

2022 - 2023

# ANNUAL REPORT

SUMMIT ACADEMY AKRON ELEMENTARY SCHOOL



Summit Academy  
SCHOOLS

# DEAR FAMILIES

Our school family is growing! This year alone, we saw an increase in enrollment to 110 students. This coming school year, 2023-2024, we are looking to grow even more and have already surpassed the current enrollment as of May 2023. If you know of families looking for a unique, individualized learning environment for their child, please tell them to call our school and we are more than happy to take them on a tour. In addition to our school growing in enrollment, our students grew in their knowledge and increased their state reading scores! The students also increased their reading and math scores by a year-plus growth on district assessments, too. We are so proud of how hard they all worked this year!

Our staff worked hard this year, too! We had amazing experiences with professional development, thanks to Dr. Lori Elliott and Kristin Hilty who worked with teachers during their instructional lessons and provided specific and rich feedback on reading and math. Dr. Lori Elliott (<https://drlorielliott.com/>) comes with a wealth of knowledge in literacy and project-based learning. Kristin Hilty (<https://makingmathmakesense.org/>) is an expert in her field of math. It was based on Mrs. Hilty's recommendation that our school adopted a new math curriculum this year, Illustrative Math, which is aligned to the state standards and provides more hands-on learning for our students. Both our students and staff love it! We are looking forward to continuing our partnerships this coming year with Dr. Elliott and Mrs. Hilty and diving deeper into our instructional practices.

To expand our hands-on learning experiences, we started a school garden on the property behind our playground. Raised garden beds, rain barrels, a drip irrigation system, bird feeders, bird baths, and large umbrellas were added with our current picnic tables which allows for project-based learning to occur in our outdoor classroom. We are already starting to harvest the vegetables during our summer enrichment program. Look for more veggies and fruits to come next fall! We also expanded our use of the building by enclosing the area to the left and creating a gym. Our students and Sensei Gydosch have loved having a larger space to practice and hone their martial arts skills. A grand opening was held the last week of school to welcome all parents to both new areas. The rubberized gym floor should be poured over the summer and ready for the beginning of the new school year!

Thinking to the future, we are excited to welcome more students to our school and can't wait for the new school year to begin so we can continue our educational journey with your students.

Sincerely,

Dawn Presley, MA.Ed., P.C.

# HIGHLIGHTS

How to choose just a few highlights...it's so hard! But here are a few that the staff voted to include in our annual report this school year.

Each year, we work to create connections with families. This year, we held our first Breakfast with a Buddy event. Students could invite parents or other family members to the event where our PTST (Parents/Teacher/Students Together) association served pastries and drinks for breakfast. We also organized four family nights this year: Trunk or Treat, Holiday Program, Literacy Night, and STEM (Science, Technology, Engineering and Mathematics) Night. Our Annual Trunk or Treat night was held to provide a fun way for our students to solve math equations, while also earning treats. Our Holiday Program included singing by each grade level AND "How the Grinch Stole Christmas" was performed by our 4th and 5th graders. The students' performances were amazing! What a wonderful job Sensei Gydosh and Miss Cunningham did to prepare the students! Our Literacy Night included storytelling performed by Laurie Vongunten, a children's librarian at the Ellet Branch Library. Our last family event was our STEM Night where students enjoyed showing off their Science Fair experiments and performing some new experiments with the Mad Scientists. We also had strong parent support this year with our PTST. One of our parents made the staff T-shirts that stated, "All behavior is a form of communication," and she also dressed up as the Easter Bunny for our students. These parents helped at our book fairs, holiday shop and the carnival held on the last day of school.

As stated above about the importance of building connections, we worked to build partnerships in the community, too. Author and fellow educator Mrs. Jewell Jones came to our school monthly to perform storytelling for our students in their classrooms. She also did a larger production during Black History Month to expose students to African American fables and folklore. We were also glad to welcome back Mr. John Adams in partnership with his agency, Fight or Flight, to provide mentorship to some of our male students. Embracing Futures came to speak to our 3rd grade students on dental hygiene. And as always, we are blessed to have a wonderful partnership with counseling agencies in the area to help support the mental health needs of our students. These agencies include Village Network (who has a full-time staff member in our building), Minority Behavioral Health and Child Guidance.



# 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 Akron Elementary School 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	\$1,807,448	\$1,484,737
State and Federal Grants	771,273	722,506
Medicaid Revenue	48,630	214,110
Private Donations	-	-
Classroom Materials and Supplies	4,620	3,267
Other Revenue	2,287	-
Interest on Investment	-	10
<b>TOTAL OPERATING REVENUES</b>	<b>2,634,258</b>	<b>2,424,630</b>

### OPERATING EXPENSES

Management Fee Expense	2,634,258	2,424,619
Staffing Expenses	-	-
Other Expenses	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>2,634,258</b>	<b>2,424,619</b>

### NET PROFIT (LOSS)

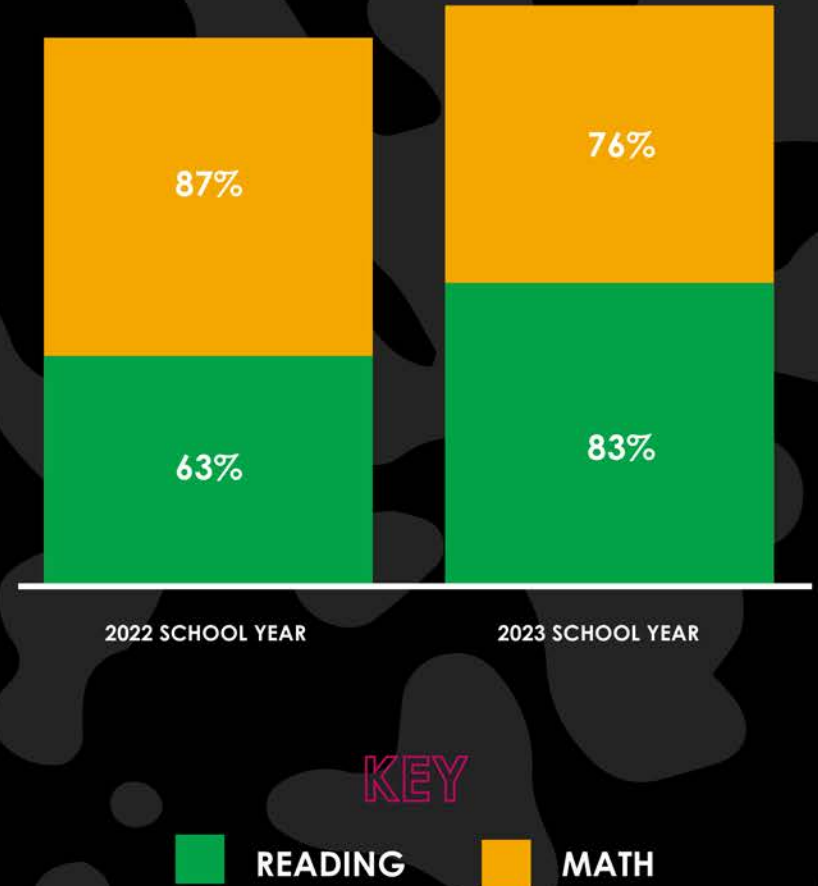
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\* The 2022 financial information was obtained from the FY22 Audited Financial Statements, and the 2023 financial information was obtained from the 2023 FINDET Report. Beginning the 2021 Fiscal Year audited financial statements are being presented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

Met

Chronic Absenteeism

Met

#### PROGRESS

2022-2023

Not Met

#### GIFTED PERFORMANCE INDICATOR

2022 - 2023

N/A

#### GRADUATION RATE

Graduation Component

N/A

4-Year Graduation Rate

N/A

5-Year Graduation Rate

N/A

#### GAP CLOSING

2022-2023

Met

#### PBIS

2022 - 2023

Met

### ACADEMIC GOAL TITLE

### STATUS

#### EARLY LITERACY

Early Literacy Component

Met

Proficiency in 3rd Grade Reading

Met

Promotion to 4th Grade

Not Met

Improving K - 3 Literacy

Met

#### COMPARATIVE SCHOOLS DATA

Similar School 1

Met

Similar School 2

Met

#### OTHER ACADEMIC MEASURES

Subgroup

Met

Reading

Met

Math

Met

Improving K - 3 Literacy

Met



# CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

## NON-ACADEMIC GOAL TITLE

Mission Specific	Met
Parent Satisfaction	Met
<b>STUDENT DISCIPLINE</b>	
Grades K to 3	Met
Grades 4 to 8	Met
Grades 9 to 12	N/A

## NON-ACADEMIC GOAL TITLE

Governing Board Performance	Met
<b>ORGANIZATIONAL &amp; OPERATIONAL</b>	
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

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

N/A



## **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

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330-253-7441 | [summitacademies.org](http://summitacademies.org) | Grades: K - 5