

2021 - 2022 ANNUAL REPORT

SUMMIT ACADEMY TRANSITION HIGH SCHOOL – DAYTON



Summit Academy
SCHOOLS

Dear FAMILIES

This year was our first where every child was back in the building every day, full time. There was a ton of excitement and also a ton of learning how to operate in a school environment again both for the students and the staff. In short, this was a year of adjustment and readjustment. By year's end we think we've found the right balance again.

We have spent this year focusing with our staff on Positive Behavior Interventions and Supports in order to help the students get their behaviors aligned with the competent adults that they are growing into every day. We spent a great deal of time really focusing on what pro-social school behaviors we wanted to see and how best to encourage those behaviors in a positive, not punitive, environment. This was in addition to professional development provided by Mari Dew from Summit Academy Management's Curriculum Department. Mari helped us to really drill into our student expectation acronym ROAR. This stands for Responsibility, Openness and honesty, Academic attitude, and Respect. These are the four aspects of what it means to be a successful student and a successful adult after high school is over. By the end of the year, we had the students to where they had at least a basic understanding of what behaviors went with each of these areas. Now that they have the basics, we can't wait to see them blossom in the 2022-2023 school year.

The other area of focus (besides academics, obviously) with our staff and students was the area of student engagement. We all remember at least one class when we were young that was ... less than interesting. For most of us, this was our hardest class because we were working as hard to stay conscious as we were to learn anything. That is NOT what we want for our students. If we are going to maximize their academic growth, we need to make sure that we have their attention. Because of that we focused the rest of our professional development on the best practices available for maximizing student engagement. Highly qualified speakers and educational thinkers Rick Wormelli and Mindy Farry came to the school to collaborate with staff and watch classes in real-time to provide timely feedback. Thanks to them we are building momentum toward having classes next year where every student who wants to learn finds the process easier and more engaging.

In terms of helping students succeed as individuals we had clubs after school as always to help them with their social skills. We also started a tutoring program after school to help our juniors and seniors succeed on the state tests that are vital to them graduating on time. These tutoring sessions were based on specific classes in which the students were struggling and/or skills they needed to improve on to pass those tests. The students who stayed regularly found themselves on track to graduate on time and hopefully a little wiser. Starting next year, we will send out another set of invitations to families of students who we feel could use some targeted assistance in addition to what they get during regular school hours.

Speaking of school hours, we will be moving to a four-day school week in 2022-2023 after a year of poring over the best practices data available in education. It was decided that having staff use Mondays to further master their craft while working to plan lessons that are knowledge-packed and engaging was the best course of action to maximize student growth. In this way, the whole staff could be working to start each week with a solid, collaborative plans that reaches everyone. This means that the school day will be slightly longer next year than it was this year so plan on the school day starting at 7:40 a.m. and ending 3:05 p.m.

The year wasn't just about the nuts and bolts of a good education though. We had our share of fun as well. The following "School Highlights" section spotlights some of this year's most memorable moments.

Sincerely,

Lisa Brown

Principal



HIGHLIGHTS

In the fall we had our homecoming for the entire student body after school. Some of the students went classy for the dance.

While some students and staff went for a more Halloween-themed mode of dress.

Later in the year we had our Junior/Senior Prom at The Galleria event center. It was our first school dance off-campus and it was a huge hit. The music was good and the students were better.

It's not all dances off campus! For the first time in years, almost all of the student body loaded onto yellow buses and headed to the Cincinnati Natural History Museum. The students got to learn about the natural world in a more hands-on way while also getting a deep dive into the history of Cincinnati and the larger state of Ohio. The students and staff had a blast and none of us can wait until the next field trip. As details become available we will let everyone know more.

The big goal is, of course, graduation and this year's group of 21 young men and women did us proud. It's been wonderful sharing their journey with them and we know that the best is yet to come for them. Congratulations, Class of 2022! You have earned it!





OUR MISSION

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



SPONSOR STATEMENT

Buckeye Community Hope Foundation (BCHF) bases its evaluation of school performance on each of the State required indicators and performance measures listed in the charter contract. BCHF monitors the performance of the community school thru attendance at board meetings, bi-monthly visits to the school, monthly reviews of financial reports and quarterly reviews of academic progress reports along with a number of other reports relative to the school's performance. Buckeye Community Hope Foundation served as the sponsor for Summit Academy Transition High School - Dayton during the 2021-2022 school year and found the school substantially compliant with the rules and regulations governing community schools and continually improving compliance in academics.



Summit Academy has literally been a life changer for Collan and our family ...When we found Summit right before his freshman year, we found an environment of acceptance and accommodation, along with sincerity and love from the teachers and staff. Collan not only improved ... he soared, experienced success, and came out at the top as salutatorian. He also gained true friendships ... We are eternally grateful for our time with Summit which completely changed the trajectory for Collan's future.

SUMMIT ACADEMY TRANSITION HIGH SCHOOL - DAYTON PARENT

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

OPERATING REVENUES

	2022	2021
State Foundation	\$1,733,851	\$1,857,970
State and Federal Grants	665,188	532,179
Medicaid Revenue	2,821	83,221
Private Donations	-	-
Classroom Materials and Supplies	89	5,811
Food Service	45,000	-
Other Revenue	44,381	295
Interest on Investment	0	-
TOTAL OPERATING REVENUES	2,491,330	2,479,476

OPERATING EXPENSES

Management Fee Expense	2,212,774	2,476,142
Staffing Expenses	-	-
Other Expenses	-	3,334
TOTAL OPERATING EXPENSES	2,212,774	2,479,476
NET PROFIT (LOSS)	\$278,556	-

* 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

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.

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.



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

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

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



COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT

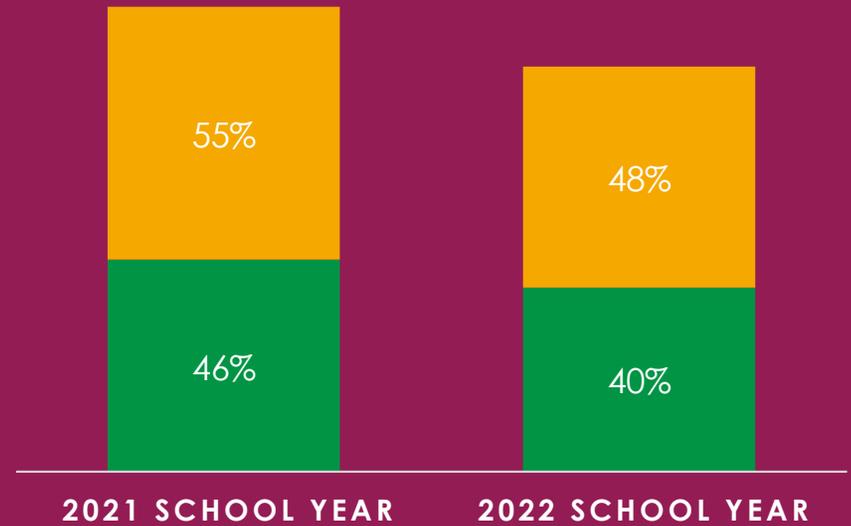
This component is made up of 14 measures that are used to estimate how prepared a school's graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or 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 Transition High 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

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937-813-8592 | summitacademies.org | Grades: 9 - 12