



Summit Academy
SCHOOLS

ANNUAL REPORT 19-20

SUMMIT ACADEMY TRANSITION HIGH SCHOOL -
COLUMBUS

DIRECTOR'S MESSAGE

Dear Friends,

We had a wonderful school year. Our staff and students have worked diligently to make this school year a success. Our students completed the Renaissance Flow 360 assessments. Teachers prepared the students during the school year. Each teacher had a question of the day from the practice test. We also created a vocabulary wall in every classroom. The teachers would review the answers with the students. We also made the families aware of the practice website for their use at home.

We started the school year with our annual orientation for our parents. We had a wonderful turnout. The orientations allowed the families to get to know the teachers and their requirements for the students. The families also received each teacher's syllabi for the first grading period. Our teachers also provided the families with a newsletter for the grading period.

Our seniors worked to complete their graduation requirements. Several of our seniors were attending Columbus city career centers for half the day. We look forward to our students' accomplishments this year. Our senior class graduated on June 26, 2020, at 6 p.m. The staff is so proud of their accomplishments.

COVID-19 hit our state in March. Our students went home in the middle of March. Our school used Blizzard Bags to educate our students. We had a learning site that students could use. Teachers used Google Hangouts to meet with students. Each week we came to the school to collect work and hand out more work to the students. Our teachers did a wonderful job of ensuring there was work for the students and getting in contact with the families. We want to thank the families for their hard work in educating their children and coming to the school weekly to get school projects for their students.

Sincerely,

Trina Moore
Director



SCHOOL DATA

IRN #: 000614

AGE LEVELS SERVED: 13-22

HOURS OF INSTRUCTION: 7:45AM – 2:30PM

SCHOOL TYPE: Community School

STUDENT POPULATION: 55

ATTENDANCE RATE: 88.6%

STUDENT DEMOGRAPHICS: All of our students are considered “at-risk” of academic failure, due to the condition ADHD and /or Asperger’s Disorder, which describes our target population.

SPECIFIC DEMOGRAPHIC INFO:

Caucasian	29.8%
African American	56.6%
Mixed/Other	-
Economically Disadvantaged	100%

SCHOOL MISSION STATEMENT: Summit Academy Schools build hope, success, and well-being through education and advocacy for Children with Special Needs.

BOARD MEMBERS:

Erin Bentz	President
Brian McMichael, M.D.	Vice President
Anthon Brooks	
Terry Kleman	
Derrick Wyman	



SCHOOL STAFF:

Darla Lipscomb – School Administrative Assistant
Miguel Vasquez- Data Coach
Barbara Rocchio – Reading/Literacy Coach
Matt Fideler – IEP Coordinator
Lisa Hall – Behavior Specialist/Performance Coach
Nathan Zoebel- English Teacher
Mallory Boykin – Instructional Aid
Steven Gammeter – Social Studies Teacher
Nathanial Tisdale – Martial Arts Instructor
Robert Wood – Intervention Specialist
Jay Regmi – Math Teacher
Benjamin Snyder – Math Teacher
Dudley Hadden – Intervention Specialist
Sara Boreman – Music Teacher

STAFFING BY FUNCTION:

Administration	Number Needed
Teachers	Number Needed
Teaching Aides	Number Needed
Support Staff	Number Needed

HIGHLIGHTS

We received support from our State Support Team throughout the school year. We looked at our test scores and classroom instruction to assist the students with state testing. The teachers created vocabulary walls in each of their rooms. They were required to review the words so that students would be familiar with them when answering questions. A new initiative for the school year was to work on the students' writing skills across the curriculum. We had a writing workshop each day and every teacher taught in accordance with their subject matter.

Our school added academic coaches this year. We have a literacy coach and a data coach as well. They assisted the teachers with the writing workshop and vocabulary walls. The coaches provided reading strategies and content standards and assisted with scaffolding and differentiation. They have been very valuable in assisting our teachers with instructional tools.

We have implemented an attendance initiative in our school. We give weekly rewards to students who have attended school for the whole week. We announce their names on the loudspeaker. Teachers posted the attendance of their first-period class every day and the classes that have the highest percentage get a reward.

Our PBIS program is working well this year. We have "Gotchas" that students earn. The teachers give students "Gotchas" based on seeing students following our core values: Respect, Responsibility, Relationship, Repair, and Reintegration. We have a drawing at the end of the week and winning students shop from our school store.

We had a Community Family Night for our families in September. We had a math-and-reading theme for the families. We hosted math and English games for the students. The students were able to choose interest-level books. We provided dinner for the families as well. The families also helped us with cleaning up our community and planting plants and flowers.

It was a struggle to get the families to access the Zoom meetings. Teachers called parents to help with work and sent out instructions in the Blizzard Bags. Teachers worked on the fundamentals of their subject area to make it easier for students to get assistance. Teachers were asked to look for areas in which the students struggle and assist them with those areas on Zoom or Google Meet. We also created a distance learning website for the families to use. Virtual field trips for students and families were offered on the website.



Our staff received professional development in the form of Staff Development for Educators from Dedra Stafford. She has worked with the teachers on differentiation, classroom organization, and classroom management. We had several trainings during quarantine via Zoom. The focus was on how teachers can provide effective virtual teaching. Ms. Stafford also provided teachers with ideas to engage students by playing games and working with them in different ways. She assisted in the implementation of restorative practice in our building.

Our teachers also worked with students to prepare for end-of-year testing. The performance coach also worked with students to prepare for College Credit Plus. We also assisted students at the career center. We completed our retakes for the end-of-year testing. The students and teachers worked hard to complete this task. Everyone in the building was very helpful in getting the testing scheduled and done for this section.

We also hosted our annual Holiday Luncheon. We received donations from Raising Cane's, Honey Baked Ham, and many families and staff members. We thank everyone for a wonderful day for our students and families. Our student council helped so much with preparations for the luncheon.

Our students read and made crafts with the Summit Academy Community School students. The high school students had a wonderful time. We would like to create more community opportunities for our students.

Since COVID-19 hit our state we supplied our families and students with Blizzard Bags. Our administration team was available weekly to help students on Google Hangouts and Zoom, including through assistance via phone calls. In addition, the administration team worked with families to help plan with teachers. Our English teacher had a game night on a Saturday evening with the students. The students really enjoyed it and asked that we do it again. Our behavior specialist facilitated groups with the students in the evening and the turnout was great.



Summit Academy staff participate in professional development.



The start of our school year with our new restorative values.



Members of our student body participated in our martial arts board-breaking ceremony.
Members of our student body prepared to demonstrate their katas.



John Gregory of the King Art Complex made a special appearance and spoke with our students.



Students watched and participated in martial arts demonstrations with Sifu Tisdale's special guest.

ACADEMIC PERFORMANCE

Every September, the Department of Education releases the “Local Report Card” for each school and district in Ohio. The Local Report Card measures how well students performed as measured by the state’s performance standards. In addition, the School is also evaluated on school specific goals that are contained in the School’s contract with its Sponsor.

The School’s contract with its Sponsor provides the following goals:

1. The 4-Year Graduation Rate will increase by 4% until a C grade is achieved or the graduation rate matches the state average.
2. Proficiency Scores, for each grade and subject, will increase by 1.5%, until the state standard is achieved or will be maintained if the state standard is already met, as reported on the annual local report card.
3. The 5-Year Graduation Rate will increase by 2% annually until a 90% is achieved, as indicated on the LRC.

Due to the COVID-19 pandemic, spring state testing was not performed for the 2019-2020 school year. This means the majority of the Local Report Card data for the school is not reported. This is also the case for the academic part of the contractual goals with the sponsor not being reportable.

Summit Academy schools’ population is approximately 80% students with disabilities. There is a very wide distribution of skills within this identified subgroup. Two points to keep in mind as one analyzes this data is the small size of each of our groups of students being tested and the skewing effect of students in any group that are exceptionally high or low functioning. The School’s performance against the standards including the applicable report card measures follows and contract goals follows.

Achievement

The Achievement component represents the number of students who passed the state’s proficiency tests and how the students performed on the tests. The Achievement Component is comprised of two measures; Performance Index and Indicators Met. The Performance Index measures the test results of every student. The Indicators Met measures the percent of students who have passed state tests. Tests are reported for each student if a grade in subject. The state standard is for a school to achieve an 80% passage rate.

Achievement	2017-2018	2018-2019	2019-2020
Component Grade	F	F	NR
Performance Index (%)	37.3	41.8	NR
Indicators Met (%)	12.5	0	NR

The 2018-2019 school year saw a slight improvement in Performance Index and a decrease in Indicators Met. The School's contract with its Sponsor sets a goal of a 1.5% annual improvement for each grade and subject. The School's LRC contained the following scores by subject area:

Proficiency by Course (%)	2018-2019	2019-2020	Contractual Goal 1.5% Annual Increase
Algebra I	4.3	NR	NR
Geometry	5.6	NR	NR
American US History	25.0	NR	NR
ELA I	23.8	NR	NR
ELA II	18.8	NR	NR
Biology	7.1	NR	NR
U.S. Government	25	NR	NR

Progress

The Progress component looks closely at the growth that all students are making based on their past performances and end-of-course exams. A rating of "C" indicates that students generally achieved a full-year of growth during the prior school year. Ratings of A or B indicate students achieved more than a full-year of growth and ratings of D or F indicate students did not achieve a full-year of growth during the prior school year.

Progress	2017-2018	2018-2019	2019-2020
Component Grade	C	F	NR
Value Added - Overall	D	F	NR
VA - Gifted	NR	NR	NR
VA - Lowest 20% in Achievement	C	F	NR
Students with Disabilities	C	F	NR

Gap Closing

The Gap Closing component shows how well school are meeting performance expectations for the most vulnerable populations of students in English language arts, math and graduation.

Gap Closing	2016-2017	2018-2019	2019-2020
Component Grade	F	F	NR
Annual Measurable Objectives (%)	19.2	9.0	NR

Graduation

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in 4 or 5 years.



Graduation Rate	2018-2019	2019-2020	Contract Goals: 4 Year Rate Increase 4%; 5 Year Rate Increase 2%
Component Grade	F	NR	NR
4-Year Rate (%)	70.6%	41.7%	Not Met
55Year Rate (%)	36.7%	80.0%	Met

The School met its contract goal in the 5-year graduation rate.

Improving K-3 At-Risk Readers

This component measures looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

Improving K-3 At-Risk Readers	2017-2018	2018-2019	2019-2020
Component Grade	NR	NR	NR
Improving K-3 At-Risk Readers	NR	NR	NR

Prepared for Success

The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities by looking at the number of students earning remediation free scores on all or part of the ACT or SAT, earned an honors diploma, and/or earned industry credentials.

Prepared for Success	2017-2018	2018-2019	2019-2020
Component Grade	F	F	NR

This component is a difficult one to get points in for our schools. To earn points students must show they are prepared for adulthood either by earning an industry credential, scoring at a remediation-free level on the ACT or SAT or by earning an honors diploma. We are working to increase the student's preparation for the ACT which is administered in the 11th grade which will raise our score incrementally.

Education Plan Goals

The School's education plan also contains goals. The following chart reports on the School's 2018-2019 performance according to those goals.

Goal Area	Metric	2019-2020 Results
Goal 1: Achievement. Proficiency Level Indicators. Percentage of students with disabilities who score at or above proficient as reported on the LRC.	Increase the number of students with disabilities who score at the proficient or better to at least 50% .	NR
Goal 2: Achievement. Performance Index Local Report Card Scores.	The School will achieve and maintain a PI score of 75% within three years of beginning the new state testing system.	NR



Goal 3: Progress. The value-added score on the LRC.	The School will earn a C on the value-added component score when the state starts reporting the component.	NR
Goal 4: Five-Year Graduation Rate as reported on the LRC.	The School will achieve a 90% graduation rate on the Five-Year Graduation Rate.	80.0% Met
Goal 5: Attendance. The School's attendance rate as reported on the LRC.	The School will average at or above 93%.	88.6% Did Not Meet

Overall Performance

Not rated for the 2019-2020 school year.

**SUMMIT ACADEMY TRANSITION HIGH SCHOOL - COLUMBUS
FRANKLIN COUNTY, OHIO**

Selected Financial Information
For the Fiscal Years Ended June 30, 2020 and 2019
(Unaudited)*

	<u>2020</u>	<u>2019</u>
Operating Revenues:		
State Foundation	\$ 967,753	\$ 914,671
State and Federal Grants	246,102	165,673
Medicaid Revenue	47,518	51,411
Private Donations	-	-
Classroom Materials and Supplies	2,909	2,228
Food Service	5,226	-
Other Revenue	1,001	3,449
Interest on Investment	0	0
Total Operating Revenues	<u>1,270,508</u>	<u>1,137,432</u>
Operating Expenses:		
Management Fee Expense	1,162,762	635,994
Staffing Expenses	0	72
Other Expenses	-	-
Total Operating Expenses	<u>1,162,762</u>	<u>636,066</u>
Net Profit (Loss)	<u>\$ 107,746</u>	<u>\$ 501,366</u>
Net Assets:		
Total Assets	824,213	824,213
Total Liabilities	<u>3,831,838</u>	<u>3,831,838</u>
Total Net Assets	<u>\$ (3,007,625)</u>	<u>\$ (3,007,625)</u>

* The Ohio Auditor of State audited the financial statements of the school as of, and for the year ended, June 30, 2019. The Auditor's report dated February 5, 2020 indicated that the financial statements were fairly presented in conformity with accounting principles generally accepted in the United States of America. The report is available at the Auditor's website or through Summit Academy Management. The audit as of, and for the year ended, June 30, 2020 is in process. Due to the implementation of GASB 68, the school shows a negative Net Asset amount for fiscal year end. As of the date of the annual report, the GAAP financial statements have not been prepared, therefore, total assets and liabilities remain the same as the prior year.