

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – 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
000300	5 Years	07/01/2020	06/30/2025	9-12
Address	2400 Cleveland Avenue NW Canton, OH 44709			
Contact	Phone: (330) 453-8517		Fax: (330) 453-8924	
Website	https://summitacademies.org/canton-secondary/			
Leadership	Valerie Hughes, Director and Heather Singer, Superintendent			
Governing Authority	Tiffany Biedenbach, President, Jennifer Rainey, Vice President, Rachel Murphy, Secretary, Jacqueline Trainor, 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	47	35	K	
Male	53	40	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0.01	1	3	
Asian/Pacific Islander	0.03	2	4	
Black, Non-Hispanic	15	11	5	
Hispanic	0.04	3	6	
Multiracial	9	7	7	
White, Non-Hispanic	75	51	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	75	10	20
English Learner	0	0	11	19
Migrant	0	0	12	16
Students with Disabilities	61	46	Total	75

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2023-2024	2024-2025			
Overall Rating	Approaches Standard	Falls Below 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	Approaches Standard			
Gap Closing Component	Falls Below Standard	Falls Below Standard			
Gifted Performance Indicator	N/A	N/A			
Graduation Component	Meets Standard	Falls Below Standard			
4-Year Graduation Rate	Meets Standard	Falls Below Standard			
5-Year Graduation Rate	Approaches Standard	Meets Standard			
Early Literacy Component	N/A	N/A			
Proficiency in 3rd Grade	N/A	N/A			
Promotion to 4 th Grade	N/A	N/A			
Improving K-3 Literacy	N/A	N/A			
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	N/A	N/A			
Nationally-Normed Assessment Achievement K-8 Math	N/A	N/A			
9-12 EOC Algebra I	Falls Below Standard	Falls Below Standard			
9-12 EOC Biology	Falls Below Standard	N/A			
9-12 EOC ELA II	Falls Below Standard	Falls Below Standard			
9-12 EOC Geometry	Falls Below Standard	N/A			
9-12 EOC American US History	Approaches Standard	N/A			
9-12 EOC American US Government	N/A	N/A			
9-12 Credit Earning Rate	Approaches Standard	Exceeds Standard			
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			

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	Meets Standard	Exceeds Standard			
Debt Management	Exceeds Standard	N/A			
Total Expense Variance	Exceeds Standard	Meets Standard			
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard			
Audit Findings	Falls Below Standard	Falls Below Standard			
Enrollment Sustainment	Meets 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	Meets 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	N/A	N/A			
Out of School Suspension 4-8	N/A	N/A			
Out of School Suspension 9-12	Falls Below Standard	Exceeds Standard			
Mission Specific	Exceeds Standard	N/A			

School Compliance Summary	
Special Education	Summit Academy Secondary School - Canton has demonstrated notable progress in special education compliance. The ESC of Lake Erie West conducted a file review, and the school's compliance rate increased from 67% in the 2023-24 school year to 81% in the 2024-25 school year. This improvement reflects stronger alignment with state requirements and enhanced quality in IEP and ETR documentation. The school also made significant gains in documentation verification, improving from 47% in the 2023-24 school year to 63% in the 2024-25 school year. This upward trend highlights efforts to improve record-keeping accuracy and fidelity to required special education practices.
Legal	Summit Academy Secondary School - 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 Secondary School - Canton was not placed on corrective action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	During the 2024–25 school year, Summit Academy Secondary School – Canton demonstrated significant progress in fostering a positive, student-centered learning environment through the effective implementation of the Positive Behavioral Interventions and Supports (PBIS) framework. Teachers consistently applied PBIS practices to document and manage student behavior, promoting accountability and reinforcing positive conduct throughout the school. Consequently, the school experienced a substantial reduction in disciplinary incidents, reflecting improved student engagement, increased staff consistency, and the impact of restorative practices designed to support student growth. Efforts to strengthen school culture and morale were also notable achievements. Through intentional relationship-building, open communication, and regular staff appreciation activities, the school cultivated a more connected, motivated, and engaged community. Student-centered events and celebrations further contributed to a positive atmosphere, enhancing the well-being of both staff and students and fostering stronger daily interactions. The school's successes extended beyond internal improvements, with multiple district and community recognitions highlighting excellence in academics, student progress, and extracurricular achievements. These awards reflect the dedication of staff and students and underscore Summit Academy Secondary School – Canton's commitment to providing an inclusive, supportive, and achievement-oriented environment where all students can thrive academically, socially, and emotionally. In the area of special education, in the ETR process, interventions were clearly documented, parents actively participated, and all areas related to the suspected disability were addressed. The ETRs included clear descriptions of educational needs, and the evaluation teams consisted of qualified professionals. Within the IEPs, transition plans were developed appropriately, PLOPs were well written, and measurable goals targeted both academic and functional needs. The SDI statements included specific details for location, amount, and frequency of services. Least Restrictive Environment (LRE) considerations were addressed, and a qualified IEP team participated in development.

School Performance Summary

Areas for Improvement

Summit Academy Secondary School – Canton has identified the need to strengthen classroom management and instructional practices to better support student learning. Inconsistent application of behavior expectations and routines has contributed to off-task behavior in some classrooms. Enhancing management strategies will create a more structured environment, increase instructional time, and encourage positive student conduct. Additionally, improving differentiation will ensure instruction meets the diverse needs of all learners—particularly students with Individualized Education Programs (IEPs) or significant learning gaps—thereby promoting equitable access and academic growth.

The school has also recognized the importance of increasing parent involvement and student engagement as part of its continuous improvement efforts. Limited communication and collaboration with families have, at times, affected student motivation and accountability beyond the classroom. Strengthening these connections is expected to enhance student engagement, foster greater academic ownership, and cultivate a more supportive, involved learning community that reinforces student success both inside and outside the classroom.

In the area of special education, in the ETR, planning forms and Part 1 documents must align, accurately reflecting parental consent. Summaries of assessment results need to be written in language understandable to parents, and justifications for eligibility must include how the disability affects the student in the general education classroom.

Within the IEPs, all sections must be completed thoroughly, with no missing information or dates. Progress reports must include all required components to ensure they clearly communicate student performance and growth.

Prospects for Renewal

Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	NOT MET
4-Yr. Graduation Rate	
2022-2023	NOT MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
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	N/A
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	N/A

Achievement	
Performance Index	
2021-2022	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	N/A
Gifted Students	
2021-2022	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
Students with Disabilities	
2021-2022	
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	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

2020-2021	N/A
2019-2020	N/A
2018-2019	Met
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	Met

Previous 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	NOT 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

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	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	Not 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	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A