



Community Schools Center

Sponsor Annual Report
2022-2023

Mission Statements

The mission of the ESC of Lake Erie West is to provide quality resources, services, and opportunities that meet the unique needs of our partners in the educational community.

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.

Goals of the Educational Service Center of Lake Erie West (ESCLEW)

- Provide strong, innovative leadership, guidance, and support to our local, regional, statewide, and community partners.
- Provide staff, programs, services, and professional learning opportunities that meet or exceed the quality and accountability expectations of our partners; assist our partners in implementing Ohio's Strategic Plan for Education.
- Promote and enhance collaboration within our organization and with our local, regional, statewide, and community partners.
- Manage all resources available to the organization efficiently and effectively to meet the needs of our organization and our partners.

Core Values of the ESCLEW Community Schools Center

- Collective Integrity – We value people with high ethical standards, reliability, and trust; and we empower through accountability and transparency.
- Relationship Building – We achieve partner satisfaction through customized creative solutions, being service-centered, and by understanding that every interaction is a moment of truth that creates an impression.
- Continuous Improvement – We are committed to advancing our current condition and producing quality educational outcomes.
- Proactive Spirit – We are ahead of information, anticipate change, and tailor tools and processes practically and professionally.
- Work Life Balance – We plan for the future and live for the day. We live balanced lives, work hard toward our goals, and take time to celebrate personal and professional accomplishments.

About Us

The ESCLEW is a state-wide authorizer of community schools and has been sponsoring community schools in Ohio since 1998 as one of the state's original authorizers. Based in Toledo, Ohio, it employs individuals on the ground throughout the state to provide hands-on assistance to the schools it authorizes.

During the 2022-23 school year, the ESCLEW authorized 53 charter schools, including one school for gifted students, two schools for students with autism, one e-school, 22 schools for students with disabilities, and schools that focus on STEM education, college preparatory classes, and career and technical education.

Operating as a department within the ESCLEW, the Community Schools Center focuses on academic, operational, and fiscal integrity while providing responsible oversight, monitoring, and technical assistance to its authorized schools. Its staff has significant community school experience with expertise in academic instruction, curriculum, assessment, special education, school accountability, governance, facilities, finance, and community school law.

Other departments within the ESCLEW contribute to the overall success of authorized schools through their specialized expertise. The ESCLEW also hosts State Support Team Region 1. The Community Schools Center reports to the ESCLEW governing board, which is an elected board.

Sponsor Performance Evaluation

It is the goal of the ESCLEW to adhere as closely as possible to the National Association of Charter School Authorizers (NACSA) *Principles & Standards for Quality School Authorizing*. Established in 2004, it is widely considered the national standard for the work of charter school sponsorship.

The Ohio Department of Education (ODE) utilizes the annual Sponsor Performance Evaluation, which is aligned with NACSA standards and Ohio-specific requirements. Community school sponsors are evaluated on three components: the academic performance of sponsored community schools; compliance with all applicable laws and rules; and adherence to quality sponsoring practices.

ODE completed its Sponsor Performance Evaluation for the 2018-19 school year and released the rating in November 2019. The ESCLEW received an overall rating of "Exemplary." The component ratings were as follows: Academic Performance – "C"; Compliance – "Exemplary"; and Quality Practices – "Exceeds Standards".

The ESCLEW accepted the incentive of maintaining its "Exemplary" rating while being exempt from the formal evaluation process. This incentive provides highly rated sponsors the opportunity to be evaluated once every three years.

Staff Members

Kurt Aey, M.Ed.
Director of Community Schools

Kristi Hayward, M.Ed.
Academic Services Team Leader

Julie Kadri, M.Ed.
Operations Team Leader

Linda Moye, CPA
Financial Consultant

Jennifer Adkins, M.Ed.
Special Education Specialist

Jessica Bair, M.Ed.
Special Education Specialist

Aimee Mendelsohn, Ed.S, M.Ed.
School Improvement and Academic
Specialist

Natalie Miller, B.S.Ed.
Administrative Assistant

DeAnna Hardwick, M.Ed.
Regional Technical Assistance Educator

Algott Herman, M.Ed.
Regional Technical Assistance Educator

Allison Lentz, M.Ed.
Regional Technical Assistance Educator

Joyce Lewis, M.Ed.
Regional Technical Assistance Educator

Jennifer Little, M.Ed.
Regional Technical Assistance Educator

Brittany Beck, M.Ed.
Regional Technical Assistance Educator

Message from the Superintendent

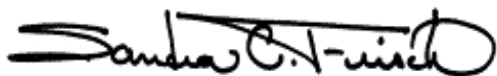
The Educational Service Center of Lake Erie West is one of the largest authorizers of public charter schools in Ohio, with 52 schools statewide, serving 13,169 students in 2022-2023. The ESC of Lake Erie West is dedicated to ensuring our sponsored schools embrace the importance of academic rigor and accountability. The focus of the ESC of Lake Erie West Office of Community Schools will continue to be technical support designed to improve student performance and social-emotional well-being.

The ESC of Lake Erie West continues to be identified as an Exemplary Sponsor by now Ohio Department of Education and Workforce. The ESC of Lake Erie West supports academic rigor and accountability. We believe a rigorous, robust, balanced, and appropriate Sponsor Performance Review is critical to improving community school education in Ohio. The ESC of Lake Erie West Community Schools Center continues to be a model of excellent and efficient school oversight, resulting in high-quality educational outcomes.

ESC of Lake Erie West Community Schools Center takes pride in ensuring that its systems for monitoring compliance with laws are securely in place. Due to our exemplary rating, the ESC of Lake Erie West was not scheduled to be evaluated by the Ohio Department of Education in 2022-2023.

The ESC of Lake Erie West is proud of its long record of service to community schools, traditional school districts, and private and parochial schools in Ohio. We are dedicated to school leaders, board members, classroom educators, support staff, and volunteers committed to delivering educational innovation to Ohio's children and their families.

Sincerely,

A handwritten signature in black ink, appearing to read "Sandra C. Frisch". The signature is fluid and cursive, with a large, stylized "S" at the beginning and a large "O" at the end.

Sandra C. Frisch, Ed.S.
ESCLEW Superintendent

Message from the Director

The Educational Service Center of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout Ohio.

The 2022-23 school year brought about new challenges to our sponsored schools. Our academic intervention efforts remained aggressive, while we continue to improve in all areas of service. Our goal is to make certain students are prepared for college and careers throughout their educational journey. It is our belief that academics, arts, athletics, attitude, and accountability are important and the keys to success; and that all students deserve a quality learning opportunity that maximizes their full potential.

We value the relationships that we have with all of our governing authority members, school leaders, management organizations, students, their immediate and extended families, and our residents and community. With increased achievement for all students as our highest priority, we will continue to work diligently in-house with our administrators and school instructional staff to make a difference in the lives of all students. Our students are showing progress and we will continue to push for even better results throughout the upcoming school year. Our staff continues to transition to deeper implementation of the state standards, improved instructional strategies, inquiry based learning, and other best practices that motivate students to learn while keeping them fully engaged.

The ESCLEW was granted an “Exemplary” rating on the most recent (2018-19) sponsor performance review. It gives us great honor to be able to share this success with each of our schools and stakeholders. Please continue to be encouraged by these efforts and success. If you have any questions or concerns, please feel free to contact me at any time.

Together, we can be the change we want to see by working as an effective, professional, learning community to make certain our students understand the importance of an education. We will remain committed to our mission to advance quality education opportunities.

Sincerely,

A handwritten signature in black ink, appearing to be 'K Aey'.

Kurt Aey, M.Ed.
Director of Community Schools
Educational Service Center of Lake Erie West

Sponsored Schools	Management Company
Alliance Academy of Cincinnati	National Heritage Academies
Apex Academy	National Heritage Academies
Autism Model School	Independently Managed
Buckeye On-Line School for Success (BOSS)	Independently Managed
Constellation Schools: Elyria Community	Constellation Schools, LLC
Constellation Schools: Lorain Community Elementary	Constellation Schools, LLC
Constellation Schools: Madison Community Elementary	Constellation Schools, LLC
Constellation Schools: Old Brooklyn Community Elementary	Constellation Schools, LLC
Constellation Schools: Parma Community	Constellation Schools, LLC
Constellation Schools: Puritas Community Elementary	Constellation Schools, LLC
Constellation Schools: Stockyard Community Elementary	Constellation Schools, LLC
Constellation Schools: Westpark Community Elementary	Constellation Schools, LLC
Emerson Academy	National Heritage Academies
Heir Force Community School	Independently Managed
Horizon Science Academy – Cincinnati	Concept Schools
Horizon Science Academy – Cleveland	Concept Schools
Horizon Science Academy – Cleveland Middle School	Concept Schools
Horizon Science Academy – Columbus High School	Concept Schools
Horizon Science Academy – Dayton	Concept Schools
Horizon Science Academy – Denison Middle School	Concept Schools
Horizon Science Academy – Springfield	Concept Schools
Horizon Science Academy – Toledo	Concept Schools
Lakeland Academy Community School	Independently Managed
Menlo Park Academy	Independently Managed
North Dayton School of Discovery	National Heritage Academies
Orion Academy	National Heritage Academies
Pathway School of Discovery	National Heritage Academies
Pinnacle Academy	National Heritage Academies
Summit Academy – Toledo	Summit Academy Management
Summit Academy – Youngstown	Summit Academy Management
Summit Academy Akron Elementary School	Summit Academy Management
Summit Academy Akron Middle School	Summit Academy Management
Summit Academy Community School – Cincinnati	Summit Academy Management
Summit Academy Community School – Columbus	Summit Academy Management
Summit Academy Community School – Dayton	Summit Academy Management
Summit Academy Community School – Painesville	Summit Academy Management
Summit Academy Community School – Parma	Summit Academy Management
Summit Academy Community School – Warren	Summit Academy Management
Summit Academy Community School for Alternative Learners – Canton	Summit Academy Management
Summit Academy Community School for Alternative Learners – Lorain	Summit Academy Management
Summit Academy Community School for Alternative Learners – Middletown	Summit Academy Management
Summit Academy Community School for Alternative Learners – Xenia	Summit Academy Management
Summit Academy Middle School – Columbus	Summit Academy Management
Summit Academy School – Lorain	Summit Academy Management
Summit Academy School for Alternative Learners – Warren Middle and Secondary	Summit Academy Management
Summit Academy Secondary School - Akron	Summit Academy Management
Summit Academy Secondary School – Canton	Summit Academy Management
Summit Academy Secondary School – Middletown	Summit Academy Management
Summit Academy Secondary School – Youngstown	Summit Academy Management
Summit Academy Transition High School – Cincinnati	Summit Academy Management
The Autism Academy of Learning	Independently Managed
The Intergenerational School	Independently Managed
Winterfield Venture Academy	National Heritage Academies

Looking Forward to 2023-24

The ESCLEW strives to constantly improve its processes and develop itself as a high quality authorizer of charter schools, in line with national standards. At the beginning of the 2023-24 school year, the Community Schools Center conducted an extensive defined improvement process and re-evaluated the Principles and Standards as its foundation of sponsoring priorities, and developed a strategic plan.

3 Principles for Quality Charter School Sponsoring

Principle 1: Maintain High Standards

- Sets high standards for approving school applicants.
- Maintains high standards for the schools it oversees.
- Effectively cultivates quality schools that meet identified educational needs.
- Oversees schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in their community school contracts.
- Closes schools that fail to meet standards and targets set forth in law and by contract.

Principle 2: Uphold School Autonomy

- Honors and preserves core autonomies crucial to school success including a) governing board independence; b) personnel; c) school vision and culture; d) instructional programming, design, and use of time; and e) budgeting.
- Assumes responsibility, not for the success or failure of individual schools, but for holding schools accountable for their performance.
- Minimizes administrative and compliance burdens on schools.
- Focuses on holding schools accountable for outcomes rather than processes.

Principle 3: Protect Student and Public Interest

- Makes the well-being and interests of students the fundamental value in informing all the ESCLEW's actions and decisions.
- Holds schools accountable for fulfilling fundamental public education obligations to all students, which includes providing a) nonselective, nondiscriminatory access to all eligible students; b) fair treatment in admissions and disciplinary actions for all students; and c) appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law.
- Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing a) sound governance, management, and stewardship of public funds; and b) public information and operational transparency, in accordance with law.
- Ensures in its own work a) ethical conduct; b) focus on the mission of authorizing high-quality schools; c) clarity, consistency, and public transparency in sponsoring policies, practices, and decisions; d) effective and efficient public stewardship; and e) compliance with applicable laws and regulations.
- Supports parents and students in being well informed about the quality education provided by community schools.

5 Standards for Quality Charter School Sponsoring

Standard 1: Agency Commitment & Capacity

As a quality sponsor, it is the goal of the ESCLEW to engage in sponsoring as a means to foster excellent schools that meet identified needs, clearly prioritize a commitment to excellence in education and in sponsoring practices, and create organizational structures, and commit human and financial resources necessary to conduct sponsoring duties effectively and efficiently.

Standard 2: Application Process & Decision-Making

As a quality sponsor, it is the goal of the ESCLEW to implement a comprehensive application process that includes clear application questions and guidance; follow fair, transparent procedures and rigorous criteria; and grant community school contracts only to applicants who demonstrate a strong capacity to establish and operate a quality community school.

Standard 3: Performance Contracting

As a quality sponsor, it is the goal of the ESCLEW to contract with community schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the community school application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable. Performance goals include yearly and over-the-contract-term measures, specific to each sponsored school.

Standard 4: Oversight and Evaluation

As a quality sponsor, it is the goal of the ESCLEW to conduct contract oversight that competently evaluates performance and monitors compliance; ensure schools' legally entitled autonomy; protect student rights; inform intervention, revocation, and renewal decisions; and provide annual public reports on school performance. For each sponsored school, the ESCLEW conducts monthly site visits and attends each board meeting, where performance and compliance are monitored, data is reviewed, collected, and reported, and proactive technical assistance is provided.

Standard 5: Revocation and Renewal Decision Making

As a quality sponsor, it is the goal of the ESCLEW to design and implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revoke sponsorship when necessary to protect student and public interests. The systematic renewal application process includes a written application with prescriptive requirements, including multiple sources of evidence, and rigorous criteria for approval.

Conclusion

This report is in response to the 2022-23 requirement of an annual report concerning the performance and compliance of the community schools authorized by the Educational Service Center of Lake Erie West. The schools that were in operation during this review period were a collection of diverse educational entities that include traditional campuses, an online school, and special education prevalent schools.

The internal analysis of the Community Schools Center's portfolio found those sponsored by the ESCLEW are performing at a comparable level to that of similar traditional schools. The ESCLEW will continue to develop and define its internal accountability plan. It will also continue to adhere to all legal requirements of an authorizer, following the NACSA Principles & Standards for Quality School Authorizing.

ANNUAL PERFORMANCE REPORT

Alliance Academy of Cincinnati

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000139	7 Years	07/01/2018	06/30/2025	K-8
Address	1712 Duck Creek Rd. Cincinnati, OH 45207			
Contact	Phone: (513) 751-5555		Fax: (513) 751-5072	
Website	www.nhaschools.com/schools/Alliance-Academy-of-Cincinnati/en			
Leadership	Jenny White, Principal			
Governing Authority	Tina Williams, Charlene Agyemang, Rylan Norris, Jacqueline Johnson-Wilkinson			
Mission Statement	Working in partnership with parents and community, Alliance Academy of Cincinnati will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and lifelong learning.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52	247	K	49
Male	48	225	1	67
Race/Ethnicity	%	#	2	55
American Indian/Alaskan Native	0.8	4	3	59
Asian/Pacific Islander	0.2	1	4	54
Black, Non-Hispanic	91.3	431	5	54
Hispanic	4.9	23	6	48
Multiracial	0	0	7	47
White, Non-Hispanic	2.8	13	8	39
Historically Underserved	%	#	9	
Economically Disadvantaged	78	367	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	21	98	Total	
				472

II. 2022–2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	NOT MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	NOT MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	N/A
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022–2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	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
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	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	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

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	Not Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not Met
2020-2021	N/A
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	Not Met

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
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	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

VI. Legal Compliance

Alliance Academy of Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2022–23 school year.

VII. Corrective Action Plan (CAP)

Alliance Academy of Cincinnati was not on a Corrective Action Plan (CAP) during the 2022–23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The teachers and administration continually work together to provide an academically rigorous environment. This year has been exceptionally challenging for the school due to multiple staff illnesses, but between the teachers and administration, classes continued for students. The positive school environment didn't come easily this year due to staff and student absences, transportation issues, and coming off a two-year pandemic shutdown. The teachers and administration have worked through their BLTs and TBTs to review, revise, and develop new programs to enhance curriculum and student achievement.
Areas for Improvement	The school may benefit from focusing on math instruction in its performance framework goals. Student transportation issues hindered overall student academic success and attendance.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Apex Academy

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000560	8 Years	07/01/2020	06/03/2028	K-8
Address	16005 Terrace Rd. East Cleveland, OH 44112			
Contact	Phone: (216) 451-1725		Fax: (216) 274-9364	
Website	https://www.nhaschools.com/schools/Apex-Academy/en			
Leadership	Tony Verch			
Governing Authority	National Heritage Academies Members: Deborah Howell, Faye Jones, Norman Henderson, Eva Szabo			
Mission Statement	Apex Academy's mission is to create educational opportunities for the students of East Cleveland to exceed in elementary education, high school, college and life by way of a strong commitment to skill and content development.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	50.8	223	K	60
Male	49.2	216	1	47
Race/Ethnicity	%	#	2	49
American Indian/Alaskan Native	0.7	3	3	54
Asian/Pacific Islander	1.4	3	4	49
Black, Non-Hispanic	95	417	5	39
Hispanic	2.1	9	6	49
Multiracial	0	3	7	46
White, Non-Hispanic	0.9	4	8	46
Historically Underserved	%	#	9	
Economically Disadvantaged	91	402	10	
English Learner	0.9	4	11	
Migrant	0	0	12	
Students with Disabilities	25	111	Total	
				439

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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	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	NOT MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 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	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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
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	Not 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	Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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	Not 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	Not 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	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

VI. Legal Compliance

Apex Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Apex Academy was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 school due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Apex Academy prioritizes academic excellence and ensures that its curriculum is designed to provide students with a strong foundation in various subjects. They also use data analysis tools to track student progress, identify areas of improvement, and adjust teaching methods accordingly. By emphasizing these strengths, Apex Academy provides an environment where students can thrive academically and develop critical thinking skills necessary for success in life. Another strength of Apex Academy is the support that they provide to their staff. Teachers who are passionate about their profession go above and beyond to ensure that their students receive quality education. Apex Academy and their management company provide professional development opportunities, data review days, and independent teacher coaching to ensure that they are supporting and continually developing teachers to have a positive impact on their students both academically and social-emotionally.
Areas for Improvement	Apex Academy currently has a strong PBIS program, social-emotional classes, as well as use of the CHAMPs behavior management plan in its classrooms. With the adoption of the Ohio law for K-3 suspensions, the school is encouraged to continue seeking out additional support for both its staff and students to ensure compliance. This can be accomplished through professional development, restorative practices, parent and family involvement as well as individualized student support. The school is also encouraged to continue monitoring its discipline data and making necessary changes to meet the needs of its students and the law.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Autism Model School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
134122	13 Years	07/01/2012	06/30/2025	K-23
Address	3020 Tremainsville Rd. Toledo, OH 43613			
Contact	Phone: (419) 897-4400		Fax: (419) 897-4403	
Website	https://amstoledo.org/			
Leadership	Joel Vidovic, Executive Director			
Governing Authority	Bruce Weinberg, Pres; Toni Gerber, VP; James Rothschild, Secretary; Isaac Demarest, Treasurer; Board Members: Raj Parikh, Mark Greenblatt, Linell Weinberg, Lisa Marsalik			
Mission Statement	<i>The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.</i> <i>We Believe:</i> <ul style="list-style-type: none"><i>The only appropriate education is an effective education. Parental involvement and participation is crucial in a child's development.</i><i>Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.</i><i>A working relationship between school and home is critical to the success of a child's education.</i><i>If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.</i><i>Behavior in any form, is communication.</i><i>Everyone belongs.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	23	22	K	0
Male	77	74	1	0
Race/Ethnicity	%	#	2	0
American Indian/Alaskan Native	0	0	3	3
Asian/Pacific Islander	2.1	2	4	5
Black, Non-Hispanic	25	24	5	4
Hispanic	8.3	8	6	4
Multiracial	6.3	6	7	17
White, Non-Hispanic	58.3	56	8	11
Historically Underserved	%	#	9	6
Economically Disadvantaged	65	65	10	7
English Learner	0	0	11	7

Migrant	0	0	12/13/23	15/7/10
Students with Disabilities	100	96	Total	96

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	N/A
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	N/A
Gap Closing	
Gap Closing Component	
2022-2023	N/A
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	N/A
Similar School #2	
2022-2023	N/A
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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
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	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

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	N/A
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	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	Met
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	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	N/A
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	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	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	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

VI. Legal Compliance

Autism Model School failed to complete training on the public records and open meetings laws, as required by section 3314.037 of the Ohio Revised Code and Article II, Section 2.2 of the Sponsorship Contract and will be placed on a Corrective Action Plan for the 2023-24 school year.

VII. Corrective Action Plan (CAP)

Autism Model School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>The leadership team at Autism Model School is knowledgeable, proactive, and organized. Monthly site visits were efficient and the information needed was always prepared and given promptly. They are striving to provide the best education for the students they serve.</p> <p>The families at Autism Model School are highly satisfied with their child's education, as evident in the ESCLEW parent interviews. The Autism Model School's board members are continually involved with all stakeholders to best support the school. The school does a great job reaching out to form community partnerships which helps provide students with various resources and opportunities.</p>
Areas for Improvement	<p>Although Autism Model School has a waitlist and would like to increase enrollment, they have not been able to fully increase student enrollment due to attrition.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Buckeye On-Line School for Success (BOSS)

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000417	6 Years	07/01/2018	06/03/2024	K-12
Address	119 E Fifth St. East Liverpool, OH 43920			
Contact	Phone: (330) 385-1987		Fax: (330) 385-4535	
Website	www.go2boss.com			
Leadership	Don Thompson, Executive Director; Angela McGraw, Director of Special Education; Frank Mader, Jr/Sr High Principal; Madeline Baker, Principal K-5; Jeannette Bailey, Student Services Director			
Governing Authority	Josh Martin, Linda Henderson, David Bickerton, Joe Shemasek, Rob O’Hara and Brett Green			
Mission Statement	<i>The Buckeye Online School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens through collaboration with staff, families, and communities utilizing cutting-edge technology.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	56	356	K	19
Male	44	277	1	21
Race/Ethnicity	%	#	2	12
American Indian/Alaskan Native	1	4	3	23
Asian/Pacific Islander	1	7	4	25
Black, Non-Hispanic	10	65	5	31
Hispanic	6	40	6	59
Multiracial	9	56	7	68
White, Non-Hispanic	73	461	8	74
Historically Underserved	%	#	9	100
Economically Disadvantaged	45	285	10	77
English Learner	0	1	11	62
Migrant	0	0	12	62
Students with Disabilities	24	153	Total	633

II. 2022 – 2023 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	NOT MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	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	NOT MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
Grades 9-12	
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

IV. Academic Performance

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
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	Met
3rd Grade Reading Guarantee	
2021-2022	Met
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	Not 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	Exceeded
Nationally Normed Assessment - Math	
2021-2022	Exceeded
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Exceeded
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

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	Not Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
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	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	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

VI. Legal Compliance

Buckeye On-Line School for Success (BOSS) was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Buckeye On-Line School for Success (BOSS) was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Communication and connection with families have increased, which directly impacted the overall level of involvement throughout the school year. Core instruction is becoming more rigorous as teachers align their instruction with the best practices shared in TBTs, Dyslexia Training, and one-on-one mentoring. BOSS made a change in the primary schedule this year to include a period for acceleration and remediation as needed. All K-3 teachers have completed the required 18-hour Dyslexia training this school year.</p> <p>In grades K-5, diagnostic growth was demonstrated by a 73% improvement in Reading and a 68% improvement in Math. A goal that K-3 teachers were encouraged to use in their core instruction was 80% proficiency before going on to the next unit. This goal helped to keep lessons more rigorous and avoided "just moving on" at the end of a unit when it was practiced with fidelity.</p> <p>In grades 6-12, The team took data collection to the next level this year. They moved on from simply reviewing the data to taking action steps to help improve student performance. Much of this success is a result of the data specialists (instructional coaches/lead teachers) being able to do much of the front-end work of organizing and interpreting data. They have been promoting student-centered learning for grades 6-12 and have historically struggled to get any type of consistency or longevity of the practice. Finally, it seems that resources and ODE initiatives have caught up to their needs to provide a more student-centered and rigorous learning environment to improve engagement. A handful of teachers have been practicing a student-led educational approach that includes personalized instruction and UDL. This is a complete transformation in pedagogy.</p> <p>The BOSS Hall of Fame was fully implemented in K-5 this year; last year was a pilot year in its developmental stage. The Hall of Fame is a "homegrown" tool that they have made to acknowledge students' mastery of foundational skills. Each grade level has certain "badges" the students can earn as they master the various benchmarks; 975 badges were earned this year. In the BOSS PBIS program, in its third year of implementation, all teachers have school-wide PBIS goals in classrooms and 95% have issued PBIS bravos. BOSS earned special recognition for the growth and success of their PBIS program through SST5. Students created two short videos that explain what their school expectations are and how students are rewarded or acknowledged.</p> <p>Teachers have been challenged to rise as leaders among their peers. This shift to shared leadership has been the largest influence on the shift in culture within the school. Most initiatives are now teacher-created, and because of that, gain more traction and lead to improved results. Much of the school's advancements this year are a direct result of the transformation of the school community and culture.</p>

Performance Summary	
<p>Areas for Improvement</p>	<p>K-5 is targeting improvement in math scores across the board on both i-Ready and State Tests, and to improve writing instruction. They plan to revamp the TBT format to have greater focus and incorporate regular "mini" PD sessions (1x per quarter). Grades 6-12 are targeting improvement in grades 6-8 OST and 9-12 EOC scores through personalized math and reading instruction for 9-12 (23-24 for the rollout of IXL) and daily student engagement.</p> <p>The BOSS PBIS program area of improvement is to continue to refine data collection and identification of students who need Tier 2 and Tier 3 PBIS Interventions along with greater fidelity on follow-up with students who need tiered intervention.</p> <p>Areas of targeted improvement for the BOSS Special Education Department include competency in Algebra 1 scores in high school, RTI, and Transition Plans. Some additional targeted areas of improvement include the following: increase Graduation Rate for students with disabilities, decrease Drop-Out Rate for students with disabilities, use IXL to increase student ability levels in grades 9-12, continue using i-Ready to increase student ability levels in grades K-6, and train all intervention specialists for the new Dyslexia Laws (18 hours - PD).</p>
<p>Prospects for Renewal</p>	<p>Probable</p>

ANNUAL PERFORMANCE REPORT

Constellation Schools: Elyria Community

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132969	8 Years	07/01/2019	06/30/2027	K-8
Address	300 N Abbe Rd. Elyria OH 44035; and 336 S Logan St. Elyria, OH 44035 (annex)			
Contact	Phone: (440) 366-5225		Fax: (440) 366-6280	
Website	https://constellationschools.com/locations/elyria/			
Leadership	Brian Belmont, Principal			
Governing Authority	Jerry Bednar, Bert Butts, John Noga, Leo Tischer, Michele Norman			
Mission Statement	Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	53	213	K	63
Male	47	188	1	48
Race/Ethnicity	%	#	2	51
American Indian/Alaskan Native	1	2	3	33
Asian/Pacific Islander	2	4	4	34
Black, Non-Hispanic	20	83	5	54
Hispanic	15	63	6	48
Multiracial	12	45	7	43
White, Non-Hispanic	50	204	8	27
Historically Underserved	%	#	9	
Economically Disadvantaged	53	213	10	
English Learner	1	2	11	
Migrant	0	0	12	
Students with Disabilities	12	47	Total	
				401

II. 2022 – 2023 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	MET

Early Literacy	
Early Literacy Component	
2022-2023	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	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	NOT MET

III. 2022 – 2023 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	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

IV. Academic Performance

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	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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	Met
Gifted Students	
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	Not Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

V. Non-Academic Performance

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

VI. Legal Compliance

Constellation Schools: Elyria Community with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Elyria Community was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The school principal, Mr. Belmont, has a thorough understanding of the needs of his school and created a plan to provide support to the teachers and the students to increase their academic gains. He spent time analyzing the school's data to make determinations within the building. After recognizing that students were struggling with writing multi-paragraph essays, he made it a top priority across all grade levels and provided ongoing support and monitoring to ensure that students were receiving high-quality writing instruction. By prioritizing writing, Mr. Belmont has helped to prepare students for success on the Ohio State Tests and has set them on a path toward academic success.
Areas for Improvement	Constellation Schools: Elyria Community has recently opened student enrollment to allow students to enroll throughout the year. Many of the students who have enrolled late in the year are coming off of expulsions and suspensions from their previous school which has disrupted the learning environment. The school can benefit from creating a transition plan for students who enroll late in the year to help the new students become acclimated to their new learning environment and to understand the rules and procedures of the school. By doing this, they can strengthen the social and emotional skills of the new students enrolling in the building.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Lorain Community Elementary

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132951	13 Years	07/01/2012	06/30/2025	K-4
Address	1110 W Fourth St. Lorain, OH 44052			
Contact	Phone: (440) 202-2130		Fax: (440) 202-2134	
Website	https://constellationschools.com/locations/lorain/			
Leadership	Zack Kantouos, Principal Sarah Marsden, Assistant Principal			
Governing Authority	John Noga, Jerry Bednar, Bert Butts, Michele Norman and Leo Tischer			
Mission Statement	<i>To provide every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52	71	K	33
Male	48	65	1	24
Race/Ethnicity	%	#	2	16
American Indian/Alaskan Native	0	0	3	31
Asian/Pacific Islander	0	0	4	32
Black, Non-Hispanic	25	34	5	
Hispanic	39	53	6	
Multiracial	10	14	7	
White, Non-Hispanic	26	35	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	136	10	
English Learner	10	14	11	
Migrant	0	0	12	
Students with Disabilities	13	18	Total	136

II. 2022 – 2023 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	NOT 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	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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	NOT MET
Student Discipline	
Grades K-3	
2022-2023	NOT MET
Grades 4-8	
2022-2023	NOT MET
Grades 9-12	
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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Not 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	Not 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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Constellation Schools: Lorain Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Lorain Community Elementary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Lorain Community Elementary has undergone significant changes this year with a new administrative team and many new teachers. Despite these challenges, Mr. Kantouros, the building principal, has demonstrated strong leadership by identifying the most pressing needs and creating an implementation plan. One of his top priorities was to establish a PBIS system in the school. Mr. Kantouros spent the year developing and rolling out the first tier of the PBIS system. Through this, they have had a decrease in office referrals and a more positive school culture.
Areas for Improvement	Constellation Schools: Lorain Community Elementary has made great strides in improving the school culture through the implementation of its Tier 1 PBIS system. To sustain its progress, the school can benefit from providing formal training for both administrators and teachers on what a Tier 2 PBIS system looks like. This will help them to continue to decrease the number of office referrals and suspensions, which will lead to an even more positive school culture. By prioritizing the implementation of a Tier 2 PBIS plan, the school can strengthen the social and emotional skills of its students, further improve the school climate, and promote a culture of respect and responsibility.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Madison Community Elementary

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000319	6 Years	07/01/2018	06/30/2024	K-8
Address	2015 W 95th St. Cleveland, OH 44102			
Contact	Phone: (216) 651-5212		Fax: (216) 651-9040	
Website	https://constellationschools.com/locations/madison/			
Leadership	Yolanda Rodriguez, Principal Cesar Cuevas, Dean			
Governing Authority	Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer			
Mission Statement	Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	58	118	K	22
Male	41	84	1	26
Race/Ethnicity	%	#	2	20
American Indian/Alaskan Native	0	1	3	23
Asian/Pacific Islander	0	1	4	20
Black, Non-Hispanic	27	56	5	19
Hispanic	43	88	6	28
Multiracial	7	15	7	27
White, Non-Hispanic	20	41	8	17
Historically Underserved	%	#	9	
Economically Disadvantaged	100	202	10	
English Learner	27	54	11	
Migrant	0	0	12	
Students with Disabilities	15	30	Total	
				202

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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	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	NOT MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	NOT MET
Math	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	NOT MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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	NOT MET

IV. Academic Performance

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	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Met
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

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
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	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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	Not 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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Constellation Schools: Madison Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Madison Community Elementary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Madison Community Elementary has shown a strong emphasis on using data to drive instruction this year. The school has set high expectations for teachers and is encouraging them to reflect on their current teaching practices to help students achieve success. Teachers are being asked to carefully analyze student data and take action to support students who may be struggling. This push to prioritize data-driven instruction demonstrates a deep commitment to academic excellence and a willingness to take a proactive approach to helping students succeed.
Areas for Improvement	One area where the school can improve is by taking a more focused approach when introducing new initiatives. With many new initiatives happening at once, it can be challenging for teachers to keep up with everything, which can lead to confusion and feeling overwhelmed. By prioritizing the implementation of new initiatives the school can provide the necessary support and resources for teachers to implement them effectively. By doing so, the school can ensure that new initiatives are introduced efficiently and with the necessary resources and support to help staff feel comfortable and confident with the changes.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Old Brooklyn Community Elementary

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
134098	13 Years	07/01/2012	06/30/2025	K-4
Address	4430 State Rd. Cleveland, OH 44109			
Contact	Phone: (216) 661-7888		Fax: (216) 661-5975	
Website	https://constellationschools.com/locations/old-brooklyn-community/			
Leadership	Cherie Kaiser, Principal			
Governing Authority	Jerry Bednar, Bert Butts, John Noga, Leo Tischer, Michele Norman			
Mission Statement	Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49	127	K	46
Male	51	132	1	53
Race/Ethnicity	%	#	2	45
American Indian/Alaskan Native	0	0	3	52
Asian/Pacific Islander	0	0	4	63
Black, Non-Hispanic	15	39	5	
Hispanic	33	85	6	
Multiracial	15	40	7	
White, Non-Hispanic	37	95	8	
Historically Underserved	%	#	9	
Economically Disadvantaged			10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	14	36	Total	259

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	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	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	NOT 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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	NOT MET
Grades 9-12	
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

IV. Academic Performance

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	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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	Met
Gifted Students	
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	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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
Other Academic Measures	
Specific Subgroup	
2021-2022	N/A
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
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	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
Met	Met
Student Discipline	
Grades K-3	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	Met
2019-2020	Met
2018-2019	Not Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Constellation Schools: Old Brooklyn Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Old Brooklyn Community Elementary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Old Brooklyn Community Elementary has a strong school culture that is rooted in the school's effective implementation of Tier 1 PBIS. This approach is embraced by all staff and is evidenced by the positive behavior and interactions among students and staff throughout the school. The school's principal is highly engaged with the students and knows each one by name, which creates a welcoming and supportive environment for all students. These factors combine to create a school culture that is safe, positive, and nurturing for all members of the school community.
Areas for Improvement	Constellation Schools: Old Brooklyn Community Elementary has demonstrated a commitment to using data to inform instruction and support struggling students, utilizing TBT meetings and intervention time in ELA and math. However, an area for improvement is in differentiating instruction in the classroom to meet the needs of all students. Some teachers may be hesitant to teach to the rigor of the standards and instead opt to teach to the lowest-performing students, potentially limiting opportunities for higher-performing students to reach their full potential. By providing additional support and professional development in this area, the school can help teachers develop strategies to challenge all students while still providing the necessary support for struggling students. This approach will ensure that all students receive an education that is tailored to their needs and abilities, helping them to succeed academically and reach their full potential.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Parma Community

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133256	7 Years	07/01/2019	06/30/2026	K-12
Address	7667 Day Dr. 1st Fl Parma, OH 44129; 5983 W 54th St. Parma, OH 44129 (annex); 6125 Pearl Rd. Parma Heights, OH 44134 (annex); and 3421 Snow Rd. Parma, OH 44134 (annex)			
Contact	Phone: (440) 887-0319		Fax: (440) 845-2834	
Website	https://constellationschools.com/locations/parma/			
Leadership	Sarah O’Bryan, Superintendent of Schools Bob Klinar, Principal			
Governing Authority	Jerry Bednar, Bert Butts, John Noga, Leo Tischer, Michelle Norman			
Mission Statement	<i>Our learning community is characterized by high expectations, academic excellence and as a result is “The Right Choice for Parents and a Real Chance for Children!”</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.60	579	K	93
Male	50.40	590	1	91
Race/Ethnicity	%	#	2	70
American Indian/Alaskan Native	0.30	3	3	110
Asian/Pacific Islander	1.70	20	4	97
Black, Non-Hispanic	8.10	95	5	81
Hispanic	18	211	6	83
Multiracial	6.70	78	7	94
White, Non-Hispanic	65.10	761	8	75
Historically Underserved	%	#	9	139
Economically Disadvantaged	51.60	603	10	87
English Learner	10.90	128	11	69
Migrant	0.80	9	12	80
Students with Disabilities	14.20	166	Total	1169

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	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	MET
5-Yr. Graduation Rate	
2022-2023	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	MET
Proficiency in 3 rd Grade Reading	
2022-2023	NOT MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	NOT 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

III. 2022 – 2023 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	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	NOT MET

IV. Academic Performance

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	Not 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
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	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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	Not 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	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	Not Met

V. Non-Academic Performance

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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 9-12	
2021-2022	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	Not Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Constellation Schools: Parma Community was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Parma Community was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Parma Community has a strong PBIS system in place across all buildings which has contributed to its success in creating a positive and supportive learning environment. The framework is implemented with fidelity across all buildings and has created a culture of positive behavior. The school continuously celebrates positive student behaviors which creates a sense of community and shared responsibility among students and staff.
Areas for Improvement	An area of improvement for Constellation Schools: Parma Community is the need for greater collaboration and cohesion across all of its buildings. While each building within the school is unique, there is an opportunity for all buildings to work together more closely to analyze and discuss their school data. By doing so, the buildings can identify common areas of need, share best practices, and work collaboratively to develop solutions that benefit all students across all Constellation Parma schools. By fostering greater collaboration and cohesion across all of its buildings, they can better support the needs of their students and staff and continue to provide high-quality education for all.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Puritas Community Elementary

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143479	13 Years	07/01/2012	06/30/2025	K-4
Address	17720 Puritas Ave., Cleveland OH 44135; and 4427 Rocky River Dr. Cleveland, OH 44135 (annex)			
Contact	Phone: (216) 688-0680		Fax: (216) 688-0609	
Website	https://constellationschools.com/locations/puritas/			
Leadership	Victoria Marshall			
Governing Authority	Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer			
Mission Statement	Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	51	80	K	25
Male	49	76	1	44
Race/Ethnicity	%	#	2	25
American Indian/Alaskan Native	0	0	3	36
Asian/Pacific Islander	6.41	10	4	26
Black, Non-Hispanic	30.13	47	5	
Hispanic	32.69	51	6	
Multiracial	11.54	18	7	
White, Non-Hispanic	19.23	30	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	99.95	153	10	
English Learner	25.64	37	11	
Migrant	0.64	1	12	
Students with Disabilities	8.97	14	Total	156

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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	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	MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	NOT 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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	NOT MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	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

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	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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not 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	Not 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	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Constellation Schools: Puritas Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Puritas Community Elementary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Puritas Community Elementary excels in several areas, including using data to drive instruction and encouraging the teachers to track student progress through regular TBT and RtI meetings. The school's teachers are actively engaged in monitoring student progress, which allows them to tailor their instruction to meet the needs of each student.
Areas for Improvement	While Constellation Schools: Puritas Elementary has been making strides in analyzing and tracking student progress, there is an opportunity for the school to focus on enhancing math instruction, specifically in the area of basic facts and foundational concepts. By prioritizing this, the school can ensure that students have a strong foundation in mathematical concepts that will support their future academic success.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Stockyard Community Elementary

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143487	5 Years	07/01/2020	06/30/2025	K-6
Address	3200 W 65 th St. Cleveland, OH 44102			
Contact	Phone: (216) 651-5143		Fax: (216) 651-9515	
Website	https://constellationschools.com/locations/stockyard/			
Leadership	Stephanie Eafford			
Governing Authority	Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer			
Mission Statement	Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	45	64	K	20
Male	55	77	1	19
Race/Ethnicity	%	#	2	16
American Indian/Alaskan Native	0	0	3	27
Asian/Pacific Islander	0	0	4	15
Black, Non-Hispanic	12	18	5	18
Hispanic	59	83	6	26
Multiracial	4	5	7	
White, Non-Hispanic	25	35	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	141	10	
English Learner	14	20	11	
Migrant	0	0	12	
Students with Disabilities	9	13	Total	141

II. 2022 – 2023 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	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	NOT 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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

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	Not 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
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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

VI. Legal Compliance

Constellation School: Stockyard Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation School: Stockyard Community Elementary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Stockyard Community Elementary has a strong building culture. The teachers and the building leader work together to help students understand the expectations of the building. There is a shared sense of belonging, purpose, and a desire for the vision of the school to be fulfilled. They utilize many strategies such as common expectations and respectful redirection to keep students in the classroom rather than sending them to the office or suspending them.
Areas for Improvement	Constellation Schools: Stockyard Community Elementary has faced challenges this year in finding enough qualified teachers to staff the building, leading to the need to contract out with agencies to find substitute teachers. While these substitutes have been doing their best to provide instruction, the school recognizes that this has resulted in some inconsistency in the quality of instruction in some classrooms. Looking ahead to next year, the school could benefit from developing a plan to support substitute teachers, such as a mentoring program, to improve their classroom management and pedagogical skills. This would help to ensure that all students have access to high-quality instruction, even when regular teachers are unavailable.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Constellation Schools: Westpark Community Elementary

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132993	13 Years	07/01/2012	06/30/2025	K-4
Address	16210 Lorain Ave. Cleveland, OH 44411			
Contact	Phone: (216) 688-0271		Fax: (216) 688-0273	
Website	https://constellationschools.com/locations/westpark/			
Leadership	Jason Wilson – Principal Deborah Rotolo – Executive Principal			
Governing Authority	Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer			
Mission Statement	Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	51	115	K	39
Male	49	109	1	57
Race/Ethnicity	%	#	2	39
American Indian/Alaskan Native	0.4	1	3	47
Asian/Pacific Islander	1.8	4	4	42
Black, Non-Hispanic	16.5	37	5	
Hispanic	32.5	73	6	
Multiracial	10.7	24	7	
White, Non-Hispanic	37.9	85	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	61	136	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	15	34	Total	224

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	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	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	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
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	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Parent Satisfaction	
2021-2022	Not 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	N/A
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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Not 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	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	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Constellation Schools: Westpark Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Constellation Schools: Westpark Community Elementary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Westpark Community Elementary has shown strength in its ability to identify and utilize the strengths of its teachers. The school's principal places great value on the unique skill sets and experiences that each teacher brings to the table, and works diligently to identify and develop these strengths. This approach not only helps teachers feel valued and supported but also results in a more effective and cohesive staff. Additionally, the school has a strong staff culture where collaboration, communication, and teamwork are highly valued.
Areas for Improvement	Constellation Schools: Westpark Community Elementary has a well-established reputation for having a strong school climate and culture, largely attributed to the experience and dedication of its veteran staff. However, with the arrival of new teachers and students, the school can benefit from reintroducing PBIS to all teachers and students at the beginning of the academic year. This can include professional development workshops for teachers, as well as orientation sessions for new students and their families. By reinforcing the school's PBIS approach, the school can continue to provide a safe, supportive, and engaging learning environment for all students and staff.
Prospects for Renewal	Probable

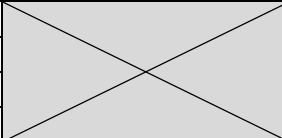
ANNUAL PERFORMANCE REPORT

Emerson Academy

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000577	5 Years	07/01/2020	06/30/2025	K-8
Address	501 Hickory St. Dayton, OH 45410			
Contact	Phone: (937) 223-2889		Fax: (937) 660-6386	
Website	https://www.nhaschools.com/schools/Emerson-Academy/en			
Leadership	Ariane Johnson			
Governing Authority	Donna Hess, Peter Cindric, Bruce LaForse, Keturah Bailey, Julie Thompson, Sheri Aldridge			
Mission Statement	<i>Emerson Academy is committed to providing the best possible education to the children of Dayton by way of a strong curriculum, dedicated teachers and involved community.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.50	302	K	75
Male	50.50	308	1	63
Race/Ethnicity	%	#	2	59
American Indian/Alaskan Native	0.50	3	3	65
Asian/Pacific Islander	0.30	2	4	72
Black, Non-Hispanic	68	415	5	58
Hispanic	4.80	29	6	69
Multiracial	0.20	1	7	81
White, Non-Hispanic	26.20	160	8	68
Historically Underserved	%	#	9	
Economically Disadvantaged	87.20	532	10	
English Learner	1.50	9	11	
Migrant	0.20	1	12	
Students with Disabilities	19	115	Total	
				610

II. 2022 – 2023 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	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	NOT MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 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	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Met
2018-2019	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	N/A
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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Emerson Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Emerson Academy was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Emerson Academy demonstrated several areas of strength. Student attendance was an ongoing focus for the administration team. Mrs. Johnson and her team implemented several proactive strategies and incentives for students and parents to help promote consistent attendance. Their efforts resulted in a daily attendance rate of around 90%, and the chronic absenteeism rate is significantly lower as compared to the previous school year.</p> <p>Likewise, the administration team and staff effectively implemented a PBIS framework in grades 4 through 8. Building-wide expectations were upheld and alternatives to out-of-school suspension were utilized. These actions resulted in the reduction of out-of-school suspensions in grades 4-8 by 50% and grades K-3 by 54%.</p> <p>During the 2022-23 school year, data analysis continued to be a focus. The administration and staff regularly engaged in data analysis discussions, identified students in need of additional support, and discussed how to respond to student needs in the classroom. This intentionality contributed to 75% of academic goals measured by NWEA and AIMSweb assessments.</p>
Areas for Improvement	<p>Emerson Academy demonstrated some areas for growth that may contribute to overall continuous improvement. As a first-year principal, Mrs. Johnson maintained many of the processes and procedures already in place at the school. Throughout the year, she began to make some shifts in practice based on her vision. Moving into the next school year, she is encouraged to keep a strong focus on the school and staff culture to better align practices and strategies to her vision for the school. With that in mind, it will be important for Mrs. Johnson to establish clear roles and responsibilities for administrators and staff and uphold those expectations consistently.</p> <p>While student discipline saw a large decrease in all grades, student discipline practices in kindergarten through third grade continued to pose challenges. Although the overall number of out-of-school suspensions decreased from the previous year, the frequency of suspension in grades K – 3 was high. In preparation for the next school year, the administration team is encouraged to reflect on the implementation of the PBIS framework in grades K – 3, specifically creating alternatives to out-of-school suspensions. It will be critical to analyze behavior data, identify trends, align professional development to needs, and plan specific action steps to reduce behavior incidences. Additionally, the administration team is encouraged to discuss how they will uphold staff expectations, identify teachers in need of coaching, provide ongoing support, and monitor staff progress. PBIS strategies must be implemented effectively and with fidelity to eliminate out-of-school suspensions in grades K – 3.</p> <p>During the 2022-23 school year, the administration team set up effective structures for analyzing and responding to data. Moving into next year, they are encouraged to consider how to uphold expectations for response to data, as well as coach teachers in the effective and consistent implementation of intervention practices in the classroom.</p>
Prospects for Renewal	Probable

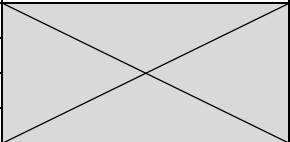
ANNUAL PERFORMANCE REPORT

Heir Force Community School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000613	6 Years	07/01/2020	06/30/2026	K-8
Address	150 W Grand Ave. Lima, OH 45801; and 2000 N Cole St. Lima, OH 45801 (annex)			
Contact	Phone: (419) 228-9241		Fax: (419) 228-1555	
Website	https://heirforcecs.com/			
Leadership	Willie Heggins, PhD, Executive Director			
Governing Authority	Tara Sheperd, Everett “Butch” Kirk, Elaine Luchini, Dr. Derry Glenn and Dr. Wilfred Ellis			
Mission Statement	<i>The mission of Heir Force Community School is to provide ability-centered education that prepares children to excel academically and socially. This mission will be accomplished through a strong educational program based on a structured curriculum supported by discipline and mutual respect. The commitment of the family, school, and community will be utilized to achieve these goals and empower students to succeed.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	48.9	114	K	26
Male	51.1	119	1	31
Race/Ethnicity	%	#	2	23
American Indian/Alaskan Native	0	0	3	22
Asian/Pacific Islander	1.3	3	4	34
Black, Non-Hispanic	53.2	124	5	28
Hispanic	1.7	4	6	28
Multiracial	23.2	54	7	22
White, Non-Hispanic	20.6	48	8	19
Historically Underserved	%	#	9	
Economically Disadvantaged	100	233	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	14.6	34	Total	
				233

II. 2022 – 2023 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	NOT 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	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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	NOT MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	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	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Not 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	Not Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
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	Met
2018-2019	N/A

VI. Legal Compliance

Heir Force Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Heir Force Community School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Heir Force Community School has a strong school leader and administration team. The school does a great job reaching out to community members and organizations which helps provide students with various opportunities, exposure, and levels of support. Monthly site visits were efficient and the information needed was always prepared and given in a timely manner.</p> <p>The improvement of academics is an ongoing focus for the leadership team. They utilized the data from testing to drive lesson planning and instruction. In addition, they have implemented a school-wide vocabulary initiative with a focus on testing words that have helped prepare students for state testing.</p>
Areas for Improvement	<p>Although Heir Force Community School implements a school-wide intervention time, they can continue to work on utilizing differentiated tiered intervention. Professional development, teacher coaching and monitoring will be integral to the success of this initiative.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Cincinnati

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000804	5 Years	07/01/2019	06/30/2024	K-8
Address	1055 Laidlaw Ave. Cincinnati, OH 45237			
Contact	Phone: (513) 242-0099		Fax: (513) 275-4597	
Website	www.horizoncincy.org			
Leadership	Abdurrahman Akkurek- Principal			
Governing Authority	Dr. Savas Kaya, Aysegul King, Ziya Kara, Davit Ditmars, Zekeria Karatas			
Mission Statement	We foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high school, college, and the world.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	44.31	74	K	12
Male	55.69	93	1	14
Race/Ethnicity	%	#	2	15
American Indian/Alaskan Native	0.6	1	3	13
Asian/Pacific Islander	0.6	1	4	13
Black, Non-Hispanic	88.02	147	5	21
Hispanic	1.20	2	6	26
Multiracial	9.58	16	7	34
White, Non-Hispanic	0	0	8	19
Historically Underserved	%	#	9	
Economically Disadvantaged	100	167	10	
English Learner	0.6	1	11	
Migrant	0	0	12	
Students with Disabilities	21.56	36	Total	
				167

II. 2022 – 2023 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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	N/A
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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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	NOT MET

IV. Academic Performance

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	Not 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
2019-2020	N/A
2018-2019	Not Met
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

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	Met
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
Other Academic Measures	
Specific Subgroup	
2021-2022	N/A
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	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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

VI. Legal Compliance

Horizon Science Academy – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Cincinnati was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Mr. Akkurek, the principal, has consistently involved the teaching staff in the everyday operations of the school. He also works with the BLTs and TBTs to review, revise, or develop academic programs to enhance the curriculum or academic standards of the school. The teachers and administration have had to work closely together to provide daily instruction for absent teachers this year.
Areas for Improvement	The school is still experiencing student academic deficiencies due to the COVID-19 pandemic. As a result of the two-year pause in in-person learning, the school is lagging in student achievement in some areas. The teachers and administration have been working with the students and their parents to bring the students up to where they should be academically. Progress is being made and various assessment scores verify their progress.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Cleveland

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information					
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served	
133629	13 Years	07/01/2012	06/30/2025	9-12	
Address	6000 S Marginal Rd. Cleveland, OH 44103				
Contact	Phone: (216) 432-3660		Fax: (216) 432-3670		
Website	http://www.hsas.org/				
Leadership	Aydin Kara - Principal				
Governing Authority	Donald Malloy, Mustafa Arslan, Robert Hasan, Abdullah Kayretli and Marie Bonila				
Mission Statement	<i>We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.</i>				
Student Demographics			Enrollment		
Gender		%	#	Grade	#
Female		46.40	135	K	
Male		43	135	1	
Race/Ethnicity		%	#	2	
American Indian/Alaskan Native		1.10	3	3	
Asian/Pacific Islander		0	0	4	
Black, Non-Hispanic		89.60	243	5	
Hispanic		2.95	8	6	
Multiracial		3.70	10	7	
White, Non-Hispanic		2.60	7	8	
Historically Underserved		%	#	9	88
Economically Disadvantaged		80	219	10	85
English Learner		1.10	3	11	47
Migrant		0	0	12	50
Students with Disabilities		23.20	63	Total	270

II. 2022 – 2023 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	NOT MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	NOT MET
Reading	
2022-2023	MET
Math	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
Grades 9-12	
2022-2023	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	NOT MET

IV. Academic Performance

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
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	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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	Not 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	Met
Nationally Normed Assessment - Math	
2021-2022	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
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	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Not 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	N/A
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Horizon Science Academy – Cleveland was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Cleveland was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Horizon Science Academy- Cleveland's strengths in student climate and culture lay the foundation for a positive, inclusive, and supportive learning environment. By nurturing respectful relationships, celebrating diversity, and empowering students, the school creates a sense of belonging and motivation, enhancing student well-being and academic achievement. Students who participate in the CYSP program are afforded real-life opportunities that allow them to experience learning outside of school. The school employs proactive approaches to discipline and conflict resolution, focusing on restorative practices rather than punitive measures. Students have a strong sense of belonging within the school community. Opportunities for involvement in extracurricular activities, clubs, sports, and student leadership initiatives help students connect with their peers and develop a sense of ownership and pride in their school.
Areas for Improvement	Horizon Science Academy - Cleveland is encouraged to prioritize efforts to improve student attendance and parent involvement. These factors play a significant role in fostering student engagement, academic progress, and overall school success. Enhanced early intervention can be utilized to strengthen the early intervention measures to identify and support students at risk of chronic absenteeism. This could include closer collaboration with counselors, mentors, and support staff to address the underlying issues causing absenteeism. To increase parent involvement, the school could conduct surveys or focus groups to gain insights into the specific barriers that prevent some parents from actively participating. Based on the results, develop strategies and initiatives to address the barriers and encourage greater parental involvement. Through evaluation, feedback collection, and adjustments to strategies, the school can make significant progress in these areas and ultimately enhance student success and school community engagement.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Cleveland Middle School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000858	5 Years	07/01/2019	06/30/2024	K-8
Address	6100 S Marginal Rd. Cleveland, OH 44103			
Contact	Phone: (216) 432-9940		Fax: (216) 432-9941	
Website	http://www.hsacms.org/			
Leadership	Bileghan Aslan			
Governing Authority	Concept Schools Donald Malloy, Robert Hasan, Marie Bonilla, Abdullah Kayretli, Mehmet Malock			
Mission Statement	We foster an environment of inquiry and a love of learning so students are prepared to thrive in STEM-focused high school, college, and the world.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	47	95	K	26
Male	53	108	1	15
Race/Ethnicity	%	#	2	19
American Indian/Alaskan Native	0.004	1	3	19
Asian/Pacific Islander	0.004	1	4	32
Black, Non-Hispanic	93	188	5	19
Hispanic	0.004	1	6	26
Multiracial	0.04	8	7	14
White, Non-Hispanic	0.02	4	8	33
Historically Underserved	%	#	9	
Economically Disadvantaged	100	203	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	10	21	Total	
				203

II. 2022 – 2023 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	MET

Early Literacy	
Early Literacy Component	
2022-2023	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	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

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	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	Met
Gifted Students	
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

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	Not Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not 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	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Horizon Science Academy – Cleveland Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Cleveland Middle School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	One of the strengths of Horizon Science Academy- Cleveland Middle School is the positive staff climate and culture. The staff members exhibit a high level of professionalism, collaboration, and dedication towards creating a conducive learning environment. The staff's commitment to fostering a positive and supportive atmosphere is commendable, and it is reflected in their interactions with students and colleagues alike. Teachers actively engage in professional development opportunities, fostering continuous growth and improving instructional practices. The administration promotes open communication and values the input and expertise of the staff, which contributes to a strong sense of ownership and shared vision.
Areas for Improvement	While the staff climate and culture have been strong, there are areas in which the student climate, culture, and behavior at Horizon Science Academy- Cleveland Middle School can be improved. The school is working to ensure that they are using PBIS Tier I interventions with fidelity and have applied for bronze-level recognition from the state. Although the school has implemented PBIS tiered interventions and rewards, some students have continued to exhibit disruptive behavior, which can negatively impact the learning environment. It is essential to establish clear expectations, reinforce positive behavior, and implement effective disciplinary measures to address these issues with fidelity. School leadership is encouraged to emphasize student climate and culture as an area of focus as they start the 2023-24 school year to ensure that they create a strong foundation for student learning to take place.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Columbus

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133660	13 Years	07/01/2012	06/30/2025	9-12
Address	1070 Morse Rd. Columbus, OH 43229			
Contact	Phone: (614) 846-7616		Fax: (614) 846-7696	
Website	http://hs.horizoncolumbus.org/			
Leadership	Mr. Ugur Zengince			
Governing Authority	Michael Pratt, Max Tongtae Natenon, Nancy Calvary, David Ditmars, Reyhan Safak, Isa Kuyuldar, Sumaya Yusuf			
Mission Statement	<i>We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	48.1	235	K	
Male	51.9	254	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	2	10	4	
Black, Non-Hispanic	85.5	418	5	
Hispanic	5.1	25	6	
Multiracial	3.9	19	7	
White, Non-Hispanic	3.5	17	8	
Historically Underserved	%	#	9	148
Economically Disadvantaged	100	489	10	118
English Learner	13.9	67.75	11	119
Migrant	0	0	12	104
Students with Disabilities	9.9	48.32	Total	489

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	NOT MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	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
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	Not Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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	N/A
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	Met
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	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	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	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

VI. Legal Compliance

Horizon Science Academy – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Columbus was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Horizon Science Academy Columbus demonstrated several areas of strength. The staff continues to keep a strong focus on STEM and CT emphasis, creating a robust program at the school. Specifically, the Assistant Principal of STEM Academics has increased opportunities for staff and students through trips, activities, competitions, project-based learning units, and new partnerships with organizations, businesses, and colleges. Over the course of the school year, the school has received several recognitions for its STEM efforts including a Student Expedition Grant for \$20,000 to send a team of students on an expedition called “Marine Mammals Predators” in Costa Rica; and, a 10th grader received a special NASA's "You've got Perseverance Award" and met with mission scientists from NASA's Jet Propulsion Lab from Pasadena, California on December 6th. He was one of twenty students who was selected for this award throughout the nation and the only one from Ohio.</p> <p>Throughout the year, the administration team was intentional about strengthening parent partnerships by hosting dinners for various culture groups. The events were well attended and families enjoyed showcasing their cultural dishes. Additionally, the staff and students hosted the annual Culture Fest again this year, with many participants and spectators.</p> <p>To reduce chronic absenteeism, the administration team implemented an effective strategy with consistency. As a result, the school met the 11.6 contract goal and achieved a chronic absenteeism rate near the state expectation of 20.2%.</p> <p>The administration team put a strong focus on developing an effective RTI program at the high school level. Some of the new initiatives included hiring an RTI administrator and teachers, utilizing benchmark assessments and progress monitoring tools, and providing additional time and support for students not achieving at grade level. As a result of their efforts, the percentage of students scoring proficient on benchmark assessments increased in both English II and Algebra I.</p>

Performance Summary

Areas for Improvement

Horizon Science Academy Columbus has demonstrated some opportunities for growth that may contribute to overall continuous improvement. The school made several positive steps forward in the development of STEM and CT programs during the 2022-23 school year. They are encouraged to continue this focus to make continuous improvements to both programs.

With the addition of a new building in the 2023-24 school year, it will be critical for the administration team to consider the potential needs of new staff members and new students, and develop proactive plans for school-wide expectations. With that, the implementation of PBIS strategies should continue to be a major focus for all staff. During the 2022-23 school year, the school did not meet the 11.6 contract goal for student discipline. Along with positive and proactive behavior management strategies, the administration team is encouraged to discuss alternatives to out-of-school suspension when a consequence is necessary.

While the school showed positive gains in proficiency for non-EL students, there was no gain in proficiency rates for students who are English Learners. The program experienced some turnover in staff this year making it challenging to create consistency. The administration team is encouraged to revisit the strategy for EL student achievement and discuss how to effectively execute the strategy this upcoming school year.

Prospects for Renewal

Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Dayton

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000808	5 Years	07/01/2019	06/30/2024	K-5
Address	4751 Sue Ann Blvd. Dayton, OH 45414			
Contact	Phone: (937) 277-1177		Fax: (937) 277-3090	
Website	http://es.horizondayton.org/			
Leadership	Alyse Pennington			
Governing Authority	Dr. Savas Kaya, Dr. Aysegul King, Dr. Zekeriya, Ziya Kara, David Ditmars			
Mission Statement	<i>The mission of Horizon Science Academy – Dayton is to provide all students with the behavior and academic skills necessary to reach their fullest potential intellectually, emotionally, and physically.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	54	98	K	40
Male	46	85	1	33
Race/Ethnicity	%	#	2	35
American Indian/Alaskan Native	0	0	3	21
Asian/Pacific Islander	0	0	4	24
Black, Non-Hispanic	88	161	5	30
Hispanic	4	7	6	
Multiracial	3	6	7	
White, Non-Hispanic	5	9	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	183	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	5.46	10	Total	183

II. 2022 – 2023 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	MET
Comparative Schools Data	
Similar School #1	
2022-2023	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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	NOT MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	NOT MET
Grades 9-12	
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

IV. Academic Performance

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	Not 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
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

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	N/A
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
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	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

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

VI. Legal Compliance

Horizon Science Academy – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Dayton was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Horizon Science Academy Dayton Elementary demonstrated several areas of strength. The administration team placed a strong emphasis on social-emotional learning for both staff and students. For staff, they effectively planned for a year-long professional development series around social-emotional topics. The professional development was well received and the administration team received positive feedback from staff. Additionally, students participated in structured social-emotional learning opportunities throughout the school year implemented by community partners.</p> <p>Throughout the year, the administration team strengthened the RTI process by creating intentional structures, time, and resources for staff to implement interventions. Professional development was provided through Curriculum Associates/iReady on how to administer progress monitoring assessments, analyze data, respond to data, and effectively utilize the curricular resources for intervention purposes. The administration team and staff effectively implemented three benchmark assessments throughout the year, as well as one mid-point progress monitoring check. The intentional and consistent progress monitoring and response to data contributed to students meeting growth goals, and all of the school's academic contract goals were met.</p> <p>The administration team and staff refined the PBIS framework this year. Teachers implemented with greater fidelity and students enjoyed the opportunity to earn off-campus field trips. Although fourth and fifth-grade students posed more challenging behavior this year, the administration team stayed focused on the implementation of the school's PBIS framework and the coaching of teachers towards implementation with fidelity. Additionally, several professional development opportunities were provided around PBIS strategies. The school is considering applying for the ODE PBIS Recognition program.</p>

Performance Summary

Areas for Improvement

Horizon Science Academy - Dayton has demonstrated some opportunities for growth that may contribute to overall continuous improvement. While the staff established an effective plan for RTI instruction during the 2022-23 school year, they are encouraged to reflect on how they can implement their structure with greater fidelity. This includes the consistent implementation of new curricular tools and maximizing the use of the new RTI coordinator and new RTI teachers being hired for the 2023-24 school year.

During the 2022-23 school year, the school adopted several new curricular tools, and staff participated in professional development related to the tools. For the upcoming school year, it will be important for the administration team to develop an understanding of the curricular tools and what effective implementation looks like in the classroom. In turn, the administration team is encouraged to increase the frequency of informal instructional observations and provide instructional coaching consistently.

The percentage of students who are chronically absent from school continues to be a challenge at Horizon Science Academy - Dayton. Transportation challenges and the effects of the COVID-19 virus have contributed to the problem. The administration team and staff are highly encouraged to reflect on these causes, as well as others, and brainstorm strategies that may help to drastically reduce the number of chronically absent students.

Prospects for Renewal

Probable

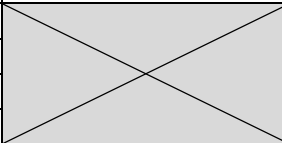
ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Denison Middle School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000838	6 Years	07/01/2018	06/30/2024	K-8
Address	1700 Denison Ave. Cleveland, OH 44109			
Contact	Phone: (216) 739-9911		Fax: (216) 739-9913	
Website	http://www.horizondenison.org/			
Leadership	Daniel Akben-Principal, Tracy Jack-APA, John Cameron-APSC, Elizabeth Peck- Dean of Students			
Governing Authority	Donald Malloy, Ramazan Celep – Treasurer, Robert Hasan, Marie Bonila, and Abdullah Kayretli			
Mission Statement	<i>We foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high school, college, and the world.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	44	109	K	36
Male	56	138	1	36
Race/Ethnicity	%	#	2	32
American Indian/Alaskan Native	0	0	3	26
Asian/Pacific Islander	0.004	1	4	27
Black, Non-Hispanic	54	132	5	23
Hispanic	26	63	6	29
Multiracial	11	28	7	15
White, Non-Hispanic	9	23	8	23
Historically Underserved	%	#	9	
Economically Disadvantaged	100	247	10	
English Learner	12	29	11	
Migrant	0	0	12	
Students with Disabilities	13	33	Total	
				247

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	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	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	NOT MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	Met
Gifted Students	
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	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	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Grades 4-8	
2021-2022	Not 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	Not 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	Not 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	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Horizon Science Academy – Denison Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Denison Middle School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Horizon Science Academy- Denison Middle School demonstrated strengths in fostering a strong student climate and culture. The school's commitment to creating a welcoming, inclusive, and supportive environment has positively impacted the overall well-being, engagement, and success of its students. The school has cultivated a culture of respect and caring. Students are encouraged to treat one another with kindness, empathy, and understanding. This positive culture is reinforced through the implementation of character education, restorative practices, and the promotion of positive behavior intervention and support. As a result, students feel safe, supported, and valued, enabling them to grow academically, socially, and emotionally.</p>
Areas for Improvement	<p>During the 2022-23 school year, Horizon Science Academy- Denison Middle School worked to show growth in both K-3 Literacy and Math. Upon review of the 11.6 contract goal results, the school did not meet its growth goals in these areas. The school is encouraged to focus on curriculum, instructional planning, delivery, and professional development of staff to make improvements. Teachers will need support in differentiating instruction to ensure that all students are receiving targeted support and instruction at their appropriate levels. By focusing on early intervention, foundational skills, and differentiation, the school can make significant strides in improving K-3 Literacy and Math growth outcomes for their students.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Springfield

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000825	6 Years	07/01/2018	06/30/2024	K-8
Address	630 S Reynolds Rd. Toledo, OH 43615			
Contact	Phone: (419)-535-0524		Fax: (419) 535-0525	
Website	http://www.horizonspringfield.org/			
Leadership	Erin Schreiner, Principal , Yasar Bora, Superintendent			
Governing Authority	William Brown, Jaqueline Blueitt, Heidi Hatch, Ray Collins, and Melissa Beland			
Mission Statement	<i>We foster an environment of inquiry and a love of learning so students are prepared to thrive in STEM-focused high schools, colleges, and the world.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	46	149	K	44
Male	54	173	1	40
Race/Ethnicity	%	#	2	39
American Indian/Alaskan Native	0	0	3	36
Asian/Pacific Islander	0.6	2	4	41
Black, Non-Hispanic	68.9	222	5	32
Hispanic	1.9	6	6	34
Multiracial	14.6	47	7	28
White, Non-Hispanic	14	45	8	28
Historically Underserved	%	#	9	
Economically Disadvantaged	100	322	10	
English Learner	1.9	6	11	
Migrant	0	0	12	
Students with Disabilities	9.3	30	Total	
				322

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	NOT 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	NOT MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	NOT MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	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
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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
Other Academic Measures	
Specific Subgroup	
2021-2022	N/A
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	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Not 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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Horizon Science Academy – Springfield was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Springfield was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Horizon Science Academy - Springfield has reduced the total number of suspensions for the 2022-23 school year. The implementation and fidelity of their PBIS supports have impacted these numbers positively. They have worked diligently to analyze the data and map out their Tier 3 interventions.</p> <p>The leader of Horizon Science Academy - Springfield is knowledgeable, organized, and proactive. As a school, they are preparing for the next school year and determining PD needs including safety and security. They have been working on creating, updating, and practicing all of their safety plans to make sure their staff is prepared for any type of emergency.</p>
Areas for Improvement	<p>An area for Horizon Science Academy - Springfield to prioritize for the 2023-24 school year will be the implementation of the new K-5 curriculum. The administrative team is encouraged to consider how they will support teachers with professional development, as well as ongoing coaching throughout the school year to ensure effective implementation of the new curriculum.</p> <p>Horizon Science Academy - Springfield can also continue to improve in the area of parent communication. The administration and the staff are encouraged to consider how they can be intentional in building positive relationships with parents and families throughout the next school year.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Toledo

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000338	6 Year	07/01/2020	06/30/2026	K-12
Address	2600 W Sylvania Ave. Toledo, OH 43613			
Contact	Phone: (419) 474-3350		Fax: (419) 474-3351	
Website	www.horizontoledo.org			
Leadership	Mrs. Rachel Snyder - Principal, Mr. Yasar Bora - Superintendent			
Governing Authority	Mr. Bill Brown, President Ms. Jacqueline Blueitt, Vice President Mr. Raymond Collins Mrs. Beland Mrs. Heidi Hatch			
Mission Statement	The mission of Horizon Science Academy Toledo is to prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.3	223	K	34
Male	50.7	229	1	34
Race/Ethnicity	%	#	2	35
American Indian/Alaskan Native	0.2	1	3	34
Asian/Pacific Islander	0	0	4	44
Black, Non-Hispanic	57.1	258	5	39
Hispanic	8	36	6	26
Multiracial	16.6	75	7	40
White, Non-Hispanic	18.1	82	8	37
Historically Underserved	%	#	9	51
Economically Disadvantaged	100	452	10	34
English Learner	1.1	5	11	20
Migrant	0	0	12	24
Students with Disabilities	11.5	52	Total	452

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	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	NOT MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	N/A
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	NOT MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	N/A
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	NOT MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	MET

Governing Board Performance	
2022-2023	NOT MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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
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	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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	Not Met
Other Academic Measures	
Specific Subgroup	
2021-2022	N/A
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	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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

VI. Legal Compliance

Horizon Science Academy – Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Horizon Science Academy – Toledo was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Horizon Science Academy - Toledo has a strong leadership and administrative team. They have set high expectations for staff and students and have developed processes and procedures to focus on increasing student academics and relationships.</p> <p>The climate and culture of the building is positive. Through site visits, the building leader can be seen engaging with students and staff by greeting them with their names and a smile. The partnership Horizon Science Academy - Toledo has with their families is also positive and creates a sense of belonging and a family-like atmosphere for students and staff. This was evident during parent interviews that were conducted by the ESCLEW.</p> <p>There are multiple additional learning opportunities at Horizon Science Academy - Toledo. The CYSP program that is offered at the school is planned and delivered in a way that supports student growth and provides real-life learning opportunities. They have also organized a summer Third Grade Boot Camp to give third-grade students an additional chance to pass their Ohio State Test.</p>
Areas for Improvement	<p>Throughout the school year, student attendance was a challenge for Horizon Science Academy - Toledo. The administrative team is encouraged to collaborate with staff and discuss how they, as a team, can respond to attendance challenges to increase the attendance rate and lower the chronic absenteeism rate during the 2023-24 school year.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Lakeland Academy Community School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
045245	5 Years	07/01/2020	6/30/2025	PK - 12
Address	101 E. Main Street Freeport, OH 43973			
Contact	Phone: (740) 658-1042		Fax: (740) 658-1062	
Website	https://www.lakeland-academy.org/			
Leadership	Dr. Nicole McDonald, Superintendent Jenn Bardall, Administrative Assistant			
Governing Authority	James Fleming, Joyce Klingler, Rona Tuckosh, Dr Michael Dunder, Aaron Koch			
Mission Statement	<i>Through high expectations and promotion of academic excellence, Lakeland Academy and its community share in the responsibility for education and ensuring all students will be competent and productive citizens of our community.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	47.9	46	PK/K	8/11
Male	52.1	50	1	11
Race/Ethnicity	%	#	2	7
American Indian/Alaskan Native	0	0	3	6
Asian/Pacific Islander	0	0	4	10
Black, Non-Hispanic	0	0	5	5
Hispanic	0	0	6	5
Multiracial	1	1	7	8
White, Non-Hispanic	95	95	8	7
Historically Underserved	%	#	9	8
Economically Disadvantaged	76.04	73	10	2
English Learner	0	0	11	5
Migrant	0	0	12	3
Students with Disabilities	18	18	Total	96

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	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	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	NOT MET
Similar School #2	
2022-2023	NOT MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	NOT MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET
Preschool	
2022 - 2023	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Chronic Absenteeism	
2021-2022	N/A
2020-2021	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
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

VI. Legal Compliance

Lakeland Academy Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Lakeland Academy Community School was on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	At Lakeland Academy Community School, the small class sizes provide a unique opportunity for students to receive personalized attention from their teachers. With this approach, the teachers can identify when a student needs additional help and provide interventions tailored to their specific needs. This level of individualized instruction ensures that every student receives the support they need to reach their full potential. The strong relationships between teachers and students are also a notable strength of the school. The teachers demonstrate genuine care and interest in their students, taking the time to get to know each one on a personal level. This creates a positive and supportive learning environment that allows students to thrive academically and emotionally.
Areas for Improvement	To maximize the benefits of split-grade level classes at Lakeland Academy Community School, the teachers can benefit from professional development on how to differentiate instruction in a mixed grade-level environment. By analyzing student data and using it to assess individual and classroom comprehension, teachers can create personalized and effective instructional strategies. This can lead to better academic outcomes and improve student understanding in both the short and long term.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Menlo Park Academy

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000318	13 Years	07/01/2011	06/30/2024	K-8
Address	2149 W 53 rd St. Cleveland, OH 44102			
Contact	Phone: (440) 925-6365		Fax: (216) 453-0157	
Website	https://menloparkacademy.com/			
Leadership	Phyllis Robinson -Principal, Jessica Wilcox –Dean of Curriculum and Instruction, Deborah Zeffren – Director of Operations and Jennifer Ingraham – Director of Advancement, Enrollment and Marketing			
Governing Authority	Teri Harrison, Tiffany Randle, Susan Dornan, Geoffrey Belanger, Twana Rogers, Jillian Dura and Shruti Aring			
Mission Statement	<i>Menlo Park Academy is a public school that develops the potential of gifted children through an exemplary program of regarding experiences that nurtures the whole child.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	44.88	219	K	35
Male	55.12	269	1	54
Race/Ethnicity	%	#	2	63
American Indian/Alaskan Native	0.20	1	3	65
Asian/Pacific Islander	15.98	78	4	57
Black, Non-Hispanic	11.27	55	5	59
Hispanic	5.33	26	6	56
Multiracial	9.84	48	7	53
White, Non-Hispanic	57.38	280	8	46
Historically Underserved	%	#	9	
Economically Disadvantaged	24.18	118	10	
English Learner	4	20	11	
Migrant	0	0	12	
Students with Disabilities	5	26	Total	
				488

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	NOT MET

Early Literacy	
Early Literacy Component	
2022-2023	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	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

III. 2022 – 2023 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	MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	MET
Organizational & Operational	
On-Time Rate	
2022-2023	MET
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	MET

IV. Academic Performance

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	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
2019-2020	N/A
2018-2019	Not Met
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	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

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	N/A
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
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	
2021-2020	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Menlo Park Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Menlo Park Academy was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Menlo Park Academy creates an environment that promotes collaboration, fosters a sense of belonging, and supports the academic and social-emotional growth of its students. Students are respected, understood, and given opportunities to grow academically and socially-emotionally through various programming at the school. Stakeholders of the school, including parents, are given opportunities to volunteer and connect with the school in ways that support student growth. The principal of the school engaged with parents regularly through virtual meetings to receive feedback and gain insight into future decision-making. Menlo Park Academy leadership is encouraged to continue to involve stakeholders and provide a welcoming and safe environment for its students to learn and excel.
Areas for Improvement	Improving the climate and culture of staff at Menlo Park Academy is essential for creating a positive and supportive working environment. When teachers and staff feel valued, motivated, and connected, it directly impacts their job satisfaction and ultimately enhances the overall educational experience for students. Following the change in leadership during the 2022-23 school year, the climate and culture in the building for both staff and students has shown improvement. Menlo Park Academy leadership is encouraged to continue to find ways to ensure that its staff climate and culture continue to grow and become an area of consistency that will positively impact the students, staff, and confidence of the community stakeholders.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

North Dayton School of Discovery

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143529	6 Years	07/01/2018	06/30/2024	K-8
Address	3901 Turner Rd. Dayton, OH 45415			
Contact	Phone: (937) 278-6671		Fax: (937) 278-6964	
Website	https://www.nhaschools.com/schools/North-Dayton-School-of-Discovery/en			
Leadership	Ms. Victoria Simmons			
Governing Authority	Kevin Robie, Karl Konsdorf, Darlene Packard, Duane Martin, Ron Adler, Carol Justice			
Mission Statement	North Dayton School of Discovery’s mission is to provide a back-to-basics program, focusing on high academic achievement and character development.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52	263	K	77
Male	48	244	1	71
Race/Ethnicity	%	#	2	45
American Indian/Alaskan Native	0.60	3	3	46
Asian/Pacific Islander	0.80	4	4	63
Black, Non-Hispanic	87.60	444	5	50
Hispanic	3.90	20	6	53
Multiracial	0	0	7	51
White, Non-Hispanic	7.10	36	8	51
Historically Underserved	%	#	9	
Economically Disadvantaged	93.90	476	10	
English Learner	2.40	12	11	
Migrant	0	0	12	
Students with Disabilities	14.40	73	Total	
				507

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	NOT MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	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	Met
Gifted Students	
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	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	N/A
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
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	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	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	Not 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	N/A
2019-2020	Not 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	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	Not Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

North Dayton School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

North Dayton School of Discovery was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, North Dayton School of Discovery demonstrated several areas of strength. The overall climate and culture of the building is strong. The administration team has consistent messaging and communication around the school's goals and initiatives, and all of their initiatives and team meetings stay tightly aligned to their goals. Deans have weekly one-on-one meetings with all staff and through these provide clear communication and coaching.</p> <p>A notable area of strength is the school's Professional Learning Community (PLC) process. The administration team has established a strong framework for staff to conduct meaningful and effective discussions around student assessment data. The teacher-led discussions include data analysis, prioritizing standards and skills for re-teaching, and developing a plan for re-teaching and reassessing. As a result of consistent and meaningful discussions, students have shown growth across all grades and all subjects (based on preliminary state assessment data and internal assessment data).</p> <p>PBIS and student discipline are areas the school demonstrated immense growth this year. The administration team intentionally made efforts to grow their understanding and knowledge of PBIS and shift teacher mindsets around the topic. This occurred through book studies, ongoing professional development opportunities, and a plan for alternatives to out-of-school suspension. As a result, the school showed a 100% decrease in out-of-school suspensions in grades K – 3 and a 37% decrease in grades 4 – 8.</p>
Areas for Improvement	<p>North Dayton School of Discovery has demonstrated opportunities for growth that may contribute to overall continuous improvement. The percentage of students chronically absent continues to be a challenge. The administration team and staff made strong efforts to combat the challenges and saw some progress this school year. Moving forward, they are encouraged to reflect on practices that were successful and contributed to lowering the chronic absenteeism rate, as well as practices that did not yield effective results, and use this information to develop an intentional and proactive plan for the 2023-24 school year.</p> <p>While the school made great gains in academic achievement this year, they are encouraged to continue their focus on the PLC process and leverage effective teacher teams to strengthen novice teacher teams. Additionally, to maintain continuous improvement, it will be critical for deans to increase their effectiveness in instructional coaching to in turn have a positive impact on effective teaching particularly in grades K-2 and 6-8.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Orion Academy

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000559	10 Years	07/01/2014	06/30/2024	K-8
Address	1798 Queens City Ave. Cincinnati, OH 45214			
Contact	Phone: (513) 251-6000		Fax: (513) 206-9829	
Website	www.nhaschools.com/schools/orion/en/pages/default.aspx			
Leadership	Taneka Smith, Principal			
Governing Authority	Tina Williams, Jacqueline Johnson-Wilkinson, Rylan Norris, Charlene Agyemang			
Mission Statement	The mission of Orion Academy is to develop the individual academic potential of all students. We will accomplish this through a rigorous, mastery-focused curriculum, enthusiastic teaching staff and a caring, involved community.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	51.6	243	K	55
Male	48.4	228	1	65
Race/Ethnicity	%	#	2	54
American Indian/Alaskan Native	1.9	9	3	55
Asian/Pacific Islander	1.9	9	4	47
Black, Non-Hispanic	91.3	430	5	51
Hispanic	2.3	11	6	53
Multiracial	0	0	7	50
White, Non-Hispanic	2.5	12	8	41
Historically Underserved	%	#	9	
Economically Disadvantaged	87.7	413	10	
English Learner	7.0	33	11	
Migrant	0	0	12	
Students with Disabilities	16.6	78	Total	
				471

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	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	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

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	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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
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	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	Not Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Orion Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Orion Academy was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The teachers and administration have worked together this year in reviewing, revising, and developing plans and programs to keep students engaged in their classes and interested in the school. Incentives and rewards have been utilized to promote positive student/teacher interactions. Various clubs, like their garden club, have been used to expand students' knowledge as well as promote connections to students across grade levels. Student academic achievement has been the school's focused goal for this year following two years of disruption due to the pandemic.
Areas for Improvement	Consistent transportation would greatly improve student attendance and academic achievement and has been a topic in governing board meetings this year. Some academic areas that need improvement in state test scores will need data assessment evaluations to note areas of concern to begin the improvement process including professional development for teachers to improve instruction.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Pathway School of Discovery

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000138	13 Years	07/01/2012	06/30/2025	K-8
Address	173 Avondale Dr. Dayton, OH 45404			
Contact	Phone: (937) 235-5498		Fax: (937) 235-5691	
Website	https://www.nhaschools.com/schools/Pathway-School-of-Discovery/en			
Leadership	Cathy Miller			
Governing Authority	Kevin Robie, Karl Konsdorf, Darlene Packard, Duane Martin, Ron Adler, Carol Justice			
Mission Statement	Our mission is to transform the lives of the student, families and staff of Pathway School of Discovery			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.7	360	K	95
Male	50.3	365	1	84
Race/Ethnicity	%	#	2	75
American Indian/Alaskan Native	1	7	3	79
Asian/Pacific Islander	3.1	22	4	81
Black, Non-Hispanic	45	326	5	79
Hispanic	8	59	6	82
Multiracial	0	0	7	83
White, Non-Hispanic	42.9	311	8	67
Historically Underserved	%	#	9	
Economically Disadvantaged	85.7	622	10	
English Learner	10.1	73	11	
Migrant	0	0	12	
Students with Disabilities	15.6	113	Total	
				725

II. 2022 – 2023 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	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	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

III. 2022 – 2023 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	MET
Grades 9-12	
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

IV. Academic Performance

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	Not 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	Met
Gifted Students	
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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
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	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Pathway School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Pathway School of Discovery was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Pathway School of Discovery demonstrated several areas of strength. Overall, the building culture remained strong through the transition of new leadership. This is evidenced in the staff engagement survey, which had 100% participation and showed an increase in overall staff satisfaction from Spring 2022 to Spring 2023. Additionally, all classroom teachers expressed the intent to return for the 2023-24 school year.</p> <p>The school's PBIS framework was established and staff intentionally focused on increasing the effectiveness of implementation throughout the year. Specifically, building-wide expectations were established, helping to provide consistency in expectations and create strong Tier 1 implementation. Utilizing a Success Coach in each hall, a full-time counselor, and a Community in Schools staff member helped provide proactive approaches and Tier 2 interventions with consistency. As a result, there was a 65% reduction in out-of-school suspensions in grades K-3 and 8% reduction in grades 4-8.</p> <p>The administration team put a strong emphasis on improving chronic absenteeism. They implemented attendance policies with fidelity and built partnerships with families to offer support with attendance challenges. As a result, there was a decrease in the percentage of students chronically absent as compared to the previous school year.</p>
Areas for Improvement	<p>Pathway School of Discovery has demonstrated some opportunities for growth that may contribute to overall continuous improvement. Towards the end of the 2022-23 school year, a new Building Leadership Team was established for the upcoming year. The administration team is encouraged to collaborate with this team to establish clear roles, responsibilities, and goals. Additionally, the administration team may consider how to effectively empower and leverage the Building Leadership Team to champion school goals and initiatives.</p> <p>Overall, academic strategies and achievement remained stable during the first year of new leadership. Looking ahead, the administration team and/or Building Leadership Team are encouraged to reflect on the effectiveness of Teacher-based Team meetings (Data Prep Meetings) and how these can be leveraged to increase academic achievement. Specifically, identify potential opportunities to improve meeting processes and protocols, as well as the response to data in the classroom. Deans are encouraged to consider how they will coach teacher teams throughout the year that may need support in the effective implementation of the PLC process.</p> <p>Student discipline saw a significant decrease in grades K-3, and the staff is encouraged to keep this a priority in the 2023-24 school year. In preparation for the next school year, the administration team is encouraged to reflect on the implementation of the PBIS framework in grades K – 3, specifically creating alternatives to out-of-school suspensions. It will be critical to analyze behavior data, identify trends, align professional development to needs, and plan specific action steps to reduce behavior incidences. Additionally, the administration team is encouraged to discuss how they will uphold staff expectations, identify teachers in need of coaching, provide ongoing support, and monitor staff progress. PBIS strategies must be implemented effectively and with fidelity to eliminate out-of-school suspensions in grades K – 3.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Pinnacle Academy

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000543	10 Years	07/01/2014	06/30/2024	K-8
Address	860 E 222 nd St. Euclid, OH 44143			
Contact	Phone: (216) 731-0127		Fax: (216) 731-0688	
Website	https://www.nhaschools.com/schools/Pinnacle-Academy/en			
Leadership	Katie Strick			
Governing Authority	Faye Jones, Donna Kolb, Ryan Skubic, amd Lisa Black			
Mission Statement	By working together as a community, Pinnacle Academy will provide life-long opportunities to students through a strict educational program, involvement of community and families, and accountability to goals.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	53	362	K	74
Male	47	316	1	85
Race/Ethnicity	%	#	2	81
American Indian/Alaskan Native	0.90	6	3	57
Asian/Pacific Islander	0.60	4	4	81
Black, Non-Hispanic	95.30	645	5	66
Hispanic	1.20	8	6	79
Multiracial	0	0	7	77
White, Non-Hispanic	1.90	13	8	78
Historically Underserved	%	#	9	
Economically Disadvantaged	89.20	605	10	
English Learner	0.40	3	11	
Migrant	0	0	12	
Students with Disabilities	15.20	103	Total	

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	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	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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	Met
Gifted Students	
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	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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	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
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	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not 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	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Pinnacle Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Pinnacle Academy was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Pinnacle Academy has an effective leadership team that sets clear goals, implements strategic plans, and supports the professional growth of its teachers. Having a strong leadership team has positively influenced the overall school climate and student outcomes. Staff are provided regular classroom observations, coaching, and professional development to improve their teaching practices. In addition, staff regularly reviews student data to plan instruction that meets student needs. The outcome of this has shown increased student academic growth and achievement on standardized assessments such as NWEA and the Ohio's State Tests.
Areas for Improvement	Pinnacle Academy currently has a strong PBIS program, social-emotional lessons, as well as use of the CHAMPs behavior management plan in its classrooms. With the adoption of the Ohio law for K-3 suspensions, the school is encouraged to continue seeking out additional support for both its staff and students to stay in compliance. This can be accomplished through professional development, restorative practices, parent and family involvement as well as individualized student support. The school is also encouraged to continue monitoring its discipline data and making necessary changes to meet the needs of its students and the law.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy – Toledo

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000301	5 Years	07/01/2019	06/30/2024	K-12
Address	301 Collingwood Blvd. Toledo, OH 43604			
Contact	Phone: (419) 243-1815		Fax: (419) 392-9810	
Website	https://summitacademies.org/toledo/			
Leadership	Marquita Murphy, Principal			
Governing Authority	Rachel Trumball, Regina Kynard, Sheree Madison-Emery, Shelby Cully, Trisha Long, and LaToya Williams			
Mission Statement	<i>The mission of Summit Academy schools is to build hope, success, and well-being through education and advocacy for students with special needs.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	32	38	K	6
Male	68	79	1	7
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	0	0	3	10
Asian/Pacific Islander	0.8	1	4	5
Black, Non-Hispanic	45.3	53	5	10
Hispanic	2.6	3	6	6
Multiracial	11.1	13	7	8
White, Non-Hispanic	40.2	47	8	12
Historically Underserved	%	#	9	13
Economically Disadvantaged	89	104	10	17
English Learner	0	0	11	8
Migrant	0	0	12	9
Students with Disabilities	62	72	Total	117

II. 2022 – 2023 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	MET
4-Yr. Graduation Rate	
2022-2023	N/A
5-Yr. Graduation Rate	
2022-2023	N/A
Gap Closing	
Gap Closing Component	
2022-2023	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	MET
Reading	
2022-2023	NOT MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	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	NOT MET

IV. Academic Performance

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	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
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	Not 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	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

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	N/A
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	Not Met
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	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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Not 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	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not 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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy – Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy – Toledo was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy - Toledo has effectively modeled the use of restorative circles resulting in a decrease in out-of-school suspensions. Academically, benchmark assessments were administered with fidelity, and data was analyzed and used to adjust student grouping and provide ongoing interventions within MTSS. STAR student assessment results showed growth in both early literacy and math.
Areas for Improvement	<p>Due to the shortage in staffing, instruction was negatively impacted. The school should focus on ensuring they are fully staffed for the 2023-24 school year to ensure students are receiving all their services. Having a full special education staff provides more consistency in the services being provided.</p> <p>Summit Academy - Toledo is also encouraged to continue to grow and strengthen their PBIS Framework for the 2023-24 school year.</p>
Prospects for Renewal	Probable

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. 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, Triana Szep, Behavior Specialist, Gina McAllister, Lead Intervention Specialist, Nichole Doerzbacher, IEP Coordinator, Jessica Davis, Literacy Coach, Nicole McGrath, Math Coach, Christa Vlosich, Administrative Assistant, Dawn Puryear, School Culture Coordinator			
Governing Authority	Erica Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano, Nicole Forte			
Mission Statement	We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	41	50	K	10
Male	59	72	1	16
Race/Ethnicity	%	#	2	17
American Indian/Alaskan Native	0	0	3	17
Asian/Pacific Islander	0	0	4	14
Black, Non-Hispanic	30	37	5	11
Hispanic	2	2	6	16
Multiracial	19	23	7	21
White, Non-Hispanic	49	60	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	122	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	84	84	Total	

II. 2022 – 2023 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

III. 2022 – 2023 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

IV. Academic Performance

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
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

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
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

V. Non-Academic Performance

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

VI. Legal Compliance

Summit Academy – Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy – Youngstown was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Summit Academy - Youngstown implemented the first year of the Responsive Classroom in their school. Responsive Classroom has made a difference in their overall school culture. Each morning, the staff will start the day off with a morning meeting that allows students to greet each other, share, do an activity, and then end with a morning message to set the tone for the day. Because of the success with students, during teacher workdays, the staff does morning meetings without students present as well.</p> <p>They held many successful family fun nights throughout the year. At the beginning of the year, they had a tailgate-themed family fun night with approximately 150 people who participated. This family fun night was focused on math, literacy, and wellness. Before winter break, families came in to participate in activities that were winter-themed and connected to core content learning. At the end of the 2022-23 school year, 94% of staff are planning to return. Two teachers are not returning due to relocating. Staff morale has improved drastically from the previous year. To maintain positive staff morale, the school conducts multiple staff team-building activities throughout the year, gives treats to staff, and shares shout-outs and staff awards.</p> <p>Throughout the year, their enrollment has maintained at a consistent number even with students withdrawing and new students enrolling. For the 2023-24 school year, the majority of students are returning and many intakes for students to enroll have been conducted as well. They will meet or exceed their enrollment goal.</p>
Areas for Improvement	<p>The main area that Summit Academy-Youngstown has to focus on for improvement is its PBIS system. While they have a system in place where students earn points in ClassDojo to promote positive behaviors, they shop the school store with earned points. However, for the 2023-24 school year, they have been working on a school-wide behavior matrix with a representative from State Support Team Region 5. The behavior matrix will be posted throughout the school and will be gone over and modeled with the students. The focus will be on transitioning from extrinsic to intrinsic rewards. To successfully see changes, they need training and follow-up to continuously model and promote the behavior matrix school-wide and monitor outcomes.</p> <p>Moving forward, they would like to see increased parent involvement within the school. The school culture coordinator is working on a plan to have parents become more involved in daily learning activities.</p> <p>Effective and positive communication between staff is always an area of growth. Next school year, they plan to implement a school-wide newsletter that will have updates, news, resources, and reminders to promote communication within the building and families. Communication is currently being done via email or on teacher workdays.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Akron Elementary School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133587	6 Years	07/01/2019	06/30/2025	K-5
Address	2503 Leland Ave. Akron, Ohio 44312			
Contact	Phone: (330) 253-7441		Fax: (330) 253-7457	
Website	https://summitacademies.org/schools/akron-elementary/			
Leadership	Dawn Presley, Principal; Alexandra Davis, Administrative Assistant; Christine Heffernan, Lead Intervention Specialist; Trang Vinci, IEP Coordinator; Stephanie Little, Community Resource Coordinator; Angela Swaino, Data Coach; Lindsey Durbin, Instructional Coordinator; Tanya Guht, Behavior Specialist			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Himes, Robert Rhodes and Raymond Leone			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	39	44	K	15
Male	61	69	1	19
Race/Ethnicity	%	#	2	19
American Indian/Alaskan Native	0	0	3	20
Asian/Pacific Islander	0	0	4	18
Black, Non-Hispanic	32	36	5	22
Hispanic	1	1	6	
Multiracial	14	16	7	
White, Non-Hispanic	53	60	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	113	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	69	78	Total	113

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-5	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

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	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
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

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
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	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	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not 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	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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Akron Elementary School was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Akron Elementary School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>As the leadership team and staff reviewed the trend data for Ohio's State Test results that were released at the end of May, they determined roughly that their PI score will see an increase of almost ten Performance Index points.</p> <p>This year, they put into place Data Tuesdays with teacher teams and coaches which would meet to look at the weekly/bi-weekly data and determine if mastery was met or if re-teaching of standards needed to occur. To go along with data analysis, they started to complete the Restart Readiness that ODE provides with grades 3rd through 5th students. These assessments helped provide students with experience taking the state tests and provided data to teachers on standards in which students were strong and those who needed to be retaught.</p> <p>They worked with several vendors this year throughout the school year. Among them, Kristin Hilty was their math consultant and Dr. Lori Elliott worked with staff on guided reading and writing instruction. They will be continuing these partnerships next school year.</p> <p>Summit Academy Akron Elementary School saw a decrease in out-of-school suspensions this year. This was a result of working with teachers to understand trauma. As an additional support, they utilized a floating paraprofessional who was able to go into classrooms and give students time to de-escalate and take breaks.</p> <p>This year, they purposed to increase their communication with parents. One big change was utilizing the school's Facebook page more to convey and receive information from families. For example, Facebook was one option for how parent surveys were conducted. In addition, parents completed surveys at the school for family nights as well. The overall feedback was very positive, with 100% of parents surveyed stating they would recommend the school to other families. As a result, they have increased their enrollment largely due to word of mouth.</p>
Areas for Improvement	<p>Summit Academy Akron Elementary School has experienced many changes with staffing. As a result, they will make staff retention an area of focus. In addition, they will continue to provide staff training on the new curriculum, Illustrative Math, to drive instruction and support increased student growth in the next school year in math.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Akron Middle School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132779	5 Years	07/01/2019	06/30/2024	6-8
Address	464 S Hawkins Ave. Suite 100 Akron, OH 44320			
Contact	Phone: (330) 252-1510		Fax: (330) 784-8347	
Website	https://summitacademies.org/akron-middle/			
Leadership	Crystal Yingling, Director; Lynn Housel, Administrative Assistant; Tod Sidle, IEP Coordinator; Chelsea Young, Instructional Coach; Stephanie Barnes, Behavior Specialist and Thomas Fausnight, Cultural Coordinator			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Hines, Robert Rhodes and Raymond Leone			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	51	36	K	
Male	49	34	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	27	19	5	23
Hispanic	0	0	6	
Multiracial	16	11	7	
White, Non-Hispanic	57	40	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	70	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	76	53	Total	

II. 2022 – 2023 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	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-5	
2022-2023	N/A
Grades 6-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	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	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
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	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

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	N/A
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
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

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	N/A
2020-2021	N/A
2019-2020	N/A
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	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

VI. Legal Compliance

Summit Academy Akron Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Akron Middle School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Staff and student attendance is a considerable strength for Summit Academy Akron Middle School. Throughout the year, using the attendance calculator, the average for both was better than 94%. In addition, with many programs, processes, and procedures updated, they have experienced several successes this year.</p> <p>This year, they implemented “Mission Wars,” which fostered team building and healthy competition and incorporated reinforcement of basic concepts utilizing a “game” approach. Students and staff were actively and enthusiastically engaged in the competitions; the tracking sheets were closely monitored to ensure they knew their standing. Each week, the winning team received the traveling rocket trophy and was able to display it in their classroom. This learning approach established and reinforced relationships among students and staff.</p> <p>Their school-wide, job-embedded PD plan focused on data analysis, language arts, and math. They were able to bring back the team of Donna Whyte, Dr. Lori Elliot, and Mr. Dave Graham for a third year. This year, they focused on making sure the teachers could understand and disaggregate data to drive their instruction, student accountability, and how teacher engagement directly impacts student learning. Through this process, they did see a rise in student test scores from initial testing to the end of the year.</p> <p>Due to their 3rd year of implementing restorative practices, their OSS rate continues to decrease. With the intensive four-day instructional week in place, Friday school was often used therapeutically in place of OSS. This alternative allowed students to remain in the classroom to receive their education and provided staff with an uninterrupted focus solely on the behavior that landed them in Friday school. Through this process, they saw an overall decrease in behaviors within the school. Lastly, when staff intent forms went out, 100% of staff stated they would be returning for FY24, and 100% of the staff that received contracts signed them. This result is credited to the positive culture that was demonstrated throughout the year, the addition of the Mission Wars, and the decrease in student behaviors.</p>
Areas for Improvement	<p>Though they have experienced student test scores increase, they would like to make more significant growth with their students at risk to help close the learning gap. They plan on doing this by continuing with current PD providers and focusing on moving students further through focused skills that are supported by data. In addition, they plan to improve their MTSS program. This year, each teacher provided MTSS for their students 20 minutes per day each day of the week. Moving forward, they are planning to have a 60-minute MTSS class that will be taught by a teacher who is knowledgeable in this critical area of support. Also, they are purchasing a new scientifically based curriculum that is specifically designed to help with MTSS which can only benefit learning and enhance the program.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Cincinnati

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000306	6 Years	07/01/2018	06/30/2024	K-8
Address	1660 Sternblock Ln. Cincinnati, OH 45237			
Contact	Phone: (513) 321-0561		Fax: (513) 321-0795	
Website	https://summitacademies.org/cincinnati-community/			
Leadership	Michelle Brunner, Principal			
Governing Authority	Thomas Hargis, Josephine Howard, Jeffery Anderson, Walter Henry, Cheryl Lee			
Mission Statement	The mission of Summit Academy schools is to build hope, success, and well-being through education and advocacy for students with disabilities to find success in the regular curriculum to the greatest extent of their abilities.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	32	26	K	6
Male	68	56	1	6
Race/Ethnicity	%	#	2	8
American Indian/Alaskan Native	0	0	3	3
Asian/Pacific Islander	0	0	4	9
Black, Non-Hispanic	52	43	5	7
Hispanic	2	2	6	12
Multiracial	18	15	7	17
White, Non-Hispanic	27	22	8	14
Historically Underserved	%	#	9	
Economically Disadvantaged	71	58	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	66	54	Total	

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	NOT MET
Similar School #2	
2022-2023	N/A
Other Academic Measures	
Subgroup	
2022-2023	N/A
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

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	Met
Gifted Students	
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	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

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
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	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	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	N/A
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	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School – Cincinnati was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	While this year has presented many professional obstacles and difficulties for the school, the staff and administration have pulled together to provide daily classroom instruction for the students. The teachers and administration have reviewed, revised, and developed many programs to increase student knowledge and promote a positive school climate despite the many challenges facing them this year. Student assessment scores have improved in several areas this year through the diligent work of the staff. The school climate has been positive this year due in part to the combined efforts of the remaining staff and the principal.
Areas for Improvement	Recruiting and retaining qualified staff members will be a challenge this year. Student absences have been a problem for the school this year despite the efforts of the school.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Columbus

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000296	6 Years	07/01/2019	06/30/2025	K-5
Address	2521 Fairwood Ave. Columbus, OH 43207			
Contact	Phone: (614) 237-5497		Fax: (614) 237-6519	
Website	https://summitacademies.org/columbus-elementary/			
Leadership	Mrs. Cheryl Elliott			
Governing Authority	Anthon Brooks, Terry Kleman, Derrick Wyman, Erin Bentz, Kimberly Black			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	39	13	K	4
Male	61	20	1	6
Race/Ethnicity	%	#	2	2
American Indian/Alaskan Native	0	0	3	7
Asian/Pacific Islander	0	0	4	8
Black, Non-Hispanic	67	22	5	6
Hispanic	0	0	6	
Multiracial	12	4	7	
White, Non-Hispanic	21	7	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	52	17	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	61	20	Total	33

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	N/A
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	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	N/A
Promotion to Fourth Grade	
2022-2023	N/A
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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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
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

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	Met
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Prepared for Success	
2021-2022	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	Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not 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	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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Summit Academy Community School - Columbus demonstrated several areas of strength. The PBIS framework has been implemented by administration and staff with consistency and has positively impacted student behavior. Specifically, restorative practices were utilized, including circles with families, and alternatives to out-of-school suspension were leveraged. As a result, 11.6 contract goals for student discipline were met.</p> <p>Throughout the year, Mrs. Elliott and the academic coaches completed daily observations and followed up with coaching conversations. This contributed to growth in instructional delivery and student academic achievement. Most notable is the passing score of four out of seven third-graders to be promoted to fourth grade.</p>
Areas for Improvement	<p>Summit Academy Community School - Columbus has demonstrated some opportunities for growth that may contribute to overall continuous improvement. Some staff will not be returning to their position next year. In preparation for the 2023-24 school year, Summit Academy Management and Mrs. Elliott are encouraged to make staff recruitment a high priority to ensure the school is fully staffed at the start of the school year.</p> <p>With the potential of several new staff members, it will be crucial to revisit building expectations and instructional protocols at the beginning of the school year and frequently throughout. Additionally, the administration team is encouraged to create clarity around roles and responsibilities, discuss how to uphold building expectations and protocols, and proactively consider ways in which new staff members may need to be supported and coached.</p> <p>During the 2022-23 school year, staff have shown improvements in effectively engaging parents and families. Mrs. Elliott held a bi-weekly parent meeting in person, encouraging parents to come into the building to hear updates and discuss any concerns. Additionally, the staff made weekly positive parent phone calls and planned several family engagement activities. Moving into next year, the administration team is encouraged to reflect on the successes of their efforts this year, as well as areas they can continue to build on and improve parent partnerships.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Dayton

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000297	7 Years	07/01/2017	06/30/2024	K-8
Address	4128 Cedar Ridge Rd. Dayton, OH 45414			
Contact	Phone: (937) 278-4298		Fax: (937) 278-4613	
Website	https://summitacademies.org/dayton-community/			
Leadership	Mrs. Catherine Rouhier			
Governing Authority	David Frey, Lauren Davenport, Tiffany Tungate, Molly Stitsinger, Keith Tungate			
Mission Statement	<i>We design, develop and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	28	19	K	8
Male	72	50	1	4
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	1	1	3	5
Asian/Pacific Islander	1	1	4	9
Black, Non-Hispanic	36	25	5	8
Hispanic	3	2	6	12
Multiracial	16	11	7	8
White, Non-Hispanic	42	29	8	9
Historically Underserved	%	#	9	
Economically Disadvantaged	100	69	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	78	54	Total	
				69

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	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	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	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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	Met
Gifted Students	
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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
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	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	Not 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

V. Non-Academic Performance

Mission Specific	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Parent Satisfaction	
2021-2022	Not 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	Not Met
2020-2021	N/A
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	N/A
2019-2020	Not Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School – Dayton was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Summit Academy Community School - Dayton demonstrated several areas of strength. Prior to the school year beginning, the school made staff recruitment a high priority. This intentionality resulted in starting the school year fully staffed and supported a smooth and effective start to the school year, as compared to the last school year. Additionally, Mrs. Rouhier restructured staff members for the 2022-23 school year, and the restructuring led to more consistent classroom management and more effective teaching and learning. Throughout the year, the school remained fully staffed and all current staff have indicated their plans to return for the 2023-24 school year.</p> <p>During the 2022-23 school year, RTI strategies were implemented with fidelity. This is reflected in student growth from fall to spring benchmark assessments. Students demonstrated consistent growth in all grades for ELA and significant growth in middle school math.</p> <p>Throughout the year, Mrs. Rouhier and staff made intentional efforts to engage parents and families back into the building as a way to strengthen parent partnerships. They hosted several family nights with various themes and learning activities. These intentional efforts likely contributed to an increase in parent survey participation, allowing the school to meet its contract goal.</p>
Areas for Improvement	<p>Summit Academy Community School - Dayton has demonstrated some opportunities for growth that may contribute to overall continuous improvement. Compared to the 2021-22 school year, staff have demonstrated increased buy-in for the use of restorative practices and the PBIS framework, particularly in middle school. The staff is encouraged to continue to keep PBIS and Restorative Practices a major focus for the 2023-24 school year to see 100% of staff implementing building-wide practices with fidelity. Additionally, the administration team is encouraged to observe for consistent implementation, analyze behavior data, and provide coaching to all staff around effective implementation.</p> <p>This year, several new curricular tools were implemented. In preparation for the 2023-24 school year, it will be important for the administration team to reflect on the fidelity of implementation and plan a strategic coaching approach to support teachers in the effective implementation of all curricular tools.</p> <p>During parent and staff interviews, some safety concerns arose. Mrs. Little discussed the concerns with Mrs. Rouhier, and together they shared the concerns with Summit Academy Management personnel and Summit Academy governing authority members. Prior to the start of the 2023-24 school year, it will be imperative that the safety concerns are addressed and resolved. Specifically, all exterior doors should be checked for proper latching and repaired as needed. A working camera/buzzer system should be installed at the main entrance, and the office staff should be trained to observe who is at the main entrance before buzzing the person into the building. Additionally, Mrs. Rouhier and the administration team are encouraged to create a proactive communication plan to share safety information with families regularly.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Painesville

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000629	7 Years	07/01/2017	06/30/2024	K-8
Address	268 N State St. Painesville, OH 44077			
Contact	Phone: (440) 358-0877		Fax: (440) 358-0397	
Website	https://summitacademies.org/painesville-elementary/			
Leadership	Kelly Cunningham, Principal			
Governing Authority	William Epich, Dusk Haberman, Rita Martin, Maria Chavez			
Mission Statement	<i>We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	41	13	K	3
Male	59	19	1	8
Race/Ethnicity	%	#	2	1
American Indian/Alaskan Native	0	0	3	8
Asian/Pacific Islander	0	0	4	2
Black, Non-Hispanic	15	6	5	2
Hispanic	7	3	6	2
Multiracial	10	4	7	2
White, Non-Hispanic	41.46	17	8	4
Historically Underserved	%	#	9	
Economically Disadvantaged	100	32	10	
English Learner	6	2	11	
Migrant	0	0	12	
Students with Disabilities	59	19	Total	
				32

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	N/A
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	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	NOT 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

III. 2022 – 2023 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	MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	NOT MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	NOT MET

IV. Academic Performance

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	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	Met
Gifted Students	
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	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

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	N/A
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
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	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not 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	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	Not Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School – Painesville was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School – Painesville was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>The staff at Summit Academy Community School-Painesville have a commitment to caring for students, understanding and meeting their needs, and being open to professional development that extends their knowledge base in curriculum and teaching practices. These strengths have enabled the school to create a safe and supportive learning environment for all students. This school year, Summit Academy Community School- Painesville had a large focus on PBIS and Restorative Practices. Teachers held daily morning meetings to encourage positive behavior choices, repair relationships, and build a sense of community among their students. Daily building and classroom informal walkthroughs took place by leadership to ensure that classrooms were using PBIS and restorative practices in their daily routines. Unfortunately, the school closed at the end of the school year due to the management company ending its contract with the Governing Authority.</p>
Areas for Improvement	<p>An area of focus for Summit Academy Community School- Painesville is its staff climate and culture. There was a staffing shortage and a lack of consistency in the assigned teachers throughout the school year. The staffing changes created an inconsistent presence in the classrooms which resulted in challenges with behavior management, instruction, and the overall morale of the staff. While staff and management worked together to overcome these obstacles, they were unable to find permanent solutions that yielded the positive climate and culture needed to foster a positive work environment.</p>
Prospects for Renewal	Not Applicable

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. 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	Saree Doyle, Director			
Governing Authority	Dusk Haberman, Albert Charpentier, Theresa Alai, David Lang, Joseph Gagliano			
Mission Statement	<i>To empower our students to overcome social, emotional, and educational challenges by:</i> <ul style="list-style-type: none"><i>Providing an engaging learning environment that is safe, nurturing, and positive,</i><i>Building relationships with students, families, and the community; and,</i><i>Continuing to improve our knowledge and skills as professionals</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	40	72	K	6
Male	60	107	1	4
Race/Ethnicity	%	#	2	8
American Indian/Alaskan Native	0	0	3	13
Asian/Pacific Islander	0.56	1	4	12
Black, Non-Hispanic	15.64	28	5	11
Hispanic	8.38	15	6	15
Multiracial	9.5	17	7	11
White, Non-Hispanic	65.92	118	8	14
Historically Underserved	%	#	9	15
Economically Disadvantaged	100	179	10	15
English Learner	0	0	11	13
Migrant	0	0	12	12
Students with Disabilities	72	106	Total	149

II. 2022 – 2023 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

III. 2022 – 2023 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

IV. Academic Performance

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
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

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	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

V. Non-Academic Performance

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

VI. Legal Compliance

Summit Academy Community School – Parma was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School – Parma was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Teachers and other staff members at Summit Academy Community School- Parma are approachable and readily available to support students both academically and emotionally. They demonstrate empathy and understanding, creating an atmosphere where students feel comfortable sharing their thoughts, challenges, and successes. This open communication and trust-building enables students to develop a strong rapport with their teachers, which positively impacts their educational experience. When parents at the school were interviewed this was the main area that stood out as a strength. All parents interviewed stated that their child is cared about and that they feel safe sending their child to the school knowing that the staff cares and is invested in their education.
Areas for Improvement	An area for improvement noted this school year for Summit Academy Community School- Parma is the staff climate and culture. To cultivate a work environment that promotes positivity, inclusivity, respect, and support among employees, leadership is encouraged to promote teamwork, recognize achievements, and maintain open lines of communication. Another way to improve staff culture is to foster a sense of collaboration, trust, and empowerment among employees. This involves promoting teamwork and involving employees in decision-making processes. By prioritizing staff culture as a performance area of improvement, Summit Academy Community School- Parma will be able to create a positive and engaging work environment that fosters employee satisfaction, productivity, and overall success.
Prospects for Renewal	Probable

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. 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. Kimberly Vrabel, Behavior Specialist Mrs. Amber DeSantis, IEP Coordinator Mrs. Diana Napolitan, Instructional Coach Mrs. Sara Robinson, Instructional Coach/Lead IS Jennifer Costarell, Martial Arts Instructor Mrs. Patricial Smith, Administrative Assistant Mrs. Allison Glass, Principal			
Governing Authority	Miss Amber Bodrick, Mr. Joseph Gagliano, Eric Jones, Kendra Godiciu, Nicole Forte			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	35	34	K	11
Male	65	63	1	4
Race/Ethnicity	%	#	2	14
American Indian/Alaskan Native	0	0	3	14
Asian/Pacific Islander	0	0	4	18
Black, Non-Hispanic	12.4	12	5	8
Hispanic	9.2	9	6	10
Multiracial	13.4	13	7	18
White, Non-Hispanic	65	63	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	97	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	69	67	Total	

II. 2022 – 2023 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

III. 2022 – 2023 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

IV. Academic Performance

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
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

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
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

V. Non-Academic Performance

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

VI. Legal Compliance

Summit Academy Community School – Warren was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School – Warren was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Summit Academy Community School - Warren prides itself on the frequency of communication with families. They utilize a variety of communications including REMIND, One Call, ClassTag, and traditional phone calls to involve families in day-to-day happenings. Approximately every three weeks, teachers provide families with ongoing conferences via phone to discuss progress throughout the year.</p> <p>Summit Academy Community School - Warren has eight staff members who have completed the LETRS Training Units 1-4; the instructional coach and principal finished units 5-8 as well for Science of Reading.</p> <p>Staff retention is generally strong for this school. One of the many things they pride themselves on is the positive school culture. They intentionally have procedures in place so that every child is greeted multiple times upon arrival, heavily supported throughout the day, and ends their day on a positive note by a meaningful dismissal process that closes the day. The school provides a safe environment with support throughout the building and offers ways for students to resolve conflict in a peaceful, meaningful way contributing to the overall school experience.</p> <p>Student morale is maintained through building a community with Morning Meetings daily. As part of Responsive Classroom, students are exposed to the importance of building community in their classrooms and also as a school. At the end of the year, they do a building-wide community cleanup day. Restorative Practices have provided a way to resolve conflicts in a safe environment by providing opportunities to express feelings and repair damage together.</p> <p>To provide students and their families with a positive, well-rounded experience, Summit Academy Community School - Warren relies on many community partners. They provide confidential space in the building for Village Network, which is an outside counseling agency. The Village Network provides an opportunity for parents to sign up for their services which address areas that are not serviced through the behavior specialist. Village also provides afterschool programming as well as summer programming. They do home visits and work with students as well as their families. In addition, they also work with Oakwood Counseling which is an agency where parents can sign up for a behavior technician to come into the school and work with their child as a support in the classroom. Steel Valley Warriors is another entity that has assisted families.</p> <p>Internal monitoring is conducted quarterly by the IEP Coordinator, Lead Intervention Specialist, Intervention Specialist, and General Education Teacher. Monthly Internal Monitoring yielded 100% compliance each month for the 2022-23 school year.</p> <p>Extended Learning Opportunities are offered in the fall and spring three days/week, for an additional hour each session, free of charge. Teachers provide explicit, targeted interventions to address achievement gaps. An additional Extended Learning Opportunity was provided for all students to participate in STEM Saturdays.</p>

Performance Summary

Areas for Improvement	<p>Attendance continues to be a challenge for this school; this is an ongoing, targeted area for improvement each year.</p> <p>Although they are seeing big areas of improvement as they increase their understanding of restorative practices, discipline strategies and proactive practice need to be defined for 2023-24. By establishing common practices and procedures for daily routines school-wide, class management will benefit. Teachers need a better understanding of disability vs. choice behavior.</p> <p>A challenge they faced this school year was the quality of instruction. They have non-classically trained teachers who needed a lot of support using different instructional strategies this past school year. In several classrooms, there was a lot of downtime and a lack of student engagement. To address these issues, they are making a schedule for each classroom to follow. They will analyze the instructional strategies and student engagement in TBT meetings. Instructional coaches support those teachers who are struggling with instructional strategies and student engagement. Summit Academy Community School - Warren will continue to monitor and adjust its MTSS program to meet the needs of its students.</p> <p>Staff are experiencing challenges in effectively differentiating core content topics in response to a student's readiness and interest. Through TBTs, they plan to help teachers design and analyze assessments to effectively determine student readiness with upcoming topics and skills. The goal is to increase teacher understanding of differentiation resulting in tiered assignments that are designed to instruct students on essential skills that are provided at different levels. The curricular content and objective(s) are the same, but the process and/or product are varied according to individual student readiness.</p> <p>A final area of challenge is consistency in grading procedures. Each teacher has a different style of grading, which impacts student's understanding of the grading process. They plan to review and enhance their grading policy to increase consistency in the weight of assignments, participation points, and students with Individualized Education Programs. The goal is to derive clearly stated grading criteria to ensure students understand their grades and teachers can use these clearly stated goals to enhance learning.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Canton

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133306	8 Years	07/01/2017	06/30/2025	K-8
Address	1620 Market Avenue S Canton, OH 44707			
Contact	Phone: (330) 458-0393		Fax: (330) 458-0518	
Website	https://summitacademies.org/canton-elementary/			
Leadership	Tiffany George, Director; Lisa Merry, Kelly Addressi, Jason West, Sue Carpenter, Delores Spencer, Kristi McDermitt, Sarah Kwasnicka			
Governing Authority	Tiffany Biedenbach, Jacqueline Trainor, Rachel Murphy, Derrick Wyman, Jennifer Rainey			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	37	38	K	10
Male	63	65	1	11
Race/Ethnicity	%	#	2	10
American Indian/Alaskan Native	0	0	3	10
Asian/Pacific Islander	0	0	4	9
Black, Non-Hispanic	15	16	5	9
Hispanic	0	0	6	14
Multiracial	22	23	7	14
White, Non-Hispanic	62	64	8	16
Historically Underserved	%	#	9	
Economically Disadvantaged	100	103	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	66	68	Total	
				103

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	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	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	NOT MET
Comparative Schools Data	
Similar School #1	
2022-2023	NOT MET
Similar School #2	
2022-2023	N/A
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
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

IV. Academic Performance

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	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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	Met
Gifted Students	
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

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
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	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not 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	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	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School for Alternative Learners – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Canton was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>While this was the second year of MTSS implementation for Summit Academy Community School for Alternative Learners - Canton teachers, they followed the MTSS blueprint with fidelity (explicit teaching, tiered forms, etc.) Students were able to close a lot of learning gaps this year with teachers focusing on foundational skills/lower grade level skills that areas identified as needs for students. Because they had dedicated time within the schedule to implement daily, they experienced significant student growth.</p> <p>In addition, test preparation was incorporated into daily learning; teachers were intentional in their planning. By following the test prep blueprint, OST scores showed improvement as well. To continue on this path of success and growth, they have ordered an approved science of reading ELA curriculum for 2023-24.</p> <p>A sense of family was facilitated through the joining of Summit Academy Community School for Alternative Learners - Canton and Summit Academy Secondary School - Canton, sharing common family events and training. Eventually, the school plans to move to a common K-12 building. Communication among staff and with families was improved this year; as a result, teacher feedback was much more positive and constructive as well.</p> <p>RIMPs were developed in a much more meaningful way and progress was more closely and consistently monitored. Employing research-based strategies and materials supported most students to improve their reading closer to, or on target with, where they needed to be academically in reading. Teachers scheduled RIMP intervention time within their ELA block daily as well; this focused instruction resulted in students making large academic gains.</p>

Performance Summary	
<p>Areas for Improvement</p>	<p>Increased focus and efforts resulted in the early signs of consistent, meaningful growth for Summit Academy School for Alternative Learners - Canton students. With increased focus on implementing current and new curriculum with fidelity, growth may continue to gain. In addition, as PLCs meet, it is important to pace the content throughout the school year and align the curriculum vertically. The staff needs to receive more training on the support and supplemental resources that accompany the curriculum and use what the school has paid for to enhance student learning.</p> <p>While the use of instructional assistants is a big support in the classroom, they generally do not receive any formalized training to know how to effectively support learning. This team could benefit from targeted training for their instructional assistants.</p> <p>With staff gaining a better understanding of choice vs. disability behaviors, more student reactions could and should be redirected in the classroom which would result in fewer office referrals. Also, when all staff provide feedback on what does and doesn't work with their PBIS program, it can be tweaked to work for more students. It would be important to include their local State Support Team as they work directly with PBIS programming.</p> <p>Shifting the mindset to positive, proactive conversations and planning this year resulted in a much more positive building culture and overall morale. This needs to continue as a priority for the school to benefit staff and students.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Lorain

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133322	6 Years	07/01/2018	06/30/2024	K-5
Address	2140 E 36 th St. Lorain, OH 44055			
Contact	Phone: (440) 277-4110		Fax: (440) 277-4112	
Website	https://summitacademies.org/lorain-elementary/			
Leadership	Jasmine Rengh, Principal			
Governing Authority	Regina Kynard, Diane Longstreth Jennifer Thai, Albert Charpentier, Kammera Rice			
Mission Statement	Summit Academy Schools build hope, success, and well-being though education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	45.76	27	K	6
Male	54.24	32	1	8
Race/Ethnicity	%	#	2	9
American Indian/Alaskan Native	3.39	2	3	4
Asian/Pacific Islander	0	0	4	16
Black, Non-Hispanic	13.56	8	5	16
Hispanic	20.03	13	6	
Multiracial	6.78	4	7	
White, Non-Hispanic	54.24	32	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	84.75	50	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	64.41	38	Total	59

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	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	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	NOT MET
Comparative Schools Data	
Similar School #1	
2022-2023	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

III. 2022 – 2023 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	MET
Grades 9-12	
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

IV. Academic Performance

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	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
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	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
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

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
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	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

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	Not 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	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

VI. Legal Compliance

Summit Academy Community School for Alternative Learners – Lorain was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Lorain was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy Community School for Alternative Learners- Lorain excels in creating a positive climate and culture that fosters a sense of belonging, respect, and engagement among its students, staff, and community. The school recognizes the importance of strong partnerships between the school, parents, and the local community. The school emphasizes building positive relationships among students, teachers, administrators, and support staff. Teachers and staff members are approachable, caring, and dedicated to fostering strong connections with students. Students feel comfortable seeking guidance and support, which contributes to a healthy and nurturing school environment. Regular communication channels are established to keep parents informed about their child's progress, school events, and opportunities for involvement. By prioritizing positive relationships, and parent/community involvement, the school ensures a supportive environment conducive to academic success and personal growth.
Areas for Improvement	To improve school performance, one area of focus for Summit Academy Community School for Alternative Learners-Lorain is teacher professional development. The school can provide additional training on strategies to cater to diverse learning needs within the classroom. Teachers can build on their knowledge of how to adapt their teaching methods and materials to accommodate students with varying abilities, interests, and learning styles. Teachers should continue to work on using assessment results, identify student strengths and weaknesses, and adjust their teaching accordingly to better meet individual student needs. By investing in ongoing professional development opportunities for teachers in these areas, the school can enhance teacher effectiveness and ultimately improve overall school performance.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Middletown

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132746	5 Years	07/01/2019	06/30/2024	K-8
Address	4700 Central Ave. Middletown, OH 45044			
Contact	Phone: (513) 422-8540		Fax: (513) 423-6352	
Website	https://summitacademies.org/middletown-community/			
Leadership	Kristen Parkes, Principal			
Governing Authority	Brian Roth, Faustino Zapata, Jennifer Frey, Michael Dailey, Andrew Davenport			
Mission Statement	<i>We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	37	34	K	13
Male	63	57	1	15
Race/Ethnicity	%	#	2	10
American Indian/Alaskan Native	0	0	3	13
Asian/Pacific Islander	0	0	4	16
Black, Non-Hispanic	3	3	5	8
Hispanic	7	6	6	16
Multiracial	11	10	7	
White, Non-Hispanic	79	72	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	52	47	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	66	60	Total	91

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	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	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	N/A
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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	NOT MET
Grades 9-12	
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

IV. Academic Performance

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	Not 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
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	Not 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

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
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	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	N/A
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	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School for Alternative Learners – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Middletown was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The teachers and administration have had to work very closely together this year for several reasons. Teacher absences created a need to staff classrooms filled by both administration and fellow teachers. BLTs and TBTs reviewed processes and procedures and in some cases either revamped them or created new procedures to meet student needs. Student achievement and accelerating student growth towards proficiency were the school's major emphasis this year.
Areas for Improvement	Math scores may be an area for improvement next school year. Student and staff absences this year created unique problems for the school. Student absences created logistical issues, but the staff and administration kept the parents informed by text messages, emails, phone calls, and by using ClassDojo to keep them informed of absences and outstanding classroom work. They will not have the facilities issues to contend with next year which presented its own challenges.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Xenia

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132761	5 Years	07/01/2020	06/30/2025	K-12
Address	1694 Pawnee Dr. Xenia, OH 45385			
Contact	Phone: (937) 372-5210		Fax: (937) 372-5250	
Website	https://summitacademies.org/xenia/			
Leadership	Marissa Raux, Principal			
Governing Authority	Brian Roth, Faustino Zapata, Jennifer Frey, Andrew Davenport, and Michael Dailey			
Mission Statement	<i>We design, develop, and deliver education opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	32.3	52	K	7
Male	67.7	109	1	3
Race/Ethnicity	%	#	2	7
American Indian/Alaskan Native	0	0	3	7
Asian/Pacific Islander	1.86	3	4	5
Black, Non-Hispanic	6.21	10	5	12
Hispanic	1.24	2	6	10
Multiracial	9.32	15	7	16
White, Non-Hispanic	81.37	131	8	22
Historically Underserved	%	#	9	19
Economically Disadvantaged	100	161	10	14
English Learner	0	0	11	10
Migrant	0	0	12	22
Students with Disabilities	70.19	113	Total	161

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	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	MET
5-Yr. Graduation Rate	
2022-2023	MET
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	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	NOT MET
Comparative Schools Data	
Similar School #1	
2022-2023	N/A
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	N/A

III. 2022 – 2023 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	MET
Grades 9-12	
2022-2023	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

IV. Academic Performance

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	Met
Gifted Students	
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	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

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	N/A
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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
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	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not 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	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Community School for Alternative Learners – Xenia was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Xenia was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	This year, the teachers and administration staff have worked extremely closely together in order to provide classroom instruction, tutoring, and other student opportunities and activities due to staff illnesses. Besides providing classroom instruction, the teachers and administration reviewed, revised and developed new programs and processes to better assist students in achieving academic improvements after being taught virtually for two years. TBTs, BLTs, and groups of both teachers and administrators worked together to accelerate student growth towards proficiency.
Areas for Improvement	One area that a lot of schools have found challenging is math scores or achievement. Absences threw the school off of their routine, but they quickly devised plans and procedures to assist the students. Attendance at times was an issue, but the teachers and administration called, texted, and used ClassDojo to keep parents informed of student absences as well as notifying parents of outstanding work.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Middle School – Columbus

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000610	6 Years	07/01/2019	06/30/2025	6-8
Address	2521 Fairwood Avenue Columbus OH 43207			
Contact	Phone: (614) 237-5497		Fax: (614) 237-6519	
Website	https://summitacademies.org/columbus-middle/			
Leadership	Mrs. Cheryl Elliott			
Governing Authority	Anthon Brooks, Terry Kleman, Derrick Wyman, Erin Bentz, Kimberly Black			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	45	14	K	
Male	55	17	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	58	18	5	
Hispanic	3	1	6	10
Multiracial	0	0	7	14
White, Non-Hispanic	39	12	8	7
Historically Underserved	%	#	9	
Economically Disadvantaged	32	10	10	
English Learner	3	1	11	
Migrant	0	0	12	
Students with Disabilities	68	21	Total	

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	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	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	MET
Grades 9-12	
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	NOT MET

IV. Academic Performance

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	Not 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
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	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

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	N/A
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
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	N/A
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	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	N/A
2020-2021	N/A
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Middle School – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Middle School – Columbus was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>During the 2022-23 school year, Summit Academy Middle School - Columbus demonstrated several areas of strength. Throughout the year, Mrs. Elliott and the academic coaches completed daily observations and followed up with coaching conversations. As a result, they observed growth in instructional delivery. Additionally, an above-average percentage of middle school students showed academic growth, and all of the school's 11.6 academic contract goals were met.</p> <p>Chronic absenteeism continues to pose challenges due to transportation problems and the effects of the COVID-19 virus. Despite these challenges, the middle school was able to decrease the chronic absenteeism rate from the previous year. They are encouraged to continue their efforts in student attendance to further decrease the chronic absenteeism rate next school year.</p>
Areas for Improvement	<p>Summit Academy Middle School - Columbus has demonstrated some opportunities for growth that may contribute to overall continuous improvement. Most staff will not be returning to their positions next school year. In preparation for the 2023-24 school year, Summit Academy Management and Mrs. Elliott are encouraged to make staff recruitment a high priority to ensure the school is fully staffed at the start of the school year.</p> <p>With a completely new middle school staff, it will be crucial to develop a plan for building a positive staff culture, and a plan to establish building expectations and instructional protocols at the beginning of the school year. Additionally, the administration team is encouraged to discuss ways to create clarity around roles and responsibilities, how to uphold building expectations and protocols, and proactively consider ways in which new staff members may need to be supported and coached throughout the year.</p> <p>During the 2022-23 school year, staff have shown improvements in effectively engaging parents and families. Mrs. Elliott held a bi-weekly parent meeting in person, encouraging parents to come into the building to hear updates and discuss any concerns. Additionally, the staff made weekly positive parent phone calls and planned several family engagement activities. Moving into next year, the administration team is encouraged to reflect on the successes of their efforts this year, as well as areas they can continue to build on and improve parent partnerships.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy School – Lorain

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000609	7 Years	07/01/2017	06/30/2024	6-12
Address	346 Illinois Ave. Lorain, OH 44052			
Contact	Phone: (440) 288-0448		Fax: (440) 288-0997	
Website	https://summitacademies.org/lorain-middle-secondary/			
Leadership	Amy Smialek, Principal			
Governing Authority	Regina Kynard, Diane Longstreth, Jennifer Thai, Albert Charpentier, Kammera Rice			
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	38	24	K	
Male	62	40	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	6	4	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	0	0	5	
Hispanic	20	13	6	
Multiracial	19	12	7	9
White, Non-Hispanic	55	35	8	11
Historically Underserved	%	#	9	11
Economically Disadvantaged	100	64	10	15
English Learner	0	0	11	5
Migrant	0	0	12	7
Students with Disabilities	70.80	46	Total	64

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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	NOT MET
4-Yr. Graduation Rate	
2022-2023	NOT MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	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	NOT MET

IV. Academic Performance

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	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Met
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	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	N/A
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	Met
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
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	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Not 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	Not Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy School – Lorain was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy School – Lorain was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The faculty and staff at Summit Academy School-Lorain actively engage in professional development opportunities to build upon their teaching skills and stay updated on the latest educational trends and best practices. The school encourages its educators to attend professional development that focuses on teaching methods, data analysis, and student engagement strategies. The school has formed a strong partnership with the local State Support Team that provides them with targeted support that is tailored to their needs. By investing in the professional growth of its staff and leveraging external support, the school has been able to support its current staff needs and address any areas identified as requiring improvement.
Areas for Improvement	Two key areas of improvement at Summit Academy School-Lorain are staffing and reducing the number of out-of-school suspensions. Staffing plays a crucial role in the overall performance and success of students. To improve in the area of staffing the school will need to focus on teacher recruitment, retention, support staff and professional development opportunities for staff to enhance their skill sets. The school did not meet its 11.6 discipline goal and will need to focus on its PBIS and Restorative Practices program to reduce the number of out-of-school suspensions. Improving staffing and reducing suspensions require a multi-faceted approach that involves collaboration among school administrators, teachers, support staff, students, and parents. By investing in these areas, the school can create a more supportive and inclusive learning environment, leading to improved overall performance and student outcomes.
Prospects for Renewal	Not Applicable

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.

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000616	6 Years	07/01/2018	06/30/2024	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 Allison Garisto – Data Coach Melissa Weaver – IEP Coordinator Sam Musser – Administrative Assistant Cary Anderson – Performance Coach Maria Winbush – Behavioral Specialist Jim Ihnat – Lead Intervention Specialist			
Governing Authority	Joe Gagliano, Amber Bodrick, Kendra Godiciu, Nicole Forte and Eric Jones			
Mission Statement	<i>We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	39	29	K	
Male	61	45	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	.08	6	5	
Hispanic	.03	2	6	
Multiracial	15	11	7	
White, Non-Hispanic	74	55	8	17
Historically Underserved	%	#	9	16
Economically Disadvantaged	100	74	10	21
English Learner	0	0	11	12
Migrant	0	0	12	8
Students with Disabilities	77	57	Total	74

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	MET
Chronic Absenteeism	
2022-2023	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	NOT MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	NOT MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-7	
2022-2023	N/A
Grades 8-12	
2022-2023	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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	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	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not 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	Met
Gifted Students	
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	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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	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	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	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	Not 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	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

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 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy School for Alternative Learners – Warren Middle and Secondary was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>This year, the school held a wide variety of both in-school and out-of-school events for students and families. In-school events included quarterly honor roll parties, school dances/celebrations, talent shows, and staff-vs-student sports tournaments. Out-of-school events included their annual School Showcase and Fundraising Spaghetti Dinner. The school had great participation and turnout for these events.</p> <p>To enhance learning opportunities, they participated in several field trips connected to PBIS, including an incentive trip to a local bowling alley. To increase consistency with meetings, they followed through with holding weekly administration meetings, as well as consistent TBTs and IATs.</p> <p>The special education team followed through on their deadlines and completed work with minimal mistakes, increasing their overall compliance with the school all while providing support to one another and having open and positive interactions that facilitated necessary change. Overall, staff morale has improved since last year with better communication and better teamwork.</p> <p>End of Course testing procedures went smoothly this year. The school saw increases in proficient, advanced, and accelerated scores, particularly in Biology and American History.</p> <p>The administrative team devoted their previous summer to writing, planning, and executing a specific, effective Code of Conduct which fostered clear consequences for behavior. It has also assisted teachers to know better how and what behaviors to address in the classroom. While they still have work to do with enforcing and reinforcing this, the foundation has been established.</p>
Areas for Improvement	<p>Summit Academy School for Alternative Learners - Warren Middle and Secondary would benefit from building a more comprehensive, effective PBIS program in conjunction with State Support Team Region 5 support. Upon recommendation, they have a plan to work with the local State Support Team to improve the PBIS systems. In an effort to reinforce the new Code of Conduct implemented, they need to revisit and reinforce these measures for staff and students. The goal would be to see more effective classroom management.</p> <p>This school was designated as a priority school back in 2019 and will be reevaluated following the release of the 2022-23 report card. The students would benefit from improving rigor, utilizing research-based strategies, and quality assessment in classrooms. Through OTES, they have determined that they need increasing grade-level Tier 1 instruction in the classrooms. They plan to put together guidance for grading and assessments within the classrooms to help improve teachers' rigor and collect meaningful data on each student, then adjust instruction accordingly.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Akron

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000298	5 Years	07/01/2020	06/30/2025	9-12
Address	464 S Hawkins Ave. Akron, OH 44320			
Contact	Phone: (330) 434-2343		Fax: (330) 434-5295	
Website	https://summitacademies.org/akron-secondary/			
Leadership	Ralph E. Grant – Principal, Sarah Pavis, Mary Reville			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Himes, Robert Rhoads			
Mission Statement	Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	19.64	11	K	
Male	80.36	45	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	25	14	5	
Hispanic	0	0	6	
Multiracial	12.5	7	7	
White, Non-Hispanic	62.5	35	8	
Historically Underserved	%	#	9	17
Economically Disadvantaged	55.36	31	10	12
English Learner	0	0	11	14
Migrant	0	0	12	13
Students with Disabilities	82.14	46	Total	56

II. 2022 – 2023 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	MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
Grades 9-12	
2022-2023	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

IV. Academic Performance

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	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	Met
Gifted Students	
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	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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	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	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	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

VI. Legal Compliance

Summit Academy Secondary School – Akron was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Secondary School – Akron was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>This school year, despite not having a Behavior Intervention Specialist, the staff and administrative team worked together to implement and support their PBIS system successfully. This year showed more staff and student buy-in vs. all previous years. Students were encouraged by gaining points in the classroom with the ability to access a consistently open school store. The school store had items that were of high interest to the students. Staff required students to fill out surveys to determine what they preferred in the store. Students were also greatly motivated by the monthly events. These events included ice skating, bowling, movies, field days, a Halloween party and a game truck. Staff consistently filled out point sheets and gave students “extra” points if they went above and beyond in the classroom. Overall, the PBIS system was more organized, effectively implemented, and better received by staff and students than in previous years.</p> <p>During the 2022-23 school year, Summit Academy Secondary School - Akron developed and maintained many community partnerships. An ongoing partnership the school has had for four years now is the National Association of Mental Illness (NAMI). They will provide mental health support and services to the community and the school. The school has also developed partnerships with Stewart’s Caring Place, Replay for Kids, Compassion Delivered, Grace House Hospice and Traditions Hospice. With these partnerships, students and staff learned the importance of community outreach, making connections, building lasting relationships, and meeting deadlines. The school worked closely within these partnerships to support the students in obtaining their required seals for graduation.</p> <p>2022-23 brought the fourth consecutive year of 100% special education compliance. The special education team works closely with the management company in developing and creating compliant and meaningful goals for students and families. The team prides itself in taking feedback from the students, families, and staff, and turning the feedback into attainable and applicable plans for students to foster overall growth and success.</p> <p>During the 2022-23 school year, Summit Academy Secondary School - Akron staff increased their participation in after-school programs. Programming included a Dungeons and Dragons theme literacy course, a basketball team with a literacy course, and a steel drum after-school program with accompanying language arts-based teaching. There was a high participation rate from staff and students. Attendance was consistent throughout the school year, and the parent feedback was positive as well. Students also played chess after school with Justin Bruce, a star chess player and history teacher at the school. The staff looks forward to creating and implementing new extended learning opportunities after school during the 2023-24 school year.</p> <p>This school year showed a great deal of growth utilizing STARS benchmarking. The school believes with teacher-based incentives, goal setting, and student incentives, they will continue to see further growth. An average of 55% of Tier 1 and Tier 2 students met or exceeded growth expectations this school year.</p>

Performance Summary	
Areas for Improvement	<p>Classroom management is an area that staff could continue to develop. Looking forward to the 2023-24 school year, they are hopeful to continue strengthening this area with more professional development opportunities that target restorative and trauma-informed practices. The administration would like to see a shift to teachers using more of these practices in their daily routines. Also, they plan to initiate more project-based learning throughout the school year.</p> <p>MTSS is an area that could benefit from being further strengthened every year. This was a great year in implementing the practice and delivery of MTSS services. They plan to continue to develop and deliver more meaningful interventions to reach students. With the support of the Summit Academy Management curriculum coach, they are confident that this system will continue to develop to support student growth and learning.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Canton

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000300	5 Years	07/01/2020	06/30/2025	9-12
Address	2400 Cleveland Avenue NW Canton, OH 44709			
Contact	Phone: (330) 453-8517		Fax: (330) 453-8924	
Website	https://summitacademies.org/canton-secondary/			
Leadership	Tiffany George, Principal, Jason West, Kara Smith, Briana Reasonover, Heather White, Jaymie Milton, and Sarah Kwasnicka			
Governing Authority	Tiffany Biedenbach, Jennifer Rainey, Rachel Murphy, Jacqueline Trainor, Derrick Wyman			
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	32.2	20	K	
Male	67.8	42	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	17.8	11	5	
Hispanic	0	0	6	
Multiracial	19.4	12	7	
White, Non-Hispanic	62.8	39	8	
Historically Underserved	%	#	9	22
Economically Disadvantaged	100	62	10	13
English Learner	0	0	11	13
Migrant	0	0	12	14
Students with Disabilities	73	45	Total	62

II. 2022 – 2023 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	NOT MET
5-Yr. Graduation Rate	
2022-2023	NOT MET
Gap Closing	
Gap Closing Component	
2022-2023	NOT MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	N/A
Similar School #2	
2022-2023	N/A
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
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

IV. Academic Performance

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
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	
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	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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	N/A
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	Met
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
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	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Secondary School – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Secondary School – Canton was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Based on needs assessment data, Summit Academy Secondary School - Canton purchased a new curriculum for both science and social Studies for the 2023-24 school year. With proper training for teachers on all components of these new programs, they are hoping to see more student growth in both Science and Social Studies in class, with diagnostic data, and on the End-of-Course Exams.</p> <p>The PBIS program was better received by students this year vs. previous years. The administration team worked closely with staff and students to develop a program that was meaningful for all. This year, with the involvement of the local State Support Team to review the program, they are looking forward to continued success. With specific input from the Behavior Intervention Specialist, more behavior intervention ideas specific to student needs were updated in the IEP paperwork.</p> <p>Summit Academy Secondary School - Canton has been working very closely in the community to spread awareness for the school and also expose students to resources in their community for themselves and their families. Several community members were invited to work with students in and out of the building on various projects; it was a beneficial program for both community members and students. This practice also reached families as many activities were planned throughout the year with the elementary families in the community. The events were well attended, positive feedback was shared, and the school became more unified as one K-12 entity.</p> <p>Their dedicated MTSS block increases in success as the principal has specific experience with this programming and has trained her staff well. She also provides specific follow-ups to ensure program success with fidelity. With a Data Coach on staff, which is a new role added to this team, academic initiatives are further supported and drive instruction. The school has built a circle of communication to provide feedback and adjust programming as needed to foster student success.</p>

Performance Summary

Areas for Improvement

With the new curriculum, the administration needs to ensure complete staff training for all components in order to expect implementation with fidelity. Along with that same expectation, MTSS blocks need to be monitored for explicit instruction, intentional vocabulary, and small groups to ensure that time for the blocks is used effectively.

To confirm that SDI and Title 1 instruction goals are being met regularly for all students, accountability needs to be increased and monitored more closely. The documentation for services should be accurate and current.

The instructional assistants are a big support in the classroom but generally do not receive any formalized training to know what to do to support learning. This team could benefit from targeted training for their instructional assistants with follow-up monitoring to ensure implementation success.

With staff gaining a better understanding of choice vs. disability behaviors, more student reactions could and should be redirected in the classroom which would result in fewer office referrals. Also, when all staff provide feedback on what does and doesn't work with their PBIS program, it can be tweaked to work for more students. It would be important to include the local State Support Team as they work directly with PBIS programming. The PBIS program should focus on desired behaviors and alternatives to discipline.

With the added role of an instructional coach to the team, the pacing of core content should be guided and monitored throughout the school within TBT meetings. Vertical curriculum alignment should also be considered to drive effective instruction.

Prospects for Renewal

Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Middletown

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000634	6 Years	07/01/2019	06/30/2025	7 - 12
Address	7 Marshall S Rd. Middletown, OH 45044			
Contact	Phone: (513) 420-9767		Fax: (513) 727-1520	
Website	https://summitacademies.org/middletown-secondary/			
Leadership	Kelli Frisby, Principal			
Governing Authority	Brian Roth, Foustino Zapata, Jennifer Frey, Michael Dailey and Andrew Davenport			
Mission Statement	<i>We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	30	23	K	
Male	70	56	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	2.5	2	5	
Hispanic	5	4	6	
Multiracial	5	4	7	14
White, Non-Hispanic	87	69	8	13
Historically Underserved	%	#	9	14
Economically Disadvantaged	60	48	10	14
English Learner	0	0	11	10
Migrant	0	0	12	11
Students with Disabilities	73	58	23	3
			Total	79

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	NOT 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	NOT MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	NOT MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
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	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	Met
Gifted Students	
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	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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	Not Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	Not Met
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	Met
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Not 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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Secondary School – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Secondary School – Middletown was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	This year has been unique to most schools in Ohio and the Summit Academy Secondary School - Middletown was no exception. Staff absences saw both the remaining teachers and administration work together to cover teacher classrooms. The physical school move also saw coordination and cooperation to make the changes smooth. Being in a different building saw the teachers and administration work together to review their former procedures and programs and revise them for the new building. Being in a new building allowed students a new start to improve their academics or at least a new opportunity to learn.
Areas for Improvement	Some academic areas such as math will need additional work to improve test scores and academic achievement. Student absences were a problem at times which also compounded their academic challenges. Facility repairs over the summer will allow the school to begin on time which will set a normal routine and expectations for the school year. The teachers and administration will continue to accelerate student academic growth towards proficiency and promote a healthy school atmosphere.
Prospects for Renewal	Probable

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.

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000303	6 Years	07/01/2018	06/30/2024	8-12
Address	2800 Shady Run Rd. Youngstown, OH 44502			
Contact	Phone: (234) 228-8235		Fax: (234) 228-8239	
Website	https://summitacademies.org/youngstown-secondary/			
Leadership	Ashley Martin – principal, Audrianna Phillips – administrative assistant, Clark Cretella – behavior specialist, Jarrell Lemons – dean of students, Greta Glenellen – culture coordinator, Kara Kendall – IEP coordinator, Tabbatha Bennett – performance coach			
Governing Authority	Eric Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano and Nicole Forte			
Mission Statement	<i>Our mission is to meet the academic, social, and emotional growth of high school students dealing with ADD, AD/HD, Aspergers, and other emotional challenges. Our small student to teacher ratio in every classroom helps our students experience academic growth. We incorporate Physical Education, Art, Music, and sports to further enrich our students’ learning potential. It is our job to help students achieve a high school diploma, while finding a path for their future.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	45	45	K	
Male	55	54	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	42	42	5	
Hispanic	11	11	6	
Multiracial	9	9	7	
White, Non-Hispanic	37	37	8	25
Historically Underserved	%	#	9	17
Economically Disadvantaged	100	99	10	22
English Learner	2	2	11	21
Migrant	0	0	12	14
Students with Disabilities	81	80	Total	99

II. 2022 – 2023 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	NOT MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-7	
2022-2023	N/A
Grades 8-12	
2022-2023	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

IV. Academic Performance

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	Not 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
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	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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	N/A
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	Met
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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
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

V. Non-Academic Performance

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-7	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 8	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
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	Not 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	Not Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Secondary School - Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Secondary School – Youngstown was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Changes made to the PBIS matrix in conjunction with the local State Support Team made it more meaningful and comprehensive. Students are beginning to understand more in-depth how they receive points and their behavioral expectations at school. The school store is open more consistently.</p> <p>Test preparation has been incorporated in the classrooms with test-taking strategies, study habits, and intentional vocabulary. Students took more time on their testing this year than any other previous year, as stated by returning staff. They do hope this is reflected in the release of the 2022-23 report card.</p> <p>The master instructional schedule has been modified to add an MTSS block as well as incorporating RISE up into the classroom to help juniors and seniors with alternative pathways as needed.</p> <p>Staff development has been a positive component for staff at this building. The professional growth is evident in all staff. In addition, they received a new curriculum in both social studies and science; they are excited about these changes going into the new school year.</p> <p>Staff, student, and family relationships have been enhanced through the fourth year of utilizing Restorative Practices. In previous years, they always assumed lower engagement with families and students. With changes, they have experienced a true gift among students and staff. Despite the issue, not even one parent refused to come to restorative circles since they started them four years ago.</p> <p>The majority of classrooms have excelled in their classroom management this year. They have many returning students and staff, with a great system in place. Their new staff needs additional coaching with classroom management and implementing classroom expectations. Technology integration is being used consistently in all classrooms.</p> <p>They are retaining the majority of their students and staff. Enrollment was slightly higher at the end of the year vs. the beginning and at this time last year. They had a significant turnout for graduation. The school hosted three family nights that all had great turnouts with around 120 people per event, which is a huge growth from previous years. Staff attendance has improved significantly with the staff work days on Fridays. Students who were placed on plans for attendance to improve showed improvement with attendance, which shows that their process is working.</p> <p>Summit Academy Secondary School - Youngstown continued with Nathan Maynard for Restorative Practices and Lori Elliot for academics in their PD school-wide plan. They will continue with them next year and will be adding PD with different people for Trauma and Restorative Practices. There was a strong turnout for ELOs with more focus placed on state testing. Students took more pride in their school building this year. All seniors participated in the senior trip. Teacher appreciation was celebrated each day of the week and over a few months to show appreciation for teachers.</p> <p>They conducted a book study in their TBTs this year that was engaging and beneficial for the staff; it generated a lot of great conversation and higher-level thinking, which contributed to the positive culture in the building. New staff and new admin have taken time to find their footing, so everyone is looking forward to starting the new year. They started using modules from Nathan Maynard for certain behaviors that have students work through what they did, who they harmed, and how to fix it. This added practice has facilitated ownership of behaviors and choices.</p>

Performance Summary	
<p>Areas for Improvement</p>	<p>Summit Academy Secondary School - Youngstown would benefit from improving MTSS across content areas. The math and ELA departments have a grasp but need continued coaching; the other content areas need additional support because they are new to education and do not know enough about MTSS. A new instructional coach brings a lot to the table with MTSS; they look forward to learning from her.</p> <p>They have several classrooms that are strong with tiered instruction and assessment; however, there are new staff without teaching backgrounds who require additional training and support. Differentiation is important to the success of their population; they need to continue to monitor instruction for fidelity.</p> <p>Analyzing data-driven assessment was a challenge not having a coach this year. They will need to focus on analyzing data and using that to drive instruction and assessment. Quality instruction is present in the majority of rooms; however, a few rooms need coaching and modeling to make instruction meaningful. The teachers know the content but need help developing varied ways to deliver the information to students.</p>
<p>Prospects for Renewal</p>	<p>Probable</p>

ANNUAL PERFORMANCE REPORT

Summit Academy Transition High School – Cincinnati

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000608	6 Years	07/01/2019	06/30/2025	9-12
Address	5800 Salvia Ave. Cincinnati, OH 45224			
Contact	Phone: (513) 541-4000		Fax: (513) 541-4075	
Website	http://summitacademies.org/schools/Cincinnati-high			
Leadership	Stephen Geresy. Principal			
Governing Authority	Thomas Hargis, Caleb Brunner, Jeffery Anderson, Walter Henry, Josephine Howard, Cheryl Lee			
Mission Statement	<i>The mission of Summit academy schools is to build hope, success, and well-being through education and advocacy for students with special needs.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	29.925	14	K	
Male	74.074	40	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	53.70	29	5	
Hispanic	1.851	1	6	
Multiracial	9.259	5	7	
White, Non-Hispanic	35.185	19	8	
Historically Underserved	%	#	9	13
Economically Disadvantaged	49	26	10	20
English Learner	0	0	11	10
Migrant	0	0	12	11
Students with Disabilities	81	44	Total	54

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	MET
4-Yr. Graduation Rate	
2022-2023	MET
5-Yr. Graduation Rate	
2022-2023	MET
Gap Closing	
Gap Closing Component	
2022-2023	MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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	N/A

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	N/A
Grades 4-8	
2022-2023	N/A
Grades 9-12	
2022-2023	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	NOT MET

IV. Academic Performance

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	Met
Gifted Students	
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	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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	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	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	N/A
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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

VI. Legal Compliance

Summit Academy Transition High School - Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Summit Academy Transition High School - Cincinnati was placed on a Compliance Corrective Action Plan (CAP) during the 2022-23 due to non-compliance in the previous school year and satisfied the terms of the CAP.

VIII. Performance Summary

Performance Summary	
Areas of Strength	The administration and teachers have worked together this year to accelerate student academic growth towards proficiency. The teachers and administration have worked through their TBTs and BLTs to provide daily instruction and improve student academics despite teacher absences. Student assessments have grown in several areas following the two-year virtual learning process which has been due to the collaboration between the teachers and administrators.
Areas for Improvement	The school has made progress academically, but math assessments still need improvement. Assessment scores show progress. Student absences are still a problem for the school.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

The Autism Academy of Learning

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143297	8 Years	07/01/2019	06/30/2027	K-12
Address	110 Arco Dr. Toledo, OH 43607			
Contact	Phone: (419) 865-7487		Fax: (419) 865-8360	
Website	http://www.theautismacademy.org/home.html			
Leadership	Jim Jones-Superintendent/Principal			
Governing Authority	Jim Sworden, Sommer Clayborne, Robert Schwartz, and Eric Yacks			
Mission Statement	<i>The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	27	14	K	0
Male	73	38	1	2
Race/Ethnicity	%	#	2	1
American Indian/Alaskan Native	0	0	3	1
Asian/Pacific Islander	0	0	4	3
Black, Non-Hispanic	37	19	5	3
Hispanic	0	0	6	6
Multiracial	17	9	7	4
White, Non-Hispanic	46	24	8	6
Historically Underserved	%	#	9	3
Economically Disadvantaged	56	29	10	5
English Learner	0	0	11	4
Migrant	0	0	12/13	5/9
Students with Disabilities	100	52	Total	52

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	N/A
Achievement Component	
2022-2023	N/A
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	N/A
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	N/A
Positive Behavior Intervention and Supports	
2022-2023	NOT MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
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

III. 2022 – 2023 Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	MET

Governing Board Performance	
2022-2023	NOT MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	NOT MET

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	N/A
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	N/A
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
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
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
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	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not 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	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not 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	Not Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

The Autism Academy of Learning was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

The Autism Academy of Learning was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>The Autism Academy of Learning continually meets deadlines and is always prepared for site visits. They are open to implementing new ideas and adapting tasks to ensure student success. The teachers have a collaborative mentality and strive to provide the best education to the students they serve. The families are very satisfied with The Autism Academy of Learning as evident in their annual survey results and parent interviews.</p> <p>The Autism Academy of Learning has been diligent in following its behavior plans to maintain a low number of suspensions for the 2022-23 school year. They are preparing for the next school year by scheduling in-service days, reviewing safety plans with their staff, adjusting and modifying documents, and interviewing for open positions.</p>
Areas for Improvement	<p>The Autism Academy of Learning can continue to improve in the area of PBIS. Although they are diligent at following individual behavior plans, they do not have a school-wide PBIS system. The administration is encouraged to provide professional development, ongoing coaching, and support to staff around PBIS strategies to ensure fidelity and effectiveness of implementation.</p>
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT

The Intergenerational School

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133215	8 Years	07/01/2017	06/30/2025	K-8
Address	11327 Shaker Blvd. Suite 200E Cleveland, OH 44104			
Contact	Phone: (216) 721-0120		Fax: (216) 721-0126	
Website	https://www.igschools.org/east/			
Leadership	Brooke King – Executive Director Dr. Mario Clopton-Zymler			
Governing Authority	Lynn Carpenter, Stacy Miller, Joanna Lopez-Inman, Richaun Bunton, Danielle Clark, Mark Olson and Lee Trotter			
Mission Statement	<i>The Intergenerational Schools connect, create, and guide a multi-generational community of lifelong learners and spirited citizens as they strive for academic excellence.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	53	100	K	13
Male	47	90	1	18
Race/Ethnicity	%	#	2	23
American Indian/Alaskan Native	0	0	3	26
Asian/Pacific Islander	0	0	4	20
Black, Non-Hispanic	93	176	5	20
Hispanic	1	1	6	26
Multiracial	5	10	7	20
White, Non-Hispanic	2	3	8	24
Historically Underserved	%	#	9	
Economically Disadvantaged	65	123	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	17	32	Total	
				190

II. 2022 – 2023 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	MET
Proficiency in 3 rd Grade Reading	
2022-2023	MET
Promotion to Fourth Grade	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	MET
Comparative Schools Data	
Similar School #1	
2022-2023	MET
Similar School #2	
2022-2023	MET
Other Academic Measures	
Subgroup	
2022-2023	MET
Reading	
2022-2023	MET
Math	
2022-2023	NOT MET
Improving K-3 Literacy	
2022-2023	NOT MET

III. 2022 – 2023 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	N/A

Governing Board Performance	
2022-2023	MET
Organizational & Operational	
On-Time Rate	
2022-2023	MET
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	NOT MET

IV. Academic Performance

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	Not 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	Met
Gifted Students	
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	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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	N/A
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
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	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	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

V. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A

VI. Legal Compliance

The Intergenerational School failed to complete training on the public records and open meetings laws, as required by section 3314.037 of the Ohio Revised Code and Article II, Section 2.2 of the Sponsorship Contract and will be placed on a Corrective Action Plan for the 2023-24 school year.

VII. Corrective Action Plan (CAP)

The Intergenerational School was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	One of the notable strengths of The Intergenerational School is the school's emphasis on building a restorative approach to discipline. The school's principal has taken a proactive approach to discipline, moving away from punitive measures such as suspensions and instead prioritizing restorative practices that foster positive relationships and understanding among students. By emphasizing dialogue and understanding rather than punishment, the school has created a more inclusive and supportive learning environment for all students. This approach is evidence of the school's commitment to meeting the needs of all students and prioritizing their social-emotional development alongside academic success.
Areas for Improvement	The principal at The Intergenerational School has a very strong understanding of using data to drive instruction. He consistently monitors student data and shares his findings with his staff to guide instruction and support student success. Looking ahead, there is an opportunity to build on this strength by providing teachers with dedicated time and support to connect the dots between various data sources. By providing targeted professional development on how to analyze and synthesize district, grade level, and state assessments, teachers can gain a deeper understanding of their students' performance and identify critical areas for improvement. This will allow for a more targeted and effective approach to instruction, helping to ensure that all students receive the support they need to reach their full potential.
Prospects for Renewal	Probable

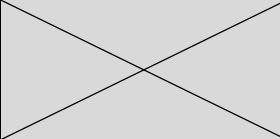
ANNUAL PERFORMANCE REPORT

Winterfield Venture Academy

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. The 2022–23 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000546	6 Years	07/01/2018	06/30/2024	K-8
Address	305 Wenz Rd. Toledo, OH 43615			
Contact	Phone: (419) 531-3285		Fax: (419) 531-3637	
Website	https://www.nhaschools.com/schools/Winterfield-Venture-Academy/en			
Leadership	Kimberly Scribner, Principal			
Governing Authority	Kathy Kirby, Martha Kleinberg, Terry Mc.Leary, Helen Cabianca			
Mission Statement	Winterfield Venture Academy exists to transform the lives of children and enrich our community by delivering high-quality education choice to Toledo families.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	54.5	229	K	54
Male	45.5	191	1	47
Race/Ethnicity	%	#	2	45
American Indian/Alaskan Native	0.4	2	3	56
Asian/Pacific Islander	0	0	4	42
Black, Non-Hispanic	87.6	368	5	43
Hispanic	6	25	6	54
Multiracial	0	0	7	42
White, Non-Hispanic	6	25	8	37
Historically Underserved	%	#	9	
Economically Disadvantaged	88	371	10	
English Learner	0.2	1	11	
Migrant	0	0	12	
Students with Disabilities	19.5	82	Total	
				420

II. 2022 – 2023 Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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	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	MET
Promotion to Fourth Grade	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	NOT 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

III. 2022 – 2023 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	MET
Grades 9-12	
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

IV. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
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	Met
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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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	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
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	Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

V. Non-Academic Performance

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	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Not 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	Not 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	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

VI. Legal Compliance

Winterfield Venture Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2022-23 school year.

VII. Corrective Action Plan (CAP)

Winterfield Venture Academy was not on a Corrective Action Plan (CAP) during the 2022-23 school year.

VIII. Performance Summary

Performance Summary	
Areas of Strength	<p>Winterfield Venture Academy has significantly reduced its suspensions for the 2022-23 school year. They have partnered with an alternative to suspension program within their building. This program has not only reduced out-of-school suspensions, but it has helped the students with self-regulation and ownership of their behavior. They have also implemented a strong character education program with a focus on social-emotional lessons.</p> <p>The building leader at Winterfield Venture Academy has also partnered with a local preschool to increase enrollment for the 2023-24 school year. They hosted the preschool's graduation at Winterfield Venture Academy and allowed students and families to tour the building.</p>
Areas for Improvement	<p>The administrative team at Winterfield Venture Academy established a focus group to receive additional PBIS training during the 2023-24 school year. Moving forward, they are encouraged to provide ongoing coaching and support to staff around classroom management and PBIS strategies to ensure fidelity and effectiveness of implementation so they can fully implement during the 2024-25 school year.</p> <p>Winterfield Venture Academy has also struggled with student attendance. The administrative team is encouraged to collaborate with their staff and new attendance liaison to discuss how they, as a team, can respond to the attendance challenges to increase the attendance rate during the 2023-24 school year.</p>
Prospects for Renewal	Probable