was a success. On October 9th 54% of parents connected with the district on behalf of their child. The chart below provides up-to-date and historical data of conferences held at the district.

Student Conferences Data

2023-2024 School Year- Student enrollment count 408/397

<u>DATES</u>	<u># of Parent Conferences</u>	<u>% of Parent Conferences</u>
10-18.23 and 10.25.23	157+ 33=190	46%
12-13-23 and 12-20-23	38+14=52	13%

2024-2025 School Year- Student enrollment count 437

<u>DATES</u>	<u># of Parent Conferences</u>	<u>% of Parent Conferences</u>
10-09-24	238	54%

Hope Academy continues to work to serve the academic and social-emotional needs of all students and families. We continue to celebrate student achievement and progress through events such as student assemblies, Pep-Rallies and performance incentives.

Hope Academy has invested in academic programming and materials to increase student performance. The academy has expanded its partnerships to help meet the individual academic needs of every child. Hope Academy provides parents involvement opportunities through Parent R.O.A.R meetings to help strengthen its village.

Sincerely,

Dr. Patricia A. Davis
Principal/Chief Academic Officer

