2025-2026

annual REPORT

Summit Academy Secondary School - Akron

Summit Academy SCHOOLS

dear families,

The beginning of the 2025-26 school year was a year of new beginnings: new students, and a new focus. We set forth our theme for the year of staying locked in, continuing to challenge students and teachers with a growth mindset and to focus on growth academically and socially.

This year we continued with an after-school club to include a health and wellness-based basketball team. This club was well attended and well-liked by staff and students. The club focused on physical fitness and learning about healthy lifestyles.

Built into our curriculum is our steel drum band. Our Steel Drum band focuses on teamwork, critical thinking skills and social skills. The Steel drum band performed at the Kenmore Library twice. The steel drum band performed at the annual spring fine arts family night which included art displays from projects completed this year.

Before the students arrived, the staff completed a professional development opportunity with Dr. Bryan Harris. Dr. Harris specializes in strategies to build connections and spark learning. At the end of the training the team had a few more tools to use this year to increase the effectiveness of our program.

The PBIS program continues to be a strong point as well. This year, students participated in events such as field days, slime day, painting parties and video game days. The school culture continues to be a strong point. We focus on being restorative and not punitive, allowing logical consequences to serve as the discipline. We did have a slight increase in out-of-school suspensions. There were 4 this year and 0 last year.

August began with the open house and helping families start or complete enrollment with the online enrollment process. The process was new and took some time for all to adapt to usernames and passwords. Students were able to visit teachers and learn about the day to day routine of the Secondary School.

In September, we focused on establishing routines and procedures with students, helping the freshmen to adapt to high school.

In October we had the privilege of hosting the Ohio Dance Company. Akron Secondary students enjoyed dancing with a star! Thanks to a residency presented by OhioDance, break dance pioneer Forrest (Webb) GetumGump led students through dance movements as they learned about the trailblazer's role in one of the most influential hip hop movements in the Midwest in the 1990s.

In November we had Thanksgiving brunch which was well attended by students and their families. During the brunch, the Steel Drum band performed, and the awards were handed out for merit and honor roll.

December welcomed state test retakes and the end of the first semester. The first semester was smooth and uneventful. The teachers were engaging and challenging students with various projects and academic challenges.

In January as we returned from break, we welcomed cold and snow and calamity days. It was tough to get into the flow with the extra days off due to cold and snow. February started preparation for spring state testing as classes focused at least one day a week on testing items and correlating them to the current curriculum. The junior students who elected to participate in the ACT did so as well in February.

March welcomed the beginning of state testing with ELA 2. Teachers continued to challenge students with state testing question(s) of the day in preparation.

April began with spring break and then finished with a few weeks of state testing with American Government, American History, Biology, and Geometry. The Fine Arts concert and display was in March and well attended by family. The focus of family night was literacy. Each family was able to take home a literacy bag.

May was a busy month. The career fair was on May 7th with 10 presenters including Mulberry Gardens, Stark State University, Akron Public Library, and Pipe fitters and electricians. The students were able to engage with the different careers and have their questions answered. It was a great event. The next day was prom, and the theme was casino night. Students enjoyed games, food, dancing and prizes. It was a wonderful evening enjoyed by all. Also, in May Mulberry Gardens returned with their cool/chef to talk about the hospitality career field. Ms. Theresa also baked homemade cookies for the staff and students to enjoy. There is a plan for them to return in the fall to make lunch for the students. There were 12 graduates from the secondary school this year. A few are headed to Kent State University, Heidelberg University, Stark State, and possibly the military. The Ceremony went well and the graduates were celebrated.

This school year, The Village Network continued with our team providing a clinical counselor and a behavior management specialist into the building full time. These have been very positive positions to help support the students this school year. We also welcomed a part-time behavior specialist, Mrs. Gooden, to the team and she was a tremendous asset.

At the graduation ceremony, the steel drum band played songs during the ceremony, highlighting the contributions of the senior members. The graduating class included 8 members. During the ceremony, Carson Diegidio was awarded the "Grit" Award. This award is given to a student for overcoming obstacles and completing high school. Our Valedictorian was James Moy who worked very hard on obtaining all the requirements necessary to graduate and maintaining a high GPA. James plans to attend Kent State in the fall. Chris Hedrick gave the senior speech and did a fantastic job of encouraging the audience and the graduates of Summit Academy Secondary – Akron. Chris also was very complimentary of his time at AKRSEC and how his time helped mature him.

Our students showed much academic growth as well, with 63% of our students meeting academic targets within our STARS benchmarking system in language arts, and 52% meeting their targets in math. Our MTSS program utilizing the IXL program was hugely successful, with students answering more than 148, 437 questions and mastering many concepts in math and language arts. We are excited to continue working with IXL and adding a supplementary piece to support IXL and continue growing academically.

There was much to celebrate during the 2025-26 school year, and we are thankful for the accomplishments and looking forward to continuing with a growth mindset for the 2025-2026 school year.

Yours in Education,

Ralph Grant
Director

highlights







our mission

The mission of Summit Academy Schools is to build hope, success, and well-being through education and advocacy for students with special needs.

sponsor statement

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Secondary School - Akron during the 2025 - 2026 school year. ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant.

financials

Selected Financial Information
For the Fiscal Years Ended June 30, 2026 and 2025

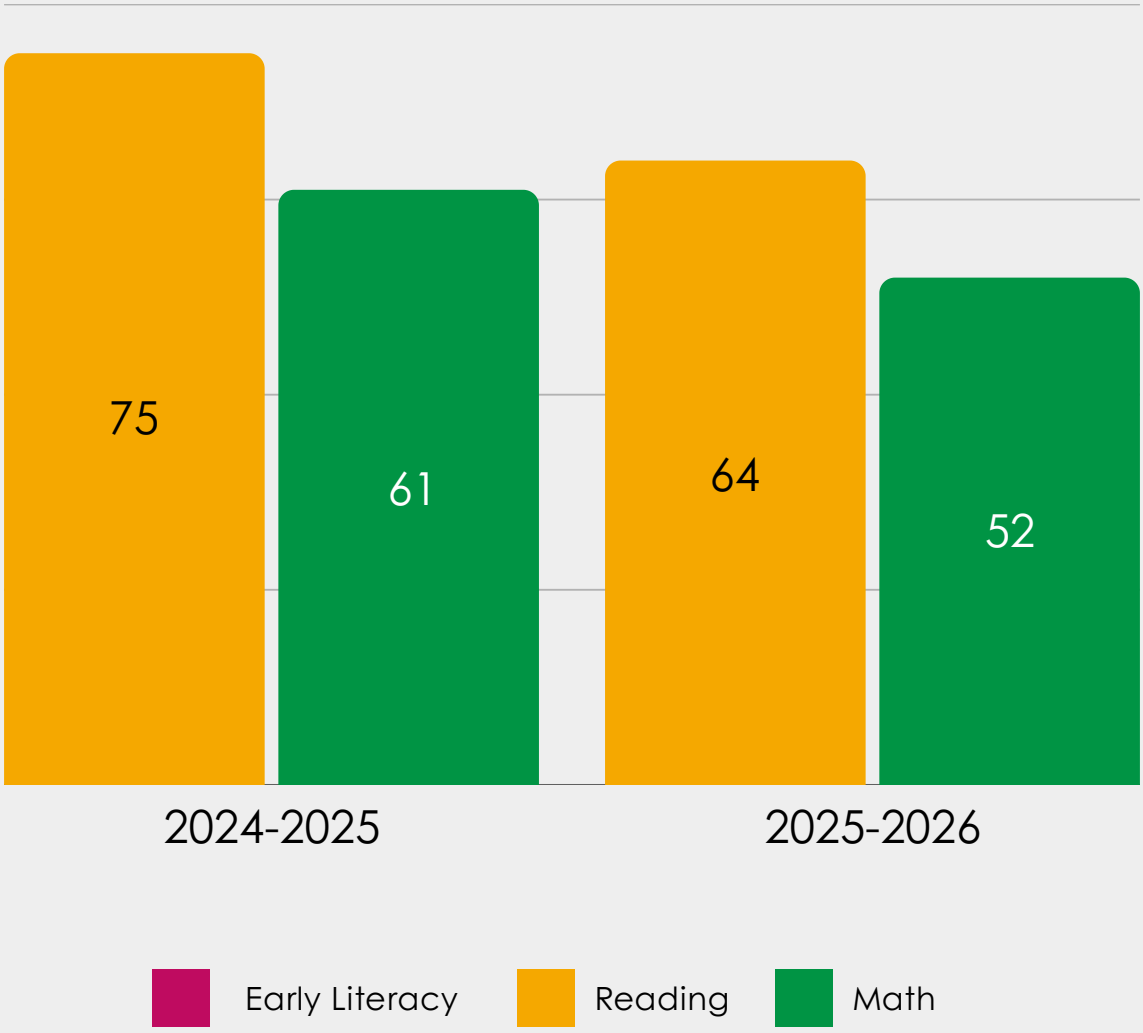
OPERATING REVENUES	2026	2025
State Foundation	$1,312,488.00	$1,250,283.00
State and Federal Grants	$235,169.00	$239,112.00
Medicaid Revenue	$7,624.00	$26,830.00
Private Donations	$ -	$ -
Classroom Materials and Supplies	$1,108.00	$1,721.00
Other Revenue	$2,696.00	$1,673.00
Interest on Investment	$ -	$ -
TOTAL OPERATING REVENUE	$1,559,085.00	$1,519,619.00

OPERATING EXPENSES		
Management Fee Expense	$1,559,085.00	$1,519,619.00
TOTAL OPERATING REVENUE	$1,559,085.00	$1,519,619.00

NET PROFIT (LOSS)		
	$ -	$ -

* The 2024 financial information was obtained from the FY24 Audited Financial Statements, and the 2025 financial information was obtained from the 2025 FINDET Report. Beginning the 2023 Fiscal Year audited financial statements are being presented using Modified Cash.

star assessment



Summit Academy Students take Star Assessments three times each year to measure their reading and math skills compared to grade-level standards. Their annual growth in these skills is monitored by Student Growth Percentile (SGP) data, which compares a student's academic growth to that of his or her peers nationwide. A student's peers are students in the same grade with a similar achievement history on Star Assessments.

The following data shows the percentage of students who met or exceeded the SPG target of 40 in reading and math between the fall and spring assessment administrations during the 2023–2024 and 2024–2025 school years.

star assessment

Student Growth Percentile

5-Year Comparison of All Summit Academy Students

EARLY LITERACY	2021-22	2022-23	2023-24	2024-25	2025-26
High Growth	33.6%	27.9%	19.2%	19.1%	21.0%
Typical Growth	23.5%	30.1%	32.8%	29.6%	35.0%
Low Growth	43.0%	42.0%	48.0%	51.3%	44.1%

READING	2021-22	2022-23	2023-24	2024-25	2025-26
High Growth	33.4%	34.0%	38.4%	31.4%	33.0%
Typical Growth	26.5%	26.9%	25.8%	29.8%	27.2%
Low Growth	40.1%	39.1%	35.8%	38.8%	39.8%

MATH	2021-22	2022-23	2023-24	2024-25	2025-26
High Growth	29.5%	26.2%	26.0%	27.2%	27.0%
Typical Growth	31.0%	33.2%	33.7%	32.7%	32.0%
Low Growth	39.5%	40.6%	40.3%	40.1%	41.0%

The Student Growth Percentile (SGP) compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments. SGP is measured on a 1–99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than (at or above the 66th growth percentile), less than (below the 35th growth percentile), or as much as (between the 35th and 65thgrowth percentiles) expected. The SGP minimum target for all SA schools is the 40th growth percentile.

student academic success

PERFORMANCE ACCOUNTABILITY FRAMEWORK: CONTRACT ATTACHMENT 11.6

The Performance Accountability Framework (Attachment 11.6) consists of multiple, measurable goals focused on the academic, financial, and operational expectations for the school year. This document is categorized into five goal areas: local report card indicator areas, school-specific academic measures, operations, legal compliance, and financial accountability.

CONTRACT ATTACHMENT 11.6: ACADEMIC PERFORMANCE STATUS

Overall Rating	Approaches Standard
Achievement Component	Falls Below Standard
Performance Index	Falls Below Standard
Chronic Absenteeism	Falls Below Standard
Progress Component	Meets Standard
Gap Closing Component	Falls Below Standard
Gifted Performance Indicator	N/A
Graduation Component	Meets Standard
4-Year Graduation Rate	N/A
5-Year Graduation Rate	Meets Standard
Early Literacy Component	N/A
Proficiency in 3rd Grade	N/A
Promotion to 4th Grade	N/A
Improving K-3 Literacy	N/A
College, Career, Workforce & Military Readiness	N/A
PBIS	Meets Standard
PI vs Similar School #1	Approaches Standard
PI vs Similar School #2	N/A

Nationally-Normed Assessment Achievement K- 8 Reading	N/A
Nationally-Normed Assessment Achievement K-8 Math	N/A
9-12 EOC Algebra I	Falls Below Standard
9-12 EOC Biology	Falls Below Standard
9-12 EOC ELA II	Approaches Standard
9-12 EOC Geometry	Falls Below Standard
9-12 EOC American US History	Meets Standard
9-12 EOC American US Government	Approaches Standard
9-12 Credit Earing Rate	Exceeds Standard

School Academic Growth Targets and Metrics

Nationally-Normed Assessment Growth K-12 Reading	Meets Standard
Nationally-Normed Assessment Growth K-12 Math	Meets Standard
Nationally-Normed Assessment Growth K-12 Reading or Math	Approaches Standard

CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

School Fiscal Performance Targets and Metrics

Ratio Assets to Liabilities	Falls Below Standard
Unrestricted Days Cash	Falls Below Standard
Current Year Enrollment Variance	Exceeds Standard
Total Expense Variance	Exceeds Standard
Sponsor Financial Reporting	Exceeds Standard
Audit Findings	Falls Below Standard

School Governance Performance Targets and Metrics

Board Engagement	Meets Standard
Required # of Reg. Board Meetings	Meets Standard
Required # of Board Members	Meets Standard
Proper Meeting Notice	Meets Standard
Required Board Member Training	Meets Standard
Board Member Attendance	Exceeds Standard

Compliance/Organizational & Operational Performance Targets and Metrics

On-Time Records Submissions	Exceeds Standard
Accuracy of Records Submissions	Exceeds Standard
Five-Year Forecast Submission	Meets Standard
Annual Budget	Meets Standard
Annual Report	Meets Standard
Emergency Management Plan	Meets Standard
Out of School Suspension K-3	N/A
Out of School Suspension 4-8	N/A
Out of School Suspension 9-12	Falls Below Standard
Mission Specific	Exceeds Standard

The multi-tiered systems of support (MTSS) framework is used for academics, behavior, and social-emotional support in all Summit Academy schools. A joint project of the curriculum and special education regional teams brought school specific collaboration to ensure that school leaders understood MTSS and structured their instructional schedules to maximize MTSS implementation. Implementation support, classroom observations, and feedback are provided by the regional teams.

Our most consistent and detailed MTSS system is the Summit Academy Reading Framework. The framework emphasizes training teachers thoroughly in the science of reading and appropriate instructional strategies. The framework also ensures that our curriculum materials are aligned to the state standards, support the science of reading, provide diagnostic assessments, and include evidence-based interventions to best meet our students' needs. A curriculum audit has been completed with support from the regional curriculum administrator and new materials were purchased based on the guidelines set in the framework. A Reading Framework Action Plan was also developed, putting measurable goals in place that are focused on increasing our students' reading abilities and overall academic performance.

METHOD OF MEASUREMENT FOR ATTACHMENT 11.6 GOALS

All Summit Academy students are benchmarked (screened) three times each year using Renaissance Star assessments to compare their reading and math achievement to grade-level norms and determine their instructional support needs. The metric used to determine growth in this assessment is a Student Growth Percentage (SGP) score of 40 or higher, which equates to a year plus growth. The testing data helps teachers determine whether students are on track or not on track toward math and reading proficiency, identify reading and math skill deficiencies, measure student growth, monitor student progress, prescreen students who are potentially gifted, and deliver targeted instruction. Following each benchmarking period, teachers will analyze the data collaboratively in Teacher-Based Teams (TBTs) to determine appropriate instructional strategies and intervention support needs for their students.

Summit Academy students participate in Ohio state tests as prescribed. With such a high percentage of students with disabilities, we have found that Star growth data portrays a more accurate picture of student learning than the state report cards. Our students will frequently make a tremendous amount of growth within a year, but since they started so many grade-levels behind their achievement test scores are still lower than grade-level proficient, which gives the perception that the students are failing to learn. Stardata provides an objective, detailed basis on which to make decisions about instruction and intervention, prioritizing foundational skills in reading and math, thus supporting students to achieve higher growth and to fill academic gaps that hinder grade-level achievement.

statewide achievement

REPORT CARD MEASUREMENTS

The Ohio Department of Education has revised the school report card to analyze performance, determining strengths and areas of improvement for each district. The new report card includes five components that will receive ratings from one to five stars. These components are achievement, Progress, Early Literacy, Gap Closing and Graduation The sixth component, College, Career, Workforce and Military Readiness, was not required in the 2022 - 2023 school year.

OVERALL RATING



ACHIEVEMENT COMPONENT

The achievement component identifies how well students performed on the state tests overall. Student performance is identified through the Performance Index which measures the achievement of every student, not just whether they score a proficient level. Each test a student takes is assigned an achievement level based on the test score, with higher scores resulting in higher achievement levels.

5 ★★★★★

- Greater than or equal to 90% of max score
- Significantly exceeds state standards in academic achievement

4 ★★★★☆

- Greater than or equal to 80% but less than 90% of max score
- Exceeds state standards in academic achievement

3 ★★★☆☆

- Greater than or equal to 70% but less than 80% of max score
- Meets state standards in academic achievement

2 ★★☆☆☆

- Greater than or equal to 50% but less than 70% of max score
- Needs support to meet state standards in academic achievement

1 ★☆☆☆☆

- Less than 50% of max score
- Needs significant support to meet state standards in academic achievement

RATING

★☆☆☆☆

PROGRESS COMPONENT

Academic growth is measured by looking at the current achievement compared to prior achievement results on the state tests. This is determined by looking at the growth index and the effect size to see if there was expected growth or a shortfall in expected growth, relative to Ohio.

5 ★★★★★

- Growth index of at least +2 and effect size of at least +.2
- Significant evidence that the school exceeded student growth expectations by a larger magnitude

4 ★★★★☆

- Growth index of at least +2 and effect size of less than +.2
- Significant evidence that the school exceed student growth expectations

3 ★★★☆☆

- Greater than or equal to -2 but less than +2
- Evidence that the school met student growth expectations

2 ★★☆☆☆

- Less than -2 and effect size of at least -.2
- Significant that the school fell short of student growth expectations

1 ★☆☆☆☆

- Less than -2 and effect size of less than -.2
- Significant evidence that the school fell short of student growth expectations by larger magnitude

RATING

★★★☆☆

GAP CLOSING COMPONENT

There are several measures to determine the gap closing component, which is focused on student subgroups including all students, Asian/Pacific Islander, Hispanic, White/Non-Hispanic, Black/Non-Hispanic, America Indian/Alaskan Native, Multiracial, English Learner, Economic Disadvantage, and Students with Disabilities.

The indicators to evaluate student performance and academic growth include:

- The Gifted Performance Indicator
- The Chronic Absenteeism Improvement Indicator
- The English Language Proficiency Improvement Indicator
- Graduation Goals by Student Subgroup
- English Language Arts, Math Achievement by Student Subgroup
- English Language Arts, Math Progress (Growth) by Student Subgroup

5 ★★★★★

- From 88% to 100%
- Significantly exceeds state standards in early literacy. (K – 3)

4 ★★★★☆

- From 78% to less than 88%
- Exceeds state standards in early literacy (K – 3)

3 ★★★☆☆

- From 68% to less than 78%
- Meets state standards in early literacy (K – 3)

2 ★★☆☆☆

- From 58% to less than 68%
- Needs support to meet state standards in early literacy (K – 3)

1 ★☆☆☆☆

- From 0% to less than 58%
- Needs significant support to meet state standards in early literacy (K - 3)

RATING

★☆☆☆☆

GRADUATION COMPONENT

The graduation component looks at both the four-year and five-year adjusted cohort graduation rates, determining the percentage of students graduating with a regular or honors diploma. The graduation rates are then multiplied by the state law established weights to determine the component rating.

5 ★★★★★

- Greater than or equal to 96.5%
- Significantly exceeds state standards in graduation rates

4 ★★★★☆

- Greater than or equal to 93.5% but less than 96.5%
- Exceeds state standards in graduation rates

3 ★★★☆☆

- Greater than or equal to 90% but less than 93.5%
- Meets state standards in graduation rates

2 ★★☆☆☆

- Greater than or equal to 84% but less than 90%
- Needs support to meet state standards in graduation rates

1 ★☆☆☆☆

- Less than 84%
- Needs significant support to meet state standards in graduation rates

RATING

★★★☆☆

EARLY LITERACY COMPONENT

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component provides a more complete picture of early literacy in our schools by looking at three separate areas. 1) The proficiency in Third Grade Reading reports how many students score proficient or higher on the reading segment of Ohio' State Test for English Language Arts for grade 3. 2) The Promotion to Fourth Grade measure reports the percentage of students in third grade who were promoted to fourth grade. 3) The Improving K-3 Literacy measure uses two consecutive years of data to evaluate how well schools are doing at providing supports to help struggling readers.

5 ★★★★★

- From 88% to 100%
- Significantly exceeds state standards in early literacy (K – 3)

4 ★★★★☆

- From 78% to less than 88%
- Exceeds state standards in early literacy (K – 3)

3 ★★★☆☆

- From 68% to less than 78%
- Meets state standards in early literacy (K – 3)

2 ★★☆☆☆

- From 58% to less than 68%
- Needs support to meet state standards in early literacy (K – 3)

1 ★☆☆☆☆

- From 0% to less than 58%
- Needs significant support to meet state standards in early literacy (K - 3)

RATING

N/A

COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

**If a district or school initially earns a 1 star or 2 star rating but then improves at least 15 percentage points from the previous year, that school or district will earn a final rating of 3 stars and 2.25 points toward the Overall Rating.*

5 ★★★★★

- Greater than or equal to 85%
- Significantly exceeds state standards in post-secondary readiness rates

4 ★★★★☆

- Greater than or equal to 75% but less than 85%
- Exceeds state standards in post-secondary readiness rates

3 ★★★☆☆

- Greater than or equal to 63% but less than 75%*
- Meets state standards in graduation rates

2 ★★☆☆☆

- Greater than or equal to 53% but less than 63%
- Needs support to meet state standards in graduation rates

1 ★☆☆☆☆

- Less than 53%
- Needs significant support to meet state standards in graduation rates

RATING

N/A



Summit Academy
SCHOOLS

464 S. Hawkins Avenue | Akron | Ohio

330-434-2343 | summitacademies.org | Grades: 9 - 12