

2022 - 2023

# ANNUAL REPORT

SUMMIT ACADEMY COMMUNITY SCHOOL FOR ALTERNATIVE  
LEARNERS – XENIA



Summit Academy  
SCHOOLS

# DEAR FAMILIES

The completion of another successful school year is a credit to our wonderful students, teachers, administrators, and supporting staff. Growth was the theme of the 2022-2023 school year as Summit stakeholders made amazing academic, social-emotional, professional, and personal growth throughout the school year. Alongside individual accomplishments, we are thrilled to continue to grow our high school as we broke ground on a new 9th-12th grade building adjacent to our K-8 building.

Our team of administrators, teachers, and staff participated in meaningful professional development throughout the school year to promote building-wide initiatives including multi-tiered systems of support and behavioral leadership. As a building we focused on continuing to implement multi-tiered systems of support (MTSS) to better identify gaps in student understanding and provide meaningful instruction and interventions to close those gaps. Along with MTSS strategies helping to prepare our students to take STAR benchmark assessments, Ohio State Tests, and/or ACTs, such practices systematically provide instruction and intervention on an individual level for students. We will continue to improve upon our MTSS practices next year as grades K-12 focus on the science of reading and literacy pathways.

We also embraced turning the tides toward behavioral leadership. All of our administrators, teachers, and staff participated in whole-group behavioral leadership professional development to kick off our school year in August 2022. Then we were lucky enough to have Ashley Owen train three of our own teachers to become behavioral leadership coaches themselves. Our internal behavioral leadership coaches have become leaders in the building as they incorporate behavioral leadership practices at an expert level in their own classrooms while simultaneously supporting the initiative throughout the entire school.

During the 2022-2023 school year we continued our partnership with the National Youth Advocacy Program (NYAP) and had a counselor full time in our building throughout the entire school year to meet the mental health needs of our students. We also strived to help our students build positive connections and socialize within our school community through a mentorship program as well as a variety of extracurricular activities including Martial Arts Demo Team, Art Club, Drama Club, and Gaming Club.

There were countless successes to celebrate throughout the school year including but not limited to spirit days, family nights, our therapeutic martial arts award ceremony, Field Day, individual classroom award ceremonies, 8th grade graduation, and most notably our 2023 high school graduation.

As we look back on the 2022-2023 school year, we have built a solid foundation on which to learn and grow. Through hard work and collaboration our dedicated administrators, teachers, and staff have worked toward the common mission of providing a safe haven in which all learners are welcomed and provided with the tools they need to succeed. Reflecting on this past year brings me pride, joy, and excitement about what is still to come.

Sincerely,

Marissa Raux

# HIGHLIGHTS



# OUR MISSION

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

## SPONSOR STATEMENT

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Community School for Alternative Learners – Xenia during the 2022 - 2023 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, 2023 and 2022 – unaudited\*

### OPERATING REVENUES

	2023	2022
State Foundation	\$2,490,880	\$2,781,701
State and Federal Grants	669,369	815,211
Medicaid Revenue	122,826	100,039
Private Donations	-	-
Classroom Materials and Supplies	8,331	8,940
Other Revenue	3,069	7,038
Interest on Investment	-	-
<b>TOTAL OPERATING REVENUES</b>	<b>3,294,475</b>	<b>3,712,929</b>

### OPERATING EXPENSES

Management Fee Expense	3,294,475	3,712,929
Staffing Expenses	-	-
Other Expenses	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>3,294,475</b>	<b>3,712,929</b>

### NET PROFIT (LOSS)

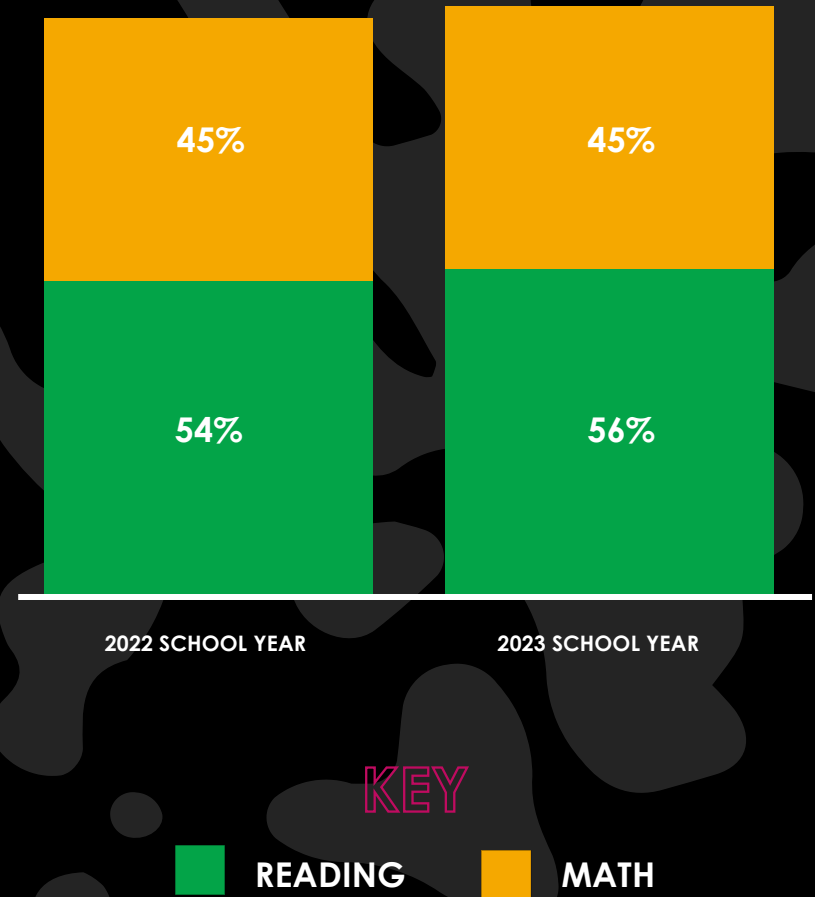
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\* The 2022 financial information was obtained from the FY22 Audited Financial Statements, and the 2023 financial information was obtained from the 2023 FINDET Report. Beginning the 2021 Fiscal Year audited financial statements are being presented using Modified Cash.

# STAR ASSESSMENT

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 Community School for Alternative Learners – Xenia 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 2021 - 2022 and 2022 - 2023 school years.



STUDENT  
ACADEMIC  
SUCCESS

# 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

#### ACHIEVEMENT

Performance Index

Met

Achievement Component

Not Met

Chronic Absenteeism

Not Met

#### PROGRESS

2022-2023

Not Met

#### GIFTED PERFORMANCE INDICATOR

2022 - 2023

N/A

#### GRADUATION RATE

Graduation Component

Not Met

4-Year Graduation Rate

Met

5-Year Graduation Rate

Met

#### GAP CLOSING

2022-2023

Not Met

#### PBIS

2022 - 2023

Met

### ACADEMIC GOAL TITLE

### STATUS

#### EARLY LITERACY

Early Literacy Component

Not Met

Proficiency in 3rd Grade Reading

N/A

Promotion to 4th Grade

N/A

Improving K - 3 Literacy

Not Met

#### COMPARATIVE SCHOOLS DATA

Similar School 1

N/A

Similar School 2

Not Met

#### OTHER ACADEMIC MEASURES

Subgroup

Met

Reading

Met

Math

Met

Improving K - 3 Literacy

N/A



# CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

## NON-ACADEMIC GOAL TITLE

Mission Specific **Met**

Parent Satisfaction **Met**

## STUDENT DISCIPLINE

Grades K to 3 **Not Met**

Grades 4 to 8 **Met**

Grades 9 to 12 **Met**

## NON-ACADEMIC GOAL TITLE

Governing Board Performance **Met**

## ORGANIZATIONAL & OPERATIONAL

On-Time Rate **Exceeds**

Accuracy Percentage **Exceeds**

Financial Performance **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. Stardata 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 2022 - 2023 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.

PERCENTAGE OF MAXIMUM POINTS EARNED	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



## 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, America 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

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



## 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

### RANGE – PERCENTAGE OF POINTS EARNED OUT OF POSSIBLE POINTS

### 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.



# Summit Academy

## SCHOOLS

1694 Pawnee Drive | Xenia | Ohio

937-372-5210 | [summitacademies.org](http://summitacademies.org) | Grades: K - 12