

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Parma

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
000302	8 Years	07/01/2018	06/30/2026	K-12
Address	5868 Stumph Rd. Parma, OH 44134			
Contact	Phone: (440) 888-5407		Fax: (440) 888-5417	
Website	https://summitacademies.org/parma-community/			
Leadership	Alexandra Morris, Director			
Governing Authority	Dusk Haberman, Lawrence Whelan, Theresa Alai, David Lang, Joseph Gagliano			
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	41	39	K	0
Male	59	56	1	5
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	0	0	3	3
Asian/Pacific Islander	1	1	4	6
Black, Non-Hispanic	16	15	5	10
Hispanic	23	22	6	8
Multiracial	4	4	7	9
White, Non-Hispanic	56	53	8	11
Historically Underserved	%	#	9	11
Economically Disadvantaged	75	71	10	9
English Learner	0	0	11	10
Migrant	0	0	12	7
Students with Disabilities	78	74	Total	95

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2023-2024	2024-2025			
Overall Rating	Meets Standard	Approaches Standard			
Achievement Component	Falls Below Standard	Falls Below Standard			
Performance Index	Falls Below Standard	Falls Below Standard			
Chronic Absenteeism	Meets Standard	Falls Below Standard			
Progress Component	Meets Standard	Meets Standard			
Gap Closing Component	Meets Standard	Falls Below Standard			
Gifted Performance Indicator	N/A	N/A			
Graduation Component	N/A	Exceeds Standard			
4-Year Graduation Rate	N/A	Meets Standard			
5-Year Graduation Rate	N/A	Exceeds 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	Meets Standard			
PBIS	Meets 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	Falls Below Standard	Approaches Standard			
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard	Falls Below Standard			
9-12 EOC Algebra I	Falls Below Standard	Falls Below Standard			
9-12 EOC Biology	Approaches Standard	N/A			
9-12 EOC ELA II	Falls Below Standard	N/A			
9-12 EOC Geometry	Falls Below Standard	N/A			
9-12 EOC American US History	Exceeds Standard	N/A			
9-12 EOC American US Government	Exceeds Standard	N/A			
9-12 Credit Earning Rate	Meets Standard	Exceeds Standard			
School Academic Growth Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Growth K-12 Reading	Falls Below Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Math	Falls Below Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Reading or Math	Falls Below 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	Falls Below Standard	Falls Below 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	Approaches Standard	Approaches Standard			
Required # of Reg. Board Meetings	Meets Standard	Meets Standard			
Required # of Board Members	Falls Below Standard	Meets Standard			
Proper Meeting Notice	Meets Standard	Meets Standard			
Required Board Member Training	Meets Standard	Meets Standard			
Board Member Attendance	Approaches Standard	Approaches 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	Meets Standard	Exceeds Standard			
Out of School Suspension 4-8	Meets Standard	Meets Standard			
Out of School Suspension 9-12	Meets Standard	Exceeds Standard			
Mission Specific	Meets Standard	N/A			

School Compliance Summary	
Special Education	Summit Academy Community School - Parma earned a one-year exemption from an ETR/IEP file check review due to having a score of 75% compliance during the 2023-24 school year. The school will receive their next ETR/IEP file check during the 2025-26 school year. As stated above, documentation is a strength at Summit Academy Community School - Parma, with notable improvements seen this year. The ESCLEW confirms IEP implementation through a documentation verification review. The school has achieved a 92% completion rate in documentation verification, up from 67% last year.
Legal	Summit Academy Community School - Parma 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 - Parma was not placed on Corrective Action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	Summit Academy Community School – Parma demonstrated significant progress during the school year, particularly in the implementation of Positive Behavioral Interventions and Supports (PBIS). This initiative led to a notable 50% reduction in out-of-school suspensions for grades 9–12, reflecting a positive shift in student behavior and discipline practices. The school also experienced meaningful improvements in overall climate and culture, with leadership setting the tone through clear expectations, strong communication, and visible support for staff and students. In addition to behavioral and cultural advancements, instructional practices have been strengthened through the strategic use of data to plan and personalize instruction, ensuring academic decisions are grounded in student needs. Ongoing, targeted professional development has empowered staff to adopt effective strategies in the classroom and contribute to a collaborative, growth-minded school community. These collective efforts have created a more supportive, engaging, and achievement-focused environment for all learners. In the area of special education, Specially Designed Instruction (SDI) documentation is well-organized, with each Intervention Specialist (IS) utilizing a shared spreadsheet to track time spent with students, ensuring accurate recording of minutes. Accommodations and modifications have been effectively communicated to general education teachers through training sessions, and key information about student supports is accessible to all stakeholders.
Areas for Improvement	While the school has made important strides, staffing continues to present challenges that impact overall student achievement. Consistent staffing is essential for building strong teacher-student relationships, maintaining instructional continuity, and supporting schoolwide academic goals. Addressing recruitment and retention efforts, along with providing ongoing support for both new and existing staff, will be critical to ensuring stability and instructional effectiveness. Additionally, there is a recognized need to refine and strengthen math intervention strategies to better support students performing below grade level. This includes enhancing data-driven instructional practices, selecting effective intervention materials, and ensuring staff are adequately trained and supported in implementing these strategies. By prioritizing these areas, the school can continue to build on its progress and improve academic outcomes for all students. In the area of special education, areas for improvement at Summit Academy Community School - Parma include the need for further documentation from general education teachers to verify the consistent implementation of accommodations and modifications. While key information is accessible to all stakeholders, ensuring that this is being consistently applied across classrooms requires better tracking and accountability. Another area of growth is the management of compensatory Specially Designed Instruction (SDI) minutes, as some minutes from the previous school year and from quarter one were carried over.
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	N/A
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	NOT MET
Positive Behavior Intervention and Supports	
2022-2023	NOT 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	MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	NOT MET
Other Academic Measures	
Subgroup	
2022-2023	NOT MET
Reading	
2022-2023	NOT MET
Math	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET

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	Not 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	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
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	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	Not 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	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Not Met
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	NOT MET
Grades 4-8	
2022-2023	NOT MET
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	Not 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	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	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A