

# ANNUAL PERFORMANCE REPORT

## Summit Academy – Youngstown

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	
000623	5 Years	07/01/2020	06/30/2025	K-7	
Address	144 N. Schenley Ave. Youngstown, OH 44509				
Contact	Phone: (330) 259-0421		Fax: (330) 259-0424		
Website	<a href="https://summitacademies.org/youngstown-elementary/">https://summitacademies.org/youngstown-elementary/</a>				
Leadership	Rebecca Ellis, Principal, Michael Prendergast, Dean of Students, Triana Szep, Behavior Specialist, Gina McAllister, Lead Intervention Specialist, Nichole Doerzbacher, IEP Coordinator, Jessica Davis, Literacy Coach, Nicole McGrath, Math Coach, Christa Vlosich, Administrative Assistant, Dawn Puryear, School Culture Coordinator				
Governing Authority	Erica Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano, Nicole Forte				
Mission Statement	We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.				
Student Demographics			Enrollment		
Gender	%	#	Grade	#	
Female	41	50	K	10	
Male	59	72	1	16	
Race/Ethnicity	%	#	2	17	
American Indian/Alaskan Native	0	0	3	17	
Asian/Pacific Islander	0	0	4	14	
Black, Non-Hispanic	30	37	5	11	
Hispanic	2	2	6	16	
Multiracial	19	23	7	21	
White, Non-Hispanic	49	60	8	X	
Historically Underserved	%	#	9		
Economically Disadvantaged	100	122	10		
English Learner	0	0	11		
Migrant	0	0	12		
Students with Disabilities	84	84	Total		122

## II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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 <sup>rd</sup> Grade Reading	
2022-2023	NOT MET
Promotion to Fourth Grade	
2022-2023	MET
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 4-7	
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	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	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	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	Not 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	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met

## V. Non-Academic Performance

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

## VI. Legal Compliance

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

## VIII. Performance Summary

<b>Performance Summary</b>	
<b>Areas of Strength</b>	<p>Summit Academy - Youngstown implemented the first year of the Responsive Classroom in their school. Responsive Classroom has made a difference in their overall school culture. Each morning, the staff will start the day off with a morning meeting that allows students to greet each other, share, do an activity, and then end with a morning message to set the tone for the day. Because of the success with students, during teacher workdays, the staff does morning meetings without students present as well.</p> <p>They held many successful family fun nights throughout the year. At the beginning of the year, they had a tailgate-themed family fun night with approximately 150 people who participated. This family fun night was focused on math, literacy, and wellness. Before winter break, families came in to participate in activities that were winter-themed and connected to core content learning. At the end of the 2022-23 school year, 94% of staff are planning to return. Two teachers are not returning due to relocating. Staff morale has improved drastically from the previous year. To maintain positive staff morale, the school conducts multiple staff team-building activities throughout the year, gives treats to staff, and shares shout-outs and staff awards.</p> <p>Throughout the year, their enrollment has maintained at a consistent number even with students withdrawing and new students enrolling. For the 2023-24 school year, the majority of students are returning and many intakes for students to enroll have been conducted as well. They will meet or exceed their enrollment goal.</p>
<b>Areas for Improvement</b>	<p>The main area that Summit Academy-Youngstown has to focus on for improvement is its PBIS system. While they have a system in place where students earn points in ClassDojo to promote positive behaviors, they shop the school store with earned points. However, for the 2023-24 school year, they have been working on a school-wide behavior matrix with a representative from State Support Team Region 5. The behavior matrix will be posted throughout the school and will be gone over and modeled with the students. The focus will be on transitioning from extrinsic to intrinsic rewards. To successfully see changes, they need training and follow-up to continuously model and promote the behavior matrix school-wide and monitor outcomes.</p> <p>Moving forward, they would like to see increased parent involvement within the school. The school culture coordinator is working on a plan to have parents become more involved in daily learning activities.</p> <p>Effective and positive communication between staff is always an area of growth. Next school year, they plan to implement a school-wide newsletter that will have updates, news, resources, and reminders to promote communication within the building and families. Communication is currently being done via email or on teacher workdays.</p>
<b>Prospects for Renewal</b>	Probable