

ANNUAL PERFORMANCE REPORT

Summit Academy Transition High School – Cincinnati

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
000608	6 Years	07/01/2019	06/30/2025	9-12
Address	5800 Salvia Ave. Cincinnati, OH 45224			
Contact	Phone: (513) 541-4000		Fax: (513) 541-4075	
Website	http://summitacademies.org/schools/Cincinnati-high			
Leadership	Erwin McIntosh Principal			
Governing Authority	Walter Henry, Josephine Howard, Anita Miller-Henderson and Cherish Edwards			
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	24	11	K	
Male	76	34	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	49	22	5	
Hispanic	2	1	6	
Multiracial	9	4	7	
White, Non-Hispanic	40	18	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	45	10	11
English Learner	0.02	1	11	12
Migrant	0	0	12	9
Students with Disabilities	86.67	39	Total	45

<i>School Academic/Non-Academic Performance</i>					
Traditional Ohio State School Report Card	2023-2024	2024-2025			
Overall Rating	Meets Standard	Approaches Standard			
Achievement Component	Falls Below Standard	Approaches Standard			
Performance Index	Falls Below Standard	Approaches Standard			
Chronic Absenteeism	Meets Standard	Falls Below Standard			
Progress Component	N/A	Meets Standard			
Gap Closing Component	Exceeds Standard	Falls Below Standard			
Gifted Performance Indicator	N/A	N/A			
Graduation Component	Exceeds Standard	Approaches Standard			
4-Year Graduation Rate	Meets Standard	Falls Below Standard			
5-Year Graduation Rate	Exceeds 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	Approaches Standard			
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	Falls Below Standard			
Nationally-Normed Assessment Achievement K-8 Math	N/A	Falls Below Standard			
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	Meets Standard	N/A			
9-12 EOC American US Government	Falls Below Standard	N/A			
9-12 Credit Earning Rate	Meets Standard	Meets Standard			
School Academic Growth Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Growth K-12 Reading	Meets Standard	Falls Below Standard			
Nationally-Normed Assessment Growth K-12 Math	Meets Standard	Approaches 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	Falls Below Standard	Falls Below Standard			
Debt Management	Exceeds Standard	N/A			
Total Expense Variance	Exceeds Standard	Exceeds Standard			
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard			
Audit Findings	Falls Below Standard	Falls Below Standard			
Enrollment Sustainment	Exceeds Standard	N/A			
Sustainability	Exceeds Standard	N/A			
School Governance Performance Targets and Metrics	2023-2024	2024-2025			
Board Engagement	Approaches Standard	Approaches Standard			
Required # of Reg. Board Meetings	Meets Standard	Meets Standard			
Required # of Board Members	Falls Below Standard	Falls Below Standard			
Proper Meeting Notice	Meets Standard	Meets Standard			
Required Board Member Training	Meets Standard	Meets Standard			
Board Member Attendance	Approaches 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	Meets Standard	Meets Standard			
Mission Specific	Meets Standard	N/A			
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

School Compliance Summary	
Special Education	Due to strong special education compliance during the 2023–24 school year, Summit Academy Transition High School – Cincinnati was exempt from a formal file check in the 2024–25 school year. A documentation review was conducted instead to ensure continued compliance. The school has maintained consistent performance in documentation practices, earning a 68% compliance rate—matching last year’s performance
Legal	Summit Academy Transition High School – Cincinnati 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 Transition High School – Cincinnati was not placed on corrective action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	Summit Academy Transition High School – Cincinnati demonstrated a significant strength in maintaining high teacher retention, which reflects the strong sense of climate and culture established within the building. Staff feel valued, supported, and connected, fostering stability and consistency for students. This positive environment not only enhances collaboration among educators but also contributes to sustained student success. In the area of special education, Summit Academy Transition High School – Cincinnati has maintained consistent performance in documentation practices, earning a 68% compliance rate—matching last year’s performance. The school has demonstrated a strong commitment to upholding documentation expectations and ensuring service delivery is aligned with IEP requirements. Due to strong special education compliance during the 2023–24 school year, Summit Academy Transition High School – Cincinnati was exempt from a formal file check in the 2024–25 school year. A documentation review was conducted instead to ensure continued compliance.
Areas for Improvement	As Summit Academy Transition High School – Cincinnati merges with the elementary building and becomes Summit Academy School – Cincinnati, it will be important for the school to focus on the transition into a new building while effectively merging two staffs into one cohesive team. Continued attention to building relationships, establishing shared expectations, and fostering a unified school culture will be essential to ensure a smooth transition and long-term success. In the area of special education, as the school moves forward, teams should strengthen systems for collecting and reporting student progress on a quarterly basis, ensuring all IEP compliance components are fully met. Additionally, current caseload and workload distribution must be evaluated. The IEP Coordinator is managing a full caseload, and the second Intervention Specialist is responsible for both a full caseload and teaching a core subject. This heavy workload may impact service quality. It is strongly recommended that the school prioritize hiring an additional Intervention Specialist to better balance staff responsibilities and sustain high-quality student support.
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	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 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	NOT 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

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	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A

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	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	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Met

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	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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	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	NOT MET

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	N/A
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	Met
2018-2019	N/A