

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Warren

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	
000305	8 Years	07/01/2017	06/30/2025	K-7	
Address	2106 Arbor Ave. SE Warren, OH 44484				
Contact	Phone: (330) 369-4233		Fax: (330) 369-4299		
Website	https://summitacademies.org/warren-elementary/				
Leadership	Mrs. Kimberly Vrabel, Behavior Specialist Mrs. Amber DeSantis, IEP Coordinator Mrs. Diana Napolitan, Instructional Coach Mrs. Sara Robinson, Instructional Coach/Lead IS Jennifer Costarell, Martial Arts Instructor Mrs. Patricial Smith, Administrative Assistant Mrs. Allison Glass, Principal				
Governing Authority	Miss Amber Bodrick, Mr. Joseph Gagliano, Eric Jones, Kendra Godiciu, Nicole Forte				
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	35	34	K	11	
Male	65	63	1	4	
Race/Ethnicity	%	#	2	14	
American Indian/Alaskan Native	0	0	3	14	
Asian/Pacific Islander	0	0	4	18	
Black, Non-Hispanic	12.4	12	5	8	
Hispanic	9.2	9	6	10	
Multiracial	13.4	13	7	18	
White, Non-Hispanic	65	63	8	X	
Historically Underserved	%	#	9		
Economically Disadvantaged	100	97	10		
English Learner	0	0	11		
Migrant	0	0	12		
Students with Disabilities	69	67	Total		97

II. 2022 – 2023 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	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	NOT MET

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	NOT 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 4-7	
2022-2023	MET
Grades 8-12	
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	MET

IV. Academic Performance

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	Not Met
2019-2020	N/A
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	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	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	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	Not Met
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	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	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	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

VI. Legal Compliance

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

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Summit Academy Community School - Warren prides itself on the frequency of communication with families. They utilize a variety of communications including REMIND, One Call, ClassTag, and traditional phone calls to involve families in day-to-day happenings. Approximately every three weeks, teachers provide families with ongoing conferences via phone to discuss progress throughout the year.</p> <p>Summit Academy Community School - Warren has eight staff members who have completed the LETRS Training Units 1-4; the instructional coach and principal finished units 5-8 as well for Science of Reading.</p> <p>Staff retention is generally strong for this school. One of the many things they pride themselves on is the positive school culture. They intentionally have procedures in place so that every child is greeted multiple times upon arrival, heavily supported throughout the day, and ends their day on a positive note by a meaningful dismissal process that closes the day. The school provides a safe environment with support throughout the building and offers ways for students to resolve conflict in a peaceful, meaningful way contributing to the overall school experience.</p> <p>Student morale is maintained through building a community with Morning Meetings daily. As part of Responsive Classroom, students are exposed to the importance of building community in their classrooms and also as a school. At the end of the year, they do a building-wide community cleanup day. Restorative Practices have provided a way to resolve conflicts in a safe environment by providing opportunities to express feelings and repair damage together.</p> <p>To provide students and their families with a positive, well-rounded experience, Summit Academy Community School - Warren relies on many community partners. They provide confidential space in the building for Village Network, which is an outside counseling agency. The Village Network provides an opportunity for parents to sign up for their services which address areas that are not serviced through the behavior specialist. Village also provides afterschool programming as well as summer programming. They do home visits and work with students as well as their families. In addition, they also work with Oakwood Counseling which is an agency where parents can sign up for a behavior technician to come into the school and work with their child as a support in the classroom. Steel Valley Warriors is another entity that has assisted families.</p> <p>Internal monitoring is conducted quarterly by the IEP Coordinator, Lead Intervention Specialist, Intervention Specialist, and General Education Teacher. Monthly Internal Monitoring yielded 100% compliance each month for the 2022-23 school year.</p> <p>Extended Learning Opportunities are offered in the fall and spring three days/week, for an additional hour each session, free of charge. Teachers provide explicit, targeted interventions to address achievement gaps. An additional Extended Learning Opportunity was provided for all students to participate in STEM Saturdays.</p>

Performance Summary

Areas for Improvement	<p>Attendance continues to be a challenge for this school; this is an ongoing, targeted area for improvement each year.</p> <p>Although they are seeing big areas of improvement as they increase their understanding of restorative practices, discipline strategies and proactive practice need to be defined for 2023-24. By establishing common practices and procedures for daily routines school-wide, class management will benefit. Teachers need a better understanding of disability vs. choice behavior.</p> <p>A challenge they faced this school year was the quality of instruction. They have non-classically trained teachers who needed a lot of support using different instructional strategies this past school year. In several classrooms, there was a lot of downtime and a lack of student engagement. To address these issues, they are making a schedule for each classroom to follow. They will analyze the instructional strategies and student engagement in TBT meetings. Instructional coaches support those teachers who are struggling with instructional strategies and student engagement. Summit Academy Community School - Warren will continue to monitor and adjust its MTSS program to meet the needs of its students.</p> <p>Staff are experiencing challenges in effectively differentiating core content topics in response to a student's readiness and interest. Through TBTs, they plan to help teachers design and analyze assessments to effectively determine student readiness with upcoming topics and skills. The goal is to increase teacher understanding of differentiation resulting in tiered assignments that are designed to instruct students on essential skills that are provided at different levels. The curricular content and objective(s) are the same, but the process and/or product are varied according to individual student readiness.</p> <p>A final area of challenge is consistency in grading procedures. Each teacher has a different style of grading, which impacts student's understanding of the grading process. They plan to review and enhance their grading policy to increase consistency in the weight of assignments, participation points, and students with Individualized Education Programs. The goal is to derive clearly stated grading criteria to ensure students understand their grades and teachers can use these clearly stated goals to enhance learning.</p>
Prospects for Renewal	Probable