

Summit Academy Secondary School - Youngstown

2020-2021 Annual Report



Summit Academy
SCHOOLS
Learning Without Limits

SUMMIT ACADEMY SECONDARY SCHOOL - YOUNGSTOWN

DIRECTOR'S MESSAGE

Dear Friends,

Thank you to everyone who had a part in the 2020-2021 school year. This includes students, parents, families, staff, our Board of Education and Summit Academy Management. The hard work everyone contributed helped our students grow socially and academically.

Our biggest challenge this year was the continuance of COVID-19 and the sustained school closure, followed by the implementation of the hybrid re-opening for the fourth quarter. The team at Youngstown Secondary was quick to respond and come up with a plan to best serve our students. All staff was eager to collaborate on the best possible plans and solutions and went above and beyond to ensure that students received the best education, even when they were unable to be in the building. Once we were able to come back in the building with a hybrid model, the staff continued to exceed expectations to ensure that students had the opportunity to get caught up with missing work and stay on track. We had staff making home visits to ensure student success, while maintaining social distancing. Teachers all created "burner" numbers through Google Voice, so that students were able to reach out with any questions. Teachers also provided tutoring times through office hours, created Google Classrooms, utilized Zoom, and sent home "blizzard bag" work. In addition, we offered before and after school tutoring with various times to meet the needs of students based on their schedules. We also offered Saturday school and are now offering summer school. The intervention specialists provided office hours to ensure that students were able to get their specially designed instruction and built-in additional time to help ensure that students didn't fall further behind, while trying to still bridge academic gaps. We just started summer school and have had a great turn out of students who are all motivated to get caught up with work that they missed during the pandemic.

Our staff and students have many other things to be proud of for the year. Twenty-one students graduated in May of 2021 and took part in our commencement exercises. This included six students from our Children's Residential Centers. The ceremony took place here at the school, in the gym. We had such a great turn out that we had to limit the number of guests per graduate and the gym was still full. During the ceremony, we played a movie made by the staff where each student received a shout out from staff, there was also a collection of senior pictures, baby pictures, and pictures from their time at Summit Academy in the movie. A copy of the movie was given to the graduates so that they have it to look back on.

We had four students attending Career Technical Education classes at Choffin Career Center. This is an outstanding opportunity for our students to be prepared for life after high school.

This year we offered several extra-curricular activities for students to participate in which included:

- Girls Mentoring -GLOW
- Boys Mentoring -Gentlemen's Club
- Art Club
- Automotive Club
- Yearbook
- Flag Line
- Honor Society
- LEAD for Change
- Students who attend community schools have the opportunity to participate in sports' programs that take place in the traditional school in their neighborhood.

Staff were actively involved with fundraising including, Turkey dinners and Christmas hoodies, which was led by Ms. Phillips, the administrative assistant at Youngstown Secondary. We were able to raise enough money to buy each of our students a Thanksgiving Dinner that included a turkey and sides. Not only were we able to donate dinner to each of our families, but we were also able to donate to about 50 of the elementary families. We had enough left over to donate 10 Christmas dinners to families at our Warren Elementary and Warren Secondary. In addition, we were able to buy every student enrolled at Summit Academy Youngstown Secondary a hoodie for Christmas. The students and families were beyond excited and thankful for the gifts. We plan to make these donations yearly events at Youngstown Secondary.

We have completed year six of on-line testing in Ohio. The official results have not been released. We expect, however, that we will continue to contend with the challenge of having our test scores compared to the scores of general education students. We are continuing to leverage our School Improvement Grant dollars to fund improvement activities, as well as additional interventions to help show more improvement on state testing. With the addition of the data coach for the 2019-2020 school year we have been able to collect data and see/monitor growth.

One improvement activity that we continued to focus on during the 2020-2021 school year was the implementation and expansion of restorative circles throughout the school. This was challenging with students being remote most of the year, however, we continued to do restorative circles virtually until we were able to have students back in the building. As soon as students were back in the building, we were right back where we left off with restorative circles in the classrooms, repairing harm, repairing relationships with peers and staff, and fixing conflict. We were in the building for one quarter and only had one suspension during that quarter. Because we were only in the building for one quarter, it is difficult to accurately measure the continued decrease in suspensions. However, it is easy to see the profound, positive change in behaviors and culture in the building from the implementation of restorative practices. We added Nathan Maynard as a PD consultant to help us continue to grow and develop these skills. We also had Corrie Rafferty do a Saturday event with restorative practices with staff and families, which was a huge success. The families loved it so much, and said it was so helpful that they asked for us to start doing them weekly.

Our staff engaged in professional development in the areas of trauma-informed education, collaboration/grouping/differentiation, instructional strategies for online engagement and assessment, SPED, Restorative Practices, Literacy Academy, Title one conference, PBIS, and in-depth training with Nathan Maynard throughout the year. In addition, during the COVID-19 shut down, staff were all required to participate in one PD a week, with too many to list, all with the goal of providing better services to our students.

As we move into the 2021 – 2022 school year, we look to continue to build positive relationships through continuing to develop the use of restorative practice with our students and families.

Sincerely,

Ashley Martin
Principal

SCHOOL HIGHLIGHTS

The 2020-2021 school year provided our staff, students, and families with many wonderful opportunities and experiences. I would like to provide a brief overview of some of the tremendous events and achievements happening within our school.

A continuous goal for both administration and instructional staff is to strive for new and more effective ways to not only instruct and communicate with our children and families, but to provide them with the best learning environment possible. This year included several professional development opportunities that allowed us to better service our students and families. At the start of the school year, when we were remote, we had Dr. Lori Elliot conduct a virtual PD with teaching staff about online learning engagement strategies. We have had continued trauma and restorative practice training presented by our Regional Director, Corrie Rafferty. Staff learned about restorative practices and our students' ability in the classroom, as well as strategies to assist those students. Another professional development came from author and restorative practice trainer, Nathan Maynard. Maynard provided several different trainings with the staff, both virtually and in person, and will be back again in person in August to work with staff and prepare for students returning to the building. SST5 provided continued, extensive professional development on special education, including IEP and ETR writing. Our instructional coach attended the Ohio Literacy Academy Trainings hosted by ODE, and in the spring, we had a phenomenal differentiation and assessment training PD with author and specialist, Melissa Dickson, who will also be returning in the fall for follow up training. In addition, Ashley Martin provided yearlong PD on Restorative Practices, differentiation, and SPED compliance.

Another area of focus was to aid students in developing a sense of responsibility, both within school and out among the community. During the pandemic, the school culture coordinator continued the girls' mentoring program, GLOW (Girls Lead Our World), and our behavior specialist continued the boys' mentoring program, the Gentlemen's Club. The restorative practices also helped students with developing a sense of responsibility and accountability. Ashley Martin and Clark Critella have continued with the painting project, and the entire building will be completed before the 2021-2022 school year. The hope is that with the building looking nice and fresh when students arrive back to school, it will promote a sense of ownership and pride of the building, in turn prompting the students to show more respect to the things within the building. We also had a local tattoo artist do a mural in the entryway with our new mascot and had shirts made with the new logo to create a sense of unity.

This year students experienced success, achievement, and growth in numerous areas. Our ELA and Math teachers showed dramatic growth in all areas of STAR testing scores from the fall benchmark to the winter and then even more grown to the spring. The continued decline in office referrals and suspensions is a huge achievement for our students, staff, administrative team, and parents.

A lot of activities had to be cancelled because of COVID-19, including: the honors' banquet, family nights and field trips; however, we were able to have prom for our students at the brick and mortar and CRC's. We held an in-person graduation, family

night, in person orientation, and staff vs students basketball games that families attended. The staff at Youngstown Secondary truly has become a family and are always quick to volunteer to donate or do things for students, as well as fellow staff members. It has been amazing to watch the team at Youngstown Secondary come together and work together to ensure the success of each other and our students. Graduation was on the 27th of May. Due to weather concerns, we didn't have graduation outside this year, however, the staff still created a movie because it was so well received last year. The movie featured personal messages to students from the entire staff, as well as student senior pictures, baby pictures, pictures from their time at Summit Academy, and shout outs from classmates. The seniors will be missed but will always be a part of our Summit family.

YOUNGSTOWN SECONDARY STAFF, GETTING THANKSGIVING DINNER FOR ALL OF THE STUDENTS' FAMILIES



STAFF WITH FINISHED THANKSGIVING BASKETS





PROM



SCHOOL DATA

IRN: 000303
AGE LEVELS SERVED: 10-22
HOURS OF INSTRUCTION: 7:30AM-2:18PM
SCHOOL TYPE: Community School
STUDENT POPULATION: 190
ATTENDANCE RATE: 92.9%
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: 28.4%
Hispanic: 6.5%
Multiracial: 11.5%
White Non-Hispanic: 53.7%
Students With Disabilities: 71.8%
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:

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

SCHOOL STAFF:

Tiffany Allen Intervention Specialist
Kelly Bancroft Title IA
Tabbatha Bennett Instructional Aide
Kelvin Blake Gym Teacher
Harley Blaze English Teacher
Julie Burns Instructional Coach
Joseph Catone Intervention Specialist
Kayla Chismark Art Teacher
Clark Cretella Behavior Specialist
Abby Dalton Intervention Specialist
Kristen Detoro Instructional Coach
Doreen Duganne Title ELA School Culture

Greta Glenellen	Coordinator
Dawn Grenade	Intervention Specialist
Brendan Hall	SS Teacher
Vimary Kausits	Performance Coach
Kara Kendell	IEP Coordinator
Jarell Lemons	Dean of Students
Jennifer Mansell	Intervention Specialist
Ashley Martin	Principal
Jennifer McCoy	Title Math
Jenna McInroy	Math Teacher
Stephany McMillen	Title ELA
Becky Morris	Intervention Specialist
Audrianna Phillips	Administrative Assistant
Kimberly Pittman	Data Coach
Megan Reninger	Science Teacher
Jeanette Ruberto	Title ELA
Brock Schaller	IA
Susan Viars	ELA Teacher

SPONSOR STATEMENT ON COMPLIANCE:

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Secondary School - Youngstown 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)	41.4/F	40.4/F	NR	38.6/NR
Indicators Met (%/Grade)	8.3/F	8.3/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	F	F	NR	NR
Value Added (Overall)	F	F	NR	NR
Value Added (Gifted)	NR	NR	NR	NR
Value Added (Lowest 20% in Achievement)	F	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	NR	NR
Annual Measurable Objectives (%)	32.2	0	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 Rate	2017-2018	2018-2019	2019-2020	2020-2021
Component Grade	F	F	NR	NR
4-Year Rate	55.6	47.2	44.4	40/NR
5-Year Rate	53.7	67.8	57.1	67.7/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	25.8%	27.1%
A.2 - Performance Index	Performance index points	41.6	38.6
A.3 – Indicators Met	Total number of proficiency level indicators met and 1 targeted grade or content area	1/.2% Growth in Math	0 out of 0 Indicators Growth in Ohio State Math Tests 8th grade: 50.4% increase Algebra 1: 100% decrease Geometry: 11.6% decrease Overall: 61.2% decrease
A.4 - Progress	Overall letter grade, overall percentage, growth percentage for 1 measure	Component Grade SWD -5.49	NR
A.5 – Gap Closing	Component Score, 1 Targeted Area	Will decrease deficit by .1% for black, non-Hispanic students in	Black, non-Hispanic students in math: 31.6 PI

		Math and increase GAP Closing.	
A.6 - Graduation Rate	Overall component grade, Overall component percentage	4-Year Rate – 45% or 5-Year Rate – 50%	4 year: 40% 5 year:67.7%
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.	.05%	5 students earned remediation free ACT (5/20 =25%)
A.9 – Other Academic Measure	Renaissance Star assessment data	All students will show an average of 1.5% growth in ELA from first to last benchmarking period utilizing STAR diagnostic assessments.	Average Overall Renaissance Star ELA Growth: 0%
A.10 – Other Academic Measure- Specific Subgroup	Renaissance Star assessment specific subgroup data	Economically disadvantaged students will show an average of 1.5% growth in ELA from first to last benchmarking period utilizing STAR diagnostic assessments.	Average Economically Disadvantaged Renaissance Star ELA Growth: 0
A.11 – Comparative Goal	2 Similar schools comparable LRC data	The School will perform higher than or equal to Belmont High in LRC category. School will perform higher than or equal to Steel Academy in LRC category.	SA Youngstown Secondary- PI Points: 38.6 Gap Closing: NR-0.0% Belmont High- PI Points: 35.5 Gap Closing: NR-0.0% Steel Academy-

			PI Points: 33.9 Gap Closing: NR-0.0%
NA.1 - Mission Specific Goal	Mission specific performance measures and targets	The School will have 8 after-school clubs that students can participate in. The School will have 5% of students actively participating in a club of their choice.	10% of students participated in 8 different clubs
NA. 2 - Parent Satisfaction	Feedback from parents/caregivers	School will increase parental engagement by soliciting feedback through personal phone call surveys quarterly, each on a different topic, 20-25 students per quarter. The School will use the survey results to make improvements in school culture and climate, academics, extra-curricular activities, and any other issues/concerns that are brought up.	All families were given one survey throughout the year. These were distributed quarterly. We used the data to make adjustments to academics, as well as the school culture and climate and to address concerns. Quarter 1: 20 surveys given Quarter 2: 25 surveys given Quarter 3: 27 surveys given Quarter 4 (family night): 54 surveys given
NA.3 - Governing Board Performance	The ability of the members and/or combined entity in increasing the efficiency and/or effectiveness of the board.	One board member will participate in the School's graduation ceremony. The board president or other member will engage the staff, students, and families with at least two communications during the school year.	Two board members attended graduation. The board president made two communications during the school year.

NA.4 - Organizational/ Operational	On-Time and Accuracy Percentages of compliance	On-time % = 97 Accuracy % = 97	On-time - 100% Accuracy - 98%
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 and Unrestricted Cash Reserve Balance	97 without CRCs	183
NA.7 – Student Discipline	Decreasing the number of out-of-school suspensions	With the 2020-2021 year beginning virtually, the School will create a code of conduct for distance learning and implement it at the beginning of the school year. The code will be implemented as written and address and track inappropriate behaviors. If in-person learning resumes, the School will have less than 50 out-of-school suspensions.	Met

SUMMIT ACADEMY SECONDARY SCHOOL - YOUNGSTOWN
MAHONING COUNTY, OHIO

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

	2020	2021
Operating Revenues:		
State Foundation	\$ 2,440,450	\$ 2,786,136
State and Federal Grants	972,235	566,817
Medicaid Revenue	167,772	-
Private Donations	-	-
Classroom Materials and Supplies	140	1,552
Food Service	-	17,502
Other Revenue	84,166	-
Interest on Investment	0	0
Total Operating Revenues	3,664,763	3,372,007
Operating Expenses:		
Management Fee Expense	3,510,097	3,142,207
Staffing Expenses	0	-
Other Expenses	-	-
Total Operating Expenses	3,510,097	3,142,207
Net Profit (Loss)	\$ 154,666	\$ 229,800
Net Assets:		
Total Assets	1,568,076	1,568,076
Total Liabilities	5,210,182	5,210,182
Total Net Assets	\$ (3,642,106)	\$ (3,642,106)

* 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.