

2022 - 2023

ANNUAL REPORT

SUMMIT ACADEMY TRANSITION HIGH SCHOOL – COLUMBUS



Summit Academy
SCHOOLS

DEAR FAMILIES

This year has been an exciting year for Summit Academy Transition High School – Columbus. As a first-year Principal/Director with Summit Academy, it has been a wonderful experience, and I look forward to serving students for many years to come. It is an honor to be one of Summit Academies family members. I have watched students grow and reach social and educational goals this year that will last throughout their lifetime. We have not only made great strides with our students, but we have also made great strides with our existing Summit Academy high school staff members.

This year team-building has been an essential part of our professional development. It is safe to say that our team is strong, efficient, and most of all a family unit. We did not obtain our goal alone, however, we had an amazing team guide us throughout the year. Sara Schmidt and Melissa Dixon provided professional development trainings that excelled our knowledge thus allowed all staff to become efficient and a strong family unit.

With any school training, sessions are needed and this year all staff was supported by the Summit Academy Management team. The management team provided extensive dyslexia training, Safe Schools training, literacy training, and many more trainings, far too many to list. The Summit Academy Management team far-surpassed my expectations and provided pertinent knowledge that has and will continue to impact all staff and the way in which our student body is educated for many years to come.

As we move into the 2023-2024 school year, we are continuing our research on ways to improve the way we teach, ways to fully engage with families, and build community relationships. We have and will continue to build upon our community partnerships which include but is not limited to Skyline Chili (Westerville), Community Grounds, Subway, and Make a Mark Church. Together, we have made this school year a success and will continue to do so as we move forward. I look forward to working with families, students, staff, and all community partners to make the 2023-2024 school year exciting, engaging, knowledgeable and goal-reaching for everyone.

Sincerely,

Tina Geygan

HIGHLIGHTS

This year has been filled with parent nights, parties, art preparations and science projects. The halls were filled this year with spooky costumes and a cuddly bear during the Halloween dance. A Summit Academy Transition High School - Columbus Therapeutic Martial Arts demonstration was held in December, which involved all families and students for a very special family night. Science became a classroom partnership with Mr. Woods class, and everyone worked together to have an amazing art project.

May is also filled with a variety of activities involving an art show, art contest, award ceremony, spa and game day, a shark tooth exhibit, and much more. This year has been a variety of educational learning with fun and exciting events. Summit Academy Transition High School - Columbus is gearing up for an exciting 2023-2024 school year!



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

Buckeye Community Hope Foundation (BCHF) relies on multiple sources of data to evaluate the community school's performance including academic performance on national normed tests and academic scores published by the Department of Education & Workforce on the Local Report Card. In addition, BCHF conducts multiple onsite visits to the school throughout the year to ensure compliance with all Rule and Law, as well as, the sponsorship contract. Performance results for the school will be available for the 2022-2023 school year on the BCHF website www.bchf.org after November 30.

For the Fiscal Years Ended June 30, 2023 and 2022 – unaudited*

OPERATING REVENUES

	2023	2022
State Foundation	\$545,492	\$825,577
State and Federal Grants	269,391	520,887
Medicaid Revenue	13,010	22,487
Private Donations	-	-
Classroom Materials and Supplies	1,700	1,633
Other Revenue	2,791	1,384
Interest on Investment	-	-
TOTAL OPERATING REVENUES	832,384	1,371,968

OPERATING EXPENSES

Management Fee Expense	832,384	1,371,968
Staffing Expenses	-	-
Other Expenses	-	-
TOTAL OPERATING EXPENSES	832,384	1,371,968

NET PROFIT (LOSS)

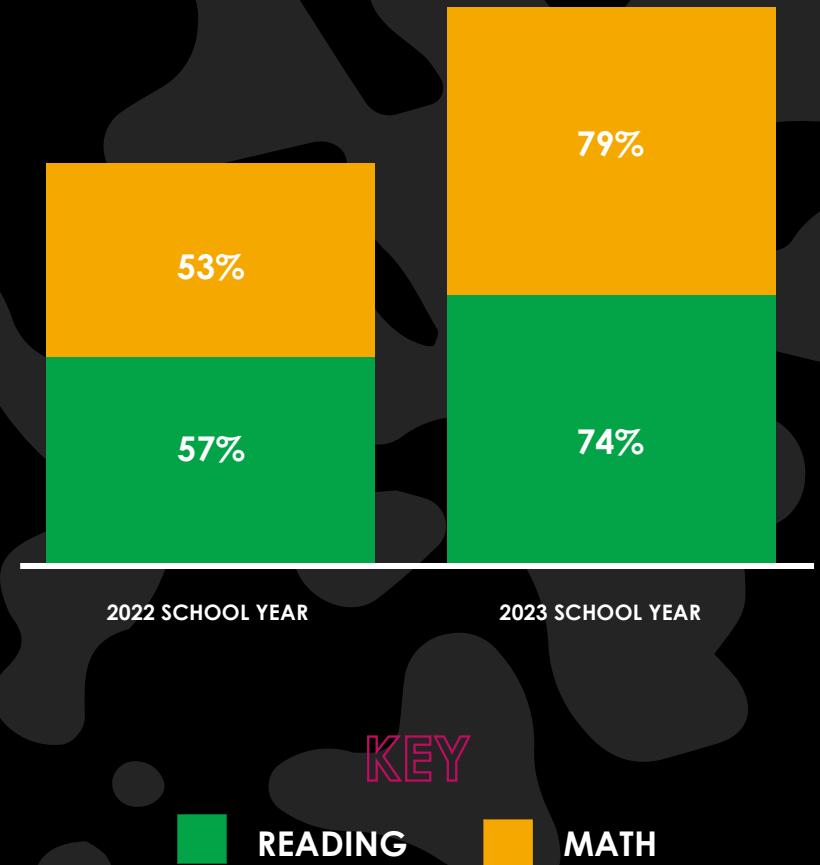
	0	0
--	---	---

* The 2022 financial information was obtained from the FY22 Audited Financial Statements, and the 2023 financial information was obtained from the 2023 FINDET Report. Beginning the 2021 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 Summit Academy Transition High School – Columbus students who met or exceeded Summit Academy's SPG target of 40 in reading and math between the fall and spring assessment administrations during the 2021 - 2022 and 2022 - 2023 school years.



STUDENT
ACADEMIC
SUCCESS

PERFORMANCE ACCOUNTABILITY FRAMEWORK: CONTRACT EXHIBIT 3

The report summarizes school performance in three component areas— academics, compliance (operations and legal), and financial—and provides information about the school's prospect for renewal. This report includes data from the most recent school year and from over the contract term.

PERFORMANCE FRAMEWORK : ACADEMIC PERFORMANCE DETAIL

	STATUS
Local Report Card Overall Rating	Meets the Target
Performance Index (PI) vs. Comparison District PI	Did Not Meet the Target
Progress vs. Comparison District Progress	Exceeds the Target
Performance Index vs. Local Market PI	Fall Far Below the Target
Progress vs. Local Market Progress	Did Not Meet the Target
Early Literacy	Not Calculated
Performance Index	Fall Far Below the Target
Chronic Abs.	Fall Far Below the Target
Achievement	Fall Far Below the Target
Improvement	Meets the Target
Disaggregated Performance Beyond GAP Closing	Fall Far Below the Target
English Learners	Not Calculated
SMART Goal	Fall Far Below the Target

PERFORMANCE ACCOUNTABILITY FRAMEWORK: CONTRACT EXHIBIT 3

The report summarizes school performance in three component areas— academics, compliance (operations and legal), and financial—and provides information about the school's prospect for renewal. This report includes data from the most recent school year and from over the contract term.

PERFORMANCE FRAMEWORK: ACADEMIC PERFORMANCE DETAIL

	STATUS
Local Report Card Overall Rating	Meets the Target
Performance Index (PI) vs. Comparison District PI	Did Not Meet the Target
Progress vs. Comparison District Progress	Exceeds the Target
Performance Index vs. Local Market PI	Fall Far Below the Target
Progress vs. Local Market Progress	Did Not Meet the Target
Early Literacy	Not Calculated
Performance Index	Fall Far Below the Target
Chronic Abs.	Fall Far Below the Target
Achievement	Fall Far Below the Target
Improvement	Meets the Target
Disaggregated Performance Beyond GAP Closing	Fall Far Below the Target
English Learners	Not Calculated
SMART Goal	Fall Far Below the Target

PERFORMANCE FRAMEWORK: COMPLIANCE PERFORMANCE DETAIL

Health, Safety, and Environment

Human Capital

Financial

Governance

Admission, Access, and Student

Educational Program

Governance - Required Number of Board Meetings

Governance - Required Number of Board Members

Governance - Required Board Member Training

Annual Report

STATUS

Meets the Target

Meets the Target

Meets the Target

Meets the Target

Meets the Target

Meets the Target

Meets the Target

Meets the Target

Meets the Target

Meets the Target

PERFORMANCE FRAMEWORK: FINANCIAL PERFORMANCE DETAIL

Current Ratio

Unrestricted Days of Cash

Change in Cash Position

Debt Management

Debt Coverage Ratio

Surplus / (Deficit) Variance

Enrollment Sustainment

Enrollment Variance

STATUS

Meets the Target

Falls Far Below the Target

Meets the Target

Meets the Target

Meets the Target

Falls Far Below the Target

Meets the Target

Falls Far Below the Target

ACTIVITIES AND PROGRESS FOR CONTRACT EXHIBIT 3

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 CONTRACT EXHIBIT 3

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.

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.

PERCENTAGE OF MAXIMUM POINTS EARNED	RATING	RATING DESCRIPTION
Greater than or equal to 90% of Max Score	★★★★★	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	★★★★	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of Max Score	★★★	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	★★	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	★	Needs significant support to meet state standards in academic achievement

SCHOOL REPORT CARD 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.

PERCENTAGE OF MAXIMUM POINTS EARNED	RATING	RATING DESCRIPTION
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
Growth index of at least +2 and effect size of less than +.2	★★★★	Significant evidence that the school exceed student growth expectations
Greater than or equal to -2 but less than +2	★★★	Evidence that the school met student growth expectations
Less than -2 and effect size of at least -.2	★★	Significant that the school fell short of student growth expectations
Less than -2 and effect size of less than -.2	★	Significant evidence that the school fell short of student growth expectations by larger magnitude

SCHOOL REPORT CARD 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.

PERCENTAGE OF MAXIMUM POINTS EARNED	RATING	RATING DESCRIPTION
From 88% to 100%	★★★★★	Significantly exceeds state standards in early literacy (K - 3)
From 78% to less than 88%	★★★★	Exceeds state standards in early literacy (K - 3)
From 68% to less than 78%	★★★	Meets state standards in early literacy (K - 3)
From 58% to less than 68%	★★	Needs support to meet state standards in early literacy (K - 3)
From 0% to less than 58%	★	Needs significant support to meet state standards in early literacy (K - 3)

SCHOOL REPORT CARD RATING

N/A

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

RANGE – PERCENTAGE OF POINTS EARNED OUT OF POSSIBLE POINTS

RATING

RATING DESCRIPTION

From 88% to 100%	★★★★★	Significantly exceeds state standards in early literacy (K – 3)
From 78% to less than 88%	★★★★	Exceeds state standards in early literacy (K – 3)
From 68% to less than 78%	★★★	Meets state standards in early literacy (K – 3)
From 58% to less than 68%	★★	Needs support to meet state standards in early literacy (K – 3)
From 0% to less than 58%	★	Needs significant support to meet state standards in early literacy (K - 3)

SCHOOL REPORT CARD 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

RANGE – PERCENTAGE OF POINTS EARNED OUT OF POSSIBLE POINTS

RATING

RATING DESCRIPTION

Greater than or equal to 96.5%	★★★★★	Significantly exceeds state standards in graduation rates
Greater than or equal to 93.5% but less than 96.5%	★★★★	Exceeds state standards in graduation rates
Greater than or equal to 90% but less than 93.5%	★★★	Meets state standards in graduation rates
Greater than or equal to 84% but less than 90%	★★	Needs support to meet state standards in graduation rates
Less than 84%	★	Needs significant support to meet state standards in graduation rates

SCHOOL REPORT CARD RATING



COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT

This component is made up of 14 measures that are used to estimate how prepared a school's graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or more of the component measure goals. The data will be reported but not rated until that time.



Summit Academy

SCHOOLS

2521 Fairwood Avenue, Suite 300 | Columbus | Ohio
614-880-0714 | summitacademies.org | Grades: 9 - 12