



Summit Academy
SCHOOLS

ANNUAL REPORT 19-20

SUMMIT ACADEMY SCHOOL – LORAIN

DIRECTOR'S MESSAGE

Dear Stakeholders,

The 2019-2020 school year has been one that no one will ever forget. This year threw a few curve balls, but the students and staff responded beyond expectation.

We went through a small change at the beginning of the year with staff and welcomed in a few fresh faces. These new teachers worked well together and set the standard for high expectations for the years to come. They all participated in many trainings during the year focusing on changing the culture here at Summit Lorain. We are driven to become a school where restorative practices flourish, PBIS inspires students to go beyond expectations, and project-based learning is the foundation of our practice. Having a school that is student-centered will give each child a learning experience that fits them individually.

As we progressed through the year, we were seeing growth from our STAR Renaissance program. Students were each given a tracking sheet so they could track their progress and set goals for their success. After-school tutoring was picking up so that students could be successful in class and on their end-of-course exams. The ELO opportunities we provided were running well with a high level of participation. The staff had completed three book studies on trauma and restorative practices. Our Teache- Based Teams started off a little slow, but they were able get in the groove and work cooperatively to track new strategies. The staff worked into the summer to get trained in restorative practices and it is reflected in their dedication to the students. When it comes to meeting student needs, our SPED team is second to none. To be part of this staff is to have the mindset to change lives and encourage everyone you come in contact with to be the best version of themselves.

The year was steadily progressing when the mandatory shutdown occurred. We immediately began prepping Blizzard Bags, updating Google Classroom, and finding out how to use Zoom and Google Meet. The teachers were able to provide lessons, make video lessons, and hold restorative circles virtually. While doing this as a staff, we participated in over 20 staff trainings and countless individual trainings. Their dedication is amazing. The students responded so well picking up work, getting online, and reaching out with struggles. In the end we held a drive-in style graduation for our 18 seniors that was beyond expectation for how well it went. We may do it outside like that again.

This year still encompasses a bit of the unknown, but I see it as exciting. This is a chance to create something new and amazing for our families. I am fortunate that my whole staff wants to be part of the change and I only have one position to hire for this year. This is because our ELA teacher is becoming an Intervention Specialist. One hundred percent of the staff signed their contracts to return. In two years, we have made great strides in changing the culture here and everyone wants to be part of it. Bring on 2020-2021. We are ready!!!!

Sincerest regards,

Michael Williston
Principal



SCHOOL DATA

IRN #: 000609

AGE LEVELS SERVED: 11-22

HOURS OF INSTRUCTION: 7 Hours Per Day

SCHOOL TYPE: Community School

STUDENT POPULATION: 89

ATTENDANCE RATE: 87.4%

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	51.7%
African American	-
Mixed/Other	32.3%
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:

Daniel Hornbeek President
A.J. Charpentier
Kammera Rice
Laurence Russ
Jennifer Thai



SCHOOL STAFF:

Marco Barbee	Performance Coach
Nadia Boekenkamp	Teacher
Katelyn Botke	Teacher
Laura Bulen	Custodian
Christina Campbell	Int. Spec.
Lauren Canada	Int. Spec./Teacher
Diane Charlton	Admin. Asst.
Melissa Cicerchi	Lead Int. Spec.
Angela Davis	Instructional Aide
Lori Davis	Math Coach
Michelle Gilmore	Int. Spec./Teacher
Paula Jackson	Lunch Server
Aaron Kodman	Teacher

Evan Koehler	Art Teacher
Lisa Kozak	Sensei
Kerrie Kruichuk	Teacher
Kimberly Lutz	IEP Coord.
Monica Ralph	Int. Spec.
Andrea Roldan	Int. Spec.
Rebecca Schmitz	Int. Spec.
Amy Smialek	Instructional Coach
Cody Timbs	Teacher
Kimberly Wanosky	Behavior Spec.
Maureen Welther	Title I Teacher
Michael Williston	Principal



HIGHLIGHTS

This past year has been one of tremendous growth at Summit Academy Lorain. We had very few changes in staff, which allowed us to start building our team culture. We moved from punitive consequences to restorative practices with the students and the staff. We were able to bring in two interns to help our parent and community outreach.

As we moved through the year, students were recognized for their best efforts with some having the chance to go to the Cleveland Cavaliers game on the Sports Time Ohio Bus. Students, staff, and Summit Academy Management were all able to enjoy a fun evening and build memories in school and beyond. Our staff started training with "Hacking School Discipline" and continued thinking outside the box with Kevin Honeycutt. At our school we want everyone to be agents of change and to do it is extremely important to fail forward. We all want what is best for the kids. Changing the way we look at education overall so that we are meeting and exceeding the needs of our students is all that matters. In the end, we had 18 graduates and a pandemic closed the building for a while. Through it all we found new and creative ways to reach students through virtual circles, a drive-in graduation ceremony, learning what Zoom and Google Meet are, and really coming to grips with "the new normal." We got to decide how to close out the year and instead of complaining the staff logged hundreds of hours of PD, mostly on their own so that they could be the best version of themselves for their students.



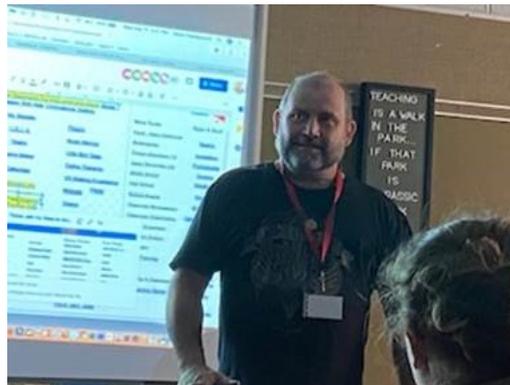
Picture Gallery:



The Summit Academy Lorain family gathered for a student memorial tree planting.



Students were recognized during Reward Day.



Kevin Honeycutt presented staff PD.



A drive-in ceremony provided for a memorable graduation.



SPONSOR STATEMENT REGARDING COMPLIANCE

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy School – Lorain during the 2019-2020 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.

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)	47.8, F	46.9, F	NR
Indicators Met (%)	6.7%, 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	F	F	NR
Value Added - Overall	F	F	NR
VA - Gifted	NR	NR	NR
VA - Lowest 20% in Achievement	F	F	NR
Students with Disabilities	F	F	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 (%)	40	3	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	NR	F	NR
4-year Rate	NC	54.5	90.9
5-Year Rate	NC	NC	81.8

The graduate rate grade increased in the 2019-2020 school year. Both the 4-year and 5-year graduation rates increased during the 2019-2020 school year.

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.

Prepared for Success	2017-2018	2018-2019	2019-2020
Component Grade	NR	F	NR

Contractual Performance Goals

The following chart shows how the School performed according to the goals stated in the School's contract with its sponsor.

Performance Area	Measure	2019-2020 Goal	Results
A.1 – Chronic Absenteeism	Chronic Absenteeism rate	30.33%	43.2%
A.2 - Performance Index	Performance index points	45 of 120 (37.5%)	NR
A.3 – Indicators Met	Total number of proficiency level indicators met and 1 targeted grade or content area	1 of 16	NR
A.4 - Progress	Overall letter grade, overall percentage, growth percentage for 1 measure	Overall – F Lowest 20% - F SWD – F	NR
A.5 – Gap Closing	Component Score, 1 Targeted Area	Component Score – 3.5% Targeted Area – Math ED PI = 41.02%	NR
A.6 - Graduation Rate	Overall component grade, Overall component percentage	Grade F Percentage 0.75	NR
A.7 – Improving at-risk K-3 Readers	Component Grade, Percentage of students moving from not on-track to on-track.	NA	NR



A.8 - Prepared for Success	Component grade and percentage of students participating across all six measured areas.	2 students remediation free 0.5 pts F	NR
A.9 – Other Academic Measure	Renaissance Star assessment data	70% of students will show fall to spring increases on math and ELA benchmark assessments via Renaissance STAR 360	NR
A.10 – Other Academic Measure-Specific Subgroup	Renaissance Star assessment specific subgroup data	70% of students will show fall to spring increases on math and ELA benchmark assessments via Renaissance STAR 360	NR
A.11 – Comparative Goal	2 Similar schools comparable LRC data	Summit Academy - Lorain will perform higher or equal to General Johnnie Wilson Middle School in percent of students who score in the Proficient range on the LRC. Summit Academy - Lorain will perform higher than or equal to Life Skills Center of Elyria in percent of students who score in the Basic range on the LRC.	NR
NA.1 - Mission Specific Goal	Mission specific performance measures and targets	100% of staff will implement daily morning circles and end-of-the-day restorative practices.	
NA. 2 - Parent Satisfaction	Feedback from parents/caregivers	93% of positive responses on exit ticket feedback from family events	
NA.3 - Governing Board Performance	The ability of the members and/or combined entity in increasing the efficiency and/or effectiveness of the board.	5 out of 6 board meetings will reach quorum (60% present)	



NA.4 - Organizational/Operational	On-Time and Accuracy Percentages of compliance	ON-TIME % - 97 ACCURACY % - 98	ON-TIME % - ACCURACY % -												
NA.5 – Financial Performance	Audits, debt reduction, or the submission of accurate and on-time financials into Epicenter	Clean yearly audit	Audit is currently in progress												
NA.6 - Financial Sustainability	Student Enrollment and Unrestricted Cash Reserve Balance	93													
NA.7 – Student Discipline	Decreasing the number of out-of-school suspensions	<table border="1"> <tr> <td>K-3</td> <td>NA</td> </tr> <tr> <td>4-7</td> <td>34</td> </tr> <tr> <td>8-12</td> <td>25</td> </tr> </table>	K-3	NA	4-7	34	8-12	25	<table border="1"> <tr> <td>K-3</td> <td>NA</td> </tr> <tr> <td>4-7</td> <td></td> </tr> <tr> <td>8-12</td> <td></td> </tr> </table>	K-3	NA	4-7		8-12	
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Overall Performance

Not rated for the 2019-2020 school year.



**SUMMIT ACADEMY SCHOOL - LORAIN
LORAIN COUNTY, OHIO**

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

	<u>2020</u>	<u>2019</u>
Operating Revenues:		
State Foundation	\$ 1,418,743	\$ 1,816,670
State and Federal Grants	391,203	375,175
Medicaid Revenue	48,540	22,640
Private Donations	-	-
Classroom Materials and Supplies	2,809	3,976
Food Service	46,718	-
Other Revenue	21,612	6,917
Interest on Investment	0	0
Total Operating Revenues	<u>1,929,625</u>	<u>2,225,378</u>
Operating Expenses:		
Management Fee Expense	1,957,432	2,051,893
Staffing Expenses	0	70
Other Expenses	-	-
Total Operating Expenses	<u>1,957,432</u>	<u>2,051,963</u>
Net Profit (Loss)	<u>\$ (27,807)</u>	<u>\$ 173,415</u>
Net Assets:		
Total Assets	1,769,186	1,769,186
Total Liabilities	<u>3,872,034</u>	<u>3,872,034</u>
Total Net Assets	<u>\$ (2,102,848)</u>	<u>\$ (2,102,848)</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.