2022 - 2023

ANNUAL REPORT

SUMMIT ACADEMY COMMUNITY SCHOOL – DAYTON

Summit Academy
SCHOOLS

It is hard to believe another year has come and gone. We continue to prove that our students can show substantial growth when given the right supports. I am proud of our staff and students for all the hard work they put in this year in making sure we cultivate a positive learning environment. We added six new staff members at the beginning of this year who helped us on the journey to success this year.

This year we piloted a new English Language Arts curriculum for the building. Both staff and students enjoyed the new curriculum, finding it engaging and challenging. Our spring benchmarking score using STAR showed the highest amount of growth compared to the past few years. This year, 49% of our students met the expected growth percentile. As a staff, we are very excited to see what next year's growth will be as we work to close the learning gap.

This year, we wrapped up one of our ESSER funds which allowed us to purchase the curriculum mentioned above. In addition, we used these monies for additional cleaning supplies to help keep our building sanitized. We also had another year of our SQI grant which allowed us to employ an additional instructional coach and gave us more money for professional development, which we used for training in reading and math co-teaching strategies.

After 16 years at Summit Academy, Cheryl Smith retired at the end of the school year. During her time here, Cheryl touched the lives of hundreds of students, who still would come back to visit her. While we are sad to see her go, we are also very excited for her new adventure. Congratulations Cheryl!

Looking forward to the 2023-2024 school year, I am excited to report an increase in student enrollment for next year. It feels wonderful to be able to reach more students and to see our school grow. I look forward to seeing what we can accomplish next year!

Sincerely,

Cathy Rouhier

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 Community School – Dayton during the 2022 - 2023 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.

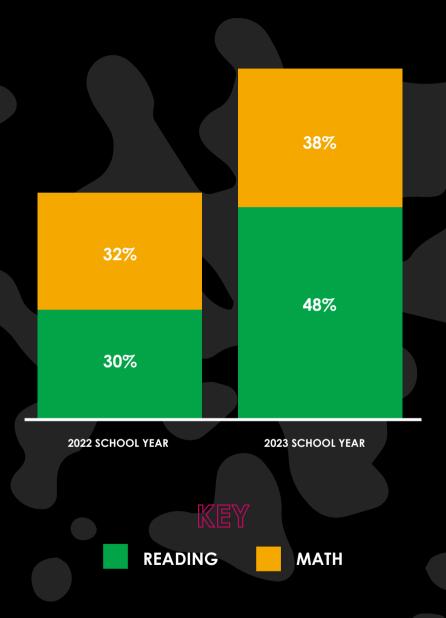# For the Fiscal Years Ended June 30, 2023 and 2022 – unaudited*

OPERATING REVENUES

	2023	2022
State Foundation	$1,303,613	$1,367,910
State and Federal Grants	546,870	794,520
Medicaid Revenue	111,165	98,253
Private Donations	-	-
Classroom Materials and Supplies	3,749	2,919
Other Revenue	32	6759
Interest on Investment	-	-
TOTAL OPERATING REVENUES	1,965,429	2,270,361

OPERATING EXPENSES

	2023	2022
Management Fee Expense	1,965,429	2,270,361
Staffing Expenses	-	-
Other Expenses	-	-
TOTAL OPERATING EXPENSES	1,965,429	2,270,361
NET PROFIT (LOSS)	0	0

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 2021 - 2022 and 2022 - 2023 school years.

38%

32%

48%

30%

2022 SCHOOL YEAR

2023 SCHOOL YEAR

KEY

READING   MATH

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

ACADEMIC GOAL TITLE	STATUS	ACADEMIC GOAL TITLE	STATUS
ACHIEVEMENT		**EARLY LITERACY**	
Performance Index	Met	Early Literacy Component	Not Met
Achievement Component	Not Met	Proficiency in 3rd Grade Reading	N/A
Chronic Absenteeism	Not Met	Promotion to 4th Grade	N/A
PROGRESS		Improving K - 3 Literacy	Met
2022-2023	Not Met	**COMPARATIVE SCHOOLS DATA**	
GIFTED PERFORMANCE INDICATOR		Similar School 1	Met
2022 - 2023	N/A	Similar School 2	Met
GRADUATION RATE		**OTHER ACADEMIC MEASURES**	
Graduation Compontent	N/A	Subgroup	Met
4-Year Graduation Rate	N/A	Reading	Met
5-Year Graduation Rate	N/A	Math	Met
GAP CLOSING		Improving K - 3 Literacy	Met
2022-2023	Not Met		
PBIS			
2022 - 2023	Met		

CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

NON-ACADEMIC GOAL TITLE		NON-ACADEMIC GOAL TITLE	
Mission Specific	Met	Governing Board Performance	Met
Parent Satisfaction	Met	**ORGANIZATIONAL & OPERATIONAL**	
STUDENT DISCIPLINE		On-Time Rate	Exceeds
Grades K to 3	Met	Accuracy Percentage	Exceeds
Grades 4 to 8	Met	Financial Performance	Met
Grades 9 to 12	N/A	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 structure 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.

ACHIEVEMENT COMPONENT

The achievement component identifies how well students performed on the state tests overall. Studentperformance is identified through the Performance Index which measures the achievement of everystudent, not just whether they score a proficient level. Each test a student takes is assigned anachievement 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

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   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.

Summit Academy
SCHOOLS

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