

# ANNUAL PERFORMANCE REPORT

## Summit Academy Secondary School – Akron

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
000298	5 Years	07/01/2020	06/30/2025	9-12
Address	464 S Hawkins Ave. Akron, OH 44320			
Contact	Phone: (330) 434-2343		Fax: (330) 434-5295	
Website	<a href="https://summitacademies.org/akron-secondary/">https://summitacademies.org/akron-secondary/</a>			
Leadership	Ralph E. Grant – Principal, Sarah Pavis, Mary Reville			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Himes, Robert Rhoads			
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	19.64	11	K	
Male	80.36	45	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	25	14	5	
Hispanic	0	0	6	
Multiracial	12.5	7	7	
White, Non-Hispanic	62.5	35	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	55.36	31	10	17
English Learner	0	0	11	12
Migrant	0	0	12	14
Students with Disabilities	82.14	46	Total	13
				56

## 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	MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 <sup>rd</sup> 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	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 4-8	
2022-2023	N/A
Grades 9-12	
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	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	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	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	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not 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	Not 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	Met
Similar School #2	
2021-2022	Met
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	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	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	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 Secondary School – Akron 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 Secondary School – Akron was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

## VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>This school year, despite not having a Behavior Intervention Specialist, the staff and administrative team worked together to implement and support their PBIS system successfully. This year showed more staff and student buy-in vs. all previous years. Students were encouraged by gaining points in the classroom with the ability to access a consistently open school store. The school store had items that were of high interest to the students. Staff required students to fill out surveys to determine what they preferred in the store. Students were also greatly motivated by the monthly events. These events included ice skating, bowling, movies, field days, a Halloween party and a game truck. Staff consistently filled out point sheets and gave students “extra” points if they went above and beyond in the classroom. Overall, the PBIS system was more organized, effectively implemented, and better received by staff and students than in previous years.</p> <p>During the 2022-23 school year, Summit Academy Secondary School - Akron developed and maintained many community partnerships. An ongoing partnership the school has had for four years now is the National Association of Mental Illness (NAMI). They will provide mental health support and services to the community and the school. The school has also developed partnerships with Stewart’s Caring Place, Replay for Kids, Compassion Delivered, Grace House Hospice and Traditions Hospice. With these partnerships, students and staff learned the importance of community outreach, making connections, building lasting relationships, and meeting deadlines. The school worked closely within these partnerships to support the students in obtaining their required seals for graduation.</p> <p>2022-23 brought the fourth consecutive year of 100% special education compliance. The special education team works closely with the management company in developing and creating compliant and meaningful goals for students and families. The team prides itself in taking feedback from the students, families, and staff, and turning the feedback into attainable and applicable plans for students to foster overall growth and success.</p> <p>During the 2022-23 school year, Summit Academy Secondary School - Akron staff increased their participation in after-school programs. Programming included a Dungeons and Dragons theme literacy course, a basketball team with a literacy course, and a steel drum after-school program with accompanying language arts-based teaching. There was a high participation rate from staff and students. Attendance was consistent throughout the school year, and the parent feedback was positive as well. Students also played chess after school with Justin Bruce, a star chess player and history teacher at the school. The staff looks forward to creating and implementing new extended learning opportunities after school during the 2023-24 school year.</p> <p>This school year showed a great deal of growth utilizing STARS benchmarking. The school believes with teacher-based incentives, goal setting, and student incentives, they will continue to see further growth. An average of 55% of Tier 1 and Tier 2 students met or exceeded growth expectations this school year.</p>

Performance Summary	
Areas for Improvement	<p>Classroom management is an area that staff could continue to develop. Looking forward to the 2023-24 school year, they are hopeful to continue strengthening this area with more professional development opportunities that target restorative and trauma-informed practices. The administration would like to see a shift to teachers using more of these practices in their daily routines. Also, they plan to initiate more project-based learning throughout the school year.</p> <p>MTSS is an area that could benefit from being further strengthened every year. This was a great year in implementing the practice and delivery of MTSS services. They plan to continue to develop and deliver more meaningful interventions to reach students. With the support of the Summit Academy Management curriculum coach, they are confident that this system will continue to develop to support student growth and learning.</p>
Prospects for Renewal	Probable