

ANNUAL PERFORMANCE REPORT

Summit Academy School for Alternative Learners – Warren Middle and Secondary

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.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000616	4 Years	07/01/2024	06/30/2028	8-12
Address	1461 Moncrest Dr. NW Warren, OH 44485			
Contact	Phone: (330) 399-1692		Fax: (330) 399-1768	
Website	https://summitacademies.org/warren-middle-secondary/			
Leadership	Erin Bradley-Principal, Daniel Stella-Dean of Students, Samantha Musser-Administrative Assistant, Allison Garisto-Data Coach, Melissa Weaver-IEP Coordinator, Maria Winbush-Behavior Specialist, James Ihnat-Lead IS			
Governing Authority	Joe Gagliano, Amber Bodrick, Kendra Godiciu, Nicole Forte, Eric Jones			
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	29	20	K	
Male	71	49	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	7	5	5	
Hispanic	4	3	6	
Multiracial	12	8	7	
White, Non-Hispanic	77	53	8	
Historically Underserved	%	#	9	17
Economically Disadvantaged	100	69	10	17
English Learner	0	0	11	10
Migrant	0	0	12	15
Students with Disabilities	68	47	Total	69

School Academic/Non-Academic Performance

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

School Compliance Summary	
Special Education	Summit Academy School for Alternative Learners - Warren Middle and Secondary was selected for ongoing check-ins during the 2024–25 school year in place of a formal file review and documentation verification, due to a strong past performance and overall compliance with special education requirements during the previous 2023–24 school year, resulting in a one-year exemption.
Legal	Summit Academy School for Alternative Learners Warren Middle and Secondary 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 School for Alternative Learners Warren Middle and Secondary was not placed on corrective action during the 2024 – 2025 school year.

School Performance Summary	
Areas of Strength	Summit Academy School for Alternative Learners Warren Middle and Secondary experienced measurable growth in school culture and professional collaboration throughout the 2024–25 school year. Teachers and administrators fostered mutual respect through consistent teamwork and open communication, building meaningful relationships across the building. In addition to daily collaboration, the school prioritized staff morale by organizing team-building opportunities outside of the classroom. The school also made significant progress in Positive Behavioral Interventions and Supports (PBIS). Through focused, data-driven Building Leadership Team (BLT) meetings, the school emphasized consistency in PBIS implementation across all classrooms. A key component of this advancement was the collaboration with the State Support Team (SST) consultant, who partnered with the school’s behavior specialist to expand her leadership capacity within the PBIS framework. These efforts directly contributed to a more supportive and structured learning environment for all students. Increased community engagement and enhanced instructional practices were also notable achievements during the year. Students participated in community service initiatives, strengthening connections with their community while fulfilling service hour requirements. Internally, instructional teams benefited from strengthened Teacher-Based Team (TBT) structures, with bi-weekly, data-focused meetings fostering instructional alignment and effective interventions. Additionally, targeted coaching expanded to include a broader range of staff, further supporting professional growth and student success. In the area of special education, throughout the school year multiple check-ins were conducted to monitor ongoing compliance and provide support as needed. The school continues to provide compliant services across all areas. There were no reported issues with IEP or ETR timelines, documentation, or service delivery. Additionally, there were no outstanding compensatory service minutes. All components of special education programming were found to be appropriately implemented and documented.

School Performance Summary	
Areas for Improvement	Summit Academy School for Alternative Learners Warren Middle and Secondary has identified key areas for continued improvement to enhance student learning outcomes and overall school success. A primary focus moving forward is strengthening tiered instruction, with particular emphasis on ensuring students successfully transfer skills acquired through intervention series into their core Mathematics and English Language Arts classes. Aligning specialized instruction with general education coursework is essential to closing academic gaps and supporting long-term student achievement. Additionally, the school is committed to improving student attendance and enrollment, both of which are critical to fostering a stable and engaged learning environment. While overall attendance rates have shown improvement, consistent growth across all grade levels remains a priority. This goal may be achieved through the development of student incentives and recognition programs designed to promote daily attendance. Concurrently, the school is working to strengthen enrollment efforts by building partnerships with local counseling agencies and medical offices, ensuring prospective students are connected to an educational environment tailored to meet their unique learning needs. In the area of special education, while no specific compliance concerns were identified during the 2024–25 school year, continued attention to timely documentation, individualized goal development, and ongoing data collection is encouraged to sustain strong performance. The school is advised to maintain current practices and remain vigilant in monitoring service delivery and compliance to ensure continued success.
Prospects for Renewal	Probable