

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Dayton

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 community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000297	6 Years	07/01/2017	06/30/2023	K-8
Address	4128 Cedar Ridge Rd. Dayton, OH 45414			
Contact	Phone: (937) 278-4298		Fax: (937) 278-4613	
Website	http://summitacademies.org/schools/dayton-elementary/			
Leadership	Mrs. Catherine Rouhier			
Governing Authority	David Frey, Lauren Davenport, Tiffany Tungate, Molly Stitsinger, Keith Tungate			
Mission Statement	<i>We design, develop and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	28	18	K	6
Male	72	47	1	6
Race/Ethnicity	%	#	2	4
American Indian/Alaskan Native	1.5	1	3	6
Asian/Pacific Islander	0	0	4	5
Black, Non-Hispanic	42	27	5	9
Hispanic	1.5	1	6	8
Multiracial	12	8	7	10
White, Non-Hispanic	43	28	8	11
Historically Underserved	%	#	9	X
Economically Disadvantaged	100	65	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	77	50	Total	

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not 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	Not Met
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	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	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	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	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	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Not

Mission Specific	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
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	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	Not Met
2020-2021	N/A
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	N/A
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Summit Academy Community School – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School – Dayton was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	<p>The staff of Summit Academy Community School - Dayton demonstrated resilience and teamwork throughout this challenging school year. Despite being short-staffed and facing new challenges with student behavior, the staff worked together and supported one another in providing instruction and social emotional support to students.</p> <p>Mrs. Rouhier is effective in identifying areas of need and/or growth and coaches her staff in those areas. For example, she often models restorative practices in her interactions with students and parents, and models effective teaching strategies by co-teaching with staff.</p> <p>As a result, the school has seen growth in students who demonstrate the most challenging behaviors. Also, the staff continue to build strong relationships with parents and partner with them to find alternatives to out of school suspension.</p> <p>Academically, the staff administered benchmark testing with fidelity and analyzed data to provide appropriate interventions. Students have shown growth in math and ELA.</p>
Areas for Improvement	<p>During the 2021-22 school year, the school was not fully staffed and frequently closed due to staff shortages. In preparation for the 2022-23 school year, Summit Academy Management and Mrs. Rouhier 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>As a result of the staffing shortage, current staff were required to teach subjects and/or grade levels that may not have been the best fit, resulting in ineffective classroom management and/or instructional delivery. Mrs. Rouhier is already considering how to restructure staff members based on strengths and what is best for student learning.</p> <p>Mrs. Rouhier and staff developed a quality PBIS system at the start of the school year. However, 100% of staff did not implement the system with fidelity. In preparation for the 2022-23 school year, Mrs. Rouhier and the administrative team are encouraged to consider how to create and communicate a strong “why” for the implementation of PBIS and restorative practices, as well as make a plan for how to uphold expectations for staff implementation.</p>
Prospects for Renewal	Probable