

ANNUAL PERFORMANCE REPORT

Summit Academy – Youngstown

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
000623	5 Years	07/01/2020	06/30/2025	K-7
Address	144 N. Schenley Ave. Youngstown, OH 44509			
Contact	Phone: (330) 259-0421		Fax: (330) 259-0424	
Website	https://summitacademies.org/youngstown-elementary/			
Leadership	Rebecca Ellis, Principal; Michael Prendergast, Dean of Students; Gena McAlister, Lead IS; Jessica Davis, ELA Instructional Coach, Nicole McGrath, Math Instructional Coach, Dawn Peryear, Community Resource Coordinator; Christa Vlosich, Admn Asst			
Governing Authority	Erica Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano, Nicole Forte			
Mission Statement	The mission of Summit Academy schools is to build hope, success, leadership, and well-being through education and advocacy for children with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	43	56	K	13
Male	57	74	1	10
Race/Ethnicity	%	#	2	17
American Indian/Alaskan Native	2	2	3	16
Asian/Pacific Islander	0	0	4	21
Black, Non-Hispanic	38	49	5	16
Hispanic	13	17	6	20
Multiracial	10	13	7	17
White, Non-Hispanic	38	49	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	130	10	
English Learner	1	1	11	
Migrant	0	0	12	
Students with Disabilities	69	89	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	Falls Below Standard	Meets Standard			
Progress Component	Approaches Standard	Meets Standard			
Gap Closing Component	Falls Below 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	Approaches Standard	Falls Below Standard			
Proficiency in 3rd Grade	Falls Below Standard	Falls Below Standard			
Promotion to 4 th Grade	Exceeds 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	Approaches Standard			
Nationally-Normed Assessment Achievement K-8 Math	Approaches 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	Approaches Standard			
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	Meets 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	Exceeds Standard	Exceeds Standard			
Debt Management	Exceeds Standard	N/A			
Total Expense Variance	Meets 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	Approaches 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	Exceeds Standard	N/A			

School Compliance Summary	
Special Education	Summit Academy – Youngstown has shown improvement in special education compliance. A file review completed in February 2025 revealed a compliance rate of 67%, an increase from 57% during the 2023–24 school year. This growth reflects continued efforts to improve the accuracy and quality of IEP and ETR development. A documentation verification review was not conducted for the 2024–25 school year, as Summit Academy – Youngstown achieved a high compliance rate of 93% in the previous school year. The next documentation verification will occur during the next school year, 2025–26.
Legal	Summit Academy - Youngstown 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 – Youngstown 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 – Youngstown experienced notable improvements in student behavior, supported by the effective work of its Positive Behavioral Interventions and Supports (PBIS) committee. Monthly activities designed to reinforce positive behavior contributed to a reduction of 216 behavioral referrals compared to the previous year. Additionally, the sustained implementation of the Responsive Classroom model over the past three years has supported a steady decline in unexpected behaviors. These outcomes reflect the staff's dedication to fostering a trauma-informed, student-centered learning environment. Academically, significant progress was achieved in early literacy through the adoption of the Science of Reading framework. Targeted professional development and instructional adjustments enhanced English Language Arts instruction across grade levels. Support from the Read Ohio Literacy Coach further strengthened these efforts, resulting in measurable gains in foundational skills such as phonemic awareness, decoding, and vocabulary. In mathematics, students demonstrated a 19-point increase in Average Scaled Score compared to the prior year. These gains underscore the effectiveness of data-driven instruction, tiered interventions, and ongoing progress monitoring, highlighting the school's commitment to evidence-based practices and improved student outcomes. In the area of special education, Summit Academy – Youngstown has demonstrated notable strengths in both the ETR and IEP processes. Within the ETRs, the school consistently provides evidence of interventions, engages parents in the evaluation process, clearly describes students' educational needs, and includes a qualified team of professionals to determine eligibility. For IEPs, the school has shown strong development of Present Levels of Performance and creates goals that address both academic and functional needs. Specially Designed Instruction statements appropriately reflect the location, amount, and frequency of services. Additionally, the school provides clear accommodations and includes supports for school personnel to ensure successful implementation.

School Performance Summary	
Areas for Improvement	Summit Academy – Youngstown has identified instructional planning and pacing as key focus areas for the upcoming academic year. Ensuring that teaching aligns with academic standards and is delivered at an appropriate pace is essential to maximize student learning and ensure coverage of critical content. Additionally, the school plans to reinforce a culture of professionalism by recognizing staff who consistently demonstrate excellence in attendance, timely submissions, and leadership. To promote sustained performance and reliability, school leadership will explore building-level incentives—such as monthly recognitions, public acknowledgments, or additional planning time—that extend beyond traditional awards like “Teacher of the Month.” The school will also continue refining its implementation of the Positive Behavioral Interventions and Supports (PBIS) framework. Although the system has produced positive outcomes, achieving full consistency across classrooms remains a priority. To address this, Summit – Youngstown will invest in ongoing professional development, promote the consistent use of behavioral language and expectations, and foster shared accountability among staff. These efforts aim to ensure equitable behavioral supports for all students and cultivate a unified school culture throughout the day. In the area of special education, opportunities for improvement remain in several key areas. For ETRs, it is important to ensure that Part 1 reflects meaningful input provided by the parent and that summaries are written in language that is easily understood. Furthermore, eligibility justifications must clearly describe how the disability affects the student’s progress in the general education setting. In IEPs, goals should include clearly defined behavior, conditions, and performance criteria to ensure they are measurable. The use of form OP-6A is recommended to ensure that progress reports include all required components. Additionally, the Least Restrictive Environment (LRE) statement should be updated to reflect accurate justifications for placement decisions.
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	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	MET

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3 rd Grade Reading	
2022-2023	NOT MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	NOT MET
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	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	N/A
Gifted Students	
2021-2022	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

2020-2021	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	Not 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	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met

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	N/A
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	Not 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	Not 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	Not Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A