ANNUAL PERFORMANCE REPORT

Summit Academy Akron Middle School

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
132779	4 Years	07/01/2019	06/30/2023	6-8
Address	464 S Hawkins Ave. Suite 100 Akron, OH 44320			
Contact	Phone: (330) 252-1510		Fax: (330) 784-8347	
Website	https://summitacademies.org/schools/akron-middle/			
Leadership	Crystal Yingling, Director; Lynn Housel, Administrative Assistant; Tod Sidle, IEP Coordinator; Adam Nelson, Instructional Coach; Stephanie Barnes, Behavior Specialist			
Governing Authority	Jacqueline Trainor, President; David Lang, Gretchen Hines			
Mission Statement	*Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	35	23	K	
Male	65	42	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	25	16	5	
Hispanic	0	0	6	22
Multiracial	15	10	7	22
White, Non-Hispanic	60	39	8	21
Historically Underserved	%	#	9	
Economically Disadvantaged	100	100	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	75	49	Total	65

II. Academic Performance

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

III. 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	N/A
2020-2021	N/A
2019-2020	N/A
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	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	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

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

VI. Performance Summary

Performance Summary	
Areas of Strength	While attendance may have been a struggle across the state during the return to in person learning year, Summit Academy Akron Middle School maintained a high attendance rate each month above the state expectation. The school established and promoted great expectations for attendance with incentives and monthly events. If this area was evaluated on the report card this year, their chronic absenteeism goal would have been met and exceeded for the 21-22 school year. The school leadership team worked consistently and seamlessly together to provide diligent support to the staff as they anticipated challenges in the transition from remote learning. They continued their restorative practice approach when working with student discipline and behaviors not conducive to learning. The goal is to ultimately facilitate change in behavior through social awareness, accountability, and responsibility. These coherent practices led to a reduction in lost learning time as students were out of the classroom less often to deescalate. In addition, they thoughtfully planned meaningful professional development opportunities for staff through cultivating a series of community resources and specialized providers who clearly understand the mission, vision, and population of Summit Academy schools. The response from staff and the impact on student growth as skills were implemented in the classroom has proven beneficial. As a result, this series of trainings will continue into the 22-23 school year. Summit Academy Akron Middle School planned a variety of creative, interesting, and engaging family nights that celebrated a minimum of 100 participants at each event. The strong home/school connection established and maintained supported positive, ongoing communication, built strong relationships between students, families, and staff, and was essential to the success of students in the classroom setting. At the time of this evaluation, the school had met or exceeded 7 out of 7 of their 11.6 goals including growth measures for students with disabilities, and overall reading and math scores utilizing Nationally Normed assessments. In the 22-23 school year, the leadership team will expand to include a Cultural Coordinator position. While their current space is designed for 60 students, they have currently enrolled 80+ students for the 22-23 school year, and they are still growing. Summit Academy Akron Middle School has always had to maintain a significant waiting list for enrollment in grades 6-8.

Performance Summary	
Areas for Improvement	The greatest challenge this school continues to face is inadequate space for ongoing potential enrollment growth. Due to the lack of space, areas that are needed for student support and success are limited. With growing enrollment and an expanding wait list, more class space is needed. Until an alternate location is secured, the Middle and Secondary school could benefit from improved communication, professional relationships, and compromises in the best interest of students. As vacated positions are filled for the 22-23 school year, it would benefit the school to consider incorporating likely scenarios for discussion in the interview process. This would better screen potential candidates that may be a better professional and experiential fit to the learning model, missions, vision, and population served.
Prospects for Renewal	Probable