2022 - 2023

ANNUAL REPORT

SUMMIT ACADEMY COMMUNITY SCHOOL – PARMA

Summit Academy
SCHOOLS

DEAR FAMILIES

We welcomed students for the 2022-2023 school year with open arms, ready and waiting for them to start their next learning journey. We had a staff that rallied around our students, building strong relationships, and creating an excitement for learning.

There were many opportunities for professional development this school year, and we looked to teacher surveys to help guide some of the professional development we provided. We began the year with Scott Ervin, The Kid Whisperer, learning about building community and relationships with students while also maintaining strong classroom management. Our teachers learned from Dr. Lori Elliot about project-based learning, student engagement, and collaboration. Our mathematics teachers were able to work with Charlie Newquist and enVision math curriculum effectively in the classroom, with a particular focus on engaging students in math outside of the workbooks through embedded professional development. During TBT meetings, our K-6 staff chose to do a book study on Hacking School Discipline and our 7-12 teachers chose to read about increasing student engagement in the classroom.

We also embraced teacher feedback and we were able to buy new curriculum for several middle school and high school courses. We are excited to use new 9-12 ELA curriculum, My Perspectives, new 5-12 science curriculum, Inspire Science, and new 6-12 social studies curriculums SAVAAS and TCI. Our returning teachers are excited to be able to implement this new curriculum and create classrooms with more rigorous learning experiences.

Our staff and students were very active this school year in fun activities around the building. This school year we partnered with a local pet store to bring in one or two puppies once a week for our students. Our 8th grade students were in charge of a weekly broadcast. Our high school students enjoyed a blacklight boogie-themed prom, and our seniors graduated with a ceremony at Middleburg Heights Recreational Center. Our K-6 students enjoyed a field trip to the local science center, and the 7-12 students enjoyed a field trip to Scene 75.

Overall, we had a successful school year, and we thank you for your continued support to make it all possible. As we move to the 2023-2024 school year, we look forward to sharing another great school year with our staff, students, families, and community.

Sincerely,

Nicole Hamper, M. Ed.

HIGHLIGHTS

Fall Fest
This fall we had a Fall Fest family night event. There were many exciting activities planned for the students including shape painting, puffy painting, dancing, face painting, what's that!?, and fall-themed cornhole.

Literacy in the H.O.O.D.
This year in February students and their families had the opportunity to come in on a Saturday and get free books! The books ranged from kindergarten to 12th-grade reading levels. This event was put on by our gym teacher, Ms. Ford, and encouraged students to read more.

Black History Month presentations
This year's 5th- and 6th-grade students hosted a Black History Month presentation after school. Students researched important figures in Black History and created signs to show what they learned. Some students even chose staff members to interview!

Board Breaking Ceremony
Students in Kindergarten through 6th grade participated in a Therapeutic Martial Arts Board Breaking ceremony in May. Students demonstrated the skills they learned throughout the year for their friends and families. During this ceremony, students demonstrated their increased concentration, discipline, confidence, physical strength and technique, and mental visualization.

"Hello Summit!"
Our amazing 8th grade class was able to take over the weekly pep rally typically hosted by staff and turn it into a broadcast they named "Hello Summit!" The students were responsible for writing the scripts, hosting interviews, anchoring the show, and producing the show. For their final broadcast, the team really showed their goofy side with an intentionally bad broadcast. "Hello Summit!" Brought the school together and kept our staff and students up to date on weather, entertainment, and events happening around the building.

Puppy Partnership
This year, Summit Academy Community School - Parma partnered with Parma Petland to bring in puppies. This benefited the puppies by increasing their socialization, but the students at Parma also felt the benefits of playing with the puppies. Students were excited each week when it was their turn to play with the puppy, and we saw students immediately relax and enjoy themselves. We even had a family go back to the pet store and adopt one of the amazing puppies brought to our building.

Color Wars
Students were placed in randomly selected color groups and were working in teams to complete a variety of events. Students wore their team colors on the day of the event to show their team pride. Events included a chalk drawing contest, crab walk soccer, hula hoop relay, tug of war and, by student request, musical chairs. Students had a lot of fun working together and playing the games.

End-of-the-Year Carnival
To celebrate the end of the year, students and staff participate in Fun Fest, the end-of-year carnival. Students and staff spent the day participating in events including a video game room, Strongman Station, a Dunk Tank, a Firetruck, Bungee Run, and an Obstacle Course. Students and staff members also enjoyed hot dogs and hamburgers cooked by staff.
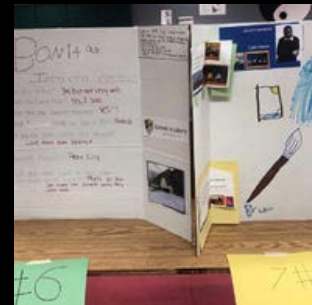
OUR MISSION

To empower our students to overcome social, emotional, and educational challenges by:

• Providing an engaging learning environment that is safe, nurturing, and positive,

• Building relationships with students, families, and the community; and,

• Continuing to improve our knowledge and skills as professionals

SPONSOR STATEMENT

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Community School – Parma 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	$2,558,298	$2,523,033
State and Federal Grants	681,245	815,001
Medicaid Revenue	92,988	106,288
Private Donations	-	-
Classroom Materials and Supplies	6,663	6,503
Other Revenue	4,285	4,093
Interest on Investment	-	-
TOTAL OPERATING REVENUES	3,343,479	3,454,918

OPERATING EXPENSES

	2023	2022
Management Fee Expense	3,343.479	3,454,918
Staffing Expenses	-	-
Other Expenses	-	-
TOTAL OPERATING EXPENSES	3,343.479	3,454,918

	2023	2022
NET PROFIT (LOSS)	0	0

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 – Parma 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.

57%

40%

33%

41%

2022 SCHOOL YEAR

2023 SCHOOL YEAR

KEY

READING

MATH
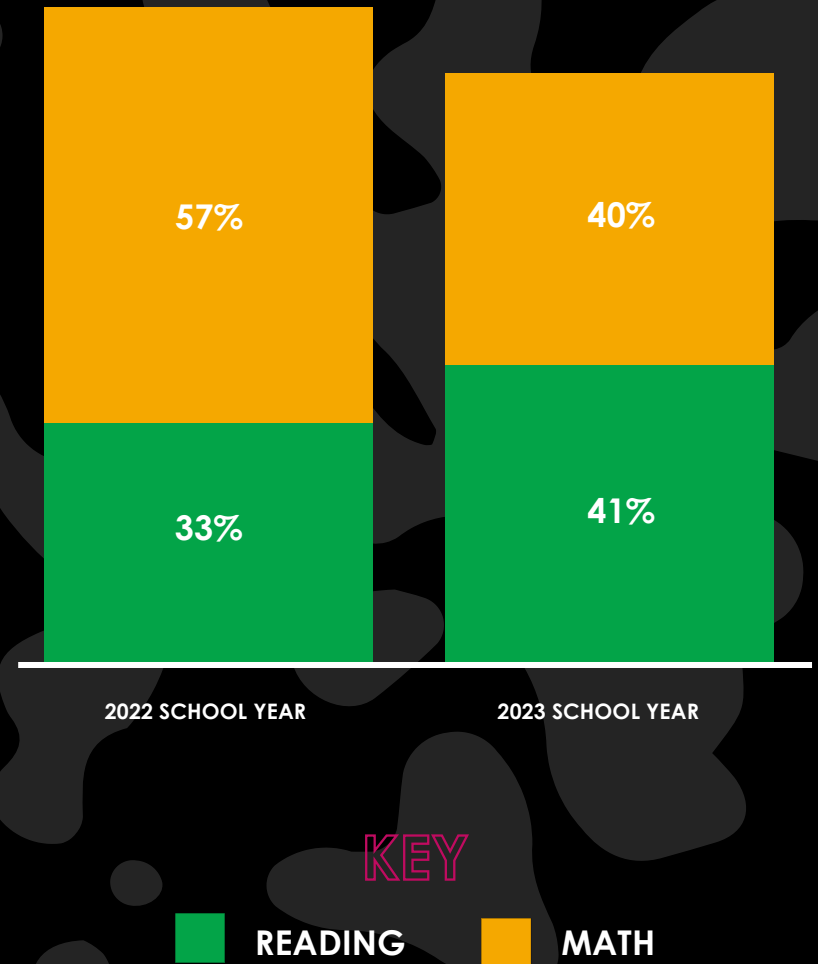
STUDENT ACADEMIC SUCCESS

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	ACADEMIC GOAL TITLE	STATUS
ACHIEVEMENT		**EARLY LITERACY**	
Performance Index	Not Met	Early Literacy Component	Not Met
Achievement Component	Not Met	Proficiency in 3rd Grade Reading	N/A
Chronic Absenteeism	Not Met	Promotion to 4th Grade	N/A
PROGRESS		Improving K - 3 Literacy	Met
2022-2023	Not Met	**COMPARATIVE SCHOOLS DATA**	
GIFTED PERFORMANCE INDICATOR		Similar School 1	Met
2022 - 2023	N/A	Similar School 2	Not Met
GRADUATION RATE		**OTHER ACADEMIC MEASURES**	
Graduation Compontent	Not Met	Subgroup	Not Met
4-Year Graduation Rate	N/A	Reading	Not Met
5-Year Graduation Rate	Not Met	Math	Not Met
GAP CLOSING		Improving K - 3 Literacy	Met
2022-2023	Not Met		
PBIS			
2022 - 2023	Not Met		

CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

NON-ACADEMIC GOAL TITLE		NON-ACADEMIC GOAL TITLE	
Mission Specific	Met	Governing Board Performance	Met
Parent Satisfaction	Met	**ORGANIZATIONAL & OPERATIONAL**	
STUDENT DISCIPLINE		On-Time Rate	Exceeds
Grades K to 3	Not Met	Accuracy Percentage	Exceeds
Grades 4 to 8	Not Met	Financial Performance	Met
Grades 9 to 12	Not 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 includes five 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 short fall 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.

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440-888-5407 | summitacademies.org | Grades: K - 12