



Summit Academy  
SCHOOLS

# ANNUAL REPORT 19-20

SUMMIT ACADEMY TRANSITION HIGH SCHOOL - DAYTON



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## DIRECTOR'S MESSAGE

Dear Friends,

Thank you to everyone who had a part in the 2019-2020 school year. This includes students, parents, families, Summit Academy Transition High School - Dayton staff, the Board of Education, and Summit Academy Management staff in Akron. Your hard work and support resulted in academic achievements and social and personal growth for our students.

Summit Academy Transition High School - Dayton completed its 11th year as a stand-alone high school. The 2019-2020 school year was filled with excitement, growth, and challenges. In addition, we completed the sixth year in our current facility at 251 Erdiel Drive. Our staff and students have many things to be proud of for the year.

Thirty-four students graduated from Summit Academy Transition High School – Dayton during a virtual commencement ceremony on Friday, May 22, 2020. More than 130 locations were logged in for the YouTube Live virtual ceremony. Social maturity and emotional growth are huge indicators in a student's readiness to step out into the "real world" and live independently. Each year we watch our students mature as evidenced by decreasing office referrals and more positive social interactions with fellow students and staff. In addition, student participation in after-school activities was very high. It is very gratifying to see our students succeed in their journey through life and excel in areas that in the past were challenges for them. We are all extremely proud of the strides our students have made this year.

We now have completed six years of online testing in Ohio. The results for the 2019-2020 school year have not yet been released (as of this writing). We expect, however, that we will continue to demonstrate the challenge of having our test scores compared to the scores of general education students. One area, however, where we have seen success is in the "progress" measure, which compares students' scores from previous tests to current tests. It is the expectation that a student will grow academically one-grade level each year. A school earns a "C" on the state report card if the students accomplish this goal as a group.

Great job to our teaching staff! This year they implemented a new Positive Behavior Support System and recognized a marked improvement in student compliance. Additionally, there was a focus on creating measurable learning objectives that encourage student engagement within the classroom. We measure whether our students are engaged in learning activities to



determine whether more interesting lessons are drawing students in. We measure through a process called “walk-throughs.” The administrative team visits each classroom looking for specific things, including taking a count of the number of students who are actively participating in learning at that moment. This is done at least biweekly and the percent of engaged learners is charted. Over the course of the year at Summit Academy Transition High School - Dayton, the average percentage of students actively engaged in the learning process was 80 percent.

One of our goals for the upcoming school year is to increase student literacy. Our staff has put a multi-tiered literacy plan in place to help our students make gains in this area. We are dedicated to meeting the needs of our students and helping them achieve.

“Extraordinary things happen here” thanks to our staff, students, parents, families, local business owners, our Board of Education, and Summit Academy Management staff in Akron.

Lisa Brown  
Principal



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## SCHOOL DATA

**IRN #:** 000621

**AGE LEVELS SERVED:** 13-22

**HOURS OF INSTRUCTION:** 7:50AM – 2:45PM

**SCHOOL TYPE:** Community School

**STUDENT POPULATION:** 139

**ATTENDANCE RATE:** 89.1%

**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	46.1%
African American	47.7%
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:**

David Frey	President
Lauren Davenport	Vice President
Tiffany Tungate	Secretary
Molly Stitsinger	
Keith Tungate	



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**SCHOOL STAFF:**

Lisa Brown	Principal	Robin Merrill	Admin. Asst.
Steve Dishon	Data Coach	Catherine Peed	Teacher
Kelly Dudley	Behavior. Spec.	Karen Rinn	Teacher
Thomas Dudley	Instructional Coach	George Saul	Teacher
Matthew Ebersbach	Math Teacher	Melanie Smith	Teacher
Courtney Eden	English LA	Hailie Spradling	Teacher
Suzanne Gardner	Lead Int. Spec.	Jason Swiatkowski	Int. Spec.
Sharika Gibson	Teacher	Teggairra Tolbert	Teacher
Sophia Hill	Int. Spec.	Lisa Weston	Teacher
Christy Houser	IEP Coordinator	Eric Wilcox	Teacher
John-Mark Howley	Teacher	Dustin Williams	Teacher
Jeff Johnson	Int. Spec.		
Jonathan Kemper	Teacher		



## HIGHLIGHTS

The 2019-2020 school year was filled with continued improvement in our academic programs and exciting extracurricular activities. Dayton THS received a four-year School Quality Improvement Grant (SQIG) which allowed us to hire a data coach, purchase more laptop computers for students, and significantly increase the amount of professional development training for staff. The grant also allowed us to implement a new Positive Behavioral Interventions and Supports (PBIS) and recognized a marked improvement in student compliance. Daisy Mae, our therapy dog, continued coming to Dayton THS on Fridays to spend time with our autistic and high-anxiety students. Daisy helps about 50 students per week. These factors resulted in significant student growth, both socially and academically. Our students worked very hard throughout the entire year and demonstrated their success in the classroom. Dayton THS graduated 34 students at its May 22 virtual commencement.



Homecoming 2019-2020



STARS test award winners



Graduation yard signs  
for Class of 2020



Basketball game vs.  
Cincinnati THS



Science Fair



Parent-Teacher  
Conferences



Cheerleaders: "Go  
White Tigers"



Last day of school "Zoom" party

## 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.

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.

### Local Report Card Performance (State Standards)

The School’s performance reflected on the Local Report Card (State Standards) includes the following components: Overall School Grade; Achievement; Progress; Gap Closing; Graduation Rate; Improving At-Risk K-3 Readers; and, Prepared for Success. An analysis of the school performance for each component follows.

#### **Overall School Grade**

	2017-2018	2018-2019	2019-2020
Overall School Grade	F	F	NR

The State began reporting an overall school grade beginning with the 2017-2018 school year.

#### **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 (Pts)	50.7, F	50.3, F	NR
Indicators Met (%)	0%, F	0%, F	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	D	D	NR
Value Added - Overall	F	F	NR
VA - Gifted	NR	NR	NR
VA - Lowest 20% in Achievement	C	C	NR
Students with Disabilities	D	C	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	2017-2018	2018-2019	2019-2020
Component Grade	F	F	NR
Annual Measurable Objectives (%)	59.5	28	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	2017-2018	2018-2019	2019-2020
Component Grade	D	D	NR
4-year Rate	60	46.4	79.1
5-Year Rate	82.6	85.3	63.0

The 2018-2019 4-year graduation rate saw an increase while the 5-year graduation rate decreased over the prior year’s rates.

### Improving K-3 At-Risk Readers

This component is not measured in this school as there are no students in the affected grade band.

### 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.



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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 11<sup>th</sup> grade which will raise our score incrementally.

**Overall Performance**

Not rated for the 2019-2020 school year.



**SUMMIT ACADEMY TRANSITION HIGH SCHOOL - DAYTON  
MONTGOMERY COUNTY, OHIO**

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

	<u>2020</u>	<u>2019</u>
<b>Operating Revenues:</b>		
State Foundation	\$ 2,182,080	\$ 2,449,899
State and Federal Grants	437,845	340,242
Medicaid Revenue	9,872	134,013
Private Donations	-	-
Classroom Materials and Supplies	4,314	6,381
Food Service	21,265	-
Other Revenue	100	9,206
Interest on Investment	0	0
Total Operating Revenues	<u>2,655,476</u>	<u>2,939,741</u>
<b>Operating Expenses:</b>		
Management Fee Expense	2,562,915	2,834,994
Staffing Expenses	0	108
Other Expenses	-	-
Total Operating Expenses	<u>2,562,915</u>	<u>2,835,102</u>
<b>Net Profit (Loss)</b>	<u>\$ 92,561</u>	<u>\$ 104,639</u>
<b>Net Assets:</b>		
Total Assets	1,583,013	1,583,013
Total Liabilities	<u>4,134,012</u>	<u>4,134,012</u>
<b>Total Net Assets</b>	<u>\$ (2,550,999)</u>	<u>\$ (2,550,999)</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.