

ANNUAL PERFORMANCE REPORT

Summit Academy School for Alternative Learners – Warren Middle and Secondary

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
000616	6 Years	07/01/2018	06/30/2024	8-12
Address	1461 Moncrest Dr. NW Warren, OH 44485			
Contact	Phone: (330) 399-1692		Fax: (330) 399-1768	
Website	https://summitacademies.org/warren-middle-secondary/			
Leadership	Erin Bradley – Principal Daniel Stella – Dean of Students Allison Garisto – Data Coach Melissa Weaver – IEP Coordinator Sam Musser – Administrative Assistant Cary Anderson – Performance Coach Maria Winbush – Behavioral Specialist Jim Ihnat – Lead Intervention Specialist			
Governing Authority	Joe Gagliano, Amber Bodrick, Kendra Godiciu, Nicole Forte and Eric Jones			
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	39	29	K	X
Male	61	45	1	
Race/Ethnicity	%	#		
American Indian/Alaskan Native	0	0	2	
Asian/Pacific Islander	0	0	3	
Black, Non-Hispanic	.08	6	4	
Hispanic	.03	2	5	
Multiracial	15	11	6	
White, Non-Hispanic	74	55	7	
Historically Underserved	%	#	8	
Economically Disadvantaged	100	74	9	
English Learner	0	0	10	
Migrant	0	0	11	
Students with Disabilities	77	57	12	
			8	
			Total	74

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	NOT MET
4-Yr. Graduation Rate	
2022-2023	NOT MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	NOT 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	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	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 4-7	
2022-2023	N/A
Grades 8-12	
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	Not Met
2020-2021	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	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	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
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	Met
2019-2020	Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not 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	Not 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 School for Alternative Learners – Warren Middle and Secondary 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 School for Alternative Learners – Warren Middle and Secondary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>This year, the school held a wide variety of both in-school and out-of-school events for students and families. In-school events included quarterly honor roll parties, school dances/celebrations, talent shows, and staff-vs-student sports tournaments. Out-of-school events included their annual School Showcase and Fundraising Spaghetti Dinner. The school had great participation and turnout for these events.</p> <p>To enhance learning opportunities, they participated in several field trips connected to PBIS, including an incentive trip to a local bowling alley. To increase consistency with meetings, they followed through with holding weekly administration meetings, as well as consistent TBTs and IATs.</p> <p>The special education team followed through on their deadlines and completed work with minimal mistakes, increasing their overall compliance with the school all while providing support to one another and having open and positive interactions that facilitated necessary change. Overall, staff morale has improved since last year with better communication and better teamwork.</p> <p>End of Course testing procedures went smoothly this year. The school saw increases in proficient, advanced, and accelerated scores, particularly in Biology and American History.</p> <p>The administrative team devoted their previous summer to writing, planning, and executing a specific, effective Code of Conduct which fostered clear consequences for behavior. It has also assisted teachers to know better how and what behaviors to address in the classroom. While they still have work to do with enforcing and reinforcing this, the foundation has been established.</p>
Areas for Improvement	<p>Summit Academy School for Alternative Learners - Warren Middle and Secondary would benefit from building a more comprehensive, effective PBIS program in conjunction with State Support Team Region 5 support. Upon recommendation, they have a plan to work with the local State Support Team to improve the PBIS systems. In an effort to reinforce the new Code of Conduct implemented, they need to revisit and reinforce these measures for staff and students. The goal would be to see more effective classroom management.</p> <p>This school was designated as a priority school back in 2019 and will be reevaluated following the release of the 2022-23 report card. The students would benefit from improving rigor, utilizing research-based strategies, and quality assessment in classrooms. Through OTES, they have determined that they need increasing grade-level Tier 1 instruction in the classrooms. They plan to put together guidance for grading and assessments within the classrooms to help improve teachers' rigor and collect meaningful data on each student, then adjust instruction accordingly.</p>
Prospects for Renewal	Probable