

2021 - 2022 ANNUAL REPORT

SUMMIT ACADEMY SECONDARY SCHOOL – YOUNGSTOWN



Summit Academy
SCHOOLS

Dear FAMILIES

Thank you to everyone who had a part in the 2021-2022 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 reintegrating students and staff back into school full time after several years of remote learning. The team at Youngstown Secondary as always has been incredible with their out-of-the-box thinking and collaboration with to ensure the success of all students in this transition. The staff were eager to collaborate on the best possible plans and solutions and went above and beyond to ensure that students received the best education. We have had the opportunity to do several extended learning opportunities to help bridge the gap of any academic losses sustained during the COVID-19 closures as well as make up missing work over that time to ensure students are on track for graduation. We had staff making home visits to ensure student success, while maintaining social distancing. We also offered summer school to continue closing those gaps.

Our staff and students have many other things to be proud of for the year. Twenty students graduated in May 2022 and took part in our commencement exercises. This included one student from our Children's Residential Centers as well as two additional mid-year graduates, for a total of 22 graduates. The end-of-year

ceremony took place here at the school, in the gym. We had such a great turnout that 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 students' senior pictures, baby pictures, and pictures from their time at Summit Academy included in the movie. Copies of the movie were given to the graduates to have to look back on. Each graduate was also given two roses to give to two people in attendance who made a positive impact on their life and that helped get them to this point. It was very moving to the friends and family in attendance as well as the graduates. Our keynote speaker was a previous student from Summit Academy who now works for the local news station, so the graduation was on the evening news.

We had three 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 extracurricular activities for students to participate. They included:

- Girls Mentoring -GLOW
- Boys Mentoring -Gentlemen's Club
- Art Club
- Anime Club
- STOMP Club
- Flag Line
- Honor Society
- LEAD for Change
- STEM Club

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 purchase a Thanksgiving dinner for all the families that needed one. In addition, we were able to buy every student enrolled at Summit Academy Secondary School - Youngstown a hoodie for Christmas. The students and families were beyond excited and thankful for the gifts. We plan to make these donation events yearly at Youngstown Secondary.

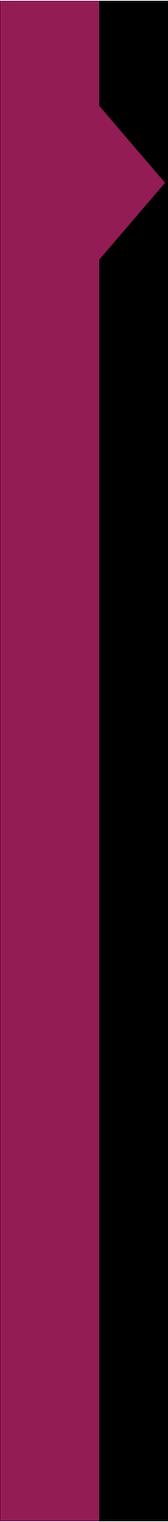
We have completed year seven of online testing in Ohio. The official results have not been released. We expect, however, that we will continue to contend with the challenge of having our test scores compared to the scores of general education students. We are continuing to leverage our School Improvement 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. We have seen significant growth in both ELA and math on our Star Assessments(R). Students went up an average of 14 points in math and 26 points in reading from fall to spring. Reading went up 46 points for students with disabilities. We are excited to see how that shows on the end of course assessments.

We did three Extended Learning Opportunities (ELOs) throughout the school year, one on Wednesday, one on Saturday, and then a Saturday STEM program. These programs have been great to help get kids get caught up. The STEM program has been something

that we have been building on and continued into a summer STEM program, as well as we plan to continue STEM as a club next year and maybe even an elective class for credit. We also have a summer literature ELO program.

We were able to have three family nights this year, all three had amazing turnouts with almost 200 people showing up for each event. One was at Sports World, one was at bowling, and one was an art open house. We also were able to have a Halloween dance and a Sadie Hawkins dance that the kids loved. We continued our quarterly awards ceremonies to celebrate the students' successes as well as use them as an opportunity to continue building relationships with families.

One improvement activity that we continued to focus on during the 2021-2022 school year was the implementation and expansion of restorative circles throughout the school. This was challenging with students being remote most of the past two years. However, we continued to do restorative circles and restorative practices as soon as students were back in the building, and 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 all year this year and were able to make it through the entire school year without a suspension. It is easy to see the profound, positive change in behaviors and culture in the building from the implementation of restorative practices. We continued with Nathan Maynard as a PD consultant to help us continue to grow and develop these skills.



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 1 conference, PBIS, and in-depth training with Nathan Maynard throughout the year

As we move into the 2022–2023 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



HIGHLIGHTS

The 2021-2022 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. We have continued our work with Melissa Dickenson to continue to add teaching strategies to their toolbox. 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 next year to work with staff and continue to add on to the things we have been working on. In addition, Ashley Martin provided yearlong PD on Restorative Practices, differentiation, and SPED compliance, while collaborating with other Summit Academy Schools.

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.

This year students experienced success, achievement, and growth in numerous areas. Our ELA and math teachers showed dramatic growth in all areas of Star Assessments(R) testing scores from the fall benchmark to the winter and then even more growth to the spring. The

continued decline in office referrals and suspensions is a huge achievement for our students, staff, administrative team, and parents.

We held an in-person graduation, three family nights, in-person orientation, two staff vs. students basketball games that families attended, four awards ceremonies, quarterly awards ceremonies, and a family event of pie-the-staff day. 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. I look forward to seeing what our staff and students are able to accomplish next year.





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 (ESCLEW) served as sponsor for Summit Academy Secondary School – Youngstown during the 2021-2022 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.

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

OPERATING REVENUES

	2022	2021
State Foundation	\$2,250,898	\$2,520,555
State and Federal Grants	1,310,692	591,904
Medicaid Revenue	1,869	130,194
Private Donations	-	-
Classroom Materials and Supplies	490	1,552
Food Service	73,317	-
Other Revenue	66,938	127,802
Interest on Investment	-	-
TOTAL OPERATING REVENUES	3,704,204	3,372,007

OPERATING EXPENSES

Management Fee Expense	3,422,316	3,370,669
Staffing Expenses	-	-
Other Expenses	-	1,338
TOTAL OPERATING EXPENSES	3,422,316	3,372,007
NET PROFIT (LOSS)	\$281,889	-

* 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	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	Met
5-Year Graduation Rate	Not Met
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	N/A
OTHER ACADEMIC MEASURES	
Similar School 1	N/A
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	N/A	Accuracy Percentage	Met
Grades 4 to 8	Met	Financial Performance	Met
Grades 9 to 12	Met	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

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, American 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

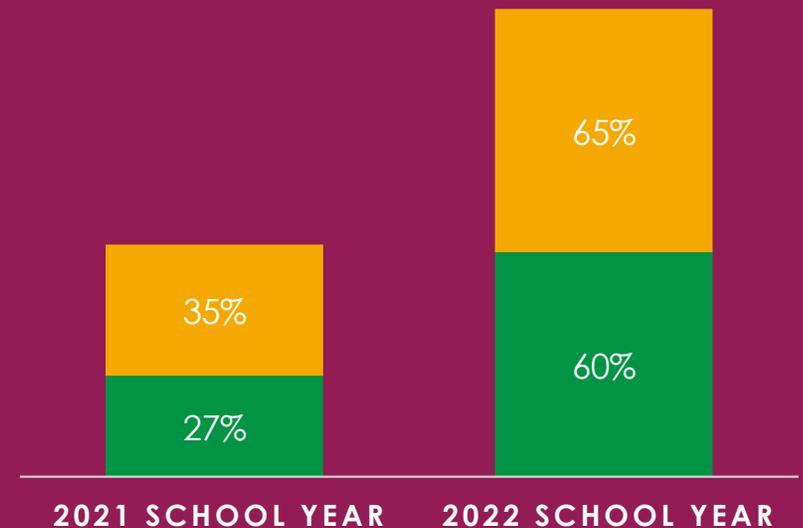
This component is made up of 14 measures that are used to estimate how prepared a school's graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or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

2800 Shady Run Road | Youngstown | Ohio

234-228-8235 | summitacademies.org | Grades: 8 - 12