

# ANNUAL PERFORMANCE REPORT

## Summit Academy Community School for Alternative Learners – Canton

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
133306	8 Years	07/01/2017	06/30/2025	K-8
Address	1620 Market Avenue S Canton, OH 44707			
Contact	Phone: (330) 458-0393		Fax: (330) 458-0518	
Website	<a href="https://summitacademies.org/canton-elementary/">https://summitacademies.org/canton-elementary/</a>			
Leadership	Tiffany George, Director; Lisa Merry, Kelly Addressi, Jason West, Sue Carpenter, Delores Spencer, Kristi McDermitt, Sarah Kwasnicka			
Governing Authority	Tiffany Biedenbach, Jacqueline Trainor, Rachel Murphy, Derrick Wyman, Jennifer Rainey			
Mission Statement	<i>Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	37	38	K	10
Male	63	65	1	11
Race/Ethnicity	%	#	2	10
American Indian/Alaskan Native	0	0	3	10
Asian/Pacific Islander	0	0	4	9
Black, Non-Hispanic	15	16	5	9
Hispanic	0	0	6	14
Multiracial	22	23	7	14
White, Non-Hispanic	62	64	8	16
Historically Underserved	%	#	9	X
Economically Disadvantaged	100	103	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	66	68	Total	

## 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	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	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	NOT MET
Comparative Schools Data	
Similar School #1	
2022-2023	NOT MET
Similar School #2	
2022-2023	N/A
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 4-8	
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	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	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	Not Met
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	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	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
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	Not 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	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	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A

## VI. Legal Compliance

Summit Academy Community School for Alternative Learners – Canton 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 Community School for Alternative Learners – Canton 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>While this was the second year of MTSS implementation for Summit Academy Community School for Alternative Learners - Canton teachers, they followed the MTSS blueprint with fidelity (explicit teaching, tiered forms, etc.) Students were able to close a lot of learning gaps this year with teachers focusing on foundational skills/lower grade level skills that areas identified as needs for students. Because they had dedicated time within the schedule to implement daily, they experienced significant student growth.</p> <p>In addition, test preparation was incorporated into daily learning; teachers were intentional in their planning. By following the test prep blueprint, OST scores showed improvement as well. To continue on this path of success and growth, they have ordered an approved science of reading ELA curriculum for 2023-24.</p> <p>A sense of family was facilitated through the joining of Summit Academy Community School for Alternative Learners - Canton and Summit Academy Secondary School - Canton, sharing common family events and training. Eventually, the school plans to move to a common K-12 building. Communication among staff and with families was improved this year; as a result, teacher feedback was much more positive and constructive as well.</p> <p>RIMPs were developed in a much more meaningful way and progress was more closely and consistently monitored. Employing research-based strategies and materials supported most students to improve their reading closer to, or on target with, where they needed to be academically in reading. Teachers scheduled RIMP intervention time within their ELA block daily as well; this focused instruction resulted in students making large academic gains.</p>

**Performance Summary**

**Areas for Improvement**

Increased focus and efforts resulted in the early signs of consistent, meaningful growth for Summit Academy School for Alternative Learners - Canton students. With increased focus on implementing current and new curriculum with fidelity, growth may continue to gain. In addition, as PLCs meet, it is important to pace the content throughout the school year and align the curriculum vertically. The staff needs to receive more training on the support and supplemental resources that accompany the curriculum and use what the school has paid for to enhance student learning.

While the use of instructional assistants is a big support in the classroom, they generally do not receive any formalized training to know how to effectively support learning. This team could benefit from targeted training for their instructional assistants.

With staff gaining a better understanding of choice vs. disability behaviors, more student reactions could and should be redirected in the classroom which would result in fewer office referrals. Also, when all staff provide feedback on what does and doesn't work with their PBIS program, it can be tweaked to work for more students. It would be important to include their local State Support Team as they work directly with PBIS programming.

Shifting the mindset to positive, proactive conversations and planning this year resulted in a much more positive building culture and overall morale. This needs to continue as a priority for the school to benefit staff and students.

**Prospects for Renewal**

Probable