

2021 - 2022 ANNUAL REPORT

SUMMIT ACADEMY COMMUNITY SCHOOL – DAYTON



Summit Academy
SCHOOLS

Dear FAMILIES

The 2021-2022 school year has come to an end, where we made it through a year of navigating how to be in person again, faced many challenges but remained resilient. I continue to be amazed by my staff as they worked as a team this year and never gave up. We had eight new staff members join our team throughout the year and made this journey with us.

I am excited to share that our instructional coach, Sara Schmidt, will be a curriculum administrator next year for multiple Summit Academy Schools. While I will certainly miss having her in the building, I am excited to see what she will accomplish in this role. Finally, three staff members are leaving for new adventures and we wish them the best of luck!

We completed our third year under the School Quality Improvement Grant. Using these monies, we were able to allow teachers to choose between two Professional Development opportunities; trauma informed care (social emotional learning) and/or differentiated instruction. In addition, Sara Schmidt worked with an external data coach to analyze assessment data and make plans for the upcoming school year. Finally, we were able to purchase a variety of differentiated materials for not only reading, writing and math, but science and social studies as well to enhance student learning. We also received ESSER monies to address learning loss due to the pandemic. Another addition to our classrooms using these monies, were ViewSonics which replaced our outdated SMART Boards. ViewSonics provide an interactive learning experience in the classroom.

Our families had a wonderful time at two family nights, which allowed us to have a sense of normalcy. We held our annual Fall Family Night in October which included a haunted hallway, science lab, pumpkin decorating, a

hot dog truck and Star Wars characters. In the spring, we held a game show themed family night with prizes, pizza, ice cream and many fun educational games.

In addition, we had a lot of other wonderful things occur this year. Our PTST held three fundraisers this year including our first vendor fair, a popcorn fundraiser and snack fundraiser. In addition to these, our PTST again provided support to our students and teachers throughout the year through purchases for classrooms, parties, and parent volunteers. Our school was also fortunate to welcome a furry addition to our Summit family. Barkley, the therapy dog, whose owner is Brianna Sexton (Title Teacher), came to visit us about twice a month. During his visits students had the opportunity to read with Barkley, take breaks with him and help take care of him. I know everyone is looking forward to his visits again next year!

Looking forward to the 2022-2023 school year, I am excited to report an increase in enrollment at the end of June with an extensive wait list. It feels wonderful to be able to reach more students and to also see our school grow. I look forward to seeing what our students and staff can accomplish next year!

Sincerely,

Cathy Rouhier
Principal



HIGHLIGHTS

The following photo gallery captures special moments of Summit Academy Community School – Dayton's 2021-2022 school year.





OUR MISSION

Summit Academy Schools
builds hope, success, and well-
being through education and
advocacy for children with
special needs.



SPONSOR STATEMENT

The Educational Service Center of Lake Erie West (ESC LEW) served as sponsor for Summit Academy Community School - Dayton during the 2021-2022 school year. ESC LEW 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.

For the Fiscal Years Ended June 30, 2022 and 2021 – unaudited*

OPERATING REVENUES

	2022	2021
State Foundation	\$1,456,494	\$1,445,414
State and Federal Grants	721,420	537,167
Medicaid Revenue	8,483	131,640
Private Donations	-	-
Classroom Materials and Supplies	2,919	4,761
Food Service	48,323	-
Other Revenue	32,722	-
Interest on Investment	-	-
TOTAL OPERATING REVENUES	1,270,361	2,118,982

OPERATING EXPENSES

Management Fee Expense	1,911,607	2,111,667
Staffing Expenses	-	-
Other Expenses	-	7,315
TOTAL OPERATING EXPENSES	1,911,607	2,118,982

NET PROFIT (LOSS)

\$358,754	-
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* The 2021 financial information was obtained from the FY21 Audited Financial Statements, and the 2022 financial information was obtained from the June 2022 Board Report. Beginning the 2021 Fiscal Year audited financial statements are being presented using Modified Cash.



STUDENT ACADEMIC GROWTH

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

ACADEMIC GOAL TITLE	STATUS
LOCAL REPORT CARD - ACHIEVEMENT	
Performance Index	Not Met
Indicators Met	N/A
Chronic Absenteeism	Not Met
LOCAL REPORT CARD - PROGRESS	
Value-Added Overall	N/A
Gifted Students	N/A
Students with Disabilities	N/A
Lowest 20% Achievement	N/A
LOCAL REPORT CARD – GRADUATION RATE	
4-Year Graduation Rate	N/A
5-Year Graduation Rate	N/A
Gap Closing	N/A

ACADEMIC GOAL TITLE	STATUS
LOCAL REPORT CARD – IMPROVING AT-RISK K – 3 LITERACY	
Lit Improvement – Moved to On-Track	N/A
3 rd Grade Reading Guarantee	N/A
State Reading/ELA Proficiency	N/A
Prepared for Success	N/A
SCHOOL SPECIFIC ACADEMIC MEASURES	
Specific Subgroup	Not Met
Nationally Normed Assessment – Reading	Met
Nationally Normed Assessment – Math	Met
Nationally Normed Assessment – K – 3 Lit	Met
OTHER ACADEMIC MEASURES	
Similar School 1	Not Met
Similar School 2	Not Met

CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

NON-ACADEMIC GOAL TITLE	STATUS	NON-ACADEMIC GOAL TITLE	STATUS
Mission Specific	Not Met	Governing Board Performance	Not Met
Parent Satisfaction	Not Met		
STUDENT DISCIPLINE		OPERATIONAL	
Grades K to 3	Met	On-Time Rate	Met
Grades 4 to 8	Met	Accuracy Percentage	Met
Grades 9 to 12	N/A	Financial Performance	Met
		Financial Sustainability	Not Met

ACTIVITIES AND PROGRESS FOR ATTACHMENT 11.6 GOALS

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. Star data 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 21-22 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.

SCORE RANGE	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



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

Greater than or equal to 60%	★★★★★	Significantly exceeds state standards in closing educational gaps
Greater than or equal 45% but less than 60%	★★★★	Exceeds state standards in closing educational gaps
Greater than or equal 30% but less than 45%	★★★	Meets state standards in closing educational gaps
Greater than or equal 10% but less than 30%	★★	Needs support to meet state standards in closing educational gaps
Less than 10%	★	Needs significant support to meet state standards in closing educational gaps

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.

WEIGHTED GRADUATION RATE	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

N/A

COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT

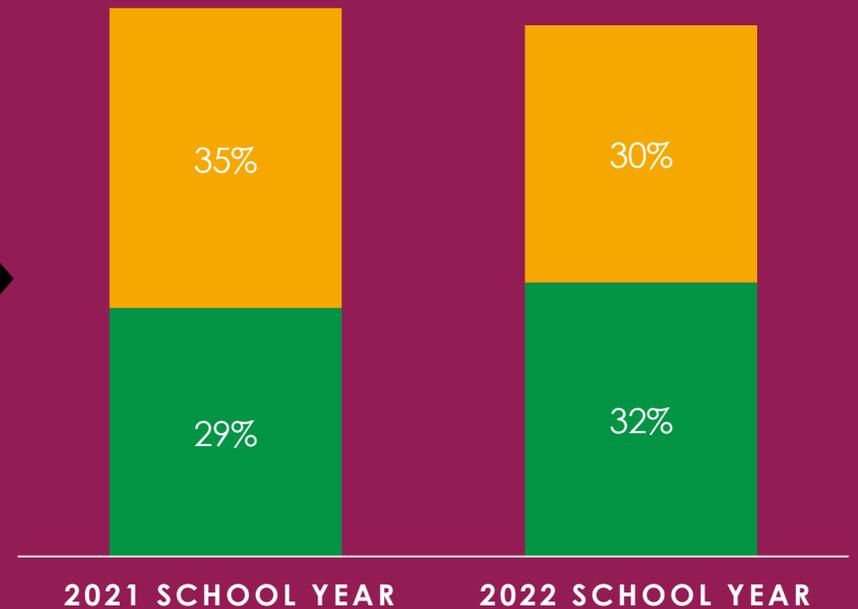
This component is made up of 14 measures that are used to estimate how prepared a school's graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or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



STAR ASSESSMENTS

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 Community School - Dayton 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 2020-2021 and 2021-2022 school years.



KEY ■ READING ■ MATH



Summit Academy

SCHOOLS

4128 Cedar Ridge Road | Dayton | Ohio

937-278-4298 | summitacademies.org | Grades: K - 8