

SUMMIT ACADEMY TRANSITION HIGH
SCHOOL – COLUMBUS

24

25

ANNUAL REPORT



Summit Academy
SCHOOLS

dear families

As we close out the 2024–2025 school year, I am proud to reflect on a year of growth, discovery, and perseverance at Summit Academy Transition High School - Columbus. This year, we continued to build a culture rooted in connection, purpose, and opportunity—one that prepares our students not only for graduation but for life beyond our walls.

Our students engaged in a variety of meaningful, real-world learning experiences throughout the year. From college visits that helped them envision their futures, to our creative Live Museum event where students brought history to life, our students were challenged to think critically and express themselves in new ways. We explored science and nature with engaging trips to COSI and the Columbus Zoo, which offered hands-on learning and exposure to environments beyond the classroom. Through the Sprouting Minds initiative and a robust schedule of career-focused guest speakers, students explored mental health, skilled trades, entrepreneurship, and other career paths that sparked their interests and expanded their horizons.

Academically, we leaned into the use of High-Quality Student Data (HQSD), particularly through STAR assessments, to drive instruction and support growth. Our staff worked collaboratively to tailor instruction to individual needs, implement progress monitoring, and use data-driven strategies to differentiate learning. Our Professional Development Fridays gave educators the opportunity to strengthen their practice—especially in trauma-informed care, early literacy, and transition planning for post-secondary success.

At Transition High School, we recognize the unique journeys our students are on. We are committed to meeting each student with empathy, accountability, and structure, and creating a space where they feel seen, supported, and empowered. From personalized academic support to mentoring and restorative practices, we focused on building meaningful relationships and a supportive school culture.

This year, we also addressed challenges related to attendance, behavior, and staffing. These required flexibility, teamwork, and a proactive mindset. In response, we introduced staff attendance incentives, streamlined internal communication, and continued to strengthen our support systems—all while maintaining a relentless focus on student success.

Looking ahead, our vision remains the same: to cultivate a school environment where every student is safe, valued, and equipped to pursue a future of their choosing. I am incredibly proud of our students, thankful for our dedicated staff, and grateful to our families for their continued partnership and support.

With appreciation,

Yours in Education,

Cheryl Elliott
Director

highlights

This school year was filled with engaging, hands-on learning opportunities that brought education beyond the classroom walls. Students explored potential futures through college campus visits and were inspired by a diverse lineup of career speakers who shared insights into fields such as entrepreneurship, healthcare, and skilled trades.

Our Live Museum event gave students a chance to creatively showcase historical figures, demonstrating their presentation skills and deep content knowledge. Learning came to life through exciting field trips to COSI and the Columbus Zoo, where students interacted with science and nature in meaningful ways. Social-emotional learning remained a priority through our Sprouting Minds initiative, which encouraged students to explore topics like mental wellness, self-awareness, and resilience. In addition to academic experiences, we celebrated our school community with fun and memorable events—students and staff faced off in a high-energy basketball game, and we came together as a school family to share a festive turkey dinner before the holiday break. These highlights reflect our commitment to nurturing well-rounded learners and building a strong, connected school culture.

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

Buckeye Community Hope Foundation (BCHF) relies on multiple sources of data to evaluate the community school's performance including academic performance on national normed tests and academic scores published by the Department of Education & Workforce on the Local Report Card. In addition, BCHF conducts multiple onsite visits to the school throughout the year to ensure compliance with all Rule and Law, as well as, the sponsorship contract. Performance results for the school will be available for the 2024-2025 school year on the BCHF website (www.bchf.org) after November 30.

financials

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

OPERATING REVENUES

	2025	2024
State Foundation	\$607,961.00	\$736,747.00
State and Federal Grants	\$179,730.00	\$226,291.00
Medicaid Revenue	\$84,349.00	\$31,888.00
Private Donations	-	-
Classroom Materials and Supplies	\$1,243.00	\$1,700.00
Other Revenue	-	-
Interest on Investment	-	-
TOTAL OPERATING REVENUE	\$873,283.00	\$996,626.00

OPERATING EXPENSES

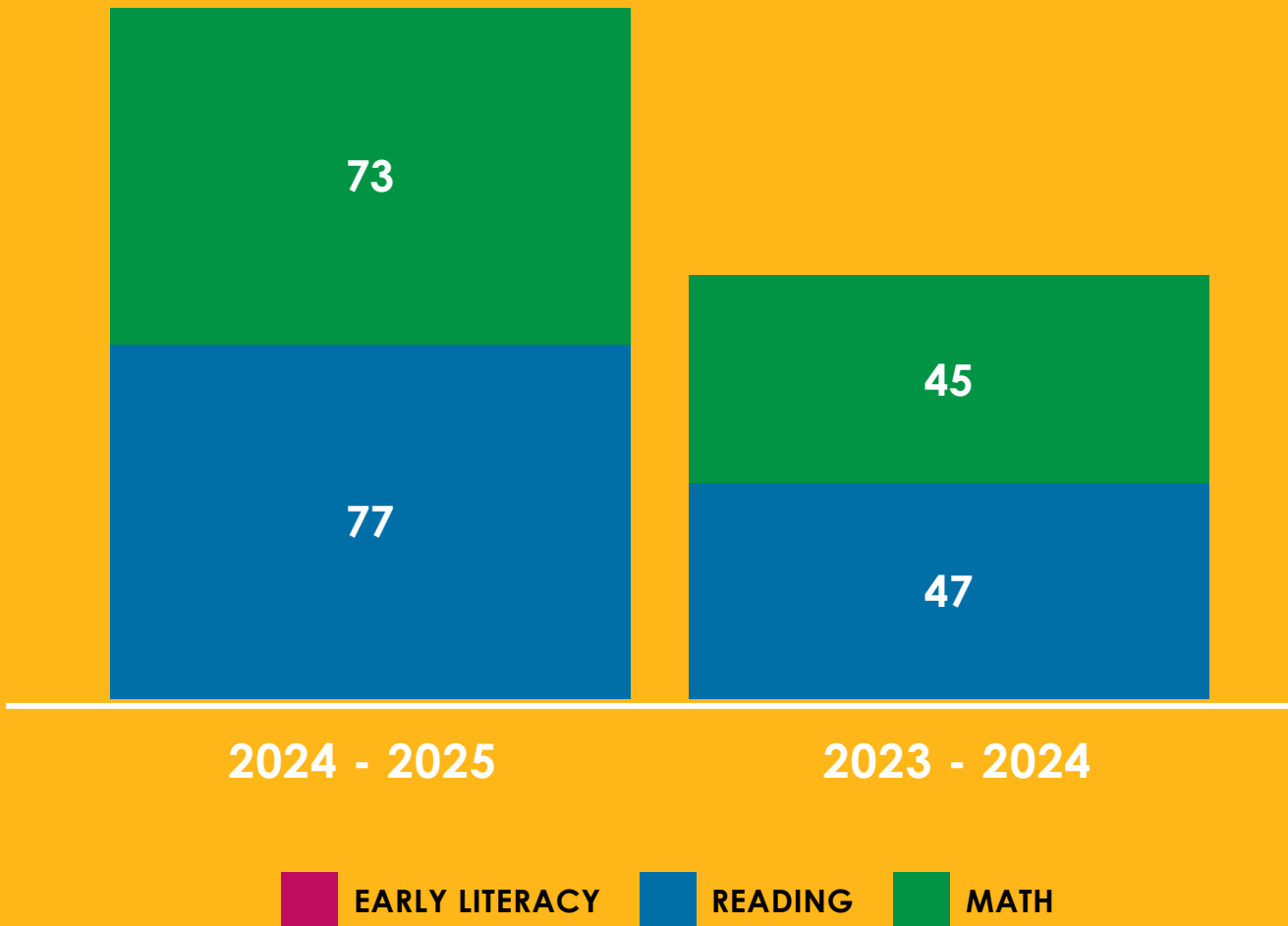
Management Fee Expense	\$873,283.00	\$996,626.00
TOTAL OPERATING REVENUE	\$873,283.00	\$996,626.00

NET PROFIT (LOSS)

	\$ -	\$ -
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* 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



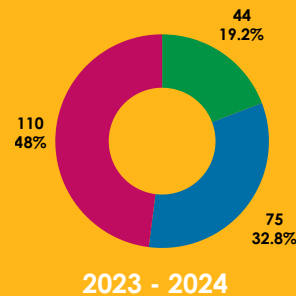
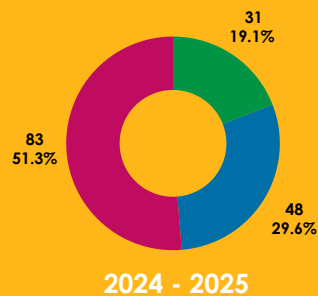
Summit Academy Students take Star Assessments three times each year to measure their reading and math skills compared to grade-level standards. Their annual growth in these skills is monitored by Student Growth Percentile (SGP) data, which compares a student's academic growth to that of his or her peers 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.

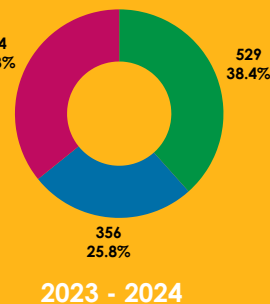
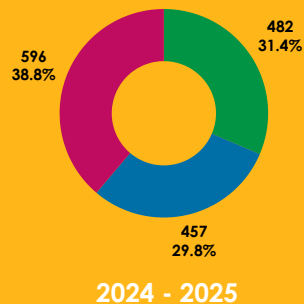
star assessment

STUDENT GROWTH PERCENTILE

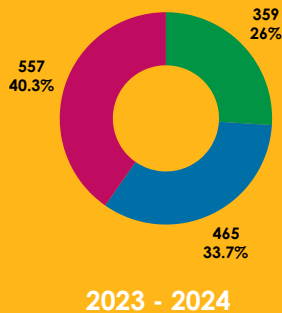
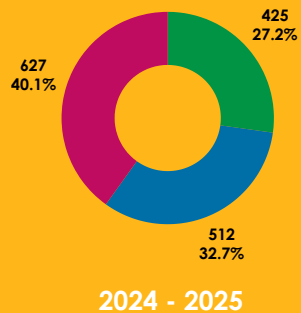
EARLY LITERATURE



READING



MATH



LOW GROWTH



TYPICAL GROWTH



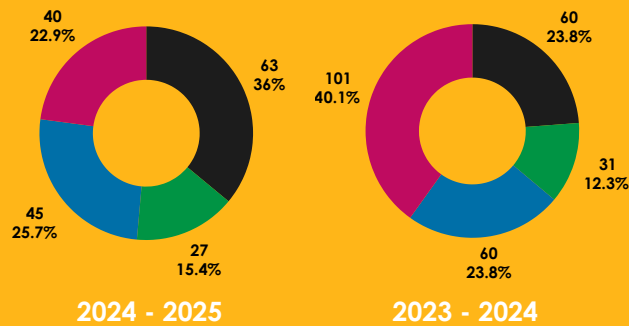
HIGH GROWTH

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 66th growth percentile), less than (below the 35th growth percentile), or as much as (between the 35th and 65th growth percentiles) expected. The SGP minimum target for all SA schools is the 40th growth percentile.

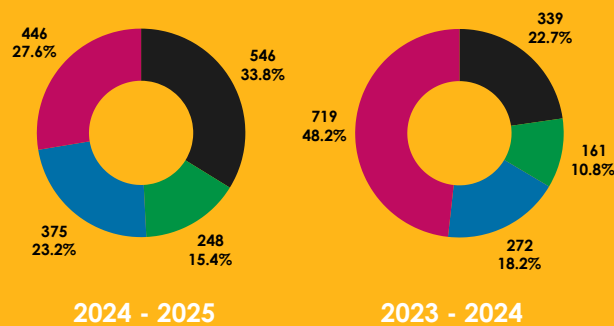
star assessment

STUDENT PROFICIENCY RATE

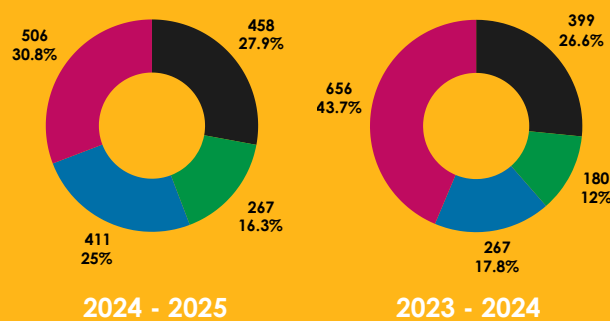
EARLY LITERATURE



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 40th percentile rank; On Watch = the 25th – 39th percentile rank; Intervention = the 10th – 24th percentile rank; Urgent Intervention = below the 10th percentile rank.

PERFORMANCE ACCOUNTABILITY FRAMEWORK: CONTRACT EXHIBIT 3

The report summarizes school performance in three component areas— academics, compliance (operations and legal), and financial—and provides information about the school's prospect for renewal. This report includes data from the most recent school year and from over the contract term.

PERFORMANCE FRAMEWORK : ACADEMIC PERFORMANCE DETAIL

Status	
Local Report Card Overall Rating	Meets the Target
Performance Index (PI) vs. Comparison District PI	Falls Far Below the Target
Progress vs. Comparison District Progress	N/A
Performance Index vs. Local Market PI	Falls Far Below the Target
Progress vs. Local Market Progress	N/A
Overall Ratings	Meets the Target
Early Literacy	N/A
Performance Index	Falls Far Below the Target
Chronic Abs	Falls Far Below the Target
Achievement	Falls Far Below the Target
Improvement	Meets the Target
Disaggregated Performance Beyond GAP Closing	Falls Far Below the Target
English Learners	N/A
SMART Goals	Meets the Target

PERFORMANCE FRAMEWORK: COMPLIANCE PERFORMANCE DETAIL

	Status
Health, Safety, and Environment	Meets the Target
Human Capital	Meets the Target
Financial	Meets the Target
Governance	Meets the Target
Admission, Access, and Student	Meets the Target
Educational Program	Meets the Target
Governance - Required Number of Board Meetings	Meets the Target
Governance - Required Number of Board Members	Meets the Target
Governance - Required Board Member Training	Meets the Target
Annual Report	Meets the Target

PERFORMANCE FRAMEWORK: FINANCIAL PERFORMANCE DETAIL

	Status
Current Ration	Meets the Target
Unrestricted Days of Cash	Falls Far Below the Target
Change in Cash Position	Meets the Target
Debt Management	Meets the Target
Debt Coverage Ratio	Meets the Target
Surplus / (Deficit) Variance	Did Not Meet the Target
Enrollment Sustainment	Did Not Meet the Target
Enrollment Variance	Falls Far Below the Target

ACTIVITIES AND PROGRESS FOR CONTRACT EXHIBIT 3

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 CONTRACT EXHIBIT 3

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

N/A

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 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

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 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

N/A



Summit Academy
SCHOOLS

2521 Fairwood Avenue, Suite 300 | Columbus | Ohio
614-880-0714 | summitacademies.org | Grades: 9 - 12