

ANNUAL PERFORMANCE REPORT

Summit Academy Transition High School – Cincinnati

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information					
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served	
000608	6 Years	07/01/2019	06/30/2025	9-12	
Address	5800 Salvia Ave. Cincinnati, OH 45224				
Contact	Phone: (513) 541-4000		Fax: (513) 541-4075		
Website	http://summitacademies.org/schools/Cincinnati-high				
Leadership	Stephen Geresy. Principal				
Governing Authority	Thomas Hargis, Caleb Brunner, Jeffery Anderson, Walter Henry, Josephine Howard, Cheryl Lee				
Mission Statement	<i>The mission of Summit academy schools is to build hope, success, and well-being through education and advocacy for students with special needs.</i>				
Student Demographics			Enrollment		
Gender	%	#	Grade	#	
Female	29.925	14	K	X	
Male	74.074	40	1		
Race/Ethnicity	%	#	2		
American Indian/Alaskan Native	0	0	3		
Asian/Pacific Islander	0	0	4		
Black, Non-Hispanic	53.70	29	5		
Hispanic	1.851	1	6		
Multiracial	9.259	5	7		
White, Non-Hispanic	35.185	19	8		
Historically Underserved	%	#	9		13
Economically Disadvantaged	49	26	10		20
English Learner	0	0	11		10
Migrant	0	0	12	11	
Students with Disabilities	81	44	Total	54	

II. 2022 – 2023 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	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	NOT 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

III. 2022 – 2023 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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	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
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	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
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
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	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Not Met
2020-2021	Not 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

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	N/A
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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Transition High School - Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Transition High School - Cincinnati was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The administration and teachers have worked together this year to accelerate student academic growth towards proficiency. The teachers and administration have worked through their TBTs and BLTs to provide daily instruction and improve student academics despite teacher absences. Student assessments have grown in several areas following the two-year virtual learning process which has been due to the collaboration between the teachers and administrators.
Areas for Improvement	The school has made progress academically, but math assessments still need improvement. Assessment scores show progress. Student absences are still a problem for the school.
Prospects for Renewal	Probable