

SUMMIT ACADEMY TRANSITION HIGH  
SCHOOL – CINCINNATI

24

25

# ANNUAL REPORT



Summit Academy  
SCHOOLS

# dear families

Greetings from Summit Academy Transition High School - Cincinnati! We had a challenging, but successful year. Our longtime Director Steve Geresy retired. We welcomed a new director, but she left in September. Having just been hired as the Assistant Director, I took over as the Acting Director and spent the rest of the year in that role, rotating between the two buildings.

During the school year, there were times when staff had to miss time for personal reasons and other staff members would selflessly sacrifice to cover for those absent. On several occasions, our Instructional Aide Christina Riley covered for teachers. Our administrative team members wore different hats throughout the year as well. I evaluated staff at both schools. Simply put, it was a demanding year. With the challenges we faced, it was difficult to establish BLTs, and thus we could not establish BLTs.

Some have asked how I got through the 2024 – 2025 school year. I love to tell them that I didn't, but we did. As with the community school, Executive Director of School Operations Chris Wheeler helped me with day-to-day operations. He worked with me on how to assess situations and make decisions, such as when to suspend and when not to suspend. Assistant Superintendent Rebeca Tyner taught me the OTES system and how to evaluate staff from a supportive position. I also had a great administrative team at the high school. Amie Burgess, Ashley Harley, Carly McGee and Michelle Carlsen stepped in when I had to be at the community school. There was a plan in place for coverage when staff called off. The staff came together to keep the school running in my absence. I truly could not have done this without the help and support of those mentioned.

We did have some highlights throughout the year, and I have listed them in the "Highlights" section.

While this was a challenging year, I learned a lot. Now that I am officially the new Director and we have moved into one building, I am excited about next year and I cannot wait until August. I look forward to a prosperous 2025-2026 year for both our wonderful students and staff.

Yours in Education,

Erwin McIntosh Jr.  
Director  
Summit Academy Community School - Cincinnati

# highlights

## **September and October**

- 1<sup>st</sup> Quarter A/B Honor Roll – 15 Students named
- ADHD Awareness Day (school community dressed in orange) - 10/1/24 –
- Shaw Farms Trip - 10/18/24
- Spirit Day / Halloween Costume Contest - 10/31/24

## **November and December**

- Twelfth-grade students had a field trip with our ELA instructor and an instructional aide to the Playhouse in The Park for the adaptation of “A Christmas Carol.”

## **February**

- A/B Honor Roll – 13 students named
- Cincinnati THS appeared in the Summit Academy newsletter “Summit Snippets.” Here is a summary:
- At Summit Academy Transition High School – Cincinnati, students engaged in innovative project-based learning experiences. Science teacher Tre Davis, who is also the school Intervention Specialist, says the real-world experiences, built into the school's curriculum and culture, allowed students to solve problems in real time and build upon both academic and practical skills and knowledge. Math teacher James Smith and the Math Instructional Aide Christina Riley also worked hard with Mr. Davis.
- Spirit Day – 2/9/25

## **March and April**

- A/B Honor Roll -18 students named in March
- Bake Sale, 3/27/25. (Students did a great job. They raised \$87.)
- A/B Honor Roll -13 students named in April
- Senior trip to the Cincinnati Art Museum – 1/1/25

## **May**

- Spirit Day - 5/5/25
- Senior Pictures – 5/6/25
- Senior Trip to Home Depot 5/7/25
- Senior Trip Main Event – 5/13/25
- Graduation - 5/25/25
- Awards Ceremony – 5/21/25
- End of Year Picnic – 5/22/25

# 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 - Cincinnati during the 2024 - 2025 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.

# financials

## Selected Financial Information For the Fiscal Years Ended June 30, 2024 and 2023

### OPERATING REVENUES

|                                  | 2025                  | 2024                  |
|----------------------------------|-----------------------|-----------------------|
| State Foundation                 | \$1,052,065.00        | \$1,091,811.00        |
| State and Federal Grants         | \$173,013.00          | \$279,330.00          |
| Medicaid Revenue                 | \$27,150.00           | \$73,724.00           |
| Private Donations                | -                     | -                     |
| Classroom Materials and Supplies | \$2,202.00            | \$3,582.00            |
| Other Revenue                    | -                     | \$619.00              |
| Interest on Investment           | -                     | -                     |
| <b>TOTAL OPERATING REVENUE</b>   | <b>\$1,254,430.00</b> | <b>\$1,449,066.00</b> |

### OPERATING EXPENSES

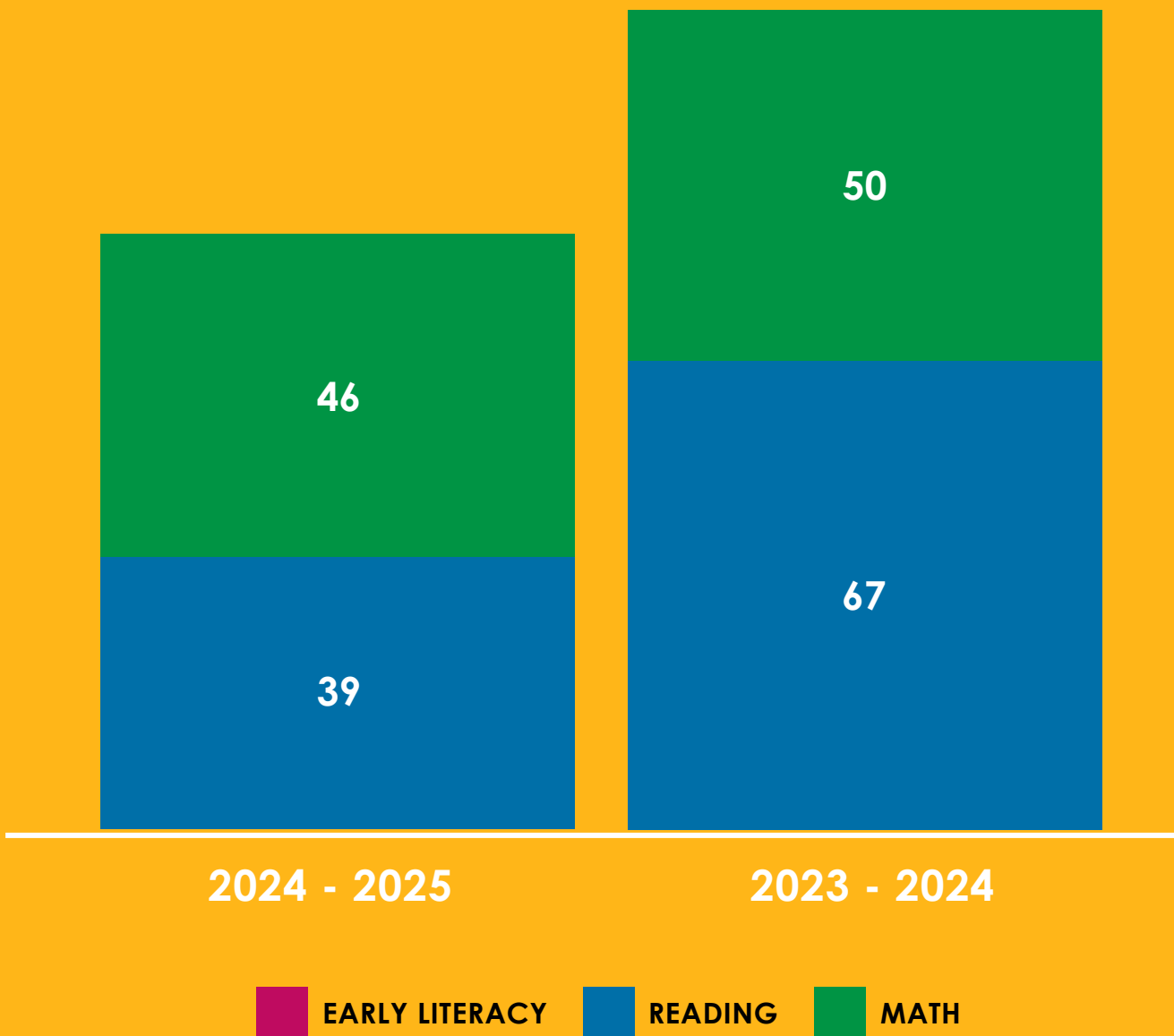
|                                |                       |                       |
|--------------------------------|-----------------------|-----------------------|
| Management Fee Expense         | \$1,254,430.00        | \$1,449,066.00        |
| <b>TOTAL OPERATING REVENUE</b> | <b>\$1,254,430.00</b> | <b>\$1,449,066.00</b> |

### NET PROFIT (LOSS)

|      |      |
|------|------|
| \$ - | \$ - |
|------|------|

\* The 2024 financial information was obtained from the FY24 Audited Financial Statements, and the 2025 financial information was obtained from the 2025 FINDET Report. Beginning the 2023 Fiscal Year audited financial statements are being presented using Modified Cash.

# star assessment



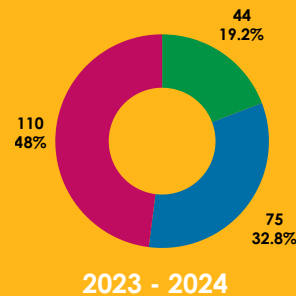
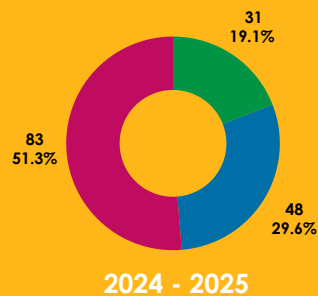
Summit Academy Students take Star Assessments three times each year to measure their reading and math skills compared to grade-level standards. Their annual growth in these skills is monitored by Student Growth Percentile (SGP) data, which compares a student's academic growth to that of his or her peers 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 students who met or exceeded the SPG target of 40 in reading and math between the fall and spring assessment administrations during the 2023–2024 and 2024–2025 school years.

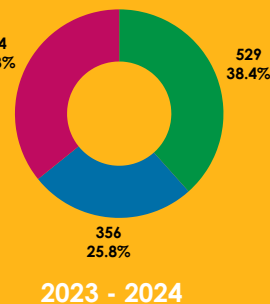
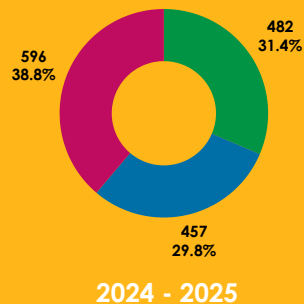
# star assessment

## STUDENT GROWTH PERCENTILE

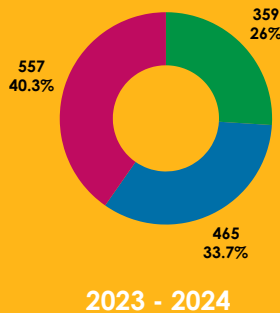
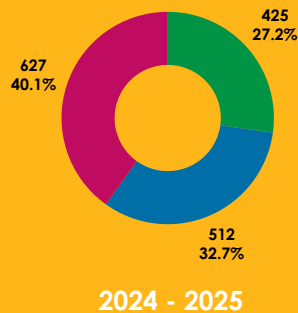
### EARLY LITERATURE



### READING



### MATH



LOW GROWTH



TYPICAL GROWTH



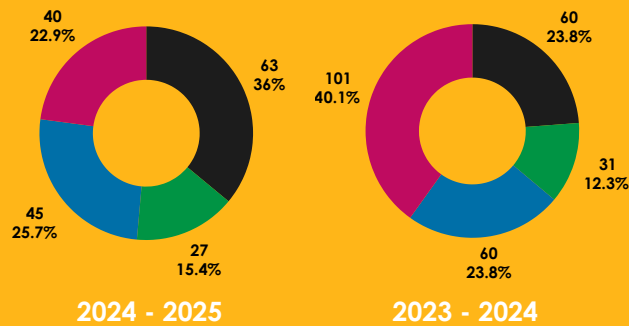
HIGH GROWTH

The Student Growth Percentile (SGP) compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments. SGP is measured on a 1–99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than (at or above the 66<sup>th</sup> growth percentile), less than (below the 35<sup>th</sup> growth percentile), or as much as (between the 35<sup>th</sup> and 65<sup>th</sup> growth percentiles) expected. The SGP minimum target for all SA schools is the 40<sup>th</sup> growth percentile.

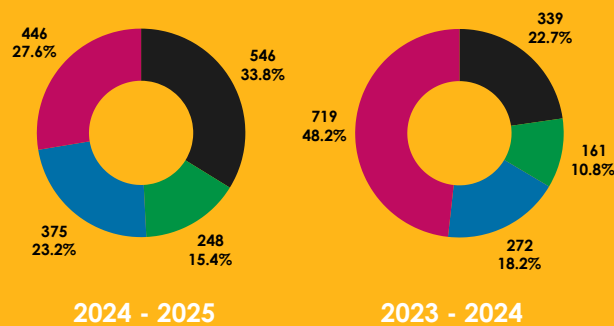
# star assessment

## STUDENT PROFICIENCY RATE

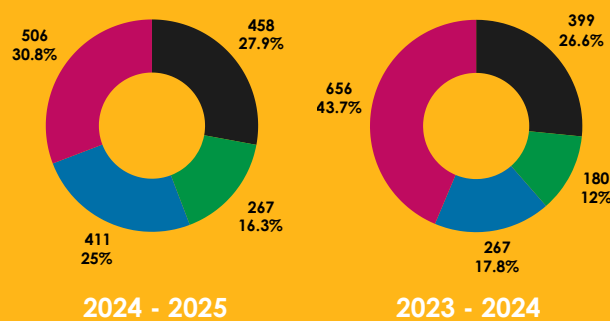
### EARLY LITERATURE



### READING



### MATH



A benchmark is a standard against which you measure the achievement of a student, grade, school, or district. It is the lowest level of performance that is considered acceptable. The district benchmark applies to all schools and grades and is always used for longitudinal reporting. The proficiency rate is the percent of students at or above the district benchmark on a Star assessment. It uses the most recent score in the given district screening window. Benchmark proficiency is measured on a 1–99 scale. Lower numbers indicate lower relative achievement, and higher numbers indicate higher relative achievement. For instance, if a student has a proficiency rate of 65, it means the student has performed better than 64 percent of his or her academic peers on this specific test. The benchmark structure includes four categories: At/Above Benchmark = at or above the 40<sup>th</sup> percentile rank; On Watch = the 25<sup>th</sup> – 39<sup>th</sup> percentile rank; Intervention = the 10<sup>th</sup> – 24<sup>th</sup> percentile rank; Urgent Intervention = below the 10<sup>th</sup> percentile rank.



## 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

|                                                 |                      |                                                          |                      |
|-------------------------------------------------|----------------------|----------------------------------------------------------|----------------------|
| Overall Rating                                  | Approaches Standard  | Nationally-Normed Assessment Achievement K- 8 Reading    | Falls Below Standard |
| Achievement Component                           | Approaches Standard  | Nationally-Normed Assessment Achievement K-8 Math        | Falls Below Standard |
| Performance Index                               | Approaches Standard  | 9-12 EOC Algebra I                                       | Falls Below Standard |
| Chronic Absenteeism                             | Falls Below Standard | 9-12 EOC Biology                                         | N/A                  |
| Progress Component                              | Meets Standard       | 9-12 EOC ELA II                                          | Falls Below Standard |
| Gap Closing Component                           | Falls Below Standard | 9-12 EOC Geometry                                        | N/A                  |
| Gifted Performance Indicator                    | N/A                  | 9-12 EOC American US History                             | N/A                  |
| Graduation Component                            | Approaches Standard  | 9-12 EOC American US Government                          | N/A                  |
| 4-Year Graduation Rate                          | Falls Below Standard | 9-12 Credit Earning Rate                                 | Meets Standard       |
| 5-Year Graduation Rate                          | Meets Standard       | <b>School Academic Growth Targets and Metrics</b>        |                      |
| Early Literacy Component                        | N/A                  | Nationally-Normed Assessment Growth K-12 Reading         | Falls Below Standard |
| Proficiency in 3rd Grade                        | N/A                  | Nationally-Normed Assessment Growth K-12 Math            | Approaches Standard  |
| Promotion to 4th Grade                          | N/A                  | Nationally-Normed Assessment Growth K-12 Reading or Math | N/A                  |
| Improving K-3 Literacy                          | N/A                  |                                                          |                      |
| College, Career, Workforce & Military Readiness | Approaches Standard  |                                                          |                      |
| PBIS                                            | Meets Standard       |                                                          |                      |
| PI vs Similar School #1                         | N/A                  |                                                          |                      |
| PI vs Similar School #2                         | N/A                  |                                                          |                      |

## CONTRACT ATTACHMENT 11.6: NON-ACADEMIC PERFORMANCE STATUS

### School Fiscal Performance Targets and Metrics

|                                  |                      |
|----------------------------------|----------------------|
| Ratio Assets to Liabilities      | Falls Below Standard |
| Unrestricted Days Cash           | Falls Below Standard |
| Current Year Enrollment Variance | Falls Below Standard |
| Debt Management                  | N/A                  |
| Total Expense Variance           | Exceeds Standard     |
| Sponsor Financial Reporting      | Exceeds Standard     |
| Audit Findings                   | Falls Below Standard |

### School Governance Performance Targets and Metrics

|                                   |                      |
|-----------------------------------|----------------------|
| Board Engagement                  | Approaches Standard  |
| Required # of Reg. Board Meetings | Meets Standard       |
| Required # of Board Members       | Falls Below Standard |
| Proper Meeting Notice             | Meets Standard       |
| Required Board Member Training    | Meets Standard       |
| Board Member Attendance           | Meets Standard       |

### Compliance/Organizational & Operational Performance Targets and Metrics

|                                 |                  |
|---------------------------------|------------------|
| On-Time Records Submissions     | Meets Standard   |
| Accuracy of Records Submissions | Exceeds Standard |
| Five-Year Forecast Submission   | Meets Standard   |
| Annual Budget                   | Meets Standard   |
| Annual Report                   | Meets Standard   |
| Emergency Management Plan       | Meets Standard   |
| Out of School Suspension K-3    | N/A              |
| Out of School Suspension 4-8    | N/A              |
| Out of School Suspension 9-12   | Meets Standard   |
| Mission Specific                | N/A              |

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.

### OVERALL RATING



## 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 MAXIUM 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 MAXIUM 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

N/A

## 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, American 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<br>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

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

| RANGE - PERCENTAGE OF POINTS EARNED<br>OUT OF POSSIBLE POINTS | RATING | RATING DESCRIPTION                                                      |
|---------------------------------------------------------------|--------|-------------------------------------------------------------------------|
| Greater than or equal to 85%                                  | ★★★★★  | Significantly exceeds state standards in post-secondary readiness rates |
| Greater than or equal to 75% but less than 85%                | ★★★★★  | Exceeds state standards in post-secondary readiness rates               |
| Greater than or equal to 63% but less than 75%*               | ★★★★★  | Meets state standards in graduation rates                               |
| Greater than or equal to 53% but less than 63%                | ★★★★★  | Needs support to meet state standards in graduation rates               |
| Less than 53%                                                 | ★★★★★  | Needs significant support to meet state standards in graduation rates   |

*\*If a district or school initially earns a 1 star or 2 star rating but then improves at least 15 percentage points from the previous year, that school or district will earn a final rating of 3 stars and 2.25 points toward the Overall Rating.*

## SCHOOL REPORT CARD RATING





Summit Academy  
SCHOOLS

5800 Salvia Avenue | Cincinnati | Ohio

513-541-4000 | [summitacademies.org](http://summitacademies.org) | Grades: 9 - 12