

SCHOOL NAME: Summit Academy Dayton

DISTRICT NAME: Lucas County ESC

Model: Transformation

Cohort: 2

Locale: Community School

Grades: K,1-12,UNG

Number of Students: 104

Eligible for Free & Reduced Lunch: 76.0%

Highlights of Reform Model

The transformation model is being used at Summit Academy Community School-Dayton. The school is designed for at-risk learners who have been diagnosed with Attention Deficit/Hyperactivity Disorder, Asperger’s Syndrome, High Functioning Autism or related disorders that often results in behavior and academic challenges. A new director, Mr. Marthaler was appointed in late October 2012. The school piloted the OTES (Ohio Teacher Evaluation System) model linking student achievement to teacher evaluations in 2012-13. In 2011, the school improvement grant diagnostic report indicated that Extended Learning Opportunities were limited to computer time logged by parents and there were no specific scheduled time frames monitored by teachers designed to meet the School Improvement Grant (SIG) requirements. As a result, Summit added over 225 hours to the school year for students by adding .58 hours to each school day and 5 more school days to the academic year. In addition, students had an opportunity to stay beyond the school day for tutoring in math and reading once per week. Students participated in over 232 hours of extended learning time in 2012-13. In 2012-13, Family and community engagement included four family nights all included student performances or displays with an academic focus. In addition, newsletters, the website and teacher newsletters provided information to parents and the community.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	54.5%	NC
	Mathematics	36.4%	NC
4th Grade	Reading	42.9%	40.0%
	Mathematics	28.6%	20.0%
5th Grade	Reading	27.8%	NC
	Mathematics	22.2%	NC
6th Grade	Reading	10.0%	43.8%
	Mathematics	30.0%	25.0%
7th Grade	Reading	58.8%	54.5%
	Mathematics	23.5%	36.4%
8th Grade	Reading	66.7%	70.0%
	Mathematics	50.0%	30.0%

Evidence-Based Best Practices Observed

Summit Academy uses the team-teaching concept providing two content area teachers in most classrooms serving 18 students or less.. Daily rounds have allowed the administrative staff to monitor the implementation of reforms and to then share the classroom rounds data at both building level team meetings and teacher based team meetings. In the 2011 School Diagnostic report, the school received a very low rating (.33) out of 5 points for posting Academic Standards in the classrooms. The director reported during the first week of classroom rounds in November 2012, 25-33% of the classrooms had standards posted and this improved to a 75-100% range by the end of the school year. Classroom engagement was monitored as well by the director and he noted an increase from a low of 50% in November to between 75-100% student engagement in May.

On the Ohio report card, the performance index has improved over time. In 2009-10, it was 58.5 and grew to 64.6 in 2010-11 and finally to 65.2 for 2011-12.

Systemic Changes Observed

On the 2011 school improvement grant diagnostic report, it was noted that teacher-planning time was unstructured and contained limited opportunities designed for vertical collaboration or for collaboration with support specialists. The schedule was altered so that times for collaboration in teacher based team meeting and for participating in building level team meetings were built into the master schedule. In 2012-

13 teachers participated in 294 hours of job embedded professional development.

Current Barriers to Achievement

The school has an Academic Emergency designation meeting 0 of 15 state indicators and did not meet Adequate Yearly Progress on the Ohio state report card in 2011-12. The Summit Academy students can struggle to achieve at the same rate and in the same time frame as their same age peers and may make the choice to transfer to the school only after the traditional classroom setting was unsuccessful.

All educators are not prepared for the challenges of working in a team teaching environment and working with many students who qualify for intervention services. An ongoing challenge is maintaining faculty stability for the students and Summit Academy community.