

## **Summit Academy High School School Summary**

### **Mission**

Summit Academy High School's mission is to provide a rigorous academic experience designed to prepare students to excel in a competitive collegiate environment.

### **Student Population**

For the 2012-13 school year, SAHS had 616 students at the Oct. 1<sup>st</sup> count: 271 9<sup>th</sup> grade students; 191 10<sup>th</sup> grade students; 98 11<sup>th</sup> grade students; and 56 12<sup>th</sup> grade students. SAHS students reside primarily in the South Salt Lake Valley in the cities of Draper, Sandy, Riverton, and Bluffdale. The student population identified as approximately 10% minority or part-minority and there were 85 students on free or reduced lunch.

### **School Analysis**

From the 2011-12 school year to the 2012-13 school year, SAHS more than doubled its student body from 284 students to over 600 students. The vast majority of those new students came from traditional public schools. This increase in student body size and the make-up presented challenges in student readiness, expectations, and in placing students at their current learning level.

Moreover, the increase in student body size necessitated a corresponding increase in the number of faculty. More than half of the teachers for that year were new to a charter school environment, new to teaching, or both.

For Student Academic measures, the calculated value uses a proficiency number and a growth number from UCAS, the percentage of students meeting ACT benchmarks, and the school's graduation rate. For the 2012-13 school year, SAHS was still participating in the High School Assessment Pilot program and we administered the NWEA computer adaptive tests in the fall and mid-year. For the UCAS portion of the test, we administered the "blended model" test for most of our students and the computer-based CRT for courses that were not available under NWEA tests. The "blended-model" test scores were then converted to UCAS numbers by USOE to determine the proficiency and growth numbers. USOE declined to use the actual fall to spring growth data that we had from using NWEA's MAP tests.

Furthermore, as part of the High School Assessment Pilot, SAHS administered the ACT to all of the 11<sup>th</sup> grade students, as opposed to just the students electing to take the ACT.

SAHS's data for 2012-12 is listed below:

**UCAS Proficiency-** 202 (Charter school median – 112).

**UCAS Growth-** 174 (Charter school median – 194).

**ACT Benchmarks-** Eng. – 54%, Reading – 44%, Math – 32%, Science – 24%.

**Graduation rate** – USOE doubled our ACT score instead of using the 2012 graduation rate because the number of graduates was less than 10 ( $n < 10$ ). The 2013 graduation rate was 86%.

### **Needed Supports**

In reviewing data from the 2012-13 school year, SAHS identified the following needs related to student academic performance:

- Because all 11<sup>th</sup> grade students are taking the ACT, we need to provide means for each of those students to prepare for the test.
- Provide ways for students transferring from other school settings to bridge learning gaps in math and science courses.
- Provide additional supports and coaching for new teachers to enable them to be more effective in the classroom.

### **Action Plan**

SAHS has implemented the following steps to address the identified needs and improve Student academic measures:

- Expand availability of Saturday ACT review course. Course is taught by current SAHS teachers to increase test preparedness. We have seen an average increase in practice tests of 3 points for students who participate. We will use that course plus the SHMOOP offering to provide ACT test preparation.
- Administer computer-adaptive survey test to new students to identify students' current learning level and use targeted scheduling to place the students in the appropriate class. Expand the number of lower and mid-level courses to more closely align with student needs.
- Reevaluated Math resources and provided two additional Math Labs sections for students.
- Added a teacher coaching position to assist and guide developing teachers in lesson development, planning, classroom management, and assessment. Each new teacher works with a teacher coach as well as their assigned mentor to help improve their teaching effectiveness.