

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Columbus

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	
000296	6 Years	07/01/2019	06/30/2025	K-5	
Address	2521 Fairwood Ave. Columbus, OH 43207				
Contact	Phone: (614) 237-5497		Fax: (614) 237-6519		
Website	https://summitacademies.org/columbus-elementary/				
Leadership	Mrs. Cheryl Elliott				
Governing Authority	Anthon Brooks, Terry Kleman, Derrick Wyman, Erin Bentz, Kimberly Black				
Mission Statement	<i>Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.</i>				
Student Demographics			Enrollment		
Gender	%	#	Grade	#	
Female	39	13	K	4	
Male	61	20	1	6	
Race/Ethnicity	%	#	2	2	
American Indian/Alaskan Native	0	0	3	7	
Asian/Pacific Islander	0	0	4	8	
Black, Non-Hispanic	67	22	5	6	
Hispanic	0	0	6	X	
Multiracial	12	4	7		
White, Non-Hispanic	21	7	8		
Historically Underserved	%	#	9		
Economically Disadvantaged	52	17	10		
English Learner	0	0	11		
Migrant	0	0	12		
Students with Disabilities	61	20	Total		33

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	N/A
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	NOT MET
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	NOT MET
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	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	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	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

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	Met
State Reading/ELA Test Proficiency	
2021-2022	N/A
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	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

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

VI. Legal Compliance

Summit Academy Community School – Columbus 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 Community School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Summit Academy Community School - Columbus demonstrated several areas of strength. The PBIS framework has been implemented by administration and staff with consistency and has positively impacted student behavior. Specifically, restorative practices were utilized, including circles with families, and alternatives to out-of-school suspension were leveraged. As a result, 11.6 contract goals for student discipline were met.</p> <p>Throughout the year, Mrs. Elliott and the academic coaches completed daily observations and followed up with coaching conversations. This contributed to growth in instructional delivery and student academic achievement. Most notable is the passing score of four out of seven third-graders to be promoted to fourth grade.</p>
Areas for Improvement	<p>Summit Academy Community School - Columbus has demonstrated some opportunities for growth that may contribute to overall continuous improvement. Some staff will not be returning to their position next year. In preparation for the 2023-24 school year, Summit Academy Management and Mrs. Elliott are encouraged to make staff recruitment a high priority to ensure the school is fully staffed at the start of the school year.</p> <p>With the potential of several new staff members, it will be crucial to revisit building expectations and instructional protocols at the beginning of the school year and frequently throughout. Additionally, the administration team is encouraged to create clarity around roles and responsibilities, discuss how to uphold building expectations and protocols, and proactively consider ways in which new staff members may need to be supported and coached.</p> <p>During the 2022-23 school year, staff have shown improvements in effectively engaging parents and families. Mrs. Elliott held a bi-weekly parent meeting in person, encouraging parents to come into the building to hear updates and discuss any concerns. Additionally, the staff made weekly positive parent phone calls and planned several family engagement activities. Moving into next year, the administration team is encouraged to reflect on the successes of their efforts this year, as well as areas they can continue to build on and improve parent partnerships.</p>
Prospects for Renewal	Probable