

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Akron

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
000298	5 Years	07/01/2020	06/30/2025	9-12
Address	464 S Hawkins Ave. Akron, OH 44320			
Contact	Phone: (330) 434-2343		Fax: (330) 434-5295	
Website	https://summitacademies.org/akron-secondary/			
Leadership	Ralph E. Grant – Principal; Sarah Pavis – IEP Coordinator; Mary Reville (Trojan) – LIS/Instructional Coach			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Himes, Jennifer Rainey, David Ames			
Mission Statement	The mission of Summit Academy Schools is to build hope, success and well-being through education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	29	17	K	
Male	71	41	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	41	24	5	
Hispanic	0	0	6	
Multiracial	10	6	7	
White, Non-Hispanic	48	28	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	58	10	24
English Learner	0	0	11	15
Migrant	0	0	12	12
Students with Disabilities	79	46	Total	7
				58

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

School Compliance Summary	
Special Education	Due to a strong past performance and overall compliance with special education requirements during the previous 2023–24 school year, Summit Academy Secondary School – Akron was granted a one-year exemption from formal file checks and documentation reviews for the 2024–25 school year. Instead, ongoing check-ins were conducted to monitor compliance and support continued high-quality service delivery.
Legal	Summit Academy Secondary Akron 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 Secondary School - Akron was not placed on corrective action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	Summit Academy Secondary School – Akron demonstrated significant growth in school culture, student behavior, and academic support during the 2024–2025 school year. The school's consistent implementation of restorative practices and logical consequences resulted in zero out-of-school suspensions for the second consecutive year. This proactive, relationship-centered approach has strengthened student accountability, improved behavior, and fostered a more inclusive and respectful learning environment. Both staff and families have observed positive changes in student engagement and social-emotional development as a result. The school also achieved success in academic interventions through the effective use of the Multi-Tiered System of Supports (MTSS) and the integration of digital tools. With full buy-in from both staff and students, these tools have enabled real-time progress monitoring, targeted skill development, and increased student ownership of learning. As a result, academic performance and student confidence have improved, reinforcing a school culture where academic achievement and behavioral growth are supported collaboratively. Summit Academy Secondary – Akron achieved 100% staff retention, sustained high levels of parent involvement, and celebrated its fourth consecutive year of full special education compliance. Through small class sizes, individualized instruction, and strong family partnerships, the school has cultivated a close-knit, supportive environment where every student is known and valued. Increased parent participation in school events reflects the deepening connection between families and the school, further enhancing student success. In the area of special education, according to the check-ins conducted several times over the course of the school year, Summit Academy Secondary School – Akron continues to provide compliant services across all monitored areas. The school has no outstanding compensatory service minutes, no late IEPs or ETRs, and no reported documentation concerns. The staff have demonstrated consistency in maintaining timelines, procedures, and service delivery expectations.

School Performance Summary	
Areas for Improvement	Summit Academy Secondary – Akron has identified the need to strengthen in-class Positive Behavioral Interventions and Supports (PBIS) to ensure greater consistency across all classrooms. While the school has made notable progress in cultivating a positive, trauma-informed culture, efforts are now focused on enhancing individualized PBIS strategies within each learning environment. Expanding classroom-level supports is expected to reduce minor infractions, promote student independence, and lessen reliance on administrative staff to address lower-level behaviors—further reinforcing the school’s commitment to a respectful and supportive climate. In addition, the school seeks to improve instructional consistency by ensuring that all teachers and intervention specialists implement the provided research-based curriculum and instructional strategies with fidelity. The school also plans to increase opportunities for cross-curricular collaboration. These initiatives aim to boost student engagement, deepen interdisciplinary learning connections, and support academic growth across all subject areas. In the area of special education, while the school is doing well overall, check-in reviews indicated that accommodations are not consistently documented across instructional settings, with documentation primarily focused on state and district testing. To strengthen compliance and ensure ongoing support for students, teams are encouraged to routinely document the provision of accommodations in day-to-day instructional settings.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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	N/A

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	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	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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

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

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
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	Not Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
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	N/A
Grades 4-8	
2022-2023	N/A
Grades 9-12	
2022-2023	MET

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	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	Met
2019-2020	Met
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	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A