

# Summit Academy Community School for Alternative Learners – Xenia

## 2020-2021 Annual Report



Summit Academy  
SCHOOLS  
*Learning Without Limits*

## SUMMIT ACADEMY COMMUNITY SCHOOL FOR ALTERNATIVE LEARNERS – XENIA

### DIRECTOR'S MESSAGE

Dear Friends,

Congratulations Summit Academy students on your hard work that resulted in many academic achievements, as well as social and personal growth during the 2020-2021 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. This was a challenging and unprecedented school year, and we all learned a lot along the way! 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 with the COVID-19 pandemic. Teachers, intervention specialists, behavior specialists, speech therapists, and occupational therapists worked hard to develop their skills needed to provide remote services to students. In addition, staff members developed Google classrooms, website assignments and resources to provide students with meaningful classroom Zoom sessions.
- Throughout the school year, staff implemented a variety of instructional strategies in effort to meet school building goals. The following reading framework action steps were implemented to build a strong foundation for our future reading initiatives: K-3 teachers began utilizing Heggerty curriculum to help better develop phonemic awareness skills in the early grades; K-12 teachers participated in a writing revolution book study and began implementing cross-curricular writing revolution strategies in the classroom; K-8 students received additional reading instruction during a "Reading Enrichment" block, four days a week; and a building-wide focus on direct and explicit vocabulary instruction and word study was implemented K-12. During IAT grade band team meetings teachers collaborated to develop targeted tiered interventions to students performing below mastery. Student engagement increased during quarter 3 and quarter 4 after teachers focused on independent work completion and engagement data during a TBT cycle which led to the implementation of evidence-based engagements strategies.
- Summit Academy staff continued implementing restorative practices and circles into the virtual and in-person classrooms this school year in an effort to enhance the social-emotional status of students. The restorative practice framework was implemented with a tiered approach. The purpose of community circles was to build relationships and trust, and foster community within the classroom. Additionally, social skills circles were implemented by

the staff using the Caring Schools Community social emotional learning curriculum for K-8 students and Conscious Discipline for grades 9-12. In these circles, students learned several skills including responsibility, empathy, and cooperation.

Sincerest Regards,

Cassy Stidham  
Principal

## SCHOOL HIGHLIGHTS

During the remote learning experience, students and staff were celebrated for innovative learning experiences.

- During October, classrooms participated in a variety of remote learning anti-bullying activities that include: The 10<sup>th</sup> grade students talked about bullying and wrote individual pledges they created themselves, The 10<sup>th</sup> graders also did a three-part intervention class reading stories and writing belief statements about people who were born with differences, Students in 11<sup>th</sup> and 12<sup>th</sup> grades participated in anti-bullying video observations with reflection questions, Meanwhile, fifth-grade students participated in a lesson on "netiquette," which included how to treat others with respect in online settings/anti-cyber-bullying, The 7<sup>th</sup>-grade students participated in "Thoughtful Thursday" activities, completing a random act of kindness and sharing, and K-2 teachers set up a buddy system so students in class have a buddy to check in with and implemented a secret student to help students stay engaged with remote learning.
- To incentivize and motivate students during remote learning, behavior specialists implemented a school wide PBIS program in which students earned daily "raffle tickets" for attending live classes and meeting teacher expectations on participation and our school's values. At the end of every week, we held a raffle drawing and selected one student winner from each. The winners each chose a prize from our virtual SOAR store.
- On Thursdays, 10<sup>th</sup>-grade students incorporated peer leadership during intervention called Family Time to encourage students to engage in and lead the discussion of the day while staff are able to target social emotional learning goals. This is a special honor for students who have worked hard, stayed on task, and completed all assignments in true leadership style.
- Fifth grade students did a virtual circle/morning check-in every morning for restorative practice. They went around the Zoom session and everyone shared how they were feeling on a scale from 1-5 and they also were able to share further details.
- Fourth-grade students completed a group project during ELA class on a theme where students were all assigned a role and expected to collaborate in groups to complete the assignment in a virtual setting. The students also interviewed a family member about traditions for a social studies lesson.

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, Words Their Way curriculum, Renaissance STAR 360, Positive Behavior Management, Resident Educator program, Effective Tier 2/3 Instructional PD, Special Education Compliance,

Direct and Explicit Instructional Strategies, MTSS, Restorative Practices, etc. Teacher Based Teams participated in a book study to expand the teachers' understanding and implementation of Writing Strategies. The administrative team participated in a book study to identify useful MTSS strategies that can be discussed during building leadership teams meetings. In addition to professional development, the staff participated in staff morale events. During December, the staff participated in a variety of holiday themed events to increase overall staff morale. The teachers had a Murder Mystery meet on December 11th, played "Guess Who" baby pictures of the staff, self-care tips on the staff notes each week of December and had a trivia question for most of the days of December. Once the winners of each game were determined they received a small gift such as lotion, sticky note, pens, or comfy socks. Teacher Appreciation Week activities for teachers and staff included catered meals, small gifts, an informal visit from Mark Michael and Megan Fagan (with cookies!), and a staff volleyball game. During the Spring, the staff created indoor volleyball teams after school hours to enjoy teamwork, physical activity and entertain their competitive sides!

Community partnerships brought exciting activities to the students throughout the school year. A counselor from Family Solutions did virtual sessions each week to work with students and staff on implementing social skills in all K-12 classrooms. Officer Masur, the Xenia DARE officer, facilitated the School DARE program for students in 5th and 7th grades.

Family events were decreased during the pandemic, so staff got creative in effort to reach students and families during a remote learning format. In December, the middle school teachers delivered baskets to all middle school students while playing holiday themed music, holding posters, and singing. The baskets included Dr Seuss themed t-shirts and candy. The staff were excited to complete this first-time event to show students they are thinking about them even though they are in a virtual learning setting. Parent-teacher conferences were hosted through zoom and phone sessions multiple times throughout the school year. Parents were also able to join multiple virtual sessions with Scott Ervin to discuss strategies to help eliminate arguments at home. The rest of the evening focused on enforcing limits with their child and how to help behaviors at home. Wellness packages were passed out to families during the month of February, which included books, dodge balls, uniform shirts, summit shirt, mask, beanie hat, gloves, markers, wrist bands, art sets, and mask.

During quarter 4, many students were back in session and able to participate in a variety of in person events. On Thursday May 20, we held our graduation ceremony for our second graduating class. We recognized the accomplishments of our 13 graduates from both here at Summit Academy in Xenia and those that have been at the career center. Of our 13 graduates, we had 5 differ their diplomas in order to continue their education at the career center. 8th grade graduation was held on May 24th with approximately 70 students, family, and friends in attendance. The teachers celebrated student accomplishments, students voted for peer awards and sensei addressed the audience. The school provided orange juice and donuts to all in attendance. Field Day activities were held on the last day of school and included a water station, glow in the dark rock painting, an obstacle course, inflatables, soccer, bowling,

and Legos/board games. High school students celebrated the last day of school with a cookout.



12<sup>th</sup> Grade Graduation Ceremony

## SCHOOL DATA

IRN: 132761  
AGE LEVELS SERVED: 5-19  
HOURS OF INSTRUCTION: 8:20AM-2:40PM  
SCHOOL TYPE: Community School  
STUDENT POPULATION: 165  
ATTENDANCE RATE: 93.5%  
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: 7.7%  
White Non-Hispanic: 85.6%  
Students With Disabilities: 73.8%  
Economically Disadvantaged: 99.4%

### 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:

Brian Roth	President
Michael Dailey	Vice President
Jennifer Frey	Secretary
Andrew Davenport	
Faustino Zapata	

### SCHOOL STAFF:

Adams, Jodi N.	Intervention Specialist
Anderson, Emily	Teacher
Bagford, Stepfani	Teacher
Beason, Danita	Secretary
Bottorff, Wendy	Intervention Specialist
Brewer, Travis N.	High School Assistant Principal
Brooks, Kathleen M.	Elementary IEP Coordinator
Connors, Jose M.	Martial Arts Teacher
Crum, Kassandra	Teacher
Davis, Whitney	Title I Teacher
Donovan, Angela	Instructional Assistant
Edgemon, Deanna	Behavior Specialist
Giltner, Jenny	Teacher
Halpin, Ben	Teacher
Hyer, Lucinda	Lead Intervention Specialist
Jackson, Techina	Teacher

Kusch-Kavanaugh, Olivia	Intervention Specialist
Lee, Kelie D.	Teacher
Lunger, Christine	Teacher
Mangroo, Sarah M.	Teacher
McCurdy, Tyler	Teacher
Noble, Kathleen	Teacher
Payton, Joanie M.	Intervention Specialist
Raux, Marissa A.	Data Coach
Reader, Nicholas	Teacher
Rudnicki, Denise	
Seela, Candy	Intervention Specialist/Teacher
Smith, Rachel A.	Intervention Specialist
Stidham, Cassie	Principal
Trenum, Cameron	Teacher
Villani (Petry), Judy	Intervention Specialist
Williams, Kevin	Teacher

**SPONSOR STATEMENT ON COMPLIANCE:**

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Community School for Alternative Learners - Xenia 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)	54.1/F	50.7/F	NR	41/NR
Indicators Met (%/Grade)	0/F	0/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)	C	F	NR	NR
Students' w/ Disabilities	D	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 (%)	50	0	NR	NR

### Graduation

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation	2017-2018	2018-2019	2019-2020	2020-2021
Component Grade	NR	NR	NR	NR
4-Year Rate	NR	NR	NR	78.6%/NR
5-Year Rate	NR	NR	NR	NC

### 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	2020-2021
Component Grade	F	NR	NR	NR
Improving K-3 At-Risk Readers	4%	NC	NR	NR

### Prepared for Success

The "Prepared for Success" component looks at how well-prepared Ohio's students are for future opportunities by looking at the number of students earning remediation free scores on all or part of the ACT or SAT, earned an honor's diploma, and/or earned industry credentials.

Prepared for Success	2017-2018	2018-2019	2019-2020	2020-2021
Component Grade	NR	NR	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	34.3%	19.7%
A.2 - Performance Index	Performance index points	53.3	41
A.3 – Indicators Met	Total number of proficiency level indicators met and 1 targeted grade or content area	1/23	0/0
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 by subgroup ELA PI: 59.7	AMO – NR 0.0% All Students Subgroup ELA PI: 45.9
A.6 - Graduation Rate	Overall component grade, Overall component percentage	NA	NA
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 -14.3% 4 K-3 students moved from not-on-track to on-track
A.8 - Prepared for Success	Component grade and percentage of students participating across all six measured areas.	NA	NA
A.9 – Other Academic Measure	Renaissance Star assessment data	68% of students will increase STAR Reading scaled score	34.5% of students demonstrated expected growth in Star reading from fall to spring (OIP Rubric shows Fall-winter and winter-spring only)
A.10 – Other Academic Measure-Specific Subgroup	Renaissance Star assessment specific subgroup data	“At-Risk” students will increase their scaled score by 3% annually	48%
A.11 – Comparative Goal	2 Similar schools comparable LRC data	The School will perform higher or equal to Kids Care Elementary in K-3 Literacy. The School will perform higher than Brookwood Academy in PI.	Summit Academy Xenia- K-3 Literacy: PI: 41.0 K-3 Literacy: NR-14.3% Kids Care Elementary- PI: 49.3 K-3 Literacy: NR-14% Brookwood Academy- SCHOOL CLOSED – No Data Available

NA.1 - Mission Specific Goal	Mission specific performance measures and targets	92% of students will be engaged in learning activities	62%
NA. 2 - Parent Satisfaction	Feedback from parents/caregivers	97% Favorable Responses	87%
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 attend at least one school function during the 2020/2021 school year.	Due to COVID, no board members attended school functions
NA.4 - Organizational/Operational	On-Time and Accuracy Percentages of compliance	On-Time – 98% Accuracy – 98%	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	158	187
NA.7 – Student Discipline	Decreasing the number of out-of-school suspensions	K-3: 2 4-8: 21 9-12: 13	K-3: 0 4-8: 0 9-12: 0

SUMMIT ACADEMY SCHOOL FOR ALT. LEARNERS - XENIA  
GREENE COUNTY, OHIO

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

	2020	2021
<b>Operating Revenues:</b>		
State Foundation	\$ 3,048,849	\$ 2,755,151
State and Federal Grants	551,843	438,177
Medicaid Revenue	132,170	-
Private Donations	-	-
Classroom Materials and Supplies	9,211	9,549
Food Service	-	8,121
Other Revenue	58,348	39,760
Interest on Investment	0	0
<b>Total Operating Revenues</b>	3,800,421	3,250,758
<b>Operating Expenses:</b>		
Management Fee Expense	3,843,204	3,354,394
Staffing Expenses	0	0
Other Expenses	-	-
<b>Total Operating Expenses</b>	3,843,204	3,354,394
<b>Net Profit (Loss)</b>	\$(42,783)	\$ (103,636)
<b>Net Assets:</b>		
Total Assets	1,136,372	1,136,372
Total Liabilities	4,158,432	4,158,432
<b>Total Net Assets</b>	\$ (3,022,060)	\$ (3,022,060)

\* 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 1, 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.