

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 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
000297	7 Years	07/01/2017	06/30/2024	K-8
Address	4128 Cedar Ridge Rd. Dayton, OH 45414			
Contact	Phone: (937) 278-4298		Fax: (937) 278-4613	
Website	https://summitacademies.org/dayton-community/			
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	19	K	8
Male	72	50	1	4
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	1	1	3	5
Asian/Pacific Islander	1	1	4	9
Black, Non-Hispanic	36	25	5	8
Hispanic	3	2	6	12
Multiracial	16	11	7	8
White, Non-Hispanic	42	29	8	9
Historically Underserved	%	#	9	X
Economically Disadvantaged	100	69	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	78	54	Total	

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT 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	NOT 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	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

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	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	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	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

V. Non-Academic Performance

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

VI. Legal Compliance

Summit Academy Community School – Dayton 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 – Dayton 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	<p>During the 2022-23 school year, Summit Academy Community School - Dayton demonstrated several areas of strength. Prior to the school year beginning, the school made staff recruitment a high priority. This intentionality resulted in starting the school year fully staffed and supported a smooth and effective start to the school year, as compared to the last school year. Additionally, Mrs. Rouhier restructured staff members for the 2022-23 school year, and the restructuring led to more consistent classroom management and more effective teaching and learning. Throughout the year, the school remained fully staffed and all current staff have indicated their plans to return for the 2023-24 school year.</p> <p>During the 2022-23 school year, RTI strategies were implemented with fidelity. This is reflected in student growth from fall to spring benchmark assessments. Students demonstrated consistent growth in all grades for ELA and significant growth in middle school math.</p> <p>Throughout the year, Mrs. Rouhier and staff made intentional efforts to engage parents and families back into the building as a way to strengthen parent partnerships. They hosted several family nights with various themes and learning activities. These intentional efforts likely contributed to an increase in parent survey participation, allowing the school to meet its contract goal.</p>
Areas for Improvement	<p>Summit Academy Community School - Dayton has demonstrated some opportunities for growth that may contribute to overall continuous improvement. Compared to the 2021-22 school year, staff have demonstrated increased buy-in for the use of restorative practices and the PBIS framework, particularly in middle school. The staff is encouraged to continue to keep PBIS and Restorative Practices a major focus for the 2023-24 school year to see 100% of staff implementing building-wide practices with fidelity. Additionally, the administration team is encouraged to observe for consistent implementation, analyze behavior data, and provide coaching to all staff around effective implementation.</p> <p>This year, several new curricular tools were implemented. In preparation for the 2023-24 school year, it will be important for the administration team to reflect on the fidelity of implementation and plan a strategic coaching approach to support teachers in the effective implementation of all curricular tools.</p> <p>During parent and staff interviews, some safety concerns arose. Mrs. Little discussed the concerns with Mrs. Rouhier, and together they shared the concerns with Summit Academy Management personnel and Summit Academy governing authority members. Prior to the start of the 2023-24 school year, it will be imperative that the safety concerns are addressed and resolved. Specifically, all exterior doors should be checked for proper latching and repaired as needed. A working camera/buzzer system should be installed at the main entrance, and the office staff should be trained to observe who is at the main entrance before buzzing the person into the building. Additionally, Mrs. Rouhier and the administration team are encouraged to create a proactive communication plan to share safety information with families regularly.</p>
Prospects for Renewal	Probable