

Summit Academy School for Alternative Learners – Warren Middle and Secondary

2020-2021 Annual Report



Summit Academy
SCHOOLS
Learning Without Limits

SUMMIT ACADEMY SCHOOL FOR ALTERNATIVE LEARNERS – WARREN MIDDLE AND
SECONDARY

DIRECTOR'S MESSAGE

Dear Family and Friends,

As you all know, this school year brought just as many challenges—if not more—than last year. We were heartbroken to hear that we would have to remain remote to begin the year, as we were so looking forward to having the students back with us, but our staff leapt fearlessly into the unknown to provide the best possible virtual education to our students for the first three quarters. Teachers worked tirelessly to plan and create engaging and educational lessons with the goal of not allowing students to fall behind due to the circumstances. We are so fortunate to have such a dedicated, creative staff who were quickly able to rise to the challenge of adjusting to the virtual classroom. What was even more important to us than maintaining education, though, was ensuring the emotional well-being of our students. Our teachers spent an incredible amount of time—often their own free time—calling and reaching out to students. We also implemented several strategies to promote emotional well-being, such as restorative practices and mindfulness in the classroom. In addition, we felt it was important to try to give our graduating seniors the most positive graduation experience that we could. We were not satisfied having to say goodbye to our seniors without the usual sense of closure that the school year brings us, so we wanted to do something special for our kids, to give them a proper goodbye. We were able to take advantage of our partnership with a local church, Regeneration, in order to give the students a beautiful graduation ceremony that focused on transformation and growth. We were also able to take them on a senior trip to Kalahari, which provided a sense of normalcy and closure. It wasn't the senior year any of us would've wished for, but our staff stepped up and did their best to keep senior morale high.

In addition to dedicating their time to the service of our students, our staff took advantage of the remote environment by participating in a number of professional development opportunities to continue learning and improving their teaching practice. All staff members have received extensive professional development on the science of reading in order to improve student literacy and hopefully mitigate some of the gaps we may see as a result of the pandemic. In addition, we completed a book study on "Social Emotional Learning and The Brain" by Merilee Sprenger. Social-emotional learning focuses on the importance of student-staff relationships and healthy structures in the school in order to provide a safe, welcoming environment in which learning can take place. Because we know our students will be struggling socially and emotionally when they return to us in the fall, we are also working closely with an expert in restorative practices for continued learning in supporting student emotional needs as we transition back into a more "normal" world.

Every year, the staff at Summit Academy School for Alternative Learners – Warren Middle/Secondary continue to grow as individuals and as a group. They work tirelessly to ensure our students are receiving the best possible education while also working to

mold the students into successful future citizens. We are proud to have our staff, and we are all looking forward to having the students back in our classrooms!

Yours In Education,

Mrs. Erin Bradley
Principal

SCHOOL HIGHLIGHTS

At Summit Academy Warren Middle/Secondary, we aim to not only provide a well-rounded education, but to also prepare our students to be active and productive members of our society after they leave us. In our school highlights, you will see the dedication our staff has to providing our students every opportunity to engage with the community, and learn to be more empathetic, inclusive citizens.

Our science teacher continued her efforts involving students in creating a school garden which is a process that she works on with the students throughout the school year, and also as an after-school and summer program. She has made several partnerships with community organizations in order to support this opportunity for our students. Not only do we have a garden right here on our school grounds, but she is also working with Trumbull Neighborhood Partnership to potentially procure a second lot for us to be able to expand the garden. Gardening teaches our students about science and sustainability, but it also gives them the opportunity to sell the produce grown at our local farmer's market! They make money to sustain the garden and to put toward school activities. Along with the efforts in the garden, we are also working with Plant Ahead and Grub for Growth, both of which are organizations that support our garden. Plant Ahead is also working with our community and our students to start an urban forest on our property. Again, this is an opportunity to teach students about the science of tree growth and environmentalism, but they are also involving our students in the local community. They accompanied a small group of our students to canvas our neighborhood and gather data about the community's opinion on the urban forest. These community partnerships are so vital in teaching our students about being active members of their community, and also teaching them social skills and leadership skills!

This year, we were also able to make the best of our circumstances by offering more hands-on and life skills-oriented lessons during our fourth quarter when we had about half of our students back for our hybrid model. Of course, our main focus was academics, but we also wanted to ensure our students had adequate time to socialize with staff and their peers and to gain enrichment outside of academics. We implemented a program where students were allowed to choose an activity each afternoon which would be educational but also hands-on and highly engaging. These activities ranged from learning about sports science; home economics where students learned cooking and kitchen skills; gardening; rocket science and kites where students learned about aerodynamics and engineering; music; walking to learn about our local community; and a planning committee that organized for our prom. Staff and students both expressed that these activities were their favorite part of the day, as they were highly educational but also engaging and social!

Finally, after such a stressful and chaotic year, we wanted to ensure that our seniors still had a memorable graduation experience. We partnered with a local church, Regeneration, who hosted our graduation ceremony for us and allowed us to stream it to our entire student body and all family members who could not attend. The students worked collaboratively with the senior advisor staff to create a theme of transformation. All students wrote statements about how they had transformed through their time at Summit and shared them at graduation. Some students also elected to write and

deliver speeches elaborating on this. The entire ceremony culminated in a butterfly release for the students to drive the theme home. We are so proud of our seniors, not only for their personal transformations, but also for their perseverance through these unprecedented times, and because they all have such bright futures ahead of them. The seniors were also able to go on a Senior Trip to Kalahari in June, wrapping up their high school experience with a bang!



Summit Academy students getting ready to plant vegetables for our school garden program.



Class of 2021!



Learning how to make scrambled eggs and bacon during our home economics activity.



Senior Class trip to Kalahari!



Prom King-Daren McClimans
Prom Queen-Alexis Mumford

SCHOOL DATA

IRN: 000616
AGE LEVELS SERVED: 12-20
HOURS OF INSTRUCTION: 7:10AM-2:05PM
SCHOOL TYPE: Community School
STUDENT POPULATION: 85
ATTENDANCE RATE: 78.5%
SPONSOR: Educational Service Center of Lake Erie West

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 DATA:

Black Non-Hispanic: 14%
Multiracial: 12%
White Non-Hispanic: 73.2%
Students With Disabilities: 78.6%
Economically Disadvantaged: 100%

SCHOOL MISSION STATEMENT:

The Mission of Summit Academy Schools is to build hope, success, and well-being through education and advocacy for students with special needs.

BOARD MEMBERS:

Joseph Gagliano President
Amber Bodrick Vice President
Kendra Godiciu
Nicole Forte
Eric Jones

SCHOOL STAFF:

Jeremy Alford Teacher
Carey Anderson-Keller Performance Coach
Breanne Baldarelli Teacher
Erin Bradley Principal
Gail Button Intervention Specialist
Pamela Cooper Food Server
Vincent Elias Teacher
Joshua Friedman Intervention Specialist
Allison Garisto Data Coach
Ricky George Intervention Specialist
Susanne Griffiths Teacher
James Ihnat Lead Intervention Specialist
O'Sha Jackson Instructional Assistant
Tamara Johnson Teacher
Brittan Kurtz Teacher

Bianca Matthews
Samantha Musser
Lisa Shesko
Daniel Stella
Sara Thomas
Melissa Weaver
Aimee Wehmeyer
Richard Wilkins
Maria Winbush

Martial Arts Instructor
Administrative Assistant
Lunch Server
Dean of Students
Teacher
IEP Coordinator
Teacher
Intervention Specialist
Behavior Specialist

SPONSOR STATEMENT ON COMPLIANCE:

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy School for Alternative Learners – Warren Middle and Secondary during the 2020-2021 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, state testing was not performed for the 2020-2021 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

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

	2017-2018	2018-2019	2019-2020	2020-2021
Overall School Grade	F	F	NR	NR

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	2020-2021
Component Grade	F	F	NR	NR
Perform. Index (Pts./Grade)	42.5/F	43.8/F	NR	46/NR
Indicators Met (%/Grade)	0/F	16.7/F	NR	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	2020-2021
Component Grade	D	F	NR	NR
Value Added (Overall)	F	F	NR	NR
Value Added (Gifted)	NR	NR	NR	NR
Value Added (Lowest 20% in Achievement)	D	F	NR	NR
Students' w/ Disabilities	F	F	NR	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	2020-2021
Component Grade	F	F	F	NR
Annual Measurable Objectives (%)	NC	26.9	NR	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	2017-2018	2018-2019	2019-2020	2020-2021
Component Grade	F	F	NR	NR
4-Year Rate	63.2	NC	86.7	89.5%/NR
5-Year Rate	72.7	76.5	NC	86.7%/NR

Improving K-3 At-Risk Readers
 The School does not serve Grades K-3.

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	2020-2021
Component Grade	F	F	NR	NR

Contractual Performance Goals

The School worked towards meeting Performance Accountability Framework goals (Contract Attachment 11.6) during the 2020-2021 school year. Per Ohio law, the 2020-2021 School Report Card did not have overall grades or ratings. Therefore, we are unable to determine if we have met all of our contractual goals. The following chart provides the available information.

Performance Area	Measure	2020-2021 Goal	Results
A.1 – Chronic Absenteeism	Chronic Absenteeism rate	43.6%	68.5%
A.2 - Performance Index	Performance index points	34	46.0
A.3 – Indicators Met	Total number of proficiency level indicators met and 1 targeted grade or content area	1/12 (2% increase in ELA overall)	0/0
A.4 - Progress	Overall letter grade, overall percentage, growth percentage for 1 measure	SWD: -2.07	NR
A.5 – Gap Closing	Component Score, 1 Targeted Area	AMO: 55%	NR
A.6 - Graduation Rate	Overall component grade, Overall component percentage	4-Year: 73.2% or, 5-Year: 84.2%	4-Year 89.5% OR 5-Year 86.7%

A.7 – Improving at-risk K-3 Readers	Component Grade, Percentage of students moving from not on-track to on-track.	NA	NA
A.8 - Prepared for Success	Component grade and percentage of students participating across all six measured areas.	.25%	1 student Remediation Free ACT (1/14 = .07%)
A.9 – Other Academic Measure	Renaissance Star assessment data	Renaissance Star Assessments Average Median (Both ELA & Math) 40	Renaissance Star Assessments Average Median (Both ELA & Math) 40.5
A.10 – Other Academic Measure-Specific Subgroup	Renaissance Star assessment specific subgroup data	Renaissance Star Assessments Average Median (Both ELA & Math) 40 for Economically Disadvantaged	Renaissance Star Assessments Average Median (Both ELA & Math) Economically Disadvantaged 40.5
A.11 – Comparative Goal	2 Similar schools comparable LRC data	Warren Academy School for Alternative Learners Warren will perform higher or equal to East High School in either 4- or 5-year graduation rate. Warren Academy School for Alternative Learners Warren will perform higher than or equal to River Gate High School in performance	Summit Academy School for Alternative Learners Warren- Performance Index: 46.0 Graduation Rate: 4-Year: 89.5% 5-Year: 86.7% East High School – Performance Index: 28.0 Graduation Rate: 4-Year: 84.7% 5-Year: 86.0% River Gate High School- Performance Index: Not Rated Graduation Rate: 4-Year: 19.6% 5-Year: 15.7%
NA.1 - Mission Specific Goal	Mission specific performance measures and targets	Summit Academy Warren will have 100% of students utilizing Thrively at least quarterly as a tool for career readiness.	100% of students utilized Thrively at least quarterly

NA. 2 - Parent Satisfaction	Feedback from parents/caregivers	Given questions on an annual survey, parents will respond 90% of time. The BLT will discuss the results each month and implement feedback where possible.	On quarterly surveys, parents responded 100% of the time. The BLT utilized this feedback to back decisions for the building.
NA.3 - Governing Board Performance	The ability of the members and/or combined entity in increasing the efficiency and/or effectiveness of the board.	At least one board member will be interviewed by a student as part of their career readiness program or will otherwise participate in a career readiness activity with students. At least one board member will participate in our graduation ceremony.	Our board president hosted a round table talk with our seniors discussing career readiness and post-secondary goals. Our board president participated in graduation.
NA.4 - Organizational/Operational	On-Time and Accuracy Percentages of compliance	ON-TIME % - 97 ACCURACY % - 97	On-time - 100% Accuracy - 99%
NA.5 – Financial Performance	Audits, debt reduction, or the submission of accurate and on-time financials into Epicenter	Clean annual audit.	Audit is currently in progress
NA.6 - Financial Sustainability	Student Enrollment	72	85
NA.7 – Student Discipline	Decreasing the number of out-of-school suspensions	35 total suspensions in Grades 8-12	1 total suspension in Grades 8-12

SUMMIT ACADEMY SCHOOL FOR ALTERNATIVE LEARNERS - WARREN MIDDLE AND
SECONDARY, TRUMBULL COUNTY, OHIO

Selected Financial Information
For the Fiscal Years Ended June 30, 2020 and 2021
(Unaudited)*

	2020	2021
Operating Revenues:		
State Foundation	\$ 1,570,899	\$ 1,521,239
State and Federal Grants	345,878	181,375
Medicaid Revenue	64,264	-
Private Donations	-	-
Classroom Materials and Supplies	1,278	2,520
Food Service	-	17,916
Other Revenue	26,783	-
Interest on Investment	0	0
Total Operating Revenues	2,009,102	1,723,050
Operating Expenses:		
Management Fee Expense	1,954,268	1,710,318
Staffing Expenses	0	-
Other Expenses	-	-
Total Operating Expenses	1,954,268	1,710,318
Net Profit (Loss)	\$ 58,834	\$ 12,732
Net Assets:		
Total Assets	786,510	786,510
Total Liabilities	2,782,111	2,782,111
Total Net Assets	\$ (1,995,601)	\$ (1,995,601)

* The Ohio Auditor of State audited the financial statements of the school as of, and for the year ended, June 30, 2020. The Auditor's report dated April 1st, 2021 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, 2021 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.