

ANNUAL PERFORMANCE REPORT

Summit Academy Akron Elementary School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133587	6 Years	07/01/2019	06/30/2025	K-5
Address	2503 Leland Ave. Akron, Ohio 44312			
Contact	Phone: (330) 253-7441		Fax: (330) 253-7457	
Website	https://summitacademies.org/schools/akron-elementary/			
Leadership	Dawn Presley-Principal, Tiffany Elder-Administrative Assistant, Kathryn Miller- IEP Coordinator, Christine Heffernan-Lead Intervention Specialist, Stephenie Little- Community Resource Coordinator, Angela Swaino- Data Coach, Lindsey Durbin- Instructional Coordinator, Jonathan Hearn- Behavior Specialist			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Himes, Jennifer Rainey, David Ames			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	41	51	K	18
Male	59	73	1	22
Race/Ethnicity	%	#	2	20
American Indian/Alaskan Native	0	0	3	23
Asian/Pacific Islander	0	0	4	21
Black, Non-Hispanic	29	36	5	20
Hispanic	6	8	6	
Multiracial	10	12	7	
White, Non-Hispanic	55	68	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	124	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	73	90	Total	124

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2023-2024	2024-2025			
Overall Rating	Meets Standard	Approaches Standard			
Achievement Component	Approaches Standard	Approaches Standard			
Performance Index	Approaches Standard	Approaches Standard			
Chronic Absenteeism	Meets Standard	Falls Below Standard			
Progress Component	Meets Standard	Approaches Standard			
Gap Closing Component	Meets Standard	Falls Below Standard			
Gifted Performance Indicator	N/A	N/A			
Graduation Component	N/A	N/A			
4-Year Graduation Rate	N/A	N/A			
5-Year Graduation Rate	N/A	N/A			
Early Literacy Component	Approaches Standard	Falls Below Standard			
Proficiency in 3rd Grade	Falls Below Standard	Falls Below Standard			
Promotion to 4 th Grade	Exceeds Standard	Exceeds Standard			
Improving K-3 Literacy	Falls Below Standard	Falls Below Standard			
College, Career, Workforce & Military Readiness	N/A	N/A			
PBIS	Falls Below Standard	Meets Standard			
PI vs Similar School #1	Exceeds Standard	N/A			
PI vs Similar School #2	Exceeds Standard	N/A			
School Academic Achievement Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Achievement K-8 Reading	Approaches Standard	Approaches Standard			
Nationally-Normed Assessment Achievement K-8 Math	Exceeds Standard	Approaches Standard			
9-12 EOC Algebra I	N/A	N/A			
9-12 EOC Biology	N/A	N/A			
9-12 EOC ELA II	N/A	N/A			
9-12 EOC Geometry	N/A	N/A			
9-12 EOC American US History	N/A	N/A			
9-12 EOC American US Government	N/A	N/A			
9-12 Credit Earning Rate	N/A	N/A			
School Academic Growth Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Growth K-12 Reading	Meets Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Math	Meets Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	Meets Standard	N/A			

School Academic/Non-Academic Performance

School Fiscal Performance Targets and Metrics	2023-2024	2024-2025			
Ratio Assets to Liabilities	Meets Standard	Falls Below Standard			
Unrestricted Days Cash	Falls Below Standard	Falls Below Standard			
Current Year Enrollment Variance	Exceeds Standard	Exceeds Standard			
Debt Management	Exceeds Standard	N/A			
Total Expense Variance	Exceeds Standard	Approaches Standard			
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard			
Audit Findings	Falls Below Standard	Falls Below Standard			
Enrollment Sustainment	Exceeds Standard	N/A			
Sustainability	Falls Below Standard	N/A			
School Governance Performance Targets and Metrics	2023-2024	2024-2025			
Board Engagement	Exceeds Standard	Meets Standard			
Required # of Reg. Board Meetings	Meets Standard	Meets Standard			
Required # of Board Members	Falls Below Standard	Meets Standard			
Proper Meeting Notice	Meets Standard	Meets Standard			
Required Board Member Training	Meets Standard	Meets Standard			
Board Member Attendance	Exceeds Standard	Meets Standard			
Compliance/Organizational & Operational Performance Targets and Metrics	2023-2024	2024-2025			
On-Time Records Submissions	Exceeds Standard	Exceeds Standard			
Accuracy of Records Submissions	Exceeds Standard	Exceeds Standard			
Five-Year Forecast Submission	Meets Standard	Meets Standard			
Annual Budget	Meets Standard	Meets Standard			
Annual Report	Meets Standard	Meets Standard			
Emergency Management Plan	Meets Standard	Meets Standard			
Out of School Suspension K-3	Meets Standard	Exceeds Standard			
Out of School Suspension 4-8	Exceeds Standard	Meets Standard			
Out of School Suspension 9-12	N/A	N/A			
Mission Specific	Exceeds Standard	N/A			

School Compliance Summary	
Special Education	Summit Academy Akron Elementary School demonstrated significant progress in special education compliance, with an overall file check compliance rate of 80% for the 2024–25 school year—an increase from 67% in the 2023–24 school year. The school’s improved 80% file review compliance rate for 2024–25 reflects continued efforts to strengthen special education processes, improve documentation quality, and address prior findings. A documentation verification was not conducted during the 2024–25 school year due to a high compliance rate in the prior year. A new documentation review will be scheduled for the 2025–26 school year to ensure continued fidelity in record-keeping and implementation.
Legal	Summit Academy Akron Elementary School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.
Corrective Action Plan (CAP)	Summit Academy Akron Elementary School was not placed on corrective action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	During the 2024–25 school year, Summit Academy Akron Elementary School demonstrated significant growth in school culture, academic support, and community recognition. The school cultivated a positive and welcoming environment for both students and staff, emphasizing collaboration, open communication, and relationship-building. Staff regularly participated in team-building activities, while students engaged in daily positive interactions, fostering a strong sense of belonging. Through school-wide recognition programs, structured disciplinary practices, and a commitment to student support, the school observed notable improvements in student behavior and overall morale. Academic growth and instructional quality were enhanced through targeted coaching and ongoing professional development. The school’s coaching team provided responsive support, mentorship, and a positive, solution-oriented work environment. Long-standing partnerships with educational consultants in both mathematics and literacy contributed to sustained professional development efforts, resulting in improved instructional practices. In addition, the school’s special education program operated with efficiency, collaboration, and adaptability, ensuring that students with diverse learning needs received appropriate and timely services. The school also experienced remarkable enrollment success, with strong student retention and demand exceeding available capacity. The use of consistent data tracking and documentation supported data-informed decision-making, guided curriculum planning, and contributed to improved student outcomes. These accomplishments reflect the school’s ongoing commitment to academic excellence, meaningful relationships, and expanding opportunities for students and families. In the area of special education, in the ETR process, the school consistently ensures active parent participation, evaluates all areas related to the suspected disability, and provides clear descriptions of educational needs. ETRs are completed by a qualified team of professionals, and the justification for eligibility determinations includes how the disability impacts student performance. Within the IEPs, the school has developed strong Present Levels of Performance (PLOPs) and sets measurable goals that address both academic and functional needs. SDI statements accurately reflect the location, amount, and frequency of services. Additionally, the IEPs include appropriate accommodations, support for school personnel, and complete progress reports. Least Restrictive Environment (LRE) statements are also well-articulated and aligned with student needs.

School Performance Summary	
Areas for Improvement	Summit Academy Akron Elementary School has identified the need to strengthen curriculum alignment and clarify instructional expectations to further support student learning. Although the school utilizes approved resources across core content areas, the current science curriculum does not fully align with Ohio's Learning Standards. While professional development remains a valued component of staff growth, there is a need to streamline offerings to reduce redundancy and avoid overwhelming educators with repetitive trainings. The school is also working to refine its use of assessment data and enhance instructional rigor, particularly in relation to STAR progress monitoring and grade-level expectations. In addition, the school is focused on ensuring that, while appropriate accommodations are provided for students with Individualized Education Programs (IEPs), high expectations are maintained for all learners to prevent unintentional instructional gaps. In the area of special education, while progress is evident, a few areas for growth remain. In the ETRs, documentation of interventions must clearly show the team's decision to evaluate a student for a suspected disability, and parental consent must be accurately reflected and documented. For IEPs, SDI statements should be individualized and tailored to each student's unique needs, rather than using the same language across multiple documents.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	N/A
4-Yr. Graduation Rate	
2022-2023	N/A
5-Yr. Graduation Rate	
2022-2023	N/A
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-5	
2022-2023	MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	MET

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Grades 9-12	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A