

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.

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	https://summitacademies.org/canton-elementary/			
Leadership	Sarah Kwasnicka, Principal, Kelly Addressi, Admn Asst, Kristi McDermitt, Instructional Coach, Shana DeBerte, Data Coach, Shanna Martin, BIS			
Governing Authority	Tiffany Biedenbach, Jacqueline Trainor, Rachel Murphy, Jennifer Rainey, Angela Stevens, Lindsey Henry			
Mission Statement	The mission of Summit Academy Schools is to build hope, success, and well-being through education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	44	63	K	15
Male	56	81	1	10
Race/Ethnicity	%	#	2	17
American Indian/Alaskan Native	0	0	3	15
Asian/Pacific Islander	0	0	4	18
Black, Non-Hispanic	18	26	5	18
Hispanic	4	6	6	14
Multiracial	28	40	7	17
White, Non-Hispanic	50	72	8	20
Historically Underserved	%	#	9	
Economically Disadvantaged	100	144	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	63	90	Total	144

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2023-2024	2024-2025			
Overall Rating	Approaches Standard	Approaches Standard			
Achievement Component	Falls Below Standard	Falls Below Standard			
Performance Index	Falls Below Standard	Falls Below Standard			
Chronic Absenteeism	Falls Below Standard	Falls Below Standard			
Progress Component	Meets Standard	Meets Standard			
Gap Closing Component	Falls Below Standard	Falls Below Standard			
Gifted Performance Indicator	N/A	N/A			
Graduation Component	N/A	N/A			
4-Year Graduation Rate	N/A	N/A			
5-Year Graduation Rate	N/A	N/A			
Early Literacy Component	Falls Below Standard	Falls Below Standard			
Proficiency in 3rd Grade	Falls Below Standard	Falls Below Standard			
Promotion to 4 th Grade	Exceeds Standard	Exceeds Standard			
Improving K-3 Literacy	Falls Below Standard	Falls Below Standard			
College, Career, Workforce & Military Readiness	N/A	N/A			
PBIS	Falls Below Standard	Meets Standard			
PI vs Similar School #1	Exceeds Standard	N/A			
PI vs Similar School #2	Exceeds Standard	N/A			
School Academic Achievement Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Achievement K-8 Reading	Approaches Standard	Approaches Standard			
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard	Approaches Standard			
9-12 EOC Algebra I	N/A	N/A			
9-12 EOC Biology	N/A	N/A			
9-12 EOC ELA II	N/A	N/A			
9-12 EOC Geometry	N/A	N/A			
9-12 EOC American US History	N/A	N/A			
9-12 EOC American US Government	N/A	N/A			
9-12 Credit Earning Rate	N/A	N/A			
School Academic Growth Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Growth K-12 Reading	Meets Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Math	Meets Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	Meets Standard	N/A			
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

School Academic/Non-Academic Performance

School Fiscal Performance Targets and Metrics	2023-2024	2024-2025			
Ratio Assets to Liabilities	Meets Standard	Falls Below Standard			
Unrestricted Days Cash	Falls Below Standard	Falls Below Standard			
Current Year Enrollment Variance	Exceeds Standard	Exceeds Standard			
Debt Management	Exceeds Standard	N/A			
Total Expense Variance	Approaches Standard	Meets Standard			
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard			
Audit Findings	Falls Below Standard	Falls Below Standard			
Enrollment Sustainment	Exceeds Standard	N/A			
Sustainability	Falls Below Standard	N/A			
School Governance Performance Targets and Metrics	2023-2024	2024-2025			
Board Engagement	Meets Standard	Meets Standard			
Required # of Reg. Board Meetings	Meets Standard	Meets Standard			
Required # of Board Members	Meets Standard	Meets Standard			
Proper Meeting Notice	Meets Standard	Meets Standard			
Required Board Member Training	Meets Standard	Meets Standard			
Board Member Attendance	Meets Standard	Meets Standard			
Compliance/Organizational & Operational Performance Targets and Metrics	2023-2024	2024-2025			
On-Time Records Submissions	Exceeds Standard	Exceeds Standard			
Accuracy of Records Submissions	Exceeds Standard	Exceeds Standard			
Five-Year Forecast Submission	Meets Standard	Meets Standard			
Annual Budget	Meets Standard	Meets Standard			
Annual Report	Meets Standard	Meets Standard			
Emergency Management Plan	Meets Standard	Meets Standard			
Out of School Suspension K-3	Meets Standard	Exceeds Standard			
Out of School Suspension 4-8	Exceeds Standard	Falls Below Standard			
Out of School Suspension 9-12	N/A	N/A			
Mission Specific	Exceeds Standard	N/A			

School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard

School Compliance Summary	
Special Education	Summit Academy Community School for Alternative Learners - Canton maintained a steady special education compliance rate of 67% for the 2024–25 school year, which is consistent with the 67% rate achieved during the 2023–24 school year. Due to a strong documentation verification score of 83% in the 2023–2024 school year, Summit Academy Community School for Alternative Learners - Canton was exempt from documentation review during the 2024–2025 cycle.
Legal	Summit Academy Community School for Alternative Learners – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.
Corrective Action Plan (CAP)	Summit Academy Community School for Alternative Learners – Canton was not placed on corrective action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	Summit Academy Community School for Alternative Learners – Canton demonstrated notable success in enrollment growth and retention during the 2024–25 school year. With enrollment reaching 149 students for the 2025–26 school year, the school has surpassed its projected goal of 145, and interest from families continues to increase. High levels of student retention further reflect the school’s welcoming environment and supportive approach, with only minimal student departures due to relocation, graduation, or personal educational choices. Equally significant is the school’s 100% staff retention rate for the upcoming year, highlighting a positive, collaborative work environment in which educators feel supported and valued. The return of a former staff member further underscores the strength of the school’s professional culture and stability—key factors in maintaining instructional consistency and promoting student success. The use of an aligned, state-approved curriculum ensures that academic offerings meet Ohio Department of Education and Workforce standards and provide a solid foundation for student growth. The school also fostered strong family partnerships and meaningful community engagement. Events such as family nights and open houses consistently drew high participation, demonstrating the school’s commitment to building an inclusive and supportive school culture. These efforts strengthened connections between families and the school, contributing to enhanced student achievement and a greater sense of community. In the area of special education, Summit Academy Community School for Alternative Learners - Canton demonstrated strong special education practices during the 2024–25 review. The Evaluation Team Reports (ETRs) consistently showed active parent participation, clear descriptions of students’ educational needs, and thorough documentation by a qualified group of professionals. Justifications for eligibility determinations were clearly articulated and aligned with compliance standards. The Individualized Education Programs (IEPs) also reflected a high standard of quality. Strengths included well-developed Present Levels of Performance (PLOPs) and measurable goals that addressed both academic and functional needs. The documentation of Specially Designed Instruction (SDI) clearly outlined the location, amount, and frequency of services. Additionally, the IEPs included appropriate use of assistive technology, supports for school personnel, and comprehensive Least Restrictive Environment (LRE) statements. Each IEP team was composed of qualified professionals, ensuring that decisions were made collaboratively and in the best interest of each student.

School Performance Summary	
Areas for Improvement	Summit Academy Community School for Alternative Learners – Canton has identified the need to strengthen the consistency and fidelity of its Positive Behavioral Interventions and Supports (PBIS) framework to further enhance school culture and student behavior. While the foundational elements of PBIS are established, increasing buy-in from both staff and students is essential to achieve full implementation across all classrooms. Additionally, the school is focused on improving the cohesion of its Multi-Tiered System of Supports (MTSS) by better integrating behavior and attendance processes alongside academic interventions. Although academic MTSS blocks are implemented with fidelity, the school recognizes the need for more structured alignment of team processes, including coordination of all school improvement team meetings. Enhancing these systems will support a more comprehensive and unified approach to student success. Furthermore, expanding family supports related to attendance remains a priority, as improving student attendance is critical to maximizing instructional time and fostering consistent academic growth. In the area of special education, while there are strong practices in place, some areas require additional attention to ensure full compliance. In the ETR process, intervention statements should include all required components, and informed parental consent must be fully documented, ensuring that the planning form matches ETR Part 1. Additionally, not all areas related to the suspected disability were consistently addressed, and summaries of assessment results need to be written clearly and understandably for parents. In the IEPs, some goals need to be revised to include measurable components that clearly define expected student outcomes. The Specially Designed Instruction (SDI) sections must be individualized and tailored to each student, avoiding generic or identical descriptions across multiple documents. Finally, progress reports were sometimes missing key components required to accurately reflect student growth and goal attainment.
Prospects for Renewal	Probable

Previous 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 rd 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

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

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

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

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

Previous 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

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