



Summit Academy  
SCHOOLS

# ANNUAL REPORT 19-20

SUMMIT ACADEMY SECONDARY SCHOOL - AKRON

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## DIRECTOR'S MESSAGE

Dear Friends,

The 2019-2020 school year was unlike any other I have experienced as an educator. The year started off well with core academic classes and electives offered to provide a well-rounded education. On August 22, the staff welcomed 68 students to the building for a year of learning and growth. Our theme for the year was to be positive, and it grew into "Be positive, be present, and be purposeful." The school was decorated with positive messages on bulletin boards.

The staff learned about mindfulness and restorative practices to implement this year. Each morning the students were given a word, such as hope, dedication, and fearless. They were then asked to take two minutes to think about or write about the word. The administrative team decided to use restorative practice tetrads as a way to build and repair relationships when an offense occurred. Two or three staff members would meet with the student(s) in conflict to talk through the issues and work through a way to repair and restore the relationship or to make amends. The tetrad would end with each person saying something positive about the other person.

The Steel Drum Army was very active this year, performing at several events including the Octoberfest in Cuyahoga Falls, the NAMI Walk, Szalay's Sweet Corn Farm and Market, the Akron Children's Hospital Holiday Tree Festival at the John S. Knight Center, Haven of Rest Ministries, and Akron-Summit County Public Library's North Hill Branch. The students were very excited and pleased to perform in the community as well as provide a method for others to learn about our school.

Another facet of our mission included The Valentine Project, a nonprofit organization that seeks to minister to children with chronic or terminal illnesses. Our art students made more than 100 cards and trinkets for The Valentine Project to distribute to children. Our students volunteered at the Haven of Rest Ministries twice a month as well.

The staff completed many trainings such as "ending the silence" with the National Association of Mental Illness, Bridges Out of Poverty with the United Way, "mindfulness training" with Child Guidance Family Services, "look beneath the behaviors" concerning human trafficking with Belfaire JBC, and trauma training, to name a few. The students and staff participated in breast cancer awareness, a canned food drive, birthday bags, and lung cancer awareness activities. Positive Behavioral Interventions and Supports (PBIS) events were held each month as a way to



promote positive behavior and a positive school environment. This year the students seemed to be more invested in the PBIS events and were excited about each month's activities.

The school year was rolling along, and then COVID-19 struck. It has been said that life is about adjustments, and we had to adjust to COVID-19 and schooling. The day we were told the schools would be closing indefinitely, the teachers banded together to assemble assignment packets in the form of Blizzard Bags to be distributed to the students. As the stay-at-home order persisted, we had to adjust to a combination of online schooling and assignment packets. The teachers developed assignments on Google Classroom, held Google Meets with students, called parents/students, and did what was necessary to make the transition from in-person education to virtual education. The teachers participated in virtual professional development to learn more about Google Classroom and online learning. The students responded by completing assignments, participating in Google Meets, and turning in Blizzard Bags. All of our students participated in some way or another during the school closure. The staff was pleasantly surprised at the amount of participation by the majority of our students. During the time, staff contacted students/parents to check in on academic as well as mental health concerns. Our counselor provided resources for families and checked in with parents/students to provide support during this time of virtual learning.

The next adjustment was regarding graduation. The decision was made to have a graduation parade during which the staff drove to each of the students' places of residence. There was a procession of about 15 cars, traveling through the neighborhoods of Akron, delivering memory books, signs, and senior T-shirts to each graduate. There were 17 graduates in the 2020 graduating class. The response from students' parents to our graduation parade was positive. One student called crying to express that he was so happy to see the school parade at his house. Another parent thanked us for driving to their home to celebrate the accomplishments of their graduate.

As we prepare for the upcoming school year, we realize the importance of supporting one another and supporting the families of our school. We are committed to providing a positive learning experience, whether it is in person, virtual, or a combination. We are committed to being positive, being present, and being purposeful.

Sincerely,

Ralph E. Grant  
School Director



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## SCHOOL DATA

**IRN #:** 000298

**AGE LEVELS SERVED:** 13-22

**HOURS OF INSTRUCTION:** 7:20AM – 2:20PM

**SCHOOL TYPE:** Community School

**STUDENT POPULATION:** 65

**ATTENDANCE RATE:** 91.8%

**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	59.78%
African American	26.9%
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:**

Chris Bennis	President
Jacqueline Trainor	Vice President
Crystal Bennis	Secretary
David Lang	
Alyssa Ryba	



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**SCHOOL STAFF:**

Ralph Grant	Principal
Jennifer Pack	Admin. Assistant
Sean Adams	Behavior Spec.
Keytsa Bishop	Teacher
Robin Bishop	Interv. Spec./Title I
Justin Bruce	Instructional Aide
Kristin Burton	Interv. Spec.
Mark Cosma	Interv. Spec.
Melanie Grady	Instructional Aide
Caleb Kirkbride	Teacher
Steven Komlody	Teacher

Courtney Kutschbach	Teacher
Michael Looker	Teacher
Tyler McCrae	Lunch Server
Samantha Mannion	Teacher
Sarah Pavis	IEP Coordinator
Charles Rickard	Sensei
Mohammed Sarker	Instructional Aide
Brad Saylor	Teacher
Mary Trojan	Lead Interv. Spec.
Sylvester Wilson	Custodian

## HIGHLIGHTS

### Partnership with The Valentine Project



as keychains and bracelets for the recipients.

This year at Summit Academy Secondary School - Akron, we strengthened our relationship with The Valentine Project. This partnership began in 2017 with our students collecting items to send to this nonprofit organization, which serves children who are chronically or terminally ill. Since then, students have been making and sending kindness cards that contain messages of hope and happiness, as well as small items such



During the 2019-2020 school year, Keysta Bishop, our art teacher, worked with students in her classes monthly on creating items to be delivered to the organization. Before the pandemic, the school was working on developing a fundraiser to support The Valentine Project. The event was slated to take place in April 2020. Our school community looks forward to continuing the relationship with The Valentine Project and is proud to be part of its mission.



Kindness cards and bracelets created by the art class for The Valentine Project.

Summit Academy Secondary School - Akron students were featured in the West Side Leader newspaper for their volunteer work on behalf of The Valentine Project. The story led to a letter sent from Summit County Prosecutor Sherri Bevan-Walsh, praising the students' work on this project.

### Steel Drum Army Performances

This year was a very successful year for the Steel Drum Army under the direction of their teacher, Steven Komlody. The students started the year off strong, with a performance at the Cuyahoga Falls Oktoberfest. The school received a donation from the city of Cuyahoga Falls due to the positive feedback from the performance.



The band then played during Szaly's Farm and Market Festival, which was enjoyed by all who attended. Students enjoyed playing for the large crowd. The Steel Drum Army played a smaller venue at the North Hill Library during its annual Hugs and Gloves event, which provides winter-appropriate attire for residents of Akron's International District. The band was invited to play for a luncheon at the Haven of Rest Ministries homeless shelter as well. The students enjoyed playing for a diverse range of attendees. At the National Alliance on Mental Health Walk in October the band was incredibly well-received. This helped strengthen our relationship with this organization as well.

Finally, the Steel Drum Army played at the John S. Knight Center's Holiday Tree Festival. While playing at this beautiful venue, our band members truly showcased their talents to a large crowd. Former bandmates attended the event and volunteered to play with the band. Shows for the Steel Drum Army were booked through June 2020. It was a difficult end to the band's year, as members worked tirelessly to promote, play, and support one another in the band. We look forward to another strong year!



Steel Drum Army members provide entertainment at the September 2019 Cuyahoga Fall's Oktoberfest.



*Pictures from Left to Right:* John Guyer, CEO; David Norman, Board President; and teacher Steven Komlody, who leads the Steel Drum Army, paid a visit to Szalay's Farm and Market Festival to watch the Steel Drum Army performed there in October 2019.

NAMI Walk, James A. Rhodes Arena, October 2019.

Hugs and Gloves event, North Hill Library, November 2019.

Holiday Tree Festival, John S. Knight Center, December 2019.

### **Partnership with NAMI**

This year, Summit Academy Secondary School - Akron developed a strong partnership with the National Alliance on Mental Illness (NAMI) - Akron chapter. This organization has provided professional development trainings to our staff to deepen our understandings of mental illness and the surrounding stigmas. NAMI also presented the "Ending the Silence" to our students during a school-wide assembly. This, again, brought awareness to our students that they are not alone, and support is available for mental health needs.

When NAMI discovered we had a Steel Drum Army, the organization invited us to play at its annual NAMI 5K walk at the James A. Rhode's Arena. The reception of the band was very positive. We were immediately invited to next year's walk. School IEP Coordinator Sarah Pavis has kept in contact with NAMI Executive Director Ron Rett, who is currently developing a training program for our building about students' social and emotional needs during the pandemic. We also look forward to a partnership in supporting social and emotional standards and curriculum for the 2020-2021 school year.



Staff, parents, and students at the NAMI Walk held October 2019

### Student Volunteer Work

This year, in line with our school's theme to be positive, present, and purposeful, we found it is imperative to engage in more volunteer work with the community. Twice per month, five to seven students went, via metro, with two staff members to the Haven of Rest Ministries homeless shelter. Students would prepare, serve, and clean up food for the guests who eat at the shelter daily. They were also welcomed to eat with the community during their volunteer work.

Summit Academy Secondary School - Akron also developed a partnership with Our Community Hunger Center Inc. located in Twinsburg, Ohio. The school donated food from the annual food and hygiene product drive that took place in December 2019. Parents donated items towards making birthday bags for the hunger center as well. Items included birthday cake, candles, streamers, balloons, and other birthday decoration items. The school donated at least 10 bags per month to the hunger center. Summit Academy Secondary School - Akron looks forward to continuing this partnership in the 2020-2021 school year.

Students also volunteered to clean up the school grounds to ensure metro bus riders could safely navigate the pathway to the bus stop. Our students looked forward to helping the building be a positive environment.



Merissa H. and Shaylynn B. created birthday bags for the Our Community Hunger Center Inc. in Twinsburg to ensure that children there received decorations to help celebrate their birthdays. Summit Academy Secondary School - Akron collected items and donated them to the center every month as a service project which supported our mission this year of being positive, present, and purposeful. The school donated an average of 10 birthday bags per month. The bags contained various items such as cake mix, icing, birthday candles, streamers, balloons, party favors, and decorations.

### **Full Special Education Compliance**

This year marks the second year that the special education team was 100 percent compliant through its monthly internal monitoring reviews. This reflects the level of dedication, persistence, and growth of our veteran team at Summit Academy Secondary School - Akron. The team often receives positive feedback about the flow and comfort level of IEP meetings, which can often be a point of stress and anxiety for many in the process. Our IEP Coordinator Sarah Pavis, Lead Intervention Specialist Mary Trojan, and intervention specialists work closely to ensure the process is smooth and easy for parents to understand. We look forward to the third year of compliance during the 2020-2021 school year.

### **Distance Learning**

Our team was truly impressive in this area, especially under uncertain and stressful circumstances. The expectations were high for our staff to continue providing meaningful instruction to our students during the Covid-19 pandemic. Staff quickly worked together, creating Blizzard Bags, collaborating and developing meaningful lessons, and tirelessly worked on creating Google Classrooms that were meaningful and supportive to our students.

We held seven virtual staff meetings to support one another during the mandated school closures, and attendance was well-received. The staff made hundreds of phone calls to families and students and constantly were collecting data, reassuring students, and providing endless minutes of specially designed instruction and special education support. The team continued to hold IEP meetings and conferences with parents. The IEP coordinator and the principal made



physically distant home visits to ensure that higher-risk students or those nonresponsive to the learning platforms were all right and were offered support and food. Summit Academy Secondary School – Akron had a parent who would come weekly to deliver lunches to high-risk students and families in need. We were truly thankful for this act of selflessness during a time of uncertainty and risk of disease.

### **Thanksgiving Brunch**

We held our annual Thanksgiving Brunch to include a donation from Denny's for scrambled eggs for 100 people. The staff pulled together and made food, served food to the families, and participated in an awards ceremony for students named to the honor and merit rolls. The Steel Drum Army performed for the parents, and the Summit Academy Choir sang five songs for the parents and students as well. The event was well-received, and we are looking forward to another brunch in the future.

### **Graduation Parade**

Due to the mandated school closure, our building chose to do a graduation parade for our seniors. The entire staff attended the parade, with 15 cars decorated in line. We traveled to each graduating senior's house, which took a little over four hours and spanned five cities. Families were excited to have us attend, and many live-streamed the event to social media platforms. Principal Ralph Grant exited the car and handed each student a memory book which contained supportive and motivational letters from staff, board members, members of the community, and teachers as well as photo collages featuring current photos of the students as well as their baby pictures. Students seemed to truly enjoy this memorable event under the



circumstances. We were very proud of the way our staff pulled together to make this a special event for our graduating class of 2020.

Jacob Saxon and Deborah Saxon-Riley view the memory book during the 2020 graduation parade.



### **SPONSOR STATEMENT REGARDING COMPLIANCE**

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Secondary School - Akron 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)	50, F	48.9, 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	D	NR	NR
Students with Disabilities	F	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 (%)	0%	20.8	NR

### Graduation

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in 4 or 5 years.

Graduation Rate	2017-2018	2018-2019	2019-2020
Component Grade	B	B	NR
4-year Rate	NC	NC	88
5-Year Rate	90	90	NC

The 2019-2020 graduation rate does not have enough information to compare it to years past.

### Improving K-3 At-Risk Readers

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

### Prepared for Success

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

Prepared for Success	2017-2018	2018-2019	2019-2020
Component Grade	F	F	NR



### 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	44.6%	31.4%
A.2 - Performance Index	Performance index points	49.9/120	NR
A.3 – Indicators Met	Total number of proficiency level indicators met and 1 targeted grade or content area	0 of 7	NR
A.4 - Progress	Overall letter grade, overall percentage, growth percentage for 1 measure	Overall: (-2.3)	NR
A.5 – Gap Closing	Component Score, 1 Targeted Area	Reading – ED 56.762 Economically Disadvantaged: ELA	NR
A.6 - Graduation Rate	Overall component grade, Overall component percentage	4 year –70%	NR
A.7 – Improving at-risk K-3 Readers	Component Grade, Percentage of students moving from not on-track to on-track.	NA	NR
A.8 - Prepared for Success	Component grade and percentage of students participating across all six measured areas.	Percentage: 5.0%	NR



A.9 – Other Academic Measure	Renaissance Star assessment data	All students will show an average of 1.5% growth in ELA from first to last benchmarking period	NR
A.10 – Other Academic Measure-Specific Subgroup	Renaissance Star assessment specific subgroup data	Economically Disadvantaged STARS English Language Arts scores by 1.5%	NR
A.11 – Comparative Goal	2 Similar schools comparable LRC data	Summit Academy Secondary Akron will perform higher or equal to Akron Alternative Academy in PI and will perform higher or equal to Steel Academy in graduation rate.	NR
NA.1 - Mission Specific Goal	Mission specific performance measures and targets	78% of students will fully participate in an effective behavior system as documented through the positive behavior intervention system.	
NA. 2 - Parent Satisfaction	Feedback from parents/caregivers	93%	
NA.3 - Governing Board Performance	The ability of the members and/or combined entity in increasing the efficiency and/or effectiveness of the board.	Our goal is to have at least one member of the governing board attend our school career fair and one member of the governing board will our senior graduation.	
NA.4 - Organizational/Operational	On-Time and Accuracy Percentages of compliance	ON-TIME % - 96 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	55		
NA.7 – Student Discipline	Decreasing the number of out-of-school suspensions	K-3		K-3
		4-8		4-8
		9-12	8 out of school suspension occurrences	9-12

**Overall Performance**

Not rated for the 2019-2020 school year.

**SUMMIT ACADEMY SECONDARY SCHOOL - AKRON**  
**SUMMIT COUNTY, OHIO**

Selected Financial Information  
**For the Fiscal Years Ended June 30, 2020 and 2019**  
(Unaudited)\*

	<b>2020</b>	<b>2019</b>
<b>Operating Revenues:</b>		
State Foundation	1,212,651	1,274,472
State and Federal Grants	169,533	176,010
Medicaid Revenue	16,867	48,022
Private Donations	-	-
Classroom Materials and Supplies	3,140	2,901
Food Service	30,131	-
Other Revenue	15,849	18,528
Interest on Investment	0	0
Total Operating Revenues	1,448,171	1,519,933
<b>Operating Expenses:</b>		
Management Fee Expense	1,577,227	1,363,408
Staffing Expenses	0	73
Other Expenses	-	-
Total Operating Expenses	1,577,227	1,363,481
<b>Net Profit (Loss)</b>	<b>\$ (129,056)</b>	<b>\$ 156,452</b>
<b>Net Assets:</b>		
Total Assets	616,019	616,019
Total Liabilities	2,236,166	2,236,166
<b>Total Net Assets</b>	<b>\$ (1,620,147)</b>	<b>\$ (1,620,147)</b>

\* 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.