



Summit Academy
SCHOOLS

ANNUAL REPORT 19-20

SUMMIT ACADEMY COMMUNITY SCHOOL
FOR ALTERNATIVE LEARNERS – XENIA



DIRECTOR'S MESSAGE

Congratulations, Summit Academy students on your hard work that resulted in many academic achievements, as well as social and personal growth during the 2019-2020 school year. Thank you, parents and guardians, for your cooperation and support that enabled us to provide the best education possible for your child. Finally, thank you to the educators and school staff, with academic expertise and experience, with patience and compassion, and with innovation and energy.

As we look back on the successes of this past year, I am pleased to report the following school highlights:

- Students, staff, and families were presented with new challenges to overcome in the final weeks of school with the COVID-19 Pandemic. Teachers, Intervention Specialists, Behavior Specialists, Speech Therapists, and Occupational Therapists worked hard during the month of April to develop their skills needed to provide remote services to students. In addition to Blizzard Bags, many staff members developed Google Classrooms to provide resources to students and held Google Meet sessions with students and families to provide instruction.
- Throughout the school year, students participated in STAR benchmark assessments. During Teacher Based Team meetings, staff analyzed the data to determine a variety of strategies and interventions to apply to classroom instruction. From fall to winter benchmarks, 75 percent of students made growth in reading while 79 percent of students made growth in math.
- Summit Academy staff focused on implementing restorative practices and circles into the classrooms this school year in an effort to enhance the social-emotional status of students. Staff received multiple trainings at the beginning of the year regarding the school-wide initiative of implementing restorative practices as well as reinforcement training through coaching cycles throughout the year.

The restorative practice framework was implemented with a tiered approach. On tier one, 100 percent of the staff implemented community circles multiple times per week. The purpose of community circles was to build relationships and trust, and foster



community within the classroom. Additionally, social skills circles were implemented by 100 percent of the staff twice per week using the Caring Schools Community Social Emotional Learning curriculum for K-8 students. In these circles, students learned several skills including responsibility, empathy, and cooperation. On a tier two and three level, students participated in harm circles or reintegration circles for major or chronic behaviors. Students were referred to complete a circle by teachers or administrators and worked on developing a plan to repair harm done to others. These circles typically included many stakeholders such as teachers, behavior specialists, students involved, administrators, and parents. During these circles, plans were made and followed up on at a pre-determined date. There were 50 tier two and three circles completed throughout the school year. As a result of implementation of tiered restorative practices, Summit Academy-Xenia decreased suspensions by 30 percent and office referrals by 10 percent when compared to the 2018-2019 school year. Additionally, teachers provided 38 percent more ABA tickets to students when compared to the 2018-2019 school year.

I look forward to another exciting year with Summit Academy Xenia! My goal is to continually provide a safe and encouraging learning environment with many opportunities of success for the students, staff, and family members.

Cassy Stidham

Principal

Summit Academy - Xenia



SCHOOL DATA

IRN #: 132761

AGE LEVELS SERVED: 5-19

HOURS OF INSTRUCTION: 6 Hours Per Day

SCHOOL TYPE: Community School

STUDENT POPULATION: 195

ATTENDANCE RATE: 92.5%

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	83.9%
African American	7%
Mixed/Other	-
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:

Brian Roth	President
Faustino Zapata	Vice President
Jennifer Frey	Secretary
Erin Bentz	
Andrew Davenport	



SCHOOL STAFF:

Kathleen Noble	Teacher	Nick Shank	Teacher
Joanie M. Payton	Int. Spec.	Rachel A. Smith	Int. Spec.
Angela Pelfrey	Instructional Aide	Tara L. Smith	Teacher
Marissa A. Raux	Data Coach	Angela C. Snow	Building Literacy Coord.
Karen M. Rinn	Teacher	Monica L. Sommers	IEP Coordinator
Bailee Robinson	Teacher	Cassy M. Stidham	Principal
Donna D. Ruse-McKeever	Int. Spec.	Kevin Williams	Teacher
Amanda Sanders	Teacher		
Brian Schoenherr	Elementary Asst. Principal		
Candy Seela	Int. Spec.		



HIGHLIGHTS

The Summit Academy - Xenia staff participated in several professional development experiences throughout the year. At the start of the school year, they received development in the direct instruction reading program, Pam Allyn ELA Program, Renaissance STAR 360, Positive Behavior Management, Resident Educator program, Effective Tier 1 Instructional PD, Direct and Explicit Instructional Strategies, MTSS, Gradual Release, Restorative Practices, and others. The administrative team participated in a book study to expand the teachers' understanding and implementation of MTSS Reading Strategies. In addition to professional development, the staff participated in staff morale events, such as lunch carry-ins, holiday events during December, and March madness team-building activities.

Throughout the year, students participated in a variety of exciting activities to celebrate their achievements. SOAR parties were provided for students who displayed behaviors of Safe, Open and Honest, Always Participating, and being Respectful (SOAR). Students participated in activities such as: games, face painting, kickball games, crafts, snacks, WiFi games, and more. In addition to the parties at school, the High School students attended two SOAR Party field trips to a local bowling alley. The elementary students also participated in mobile field trips coming into the school with a mobile video game truck, zoo, and therapy dogs.

In addition to PBIS events, Summit Academy - Xenia held many school-wide events that focused on increasing the positive culture in the school building. During Anti-bullying Month, teachers recognized their student's acts of kindness all month long by putting acknowledgment leaves on the "Summit Academy Kindness Tree," high school student council handed out "random acts of kindness" challenge cards to their fellow classmates, students wore superhero shirts because "Superheroes save the day by stomping out bullying and using kindness as their superpower," and high school students celebrated unity day. On November 26, the high school students and staff celebrated Thanksgiving with a luncheon. During January students participated in events to celebrate National School Choice Week with a daily spirit week theme, door decorating contest, creating posters and newsletters, and celebrating with families during a parent breakfast. Students were also provided the opportunity to participate in the following after school clubs: Martial Arts, STEM, Choir, Basketball, and Drama Club.

Community partnerships brought many new and exciting activities to the students throughout the school year. A counselor from Family Solutions came each week to work with students and



staff on implementing social skills in all K-12 classrooms. Greene County Bookmobile visited the school each month allowing students to check out two library books. Officer Masur, the Xenia DARE officer, facilitated the School DARE program for students in fifth and seventh grades. Shoes for the Shoeless visited in September bringing 30 volunteers who provided all willing students with a pair of shoes and socks.

Many family events were hosted during the year allowing family members the opportunity to participate in their student's success. We hosted one family night with a carnival/circus-themed Literacy Night for our families. Families were able to enjoy snacks, crafts, games, STEM activities, literacy activities, and prizes and were provided dinner for the evening. Parent-Teacher Conferences were offered twice this year resulting in a 75 percent parent attendance rate. Families were invited to our annual Winter Program where K/1 and a few second-grade students performed "Baby Christmas Tree." Second- and third-grade students performed "Regiff It," and fourth- and fifth-grade students "Winter, Begone!"

The choir presented a few performances. The middle school did a drumming performance while the Martial Arts Demo Team performed along with them. The Drama Club performed the play 'Santa Goes on Strike.' Meanwhile, PTST sponsored a parent breakfast in January with the theme, "Thank You for Choosing Summit."



Students enjoying the video game truck during a quarterly PBIS reward party.



Music Class



SPONSOR STATEMENT REGARDING COMPLIANCE

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Community School for Alternative Learners – Xenia 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)	54.1, F	50.7, F	NR
Indicators Met (%)	0%, 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	D	F	NR
Value Added - Overall	F	F	NR
VA - Gifted	NR	NR	NR
VA - Lowest 20% in Achievement	C	F	NR
Students with Disabilities	D	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 (%)	50	0	NR

Graduation

This component is not measured in this school as there are no students in the affected grade band.

Improving K-3 At-Risk Readers

This component measures looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

Improving K-3 At-Risk Readers	2017-2018	2018-2019	2019-2020
Component Grade	F	NR	NR
Improving K-3 At-Risk Readers	4%	NC	NR

Prepared for Success

This component is not measured in this school as there are no students in the affected grade band.

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	34.3%	24.2%
A.2 - Performance Index	Performance index points	53.3 out of 120	NR
A.3 – Indicators Met	Total number of proficiency level indicators met and 1 targeted grade or content area	1 out of 23	NR
A.4 - Progress	Overall letter grade, overall percentage, growth percentage for 1 measure	-1.17 F	NR
A.5 – Gap Closing	Component Score, 1 Targeted Area	AMO Score-50% All Students subgroup ELA PI: 59.7	NR
A.6 - Graduation Rate	Overall component grade, Overall component percentage	NA	NR
A.7 – Improving at-risk K-3 Readers	Component Grade, Percentage of students moving from not on-track to on-track.	D 19.3	NR
A.8 - Prepared for Success	Component grade and percentage of students participating across all six measured areas.	NA	NR
A.9 – Other Academic Measure	Renaissance Star assessment data	65% of students will increase STAR Reading scaled score	NR
A.10 – Other Academic Measure-Specific Subgroup	Renaissance Star assessment specific subgroup data	“At risk” students will increase their scaled score by 5% annually.	NR



A.11 – Comparative Goal	2 Similar schools comparable LRC data	Summit Academy Xenia will perform higher or equal to Kids Care Elementary in K-3 literacy. School Name will perform higher than or equal to Brookwood Academy in PI	NR												
NA.1 - Mission Specific Goal	Mission specific performance measures and targets	86%													
NA. 2 - Parent Satisfaction	Feedback from parents/caregivers	96% favorable responses													
NA.3 - Governing Board Performance	The ability of the members and/or combined entity in increasing the efficiency and/or effectiveness of the board.	Two board members will attend at least one school function during the 2019/2020 school year.													
NA.4 - Organizational/ Operational	On-Time and Accuracy Percentages of compliance	ON-TIME % - 97 ACCURACY % - 97	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	156													
NA.7 – Student Discipline	Decreasing the number of out-of-school suspensions	<table border="1"> <tr> <td>K-3</td> <td>3</td> </tr> <tr> <td>4-8</td> <td>49</td> </tr> <tr> <td>9-12</td> <td>18</td> </tr> </table>	K-3	3	4-8	49	9-12	18	<table border="1"> <tr> <td>K-3</td> <td></td> </tr> <tr> <td>4-8</td> <td></td> </tr> <tr> <td>9-12</td> <td></td> </tr> </table>	K-3		4-8		9-12	
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Overall Performance

Not rated for the 2019-2020 school year.



**SUMMIT ACADEMY SCHOOL FOR ALT. LEARNERS - XENIA
GREENE 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	\$ 3,049,441	\$ 3,215,554
State and Federal Grants	542,539	412,108
Medicaid Revenue	22,884	73,660
Private Donations	-	-
Classroom Materials and Supplies	9,295	8,692
Food Service	70,386	-
Other Revenue	301,423	10,170
Interest on Investment	<u>0</u>	<u>0</u>
Total Operating Revenues	<u>3,995,968</u>	<u>3,720,184</u>
Operating Expenses:		
Management Fee Expense	3,799,500	3,283,895
Staffing Expenses	0	92
Other Expenses	-	-
Total Operating Expenses	<u>3,799,500</u>	<u>3,283,987</u>
Net Profit (Loss)	<u>\$ 196,468</u>	<u>\$ 436,197</u>
Net Assets:		
Total Assets	1,429,852	1,429,852
Total Liabilities	<u>4,409,129</u>	<u>4,409,129</u>
Total Net Assets	<u>\$ (2,979,277)</u>	<u>\$ (2,979,277)</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.