

# ANNUAL PERFORMANCE REPORT

## Summit Academy Secondary School – 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.

### Overview

| School Information             |                                                                                                                                                                                                                                                           |                     |                     |               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------|
| IRN                            | Contract Term                                                                                                                                                                                                                                             | Contract Start Date | Contract End Date   | Grades Served |
| 000303                         | 4 Years                                                                                                                                                                                                                                                   | 07/01/2024          | 06/30/2028          | 8-12          |
| Address                        | 2800 Shady Run Rd. Youngstown, OH 44502                                                                                                                                                                                                                   |                     |                     |               |
| Contact                        | Phone: (234) 228-8235                                                                                                                                                                                                                                     |                     | Fax: (234) 228-8239 |               |
| Website                        | <a href="https://summitacademies.org/youngstown-secondary/">https://summitacademies.org/youngstown-secondary/</a>                                                                                                                                         |                     |                     |               |
| Leadership                     | Ashley Martin, Principal, Rebecca Phillips, Dean of Students/Performance Coach, Clark Cretella, Behavior Specialist, Sarah Herb, Instructional Coach, Brittani Giglio, IEP Coordinator, Jessica Schell, IEP Coordinator, Michael Neilson, Admin Assistant |                     |                     |               |
| Governing Authority            | Eric Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano, 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                         | 48                                                                                                                                                                                                                                                        | 43                  | K                   |               |
| Male                           | 52                                                                                                                                                                                                                                                        | 47                  | 1                   |               |
| Race/Ethnicity                 | %                                                                                                                                                                                                                                                         | #                   | 2                   |               |
| American Indian/Alaskan Native | 0                                                                                                                                                                                                                                                         | 0                   | 3                   |               |
| Asian/Pacific Islander         | 0                                                                                                                                                                                                                                                         | 0                   | 4                   |               |
| Black, Non-Hispanic            | 39                                                                                                                                                                                                                                                        | 35                  | 5                   |               |
| Hispanic                       | 7                                                                                                                                                                                                                                                         | 6                   | 6                   |               |
| Multiracial                    | 8                                                                                                                                                                                                                                                         | 7                   | 7                   |               |
| White, Non-Hispanic            | 44                                                                                                                                                                                                                                                        | 40                  | 8                   |               |
| Historically Underserved       | %                                                                                                                                                                                                                                                         | #                   | 9                   |               |
| Economically Disadvantaged     | 100                                                                                                                                                                                                                                                       | 90                  | 10                  | 17            |
| English Learner                | 1                                                                                                                                                                                                                                                         | 1                   | 11                  | 21            |
| Migrant                        | 0                                                                                                                                                                                                                                                         | 0                   | 12                  | 19            |
| Students with Disabilities     | 98                                                                                                                                                                                                                                                        | 88                  | Total               | 17            |
|                                |                                                                                                                                                                                                                                                           |                     |                     | 90            |

## *School Academic/Non-Academic Performance*

| <b>Traditional Ohio State School Report Card</b>            | <b>2024-2025</b>     |  |  |  |  |
|-------------------------------------------------------------|----------------------|--|--|--|--|
| 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 <sup>th</sup> 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                  |  |  |  |  |
| <b>School Academic Achievement Targets and Metrics</b>      | <b>2024-2025</b>     |  |  |  |  |
| Nationally-Normed Assessment Achievement K-8 Reading        | Falls Below 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                                    | Meets Standard       |  |  |  |  |
| <b>School Academic Growth Targets and Metrics</b>           | <b>2024-2025</b>     |  |  |  |  |
| Nationally-Normed Assessment Growth K-12 Reading            | Approaches Standard  |  |  |  |  |
| Nationally-Normed Assessment Growth K-12 Math               | Approaches Standard  |  |  |  |  |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A                  |  |  |  |  |

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

## *School Academic/Non-Academic Performance*

|                                                                                                        |                      |  |  |  |  |
|--------------------------------------------------------------------------------------------------------|----------------------|--|--|--|--|
| <b>School Fiscal Performance Targets and Metrics</b>                                                   | <b>2024-2025</b>     |  |  |  |  |
| Ratio Assets to Liabilities                                                                            | Falls Below Standard |  |  |  |  |
| Unrestricted Days Cash                                                                                 | Falls Below Standard |  |  |  |  |
| Current Year Enrollment Variance                                                                       | Falls Below Standard |  |  |  |  |
| Total Expense Variance                                                                                 | Falls Below Standard |  |  |  |  |
| Sponsor Financial Reporting                                                                            | Exceeds Standard     |  |  |  |  |
| Audit Findings                                                                                         | Falls Below Standard |  |  |  |  |
| <b>School Governance Performance Targets and Metrics</b>                                               | <b>2024-2025</b>     |  |  |  |  |
| 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     |  |  |  |  |
| <b>Compliance/Organizational &amp; Operational Performance Targets and Metrics</b>                     | <b>2024-2025</b>     |  |  |  |  |
| On-Time Records Submissions                                                                            | Meets 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 4-7                                                                           | N/A                  |  |  |  |  |
| Out of School Suspension 8-12                                                                          | Falls Below Standard |  |  |  |  |
| Mission Specific                                                                                       | N/A                  |  |  |  |  |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> |                      |  |  |  |  |

| School Compliance Summary           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Special Education</b>            | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Secondary School – Youngstown’s compliance rate is 77.27%.</p> <p>Summit Academy Secondary School - Youngstown earned a one-year exemption from a documentation verification review due to having a score of 82% compliance during the 2023-24 school year. The school will receive their next documentation verification during the 2025-26 school year.</p> |
| <b>Legal</b>                        | Summit Academy Secondary School - Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.                                                                                                                                                                                                                                                                                                                |
| <b>Corrective Action Plan (CAP)</b> | Summit Academy Secondary Youngstown was not placed on corrective action during the 2024–25 school year.                                                                                                                                                                                                                                                                                                                                                                       |

| School Performance Summary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Areas of Strength</b>   | <p>During the 2024–2025 school year, Summit Academy Secondary School – Youngstown made significant strides in strengthening instructional practices and fostering a safe, supportive learning environment for all students. The school placed a strong emphasis on student engagement, utilizing professional consultation and collaborative teacher training to reduce disruptive behaviors and maintain student focus in the classroom. This approach led to a steady decline in office referrals, reflecting a more constructive and purposeful classroom climate where instructional time was maximized and student relationships with staff continued to improve.</p> <p>Staff fidelity and professionalism were also key contributors to the school’s progress. Teachers and administrators upheld high standards by consistently submitting lesson plans and Positive Behavioral Interventions and Supports (PBIS) points, completing office referrals in a timely manner, and ensuring the accurate and prompt submission of special education documentation.</p> <p>Additionally, the school invested in ongoing professional development to build both technical skills and social-emotional competencies. Staff participated in training sessions, consultations, and collaborative workshops designed to enhance instructional practices and strengthen interpersonal relationships with colleagues and students. This combination of technical expertise, emotional intelligence, and thoughtful implementation contributed to a more cohesive, adaptable, and student-centered educational community.</p> <p>In the area of special education, Summit Academy Secondary School - Youngstown has demonstrated progress in IEP/ETR compliance, increasing from 61% last year to 65% this year. The school has made improvements in ETR compliance, with correct intervention statements provided for reevaluations, proper documentation of parent participation and consent, and a qualified group of professionals determining eligibility. In terms of IEP compliance, Present Levels of Performance (PLOP) are well-documented, and goals effectively address both academic and functional needs. Specially Designed Instruction (SDI) statements appropriately outline location and frequency, while accommodations align with student needs. Additionally, supports for school personnel are clearly identified, and a qualified team is in place to implement IEPs effectively. While there is still room for growth, the school’s continued efforts in strengthening compliance are evident.</p> |

| School Performance Summary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Areas for Improvement      | <p>Summit Academy Secondary School – Youngstown has identified key areas for improvement that will further support student learning and foster academic growth. Increasing instructional rigor remains a top priority to ensure that all students are consistently challenged through grade-appropriate, standards-aligned curricula that promote critical thinking and deeper understanding.</p> <p>Additionally, the school will benefit from strengthening its Multi-Tiered System of Supports (MTSS) to deliver more comprehensive interventions for students who are struggling academically. Effective implementation will require all staff to be trained and actively engaged in delivering interventions, collecting relevant data, and making informed decisions based on student progress. This collective, data-driven approach is expected to promote greater educational equity, support timely responses to learning needs, and contribute to improved academic outcomes for all students.</p> <p>In the area of special education, areas for growth remain in both ETR and IEP compliance. ETRs need to address all areas related to the student’s disability, clearly state a summary of assessment results and educational needs, and provide a more comprehensive justification for eligibility determination. In IEPs, transition plans require further development, and measurable goals are missing some key components. Progress reports also need additional details to ensure compliance, and Least Restrictive Environment (LRE) statements should include more precise language. Continued focus on these areas will help further improve compliance and documentation accuracy.</p> |
| Prospects for Renewal      | Probable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |