

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	David Lang, Dusk Haberman, Lawrence Whelan, Theresa Alai, Joseph Gagliano			
Mission Statement	We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	39	42	K	4
Male	61	65	1	2
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	0	0	3	6
Asian/Pacific Islander	1	1	4	6
Black, Non-Hispanic	7	7	5	7
Hispanic	27	29	6	12
Multiracial	9	10	7	9
White, Non-Hispanic	56	60	8	11
Historically Underserved	%	#	9	16
Economically Disadvantaged	96	103	10	12
English Learner	0	0	11	9
Migrant	0	0	12	7
Students with Disabilities	67	72	Total	107

<i>School Academic/Non-Academic Performance</i>					
Traditional Ohio State School Report Card	2023-2024	2024-2025	2025-2026		
Overall Rating	Meets Standard	Approaches Standard	Meets Standard		
Achievement Component	Falls Below Standard	Falls Below Standard	Falls Below Standard		
Performance Index	Falls Below Standard	Falls Below Standard	Falls Below Standard		
Chronic Absenteeism	Meets Standard	Falls Below Standard	Meets Standard		
Progress Component	Meets Standard	Meets Standard	Meets Standard		
Gap Closing Component	Meets Standard	Falls Below Standard	Approaches Standard		
Gifted Performance Indicator	N/A	N/A	N/A		
Graduation Component	N/A	Exceeds Standard	Exceeds Standard		
4-Year Graduation Rate	N/A	Meets Standard	N/A		
5-Year Graduation Rate	N/A	Exceeds Standard	Exceeds Standard		
Early Literacy Component	N/A	N/A	N/A		
Proficiency in 3rd Grade	N/A	N/A	N/A		
Promotion to 4 th Grade	N/A	N/A	N/A		
Improving K-3 Literacy	N/A	N/A	N/A		
College, Career, Workforce & Military Readiness	N/A	Meets Standard	N/A		
PBIS	Meets Standard	Meets Standard	Meets Standard		
PI vs Similar School #1 & #2	Exceeds Standard	N/A	Exceeds Standard		
PI vs Similar School #2	Exceeds Standard	N/A	N/A		
School Academic Achievement Targets and Metrics	2023-2024	2024-2025	2025-2026		
Nationally-Normed Assessment Achievement K-8 Reading	Falls Below Standard	Approaches Standard	Meets Standard		
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard	Falls Below Standard	Falls Below Standard		
9-12 EOC Algebra I	Falls Below Standard	Falls Below Standard	Falls Below Standard		
9-12 EOC Biology	Approaches Standard	N/A	Falls Below Standard		
9-12 EOC ELA II	Falls Below Standard	N/A	Falls Below Standard		
9-12 EOC Geometry	Falls Below Standard	N/A	Falls Below Standard		
9-12 EOC American US History	Exceeds Standard	N/A	Approaches Standard		
9-12 EOC American US Government	Exceeds Standard	N/A	Meets Standard		
9-12 Credit Earning Rate	Meets Standard	Exceeds Standard	Approaches Standard		
School Academic Growth Targets and Metrics	2023-2024	2024-2025	2025-2026		
Nationally-Normed Assessment Growth K-12 Reading	Falls Below Standard	Meets Standard	Meets Standard		
Nationally-Normed Assessment Growth K-12 Math	Falls Below Standard	Meets Standard	Meets Standard		
Nationally-Normed Assessment Growth K-12 Reading or Math	Falls Below Standard	N/A	Meets Standard		
<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	2025-2026		
Ratio Assets to Liabilities	Meets Standard	Falls Below Standard	Falls Below Standard		
Unrestricted Days Cash	Falls Below Standard	Falls Below Standard	Falls Below Standard		
Current Year Enrollment Variance	Falls Below Standard	Falls Below Standard	Exceeds Standard		
Debt Management	Exceeds Standard	N/A	N/A		
Total Expense Variance	Exceeds Standard	Meets Standard	Exceeds Standard		
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard	Exceeds Standard		
Audit Findings	Falls Below Standard	Falls Below Standard	Falls Below Standard		
Enrollment Sustainment	Meets Standard	N/A	N/A		
Sustainability	Falls Below Standard	N/A	N/A		
School Governance Performance Targets and Metrics	2023-2024	2024-2025	2025-2026		
Board Engagement	Approaches Standard	Approaches Standard	Approaches Standard		
Required # of Reg. Board Meetings	Meets Standard	Meets Standard	Meets Standard		
Required # of Board Members	Falls Below Standard	Meets Standard	Meets Standard		
Proper Meeting Notice	Meets Standard	Meets Standard	Meets Standard		
Required Board Member Training	Meets Standard	Meets Standard	Meets Standard		
Board Member Attendance	Approaches Standard	Approaches Standard	Approaches Standard		
Compliance/Organizational & Operational Performance Targets and Metrics	2023-2024	2024-2025	2025-2026		
On-Time Records Submissions	Exceeds Standard	Meets Standard	Exceeds Standard		
Accuracy of Records Submissions	Exceeds Standard	Exceeds Standard	Exceeds Standard		
Five-Year Forecast Submission	Meets Standard	Meets Standard	Meets Standard		
Annual Budget	Meets Standard	Meets Standard	Meets Standard		
Annual Report	Meets Standard	Meets Standard	Meets Standard		
Emergency Management Plan	Meets Standard	Meets Standard	Meets Standard		
Out of School Suspension K-3	Meets Standard	Exceeds Standard	Exceeds Standard		
Out of School Suspension 4-8	Meets Standard	Meets Standard	Falls Below Standard		
Out of School Suspension 9-12	Meets Standard	Exceeds Standard	Meets Standard		
Mission Specific	Meets Standard	N/A	Falls Below Standard		

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

School Compliance Summary	
Special Education	The ESC of Lake Erie West conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Community School - Parma compliance rate is 95%. Summit Academy Parma was exempt from a documentation review.
Legal	Summit Academy Community School - Parma was in compliance with all applicable state and federal laws, rules, and regulations for the 2025–2026 school year.
Corrective Action Plan (CAP)	Summit Academy Community School - Parma was placed on Academic Corrective Action during the 2025-2026 school year.

School Performance Summary	
Areas of Strength	Summit Academy Community School - Parma demonstrated a strong commitment to continuous improvement, student engagement, and positive school culture throughout the 2025–2026 school year. The school maintained a welcoming and supportive environment where students, staff, and families reported a strong sense of belonging and positive communication. Leadership and staff worked collaboratively to utilize data-driven practices that support academic growth, attendance improvement, and targeted interventions. The school demonstrated a commitment to professional learning through ongoing Science of Reading training and other staff development opportunities designed to build instructional capacity. Strong leadership was evident through proactive planning, timely completion of requirements, successful fulfillment of all Academic Corrective Action Plan (ACAP) expectations, and a focus on creating sustainable systems that support student success. Additionally, the school made significant efforts to improve attendance through consistent monitoring, family outreach, and targeted incentive programs. In the area of special education, Summit Academy Community School - Parma demonstrates strong evaluation practices, as evidenced by thorough assessments that address all areas related to students’ suspected disabilities, ensuring a comprehensive understanding of individual needs. The evaluation team clearly articulates justification for eligibility decisions, reflecting thoughtful analysis and alignment with data-driven decision-making. IEPs are well-developed and include clearly defined accommodations that support students in accessing and making meaningful progress within the general education curriculum. The team shows a strong commitment to individualized planning by ensuring supports are tailored to each student’s unique learning profile. Additionally, IEPs include clear explanations regarding the extent to which students participate alongside their nondisabled peers, demonstrating careful consideration of Least Restrictive Environment requirements. Overall, the school’s practices reflect a cohesive and compliant approach to evaluation and IEP development that prioritizes both access and inclusion for students with disabilities

School Performance Summary	
Areas for Improvement	As Summit Academy Community School - Parma continues to build upon its positive momentum, opportunities exist to further strengthen student attendance and reduce chronic absenteeism through the implementation of additional evidence-based attendance strategies. The school's planned participation in attendance-focused professional learning demonstrates a proactive approach to this goal and will support future planning efforts. Additionally, continued collaboration and coaching around PBIS implementation will help strengthen the school's behavior support systems and ensure practices are implemented consistently and with fidelity. Maintaining a focus on attendance, PBIS effectiveness, and data-driven interventions will support continued growth in student outcomes and school climate. In the area of special education, Summit Academy Community School - Parma has an opportunity to strengthen transition planning within IEPs to ensure full alignment with all eight required federal elements. While transition components are present, refining these plans to consistently address each required element will enhance compliance and better support students' postsecondary success. Increasing attention to measurable postsecondary goals, coordinated services, and student involvement will further improve the quality of transition planning. Providing additional staff training or using a standardized checklist may help ensure all components are consistently addressed. With these adjustments, the school can build on its existing practices to create more comprehensive and effective transition plans for students.
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