

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 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	
132779	5 Years	07/01/2019	06/30/2024	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/akron-middle/				
Leadership	Crystal Yingling, Director; Lynn Housel, Administrative Assistant; Tod Sidle, IEP Coordinator; Chelsea Young, Instructional Coach; Stephanie Barnes, Behavior Specialist and Thomas Fausnight, Cultural Coordinator				
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Hines, Robert Rhodes and Raymond Leone				
Mission Statement	<i>Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.</i>				
Student Demographics			Enrollment		
Gender	%	#	Grade	#	
Female	51	36	K	X	
Male	49	34	1		
Race/Ethnicity	%	#	2		
American Indian/Alaskan Native	0	0	3		
Asian/Pacific Islander	0	0	4		
Black, Non-Hispanic	27	19	5		
Hispanic	0	0	6		23
Multiracial	16	11	7		23
White, Non-Hispanic	57	40	8		24
Historically Underserved	%	#	9		X
Economically Disadvantaged	100	70	10		
English Learner	0	0	11		
Migrant	0	0	12		
Students with Disabilities	76	53	Total	70	

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	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-5	
2022-2023	N/A
Grades 6-8	
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	MET

IV. 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	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	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

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	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

VI. Legal Compliance

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

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Staff and student attendance is a considerable strength for Summit Academy Akron Middle School. Throughout the year, using the attendance calculator, the average for both was better than 94%. In addition, with many programs, processes, and procedures updated, they have experienced several successes this year.</p> <p>This year, they implemented “Mission Wars,” which fostered team building and healthy competition and incorporated reinforcement of basic concepts utilizing a “game” approach. Students and staff were actively and enthusiastically engaged in the competitions; the tracking sheets were closely monitored to ensure they knew their standing. Each week, the winning team received the traveling rocket trophy and was able to display it in their classroom. This learning approach established and reinforced relationships among students and staff.</p> <p>Their school-wide, job-embedded PD plan focused on data analysis, language arts, and math. They were able to bring back the team of Donna Whyte, Dr. Lori Elliot, and Mr. Dave Graham for a third year. This year, they focused on making sure the teachers could understand and disaggregate data to drive their instruction, student accountability, and how teacher engagement directly impacts student learning. Through this process, they did see a rise in student test scores from initial testing to the end of the year.</p> <p>Due to their 3rd year of implementing restorative practices, their OSS rate continues to decrease. With the intensive four-day instructional week in place, Friday school was often used therapeutically in place of OSS. This alternative allowed students to remain in the classroom to receive their education and provided staff with an uninterrupted focus solely on the behavior that landed them in Friday school. Through this process, they saw an overall decrease in behaviors within the school. Lastly, when staff intent forms went out, 100% of staff stated they would be returning for FY24, and 100% of the staff that received contracts signed them. This result is credited to the positive culture that was demonstrated throughout the year, the addition of the Mission Wars, and the decrease in student behaviors.</p>
Areas for Improvement	<p>Though they have experienced student test scores increase, they would like to make more significant growth with their students at risk to help close the learning gap. They plan on doing this by continuing with current PD providers and focusing on moving students further through focused skills that are supported by data. In addition, they plan to improve their MTSS program. This year, each teacher provided MTSS for their students 20 minutes per day each day of the week. Moving forward, they are planning to have a 60-minute MTSS class that will be taught by a teacher who is knowledgeable in this critical area of support. Also, they are purchasing a new scientifically based curriculum that is specifically designed to help with MTSS which can only benefit learning and enhance the program.</p>
Prospects for Renewal	Probable