2025-2026

annual REPORT

Summit Academy School - Dayton

Summit Academy SCHOOLS

dear families,

As we reflect on this school year, we are incredibly proud of all that our students have accomplished. It has been a year filled with growth, achievement, and meaningful learning experiences both inside and outside of the classroom. Our students continued to demonstrate resilience, curiosity, and determination as they worked toward their academic goals and developed important skills that will help them succeed in the future.

We remain committed to providing a positive and supportive learning environment where all students feel encouraged to learn, grow, and reach their full potential. With a strong focus on academics, student engagement, and character development, we have seen tremendous progress across all grade levels this year. The success of our students would not be possible without the dedication of our teachers, staff, and families working together as partners in education.

We would like to extend a sincere thank you to our families for their continued support, encouragement, and involvement throughout the year. Your partnership plays a vital role in the success of our students and school community. It has been an honor to work with such wonderful students this year, and we are incredibly proud of each and every one of them. As we close out another successful school year, we look forward to welcoming our students back next year and continuing to build upon their success together.

Yours in Education,

Lisa Brown
Director, 2025-2026 School Year

highlights

This school year was filled with growth, exploration, and memorable experiences for students in every grade level. One of our greatest accomplishments was providing all students, kindergarten through 12th grade, with opportunities to learn beyond the classroom through educational field trips and special guest presentations. These experiences helped students connect learning to the real world while building curiosity, teamwork, creativity, and confidence.

Students across grades K–12 had the opportunity to hear from the Buckner Nature Center, where they learned about the importance of environmental stewardship and caring for the world around them. Our youngest learners in grades K–2 traveled to the Learning Tree Farm for a hands-on, nature-based learning experience that also focused on social-emotional skills such as teamwork and collaboration. Students in grades K–4 enjoyed an educational visit to the Cincinnati Zoo and Botanical Garden, where they explored wildlife, conservation, and animal care while developing a deeper appreciation for nature and the importance of protecting it.

Our elementary students in grades K–6 also participated in the Books and Birds program presented by Sugarcreek Bird Farm. Students had the unique opportunity to read to birds and then learn more about the species they were reading to, creating a fun and engaging connection between literacy and science.

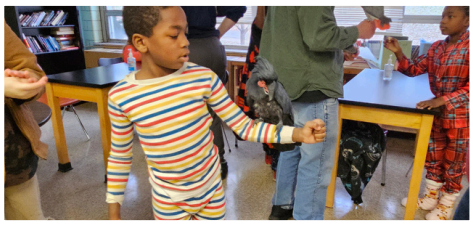
Meanwhile, students in grades 6–12 traveled to Otherworld, an immersive art and storytelling experience that encouraged creativity, exploration, and interaction through large-scale art installations and mixed reality environments. This same group also attended Math and Science Days at Kings Island, where students explored the science, engineering, and mathematics behind roller coasters and attractions, bringing STEM concepts to life in exciting and meaningful ways.

Academically, our students demonstrated tremendous growth and achievement throughout the year. In grades K–3, students showed an average reading growth of 49% based on the Third Grade Reading Guarantee screener. On state-required assessments, more students than in previous years achieved scores in the Accomplished and Advanced categories across all subject areas, with especially notable growth in Science and Social Studies. We also celebrated an increase in students meeting proficiency requirements on their first attempt, reflecting the dedication of our students, teachers, and families.

We proudly ended the school year by celebrating two very special milestones: kindergarten graduation and high school graduation. Our kindergarten graduates have grown tremendously this year, building foundational skills, confidence, friendships, and a love of learning that will guide them through their educational journey. Our high school graduates leave behind a legacy of perseverance, growth, and determination. As they step into the next chapter of their lives, we are confident they will continue to pursue their goals boldly, use the lessons they have learned, and make a positive impact on the world around them.

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.

financials

Selected Financial Information
For the Fiscal Years Ended June 30, 2026 and 2025

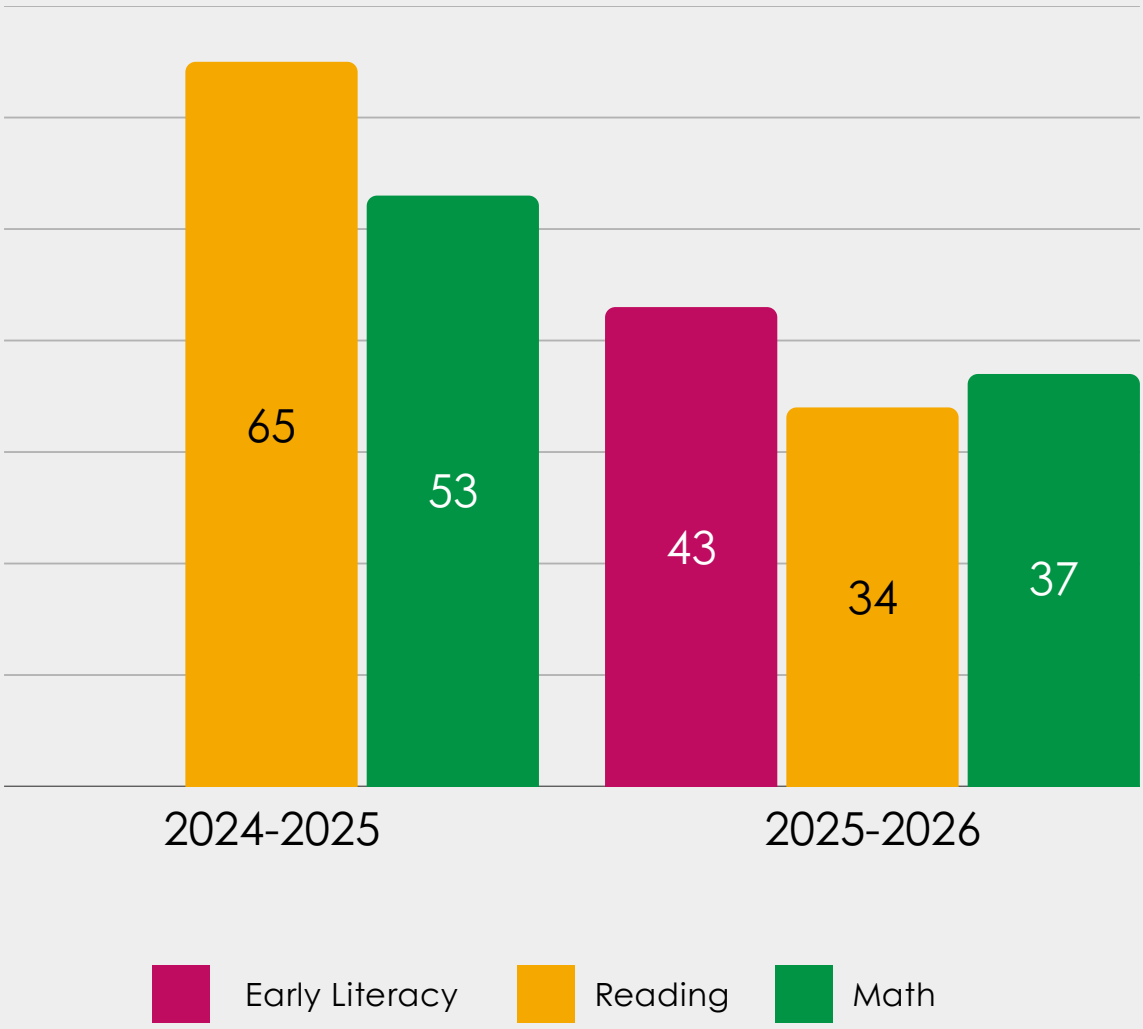
OPERATING REVENUES	2026	2025
State Foundation	$2,331,913.00	$830,690.00
State and Federal Grants	$776,660.00	$273,673.00
Medicaid Revenue	$42,637.00	$225,492.00
Private Donations	$-	$ -
Classroom Materials and Supplies	$4,089.00	$982.00
Other Revenue	$328.00	$ -
Interest on Investment	$-	$ -
TOTAL OPERATING REVENUE	$3,155,627.00	$1,330,837.00

OPERATING EXPENSES		
Management Fee Expense	$3,155,627.00	$1,330,837.00
TOTAL OPERATING REVENUE	$3,155,627.00	$1,330,837.00

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

5-Year Comparison of All Summit Academy Students

EARLY LITERACY	2021-22	2022-23	2023-24	2024-25	2025-26
High Growth	33.6%	27.9%	19.2%	19.1%	21.0%
Typical Growth	23.5%	30.1%	32.8%	29.6%	35.0%
Low Growth	43.0%	42.0%	48.0%	51.3%	44.1%

READING	2021-22	2022-23	2023-24	2024-25	2025-26
High Growth	33.4%	34.0%	38.4%	31.4%	33.0%
Typical Growth	26.5%	26.9%	25.8%	29.8%	27.2%
Low Growth	40.1%	39.1%	35.8%	38.8%	39.8%

MATH	2021-22	2022-23	2023-24	2024-25	2025-26
High Growth	29.5%	26.2%	26.0%	27.2%	27.0%
Typical Growth	31.0%	33.2%	33.7%	32.7%	32.0%
Low Growth	39.5%	40.6%	40.3%	40.1%	41.0%

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 65thgrowth percentiles) expected. The SGP minimum target for all SA schools is the 40th growth percentile.

student academic success

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	Did Not Meet the Target
Progress vs. Comparison District Progress	Exceeds the Target
Performance Index vs. Local Market PI	Meets the Target
Progress vs. Local Market Progress	Meets the Target
Overall Ratings	Did Not Meet the Target
Early Literacy	N/A
Performance Index	Fall Far Below the Target
Chronic Abs	Fall Far Below the Target
Achievement	Fall Far Below the Target
Improvement	Meets the Target
Disaggregated Performance Beyond GAP Closing	Fall Far Below the Target
English Learners	N/A
SMART Goals	Meets the Target
Graduation	Fall Far Below 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 Ratio	Meets the Target
Unrestricted Days of Cash	Falls Far Below the Target
Change in Cash Position	Meets the Target
Debt Coverage Ratio	Meets the Target
Surplus / (Deficit) Variance	Falls Far Below the Target
Enrollment Sustainment	Meets the Target
Enrollment Variance	Meets 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.

5 ★★★★★

- Greater than or equal to 90% of max score
- Significantly exceeds state standards in academic achievement

4 ★★★★☆

- Greater than or equal to 80% but less than 90% of max score
- Exceeds state standards in academic achievement

3 ★★★☆☆

- Greater than or equal to 70% but less than 80% of max score
- Meets state standards in academic achievement

2 ★★☆☆☆

- Greater than or equal to 50% but less than 70% of max score
- Needs support to meet state standards in academic achievement

1 ★☆☆☆☆

- Less than 50% of max score
- Needs significant support to meet state standards in academic achievement

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.

5 ★★★★★

- 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

4 ★★★★☆

- Growth index of at least +2 and effect size of less than +.2
- Significant evidence that the school exceed student growth expectations

3 ★★★☆☆

- Greater than or equal to -2 but less than +2
- Evidence that the school met student growth expectations

2 ★★☆☆☆

- Less than -2 and effect size of at least -.2
- Significant that the school fell short of student growth expectations

1 ★☆☆☆☆

- Less than -2 and effect size of less than -.2
- Significant evidence that the school fell short of student growth expectations by larger magnitude

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

5 ★★★★★

- From 88% to 100%
- Significantly exceeds state standards in early literacy. (K – 3)

4 ★★★★☆

- From 78% to less than 88%
- Exceeds state standards in early literacy (K – 3)

3 ★★★☆☆

- From 68% to less than 78%
- Meets state standards in early literacy (K – 3)

2 ★★☆☆☆

- From 58% to less than 68%
- Needs support to meet state standards in early literacy (K – 3)

1 ★☆☆☆☆

- From 0% to less than 58%
- Needs significant support to meet state standards in early literacy (K - 3)

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.

5 ★★★★★

- Greater than or equal to 96.5%
- Significantly exceeds state standards in graduation rates

4 ★★★★☆

- Greater than or equal to 93.5% but less than 96.5%
- Exceeds state standards in graduation rates

3 ★★★☆☆

- Greater than or equal to 90% but less than 93.5%
- Meets state standards in graduation rates

2 ★★☆☆☆

- Greater than or equal to 84% but less than 90%
- Needs support to meet state standards in graduation rates

1 ★☆☆☆☆

- Less than 84%
- Needs significant support to meet state standards in graduation rates

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.

5 ★★★★★

- From 88% to 100%
- Significantly exceeds state standards in early literacy (K – 3)

4 ★★★★☆

- From 78% to less than 88%
- Exceeds state standards in early literacy (K – 3)

3 ★★★☆☆

- From 68% to less than 78%
- Meets state standards in early literacy (K – 3)

2 ★★☆☆☆

- From 58% to less than 68%
- Needs support to meet state standards in early literacy (K – 3)

1 ★☆☆☆☆

- From 0% to less than 58%
- Needs significant support to meet state standards in early literacy (K - 3)

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.

**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.*

5 ★★★★★

- Greater than or equal to 85%
- Significantly exceeds state standards in post-secondary readiness rates

4 ★★★★☆

- Greater than or equal to 75% but less than 85%
- Exceeds state standards in post-secondary readiness rates

3 ★★★☆☆

- Greater than or equal to 63% but less than 75%*
- Meets state standards in graduation rates

2 ★★☆☆☆

- Greater than or equal to 53% but less than 63%
- Needs support to meet state standards in graduation rates

1 ★☆☆☆☆

- Less than 53%
- Needs significant support to meet state standards in graduation rates

RATING

★☆☆☆☆

Summit Academy
SCHOOLS

251 Erdiel Drive | Dayton | Ohio

937-813-8592 | summitacademies.org | Grades: K - 12