

2021 - 2022 ANNUAL REPORT

SUMMIT ACADEMY COMMUNITY SCHOOL – WARREN



Summit Academy
SCHOOLS

Dear FAMILIES

This year we continued our work in team building as we added seven new faces to our staff. Replacing veteran staff members is difficult as you start at square 1 with training. We certainly lucked out with hiring fantastic folks! Our staff faced many challenges as the pandemic forced attendance issues as well as transitioning back to in-person learning full time. Our teachers balanced home life, work life, and self-care while making our students a priority. Our ELA teachers were able to teach the new curriculum in person for the first time since last year's adoption. As one can imagine, teaching in person is much more effective for our students.

Many opportunities were provided for professional development. As indicated on teacher surveys, our staff enjoys and learns a great deal through book studies. This year we completed the following book studies: *Better Than Carrots or Sticks*, *The Writing Revolution*, *How To Differentiate Instruction in Academically Diverse Classrooms*, *Lost At School*, and we are currently working through *The Teacher's Guide To Oppositional Defiant Disorder*. The books covered such topics as best practice in differentiation, trauma

informed care, the science of reading, oppositional behavior, and what behavior can look like in a classroom/school. We completed work in a new framework that will be evident throughout next school year called "Responsive Classroom." We have three staff members attending a four-day training in Responsive Classroom with a specific focus on middle school.

As we prepare for next school year, we are constantly looking for ways to improve and implement the newest research as it applies to the population we serve. Our continued goal is to make sure we build relationships within our school community as well as focus on our mission and vision. We strive to be the best we can be for our families.

Sincerely,



Allison Glass

Principal



HIGHLIGHTS

The 2021-2022 school year brought a unique set of challenges as we switched back to in-person learning. With the beginning of the year still very much focused on the pandemic, our #1 priority was and will always be the safety of our staff and students. We limited the number of guests in the building to achieve this goal. We were able to host our annual Halloween event providing an opportunity for our families to attend as many came in costumes and enjoyed a Monster Mash Dance. Everyone left with a treat bag full of candy! Perhaps the favorite event of the year is our schoolwide Thanksgiving Feast. This year was extra special as we were able to celebrate in our traditional way: in person in November. Our students enjoyed a Christmas event complete with a visit from Santa Claus. Our staff also had a celebration outside of school.

The month of January brought about a significant obstacle as our boiler broke leaving half of our school with no heat. Our staff sprang into action and within a matter of days, classrooms and office spaces were moved and we managed to safely put everyone into one hallway so in-person learning could continue. This continued through the rest of the school year. In February, our staff and students collectively participated in a community project. Everyone created handmade valentine cards accompanied with a treat for a couple of local nursing homes.

The end of the year in-person events were welcomed with excitement. Those events included: Staff Easter Egg Hunt, kickball games, cookout, K-3 drive-in movie, Teacher Appreciation Week, magic show, and our 7th Grade Awards Ceremony. All of our classrooms participated in a "Room Transformation" where every grade chose a theme and transformed their classrooms to reflect the theme. All activities for two weeks related back to those themes. Our Flash class chose Encanto; Superman and Batman chose Candyland; Ironman and Hulk chose Jurassic Park; and Captain America and Spiderman chose space. We held an evening family event so parents could see these room transformations and participate in a themed activity with their child/children. This was followed by our martial arts belt promotion. Our attendance for this event was fantastic!

The whole school was treated to a circus-themed end of the year event complete with circus games and ice cream floats! For our last day of school, students ate breakfast in the cafeteria, and we took time to reflect on the school year. This lasted over an hour and tears were shed. Our students and staff recalled many wonderful memories as well as challenges from this school year. It was a fantastic way to close another challenging year of education.





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 – Warren 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.



I love working for Summit Academy because our school community celebrates each child based on their individual needs. I love that coming to work feels like visiting family where we laugh, cry, and work together. Working at Summit Academy has provided me the opportunity to grow not only as a teacher but also as a person because of the amazing staff and students. The best part of working at Summit Academy is that each day brings new experiences and memories that will last a lifetime.

STAFF MEMBER

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

OPERATING REVENUES

	2022	2021
State Foundation	\$1,629,157	\$1,435,981
State and Federal Grants	777,571	259,957
Medicaid Revenue	7,495	98,696
Private Donations	-	-
Classroom Materials and Supplies	3,331	7,122
Food Service	93,088	-
Other Revenue	47,152	734
Interest on Investment	0	-
TOTAL OPERATING REVENUES	2,557,794	1,802,490

OPERATING EXPENSES

Management Fee Expense	2,090,770	1,800,063
Staffing Expenses	-	-
Other Expenses	-	2,427
TOTAL OPERATING EXPENSES	2,090,770	1,802,490
NET PROFIT (LOSS)	\$467,025	-

* 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	Met
Nationally Normed Assessment – Reading	Met
Nationally Normed Assessment – Math	Met
Nationally Normed Assessment – K – 3 Lit	Met
OTHER ACADEMIC MEASURES	
Similar School 1	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	Met	Governing Board Performance	Met
Parent Satisfaction	Met	OPERATIONAL	
STUDENT DISCIPLINE		On-Time Rate	Met
Grades K to 3	Met	Accuracy Percentage	Met
Grades 4 to 8	Met	Financial Performance	Met
Grades 9 to 12	N/A	Financial Sustainability	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

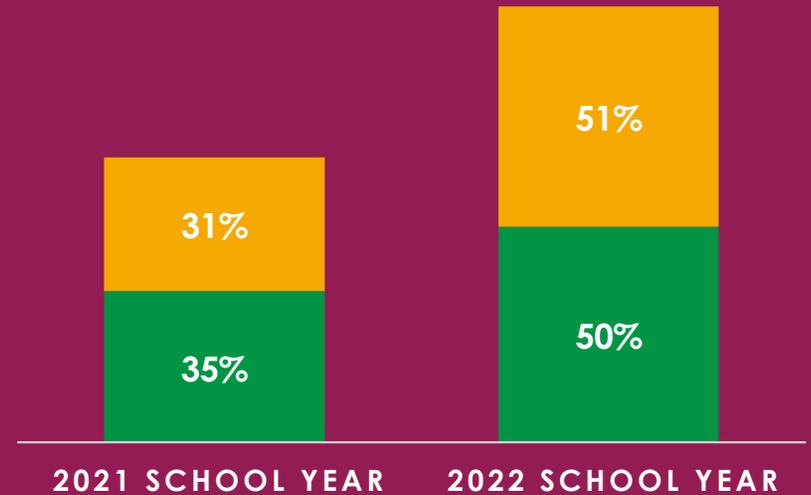
This component is made up of 14 measures that are used to estimate how prepared a school's graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or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

2106 Arbor Avenue, S.E. | Warren | Ohio

330-369-4233 | summitacademies.org | Grades: K - 7