

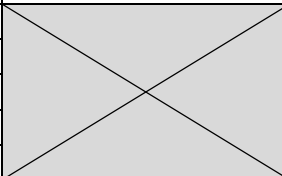
ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Warren

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
000305	8 Years	07/01/2017	06/30/2025	K-7
Address	2106 Arbor Ave. SE Warren, OH 44484			
Contact	Phone: (330) 369-4233		Fax: (330) 369-4299	
Website	https://summitacademies.org/warren-elementary/			
Leadership	Mrs. Allison Glass, Principal, Mrs. Diana Napolitan, Assistant Principal, Mrs. Patricia Smith, Administrative Assistant, Mrs. Ashley Durst, IEP Coordinator, Mrs.Sara Robinson, Instructional Coach/Lead IS			
Governing Authority	Amber Bodrick, Joseph Gagliano, Eric Jones, Kendra Godiciu, Nicole Forte			
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	36	40	K	14
Male	64	72	1	14
Race/Ethnicity	%	#	2	12
American Indian/Alaskan Native	0.1	1	3	16
Asian/Pacific Islander	0	0	4	11
Black, Non-Hispanic	12	13	5	20
Hispanic	5	6	6	14
Multiracial	12	13	7	11
White, Non-Hispanic	71	79	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	112	10	
English Learner	0.1	1	11	
Migrant	0	0	12	
Students with Disabilities	77	86	Total	

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	Meets Standard	Falls Below Standard			
Progress Component	Meets Standard	Meets Standard			
Gap Closing Component	Approaches Standard	Approaches 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	Falls Below Standard	N/A			
Improving K-3 Literacy	Falls Below Standard	Falls Below Standard			
College, Career, Workforce & Military Readiness	N/A	N/A			
PBIS	Meets Standard	Meets Standard			
PI vs Similar School #1	Approaches Standard	N/A			
PI vs Similar School #2	Approaches Standard	N/A			
School Academic Achievement Targets and Metrics	2023-2024	2024-2025			
Nationally-Normed Assessment Achievement K-8 Reading	Falls Below Standard	Falls Below Standard			
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard	Falls Below 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>					

<i>School Academic/Non-Academic Performance</i>					
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	Exceeds Standard	Approaches Standard			
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard			
Audit Findings	Falls Below Standard	Falls Below Standard			
Enrollment Sustainment	Exceeds Standard	N/A			
Sustainability	Approaches 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	Exceeds Standard	Exceeds 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	Approaches Standard	Exceeds Standard			
Out of School Suspension 4-8	Meets Standard	Meets Standard			
Out of School Suspension 9-12	N/A	N/A			
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	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Community School – Warren’s compliance rate is 80%, up from 79% last year. The ESCLEW confirms IEP implementation through a documentation verification review. Summit Academy Community School - Warren had an impressive 100 % of their documentation verified, up from 93% last school year.
Legal	Summit Academy Community School- Warren 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 - Warren 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 Community School – Warren demonstrated measurable growth in academic performance, student support systems, and community engagement. A key instructional achievement was the successful implementation of the 95 Percent early literacy intervention program, which significantly improved foundational reading skills, particularly among third-grade students. The percentage of students performing at grade level on the STAR Early Literacy assessment tripled from the beginning to the end of the year. Additionally, fifth-grade students showed notable gains on state reading and science assessments, supported by targeted intervention strategies, Multi-Tiered System of Supports (MTSS) practices, and increased instructional time focused on vocabulary and comprehension. The school also achieved full special education compliance, reflecting its commitment to individualized student support, effective organizational practices, and collaborative communication among staff, families, and service providers. Through these coordinated efforts, the school ensured that students with disabilities received timely, high-quality services aligned with legal requirements and educational best practices. Beyond academics, the school cultivated a positive and inclusive culture through a variety of well-attended community events, which received highly favorable feedback from families and helped strengthen school-home relationships. Additionally, the school launched a summer tutoring program with a creative camping theme, attracting participation from nearly half of the student body and reinforcing its commitment to academic enrichment beyond the traditional school year. In the area of special education, Summit Academy Community School – Warren demonstrated several key strengths in its special education processes. In the Evaluation Team Report (ETR), the school consistently ensured parent participation, provided clear summaries of assessments, and included detailed descriptions of students’ educational needs. Each ETR was developed by a qualified group of professionals and included appropriate justification for eligibility determination, reflecting the school’s commitment to collaborative and compliant evaluation practices. Within the Individualized Education Programs (IEPs), the school effectively documented Present Levels of Performance (PLOPs) and developed measurable goals that addressed both academic and functional needs. The Specially Designed Instruction (SDI) statements included location, amount, and frequency, and the IEPs identified relevant assistive technology, accommodations, and a clearly stated Least Restrictive Environment (LRE). A special area of strength is their documentation.

School Performance Summary	
Areas for Improvement	Summit Academy Community School – Warren has identified staffing stability and retention as critical priorities for improvement in the upcoming academic year. Following a high rate of staff turnover at the conclusion of the 2024–2025 school year, coupled with ongoing shortages of substitute teachers, the school is experiencing challenges in maintaining instructional continuity and supporting staff morale. Frequent staffing changes, extended absences, and unfilled positions have placed increased pressure on existing personnel, affecting the overall learning environment. Additionally, the school has recognized the need to strengthen mathematics achievement through the development of a comprehensive, school-wide math intervention system. Current performance data indicate that many students are not meeting grade-level expectations, highlighting the urgency of implementing a more structured and consistent approach to closing learning gaps and supporting student growth in mathematics. In the area of special education, despite the strengths noted, there are several areas for continued growth. In the ETRs, intervention statements were not consistently documented to justify the decision to evaluate. Additionally, parental consent was not always clearly aligned with the ETR planning form, and some evaluations failed to address all areas related to the suspected disability, which is critical for ensuring a comprehensive evaluation. For IEPs, SDI statements need to be more specific regarding instructional format, such as identifying whether services will be delivered in small group, one-on-one, or whole group settings, to provide clarity and support service delivery that is responsive to individual student needs.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT 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	NOT MET

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	MET
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	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	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
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
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	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	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

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	Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	Not Met
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	MET
Grades 4-7	
2022-2023	MET
Grades 8-12	
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	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	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	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