Community Schools Center

Sponsor Annual Report
2023-2024

Mission Statements

The mission of the Educational Service Center 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)

o Provide innovative leadership, guidance, and support to our local, regional, statewide, and community partners.

o Provide staff, programs, services, and professional learning opportunities that meet or exceed our partners' quality and accountability expectations; assist our partners in implementing Ohio's education initiatives.

o Promote and enhance collaboration within our organization and with our local, regional, statewide, and community partners.

o Manage all available resources efficiently and effectively to meet the needs of our organization and our partners.

Core Values of the ESCLEW Community Schools Center

o Collective Integrity – We value people with high ethical standards, reliability, and trust; and we empower through accountability and transparency.

o 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.

o Continuous Improvement – We are committed to advancing our current condition and producing quality educational outcomes.

o Proactive Spirit – We are ahead of information, anticipate change, and tailor tools and processes practically and professionally.

o 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 2023-24 school year, the ESCLEW authorized 51 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 and Workforce (ODEW) 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.

ODEW 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

Jessica Bair, M.Ed.
  Special Education Specialist

Heather Tester, 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
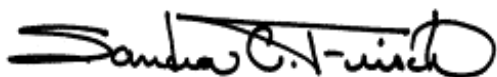
Message from the Superintendent

During the 2023–24 academic year, the Educational Service Center of Lake Erie West has been diligently implementing the Schools Forward Initiative. This initiative, which we are proud to be a part of, has already shown promising results. The ESC of Lake Erie West Community Schools Division was one of three exemplary sponsors that received funding to support struggling schools through innovative practices.

The Ohio Department of Education and Workforce, in collaboration with the ESC of Lake Erie West, launched the Schools Forward Initiative 2023 - 2024. This approach, built on the principles of collaborative partnerships and targeted resource sharing, has brought us all together as a community. By working closely with the ESC of Lake Erie West, this initiative prioritized building strong networks that facilitate the exchange of best practices and address common challenges on a collaborative basis. This Initiative is aligned with key agency priorities, literacy development, graduation pathways, workforce readiness, and support for students with disabilities. This approach ensures that schools are fully aware of and equipped with the necessary resources to succeed, and we are all part of this journey.

To fulfill the requirements of the Schools Forward-Community Schools Sponsor Improvement Program, the Educational Service Center of Lake Erie West provided 72 professional development and technical assistance sessions, with 1,231 teachers attending. These sessions were designed to improve literacy scores across all grade levels during the 2023-2024 school year.

The ESC of Lake Erie West is proud of its long record of service to community schools in Ohio. We are deeply grateful to all school leaders, board members, classroom educators, support staff, and volunteers who have been committed to delivering educational innovation to Ohio's children and their families.

Sincerely,

Sandra C. Frisch, Ed.S.
ESCLEW Superintendent

Message from the Director

The Educational Service Center of Lake Erie West Community Schools Center is a dedicated, student-focused authorizer of charter schools, committed to enhancing quality educational opportunities across Ohio. The 2023-24 school year presented ongoing challenges for our sponsored schools, prompting a continued focus on robust academic interventions and ongoing improvements in all areas of service. Our mission is to ensure that students are fully prepared for college and career pathways throughout their educational journey. We believe that academic achievement, the arts, athletics, a positive attitude, and accountability are essential pillars of success, and we are dedicated to providing every student with a high-quality learning environment that enables them to reach their full potential.

We highly value our partnerships with governing authority members, school leaders, management organizations, students, their families, and our broader community. With a dedicated commitment to increasing achievement for all students, we will continue to work collaboratively with administrators and instructional staff to make a meaningful impact on students' lives. Our students are making notable progress, and we are dedicated to driving even greater results in the coming school year. Our staff is advancing in the implementation of state standards, enhancing instructional strategies, and integrating inquiry-based learning and other proven practices that inspire and actively engage students in their learning.

The ESCLEW received an "Exemplary" rating in the most recent sponsor performance review (2018-19), an achievement we are proud to share with our schools and stakeholders. This success is a testament to our collective efforts, and we hope it encourages continued dedication across our community. Please feel free to reach out at any time with questions or concerns.

Together, by working as a professional and collaborative learning community, we can embody the change we wish to see, ensuring our students grasp the value of education. We remain unwavering in our mission to expand quality educational opportunities.

Sincerely,

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 – 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 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 2024-25

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 2024-25 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.

<u>3 Principles for Quality Charter School Sponsoring</u>

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 2023-24 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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Rylan Norris, Jacqueline Johnson-Wilkinson, Torian Strickland			
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	49	172	K	34
Male	50	179	1	47
Race/Ethnicity	%	#	2	40
American Indian/Alaskan Native	0.08	3	3	41
Asian/Pacific Islander	0	0	4	33
Black, Non-Hispanic	91.7	322	5	43
Hispanic	3.30	12	6	49
Multiracial	0	0	7	32
White, Non-Hispanic	3.90	14	8	32
Historically Underserved	%	#	9	
Economically Disadvantaged	87	305	10	
English Learner	0.08	3	11	
Migrant	0	0	12	
Students with Disabilities	24	84	Total	351

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Roselawn Condon School — Similar School 2: Academy of World Languages School				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79A%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Alliance's mission is to provide a strong curriculum and an atmosphere of high expectations and to show progress in meeting our mission, our goal is to **increase** the **percentage of Improving K-3 literacy** from the **Early Literacy Component** on the Ohio Report Card.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Alliance Academy of Cincinnati's compliance rate is 63.34%. Alliance Academy of Cincinnati had 92% of IEP implementation documentation verified.
Legal	Alliance Academy of Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Alliance Academy of Cincinnati was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Alliance Academy of Cincinnati began a new student enrollment process and procedure this year designed to better fit the students' academic needs and abilities to an appropriate academic curriculum. Pre-registration and testing enabled the school to "fit" the classes and grade levels to the students' true ability. It is hoped that this new system will better address the students' academic deficiencies and will progress them to attain appropriate grade-level abilities and skills in a shorter time period. Staffing changes and intervention systems and programs were put into place to accomplish this ambitious goal for students. The teachers worked with the administration to carefully monitor and adjust based on each student's progress. In the area of special education, Alliance Academy demonstrates several strengths in its approach to student support and collaboration. Firstly, involving parents/guardians in the Evaluation Team Report (ETR) planning meeting ensures informed consent and fosters partnership between home and school. Additionally, obtaining written, informed parental consent prior to evaluations highlights a commitment to transparency and parental involvement in the assessment process. The agency's comprehensive evaluation process, involving a group of qualified professionals alongside parents, ensures a thorough understanding of the child's needs. Furthermore, the inclusion of clear and succinct descriptions of educational needs, specific implications for instruction, and justifications for eligibility determination decisions within the ETR demonstrates a tailored approach to supporting student growth. Moreover, the Individualized Education Program (IEP) includes measurable annual goals addressing academic needs and a statement of specially designed instruction with clear indications of location, time, and frequency, further highlighting the agency's commitment to student success.
Areas for Improvement	Student attendance is a lingering issue for the school to overcome. Transportation issues have compounded the attendance issues. There are academic and grade levels that are not functioning at an appropriate level as indicated on various assessments. Jenny White, Principal, is taking restructuring steps to quickly address those deficiencies. Teachers will be receiving professional development to assist them in improving test scores and student achievement. In the area of special education, Alliance Academy has opportunities to further enhance its practices in the area of implementing interventions for students below grade-level standards consistently and ensure proactive support for academic growth. Additionally, while the Individualized Education Program (IEP) includes Present Levels of Academic Achievement and Functional Performance, ensuring these effectively address student needs will provide a stronger foundation for setting measurable goals. Moreover, while the IEP identifies accommodations and supports for both students and school personnel, refining these to ensure effective implementation within the general education curriculum will promote inclusive learning environments. Lastly, while the IEP includes an explanation of the extent to which the child will not participate with nondisabled children, clarifying and optimizing this aspect will foster clearer communication and collaboration among stakeholders.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Principal			
Governing Authority	Faye Jones, Deborah Howell, Cecilie Williams, Nanekia Ansari, Donna Kolb			
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	49	223	K	54
Male	51	242	1	56
Race/Ethnicity	%	#	2	56
American Indian/Alaskan Native	0	0	3	55
Asian/Pacific Islander	1.1	5	4	55
Black, Non-Hispanic	95.3	443	5	51
Hispanic	2.3	11	6	41
Multiracial	0	0	7	46
White, Non-Hispanic	1.3	6	8	51
Historically Underserved	%	#	9	
Economically Disadvantaged	89	417	10	
English Learner	1	7	11	
Migrant	0	0	12	
Students with Disabilities	22.5	105	Total	465

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Franklin D. Roosevelt / Similar School 2: Stephanie Tubbs Jones				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In an effort to meet Apex's mission to create educational opportunities for the students of East Cleveland to exceed in elementary education, Apex will show an increase in the percentage of Improving K-3 literacy from the Early Literacy Component on the Ohio Report Card.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Apex Academy's compliance rate is 40%. Apex Academy had 57% of IEP implementation documentation verified.
Legal	Apex Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Apex Academy was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Apex Academy excels at creating a positive school climate and culture while using a data-driven approach. There is a strong sense of camaraderie and inclusion among staff, fostered by regular social events like volleyball games, holiday dinners, and dances. This positive atmosphere extends to students through daily moral focus classes and a robust Positive Behavioral Interventions and Supports (PBIS) program, effectively minimizing disciplinary issues. The school demonstrates a commitment to making decisions based on data from regular meetings and comprehensive assessment reviews, ensuring teaching practices align with student needs and promoting continuous improvement. Teachers collaborate, sharing best practices and receiving valuable feedback through open communication channels. Apex Academy understands the importance of investing in its educators, providing professional development opportunities that allow them to enhance skills continuously and stay current with the latest teaching methodologies. This emphasis on a positive environment, data-informed strategies, and supporting teachers' growth contributes to an overall culture of excellence conducive to student success. In the area of special education, Apex Academy demonstrates several strengths in its approach to student support and collaboration. Firstly, involving parents/guardians in the Evaluation Team Report (ETR) planning meeting ensures informed consent and fosters partnership between home and school. Additionally, obtaining written, informed parental consent prior to evaluations highlights a commitment to transparency and parental involvement in the assessment process. The agency's comprehensive evaluation process, involving a group of qualified professionals alongside parents, ensures a thorough understanding of the child's needs. Furthermore, the inclusion of annual goals addressing the child's academic needs and identifying support for school personnel within the Individualized Education Program (IEP) demonstrates a tailored approach to supporting student growth. Lastly, the IEP meeting consisting of a qualified team ensures decisions are made with expertise and consideration for the child's best interests.
Areas for Improvement	Apex Academy could enhance its approach to student attendance, behavior management, and special education by emphasizing vertical alignment, differentiation, and staff training. Strengthening vertical alignment and differentiation strategies would ensure that instructional practices are consistent across grade levels and effectively meet the diverse needs of all students. Providing staff with training in these areas would further support student learning and growth. Moreover, focusing on improving support for special education students by developing more robust strategies and interventions would provide individualized attention and resources. These efforts, coupled with enhancements to Tier II and Tier III interventions, could reduce absenteeism and mitigate challenging behaviors, ultimately creating a more supportive and effective learning environment for all students. In the area of special education, Apex Academy can improve in the area of interventions ensuring that they are properly documented. Additionally, they can improve in the area of evaluations by ensuring they address all areas related to suspected disabilities. Furthermore, the Evaluation Team Report (ETR) should provide clear summaries of assessment results and educational needs, refining the specificity of implications for instruction can enhance the effectiveness of tailored interventions. Moreover, while the ETR team can improve their justifications for eligibility determination decisions, ongoing training and collaboration can further strengthen decision-making processes and ensure alignment with student needs and legal requirements.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Students with Disabilities			Other Academic Measures	
2021-2022	N/A		Specific Subgroup	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	N/A
2018-2019	Met		2019-2020	N/A
Lowest 20% in Achievement			2018-2019	N/A
2021-2022	N/A		Nationally Normed Assessment - Reading	
2020-2021	N/A		2021-2022	Not Met
2019-2020	N/A		Nationally Normed Assessment - Math	
2018-2019	Met		2021-2022	Met
Graduation Rate			Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate			2021-2022	Met
2021-2022	N/A		Other Academic Measures	
2020-2021	N/A		Similar School #1	
2019-2020	N/A		2021-2022	Met
2018-2019	N/A		2020-2021	Met
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	N/A		2018-2019	Met
2020-2021	N/A		Similar School #2	
2019-2020	N/A		2021-2022	Met
2018-2019	N/A		2020-2021	Met
			2019-2020	N/A
			2018-2019	Met

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Linell Weinberg, Mark Greenblatt, Toni Gerber, Lisa Marsalek, Jim Rothschild, Nirav Parikh, Isaac Demarest			
Mission Statement	*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.* *We Believe:* • *The only appropriate education is an effective education. Parental involvement and participation is crucial in a child's development.* • *Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.* • *A working relationship between school and home is critical to the success of a child's education.* • *If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.* • *Behavior in any form, is communication.* • *Everyone belongs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	23	22	K	0
Male	77	73	1	0
Race/Ethnicity	%	#	2	0
American Indian/Alaskan Native	0	0	3	0
Asian/Pacific Islander	3.1	3	4	4
Black, Non-Hispanic	25.2	24	5	10
Hispanic	9.4	9	6	5
Multiracial	6.3	6	7	4
White, Non-Hispanic	56	53	8	16
Historically Underserved	%	#	9	13
Economically Disadvantaged	63	60	10	6
English Learner	0	0	11	8
Migrant	0	0	12/13/23	6/12/11
Students with Disabilities	100	95	Total	95

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: The Autism Academy of Learning (40.2%) — Similar School 2: Resource and Education School (No PI)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics							
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	**Assessment**	**Grades**	**Overall Goal**	**Exceeds the Standard (6 points)**	**Meets the Standard (4 points)**	**Approaches the Standard (2 points)**	**Falls Below the Standard (0 points)**
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Percentage of students that increase from beginning of year to end of year administration	40-100%	30-39%	20-29%	<19%
Locally Administered Norm-Referenced Assessment:	*NWEA MAP Growth*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Percentage of students that increase from beginning of year to end of year administration	40-100%	30-39%	20-29%	<19%
Locally Administered Norm-Referenced Assessment:	*NWEA MAP Growth*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Percentage of students that increase from beginning of year to end of year administration inn Reading/ELA or Math	40-100%	30-39%	20-29%	<19%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*NWEA MAP Growth*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	At least 80% of all parent respondents to a parent satisfaction survey will indicate "agree" or "strongly agree" when asked to respond to the following statement: "The school tries to bring out the best in each child."	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Autism Model School's compliance rate is 56%. Autism Model School had 64% of IEP implementation documentation verified.
Legal	Autism Model School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Autism Model School was placed on a Compliance CAP during the 2023-24 school year due to non-compliance in the previous school year and satisfied the terms of the CAP.

School Performance Summary	
Areas of Strength	Autism Model school is a model of excellence in several key areas. The school's site visit preparedness is exceptional, with thorough planning and attention to detail evident in every aspect of their operations. They consistently stay on top of upcoming tasks, ensuring that deadlines are met and objectives are achieved. The school's positive culture and climate are palpable, fostering a supportive and inclusive environment for all. Autism Model School actively builds relationships with students and families, prioritizing open communication and collaboration. Additionally, the school maintains organized files, reflecting its commitment to efficiency and professionalism. The board members greatly appreciate the dedication demonstrated by the principal, recognizing and valuing the leadership. Autism Model School is committed to continuous improvement, constantly seeking grants to enhance its security and appearance. They celebrate the successes of students, both big and small, reinforcing a culture of achievement and positivity. In the area of special education, Autism Model School demonstrates numerous strengths in its approach to student support and collaboration. Firstly, involving parents/guardians in the Evaluation Team Report (ETR) planning meeting ensures informed consent and fosters partnership between home and school. Additionally, obtaining written, informed parental consent prior to evaluations highlights a commitment to transparency and parental involvement in the assessment process. The agency's comprehensive evaluation process, involving a group of qualified professionals alongside parents, ensures a thorough understanding of the child's needs. Furthermore, the inclusion of annual goals addressing both academic and functional areas of need within the Individualized Education Program (IEP) demonstrates a tailored approach to supporting student growth. Moreover, clear statements of specially designed instruction and related services, including frequency and duration, ensure targeted support for student success within the general education curriculum.
Areas for Improvement	Despite efforts to increase student enrollment, Autism Model School struggles with attrition. To retain paraprofessionals, it has developed a competitive pay scale aligned with local districts. The school is also focused on enhancing security updates to ensure a safe learning environment. Continuous efforts are being made to secure grants for adaptive playground updates, aiming to provide inclusive play areas for all students. Despite these challenges, Autism Model School's commitment to improvement remains steadfast. In the area of special education, Autism Model School has an opportunity to enhance its practices positively. The Evaluation Team Report (ETR) can be improved by effectively summarizing assessment results and describing educational needs, providing justifications for eligibility determination decisions will enhance transparency and strengthen trust within the community. Ensuring compliance with federal requirements in transition plans and Individualized Education Programs (IEPs), specifying the provision of specially designed instruction, related services, assistive technology, accommodations, and modifications, will further support students' individualized growth and success.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000417	4 Years	07/01/2024	06/30/2028	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	Brett Green, Josh Martin, Rob O'Hara, Joe Shemasek, David Bickerton, Linda Henderson			
Mission Statement	*The Buckeye On-Line 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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	58	340	K	16
Male	42	246	1	24
Race/Ethnicity	%	#	2	23
American Indian/Alaskan Native	.1	1	3	21
Asian/Pacific Islander	1.4	8	4	27
Black, Non-Hispanic	15	88	5	27
Hispanic	4.3	25	6	44
Multiracial	14.7	86	7	61
White, Non-Hispanic	64.5	378	8	70
Historically Underserved	%	#	9	105
Economically Disadvantaged	49	286	10	66
English Learner	.6	4	11	56
Migrant	0	0	12	46
Students with Disabilities	19	110	Total	586

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Ohio Virtual Academy (56%) Similar School 2: Great Rivers Connection Academies (56.4%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	**50-69% of students pass EOC exam in American US History**	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	**70-100% of students pass EOC exam in American US Government**	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	**The average credit earning rate for all students is 60-79%**	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*iReady K-8; IXL 9-12*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*iReady K-8; IXL 9-12*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*Multiracial*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment		*iReady K-8; IXL 9-12*	

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Each quarter teachers will set a goal to improve adult implementation in the virtual classroom to better meet the needs of all diverse learners. The administration will monitor these goals at least twice throughout the year via Google surveys and student progress to determine the effectiveness of the goals on student achievement. The Google surveys will be sent out at the end of each quarter to determine if the teacher is progressing toward his/her goal or has met the goal. The survey will also ask for the teacher's feedback on whether or not the goal was successful. The administration will use quarter and semester grades as well as I-Ready /IXL data to determine student growth.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Buckeye On-Line School for Success's (BOSS) compliance rate is 74%. Buckeye On-Line School for Success had 80% of IEP implementation documentation verified.
Legal	Buckeye On-Line School for Success was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Buckeye On-Line School for Success was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Buckeye On-Line School for Success (BOSS) makes collaboration among staff a priority for the purpose of directly impacting student learning. They utilize a variety of formats to open ongoing communication within grade bands and subject areas with the intent to encourage, create accountability, and provide mutual assistance. As a result, teachers are beginning to demonstrate more personalized student-led instruction. For example, the algebra teacher used this collaborative, collected data and communication consistently to target needed skills and brought the overall competency level up to 61%. The staff have shown significant growth in using formative assessment, benchmarks, and progress monitoring data to inform and align instruction, intervention, and acceleration for all students. Another area of strength noted this year is within the Special Education Department. Intervention Specialists, as partners to the General Education teachers in each classroom, worked with students through Student Led Individualized Education Plan (IEP) meetings. This required significant preparation work and collaboration among the teachers and the student. Ultimately, through Student Led Individualized Education Plan (IEP) meetings, students were able to illustrate his/her understanding of individualized educational goals, the progress made within the goals, and the improvements needed to experience success. Finally, because student attendance is correlational to school success, BOSS made it a priority this year and showed great improvement due to the consistent practices of BOSS staff to make contact with students and their families via phone calls, letters home, documentation of successful interventions, and extensive tracking. In the area of special education, BOSS demonstrates several key strengths in its evaluation and support processes. The documentation is exemplary, with all signatures, paperwork, and qualified team member contributions thoroughly accounted for, ensuring nothing is missing. The Present Levels of Performance (PLOPs) are well-organized and effectively set up, and the goals are measurable and address academic needs comprehensively. The Specially Designed Instruction (SDI) statements, locations, accommodations, and modifications are all accurately written and properly documented. Transition plans are well-prepared, with only minor improvements needed. Observations of students in live sessions are particularly commendable, showcasing the effective use of various SDIs, strong student interaction, and strategic instructional methods. These strengths collectively highlight the school's dedication to providing high-quality, tailored educational support to its students.

School Performance Summary	
Areas for Improvement	For the success of students, BOSS will pursue increased parental involvement specifically in regards to graduation requirements. Because new students enroll throughout the school year, perhaps more than one parent orientation option held at various times in the year for new families would be beneficial. This will provide more options for parents to take more informed ownership of their child's education. In like manner, it would be helpful for BOSS to hold more than one information meeting regarding graduation requirements. If more meetings are offered at various points in the year, parents will have more opportunities to be informed of their child's progress toward graduation. For BOSS, the Science of Reading (SOR) is a new concept to embrace. Staff will benefit from ongoing Professional Development opportunities in using their new 24-25 Science of Reading ELA K-12 curriculum. As staff continue to improve literacy instruction aligned to the Science of Reading and literacy research, implementation of structured literacy and tiered interventions will be an area to monitor for improvement. It will be critical to ensure that the curriculum is being taught with fidelity. BOSS will need to be involved in several levels of Science of Reading professional development opportunities throughout the school year to gain compliance with state expectations. In the area of special education, Buckeye On-Line School for Success has several systemic areas for growth to enhance its evaluation and support processes. First, ETR interventions need to be documented according to the Interventions Summary Checklist to ensure clarity and consistency. Additionally, the summary of assessment results in Section 2 of the ETR should exclude graphs (as noted on one ETR) and be worded in a parent-friendly language to improve understanding. The justification for eligibility determination must include a statement detailing how the disability affects the child's progress in the general education curriculum. Support for school personnel should be clearly defined as adult-to-adult support, not adult-to-student. Lastly, the Least Restrictive Environment (LRE) documentation needs to include a rationale explaining why the student's Specially Designed Instruction (SDI) will occur outside of the general education setting. Addressing these areas will significantly enhance the effectiveness and clarity of the school's support systems.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	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 3rd 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

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

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	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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	John Noga, Jerry Bednar, Bert Butts, 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	50.3	195	K	60
Male	49.7	193	1	50
Race/Ethnicity	%	#	2	42
American Indian/Alaskan Native	0.5	2	3	43
Asian/Pacific Islander	0.5	2	4	28
Black, Non-Hispanic	24	92	5	37
Hispanic	15	60	6	46
Multiracial	10	37	7	40
White, Non-Hispanic	50	195	8	42
Historically Underserved	%	#	9	
Economically Disadvantaged	78	303	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	12	46	Total	388

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Hamilton Elementary (47%) / Similar School 2: Ely Elementary (67.4%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics							
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	**Assessment**	**Grades**	**Overall Goal**	**Exceeds the Standard (6 points)**	**Meets the Standard (4 points)**	**Approaches the Standard (2 points)**	**Falls Below the Standard (0 points)**
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the current academic year, Constellation Schools: Elyria Community School will implement character education programs in all grade levels, resulting in an increase in students demonstrating improved character traits and ethical behavior as assessed through a 30% decline in SWISS referrals from the previous school year. This will contribute to our mission of providing every child with an excellent education and fostering lifelong success.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Elyria Community's compliance rate is 52%. Constellation Schools: Elyria Community had 38% of IEP implementation documentation verified.
Legal	Constellation Schools: Elyria Community was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Elyria Community was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Despite facing challenging behaviors, Constellation Schools: Elyria Community has adopted a proactive approach to addressing these issues in both the elementary and middle school buildings. Efforts have been dedicated to developing individualized plans and strategies to effectively support students, ensuring the diverse needs of all learners are met. Despite recent challenges with student conflicts in the middle school, the response has been proactive and positive, with the initiation of a mentorship program aimed at cultivating positive relationships and addressing underlying causes of conflicts. Additionally, the principal's proactive analysis of data and strategic planning to promote academic success further underscores the school's commitment to student achievement. This holistic approach emphasizes not only academic growth but also social-emotional development and community building within the school environment. In the area of special education, Constellation Schools: Elyria Community's strengths include ensuring their parents are afforded the opportunity to participate in all meetings. They also excel in the areas of ensuring they have a qualified group of professionals to determine disability eligibility. The school ensures that their IEPS have quality descriptions of specially designed instruction to include; aligning instruction with annual goals, location of services, and amount of time and frequency. The school's annual goals meet the academic and functional needs of the students. The IEP team considers all options when deciding the least restrictive environment for their students.

School Performance Summary	
Areas for Improvement	Although they are working hard to support students with challenging behaviors, Constellation Schools: Elyria Community can benefit from enhancing the process for acclimating students who have enrolled in the school following expulsion or multiple suspensions. Developing comprehensive strategies and support systems to ensure a smooth transition for these students into the school climate could further promote a positive and inclusive atmosphere. By implementing targeted interventions and providing additional resources, the school can better address the needs of these students and facilitate their successful integration into the school community, ultimately contributing to a more positive atmosphere. Moreover, fostering open communication channels between school staff, parents, and students can play a crucial role in understanding the unique needs of these students and providing personalized support tailored to their circumstances. Additionally, ongoing professional development opportunities for teachers and staff members focused on trauma-informed practices and restorative justice approaches can strengthen the school's ability to effectively support students who may have experienced challenges or trauma in their previous educational environments. In the area of special education, Constellation Schools: Elyria Community can continue to improve in the area documenting and implementing interventions prior to and during the testing process. They can continue to work on ensuring all assessments listed on the planning form are included in the ETR and that the ETR Part 1s are data rich, which will improve the school's ability to identify areas of concerns and implications for instruction. The school's present level of performance in their IEPs can continue to improve ensuring all the required data is included as well as ensuring their accommodations and modifications include the extent and condition
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3rd 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

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

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	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
		Specific Subgroup	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	N/A
2019-2020	N/A	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Lowest 20% in Achievement		Nationally Normed Assessment - Reading	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	Nationally Normed Assessment - Math	
2019-2020	N/A	2021-2022	Met
2018-2019	Not Met	Nationally Normed Assessment - K-3 Lit.	
Graduation Rate		2021-2022	Not Met
4-Yr. Graduation Rate		Other Academic Measures	
		Similar School #1	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	N/A
2019-2020	N/A	2019-2020	N/A
2018-2019	N/A	2018-2019	Not Met
5-Yr. Graduation Rate		Similar School #2	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Met
2018-2019	N/A	2018-2019	Met

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Michelle Riley, Principal Kaleena Radeff, Assistant Principal			
Governing Authority	John Noga, Jerry Bednar, Bert Butts, Michele Norman, Leo Tischer			
Mission Statement	*To provide 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	56	59	K	24
Male	44	46	1	23
Race/Ethnicity	%	#	2	17
American Indian/Alaskan Native	1	1	3	17
Asian/Pacific Islander	0	0	4	24
Black, Non-Hispanic	28	29	5	
Hispanic	37	39	6	
Multiracial	5	5	7	
White, Non-Hispanic	30	31	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	105	10	
English Learner	9	9	11	
Migrant	0	0	12	
Students with Disabilities	9	9	Total	105

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Frank Jacinto Elementary (41.7%) / Similar School 2: Lorain Admiral King (47%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*Lowest 20%*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). ****Detailed documentation is required to determine if OSS meets the requirements of the law****		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the current academic year, Constellation Lorain Community Elementary School will implement character education programs in all grade levels, resulting in an increase in students demonstrating improved character traits and ethical behavior as assessed through a 50% decline in SWISS suspensions and referrals of Fall Semester One, 2023 to Spring Semester Two, 2024. This will contribute to our mission of providing every child with an excellent education and fostering lifelong success.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Lorain Community Elementary compliance rate is 54%. Constellation Schools: Lorain Community Elementary had 70% of IEP implementation documentation verified.
Legal	Constellation Schools: Lorain Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Lorain Community Elementary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	At Constellation Schools: Lorain Community Elementary, there was a strong collaboration between the principal and the School Support Team Region 2 representative (SSTR2) to improve the school's educational approach. They prioritized small group instruction and writing improvement, leading to a culture of continuous growth and academic progress. This emphasis on small group instruction resulted in improvements in student academic achievement based on district data. Moreover, the teachers' willingness to embrace small group initiatives demonstrated their commitment to professional development and meeting the diverse learning needs of their students. Their receptiveness to feedback and active engagement in the learning process further enhanced the overall success of the school's educational initiatives. In the area of special education, Constellation Schools: Lorain Community Elementary's strengths include ensuring their parents are afforded the opportunity to participate in all meetings. There is evidence that their ETRs address all areas related to the suspected disability. The school's ETRs provide a clear and succinct description of educational needs, which align with the academic goals of the student. Their IEPs contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals. The statement of specially designed instruction, including related services, indicate the location where it will be provided. The IEP team considers all options when deciding the least restrictive environment for their students.
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, Constellation Schools: Lorain Community Elementary 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. This focused approach can also enhance the overall success of the initiatives by allowing for better monitoring and evaluation of their impact on student learning and school culture. In the area of special education, Constellation Schools: Lorain Community Elementary can continue to improve in the area of documenting and implementing interventions prior to and during the testing process. They can continue to improve in ensuring that their summary of assessments results and implications for instruction are clear. The school's annual IEP goals can be improved by writing them in measurable terms and by making sure they meet the functional needs of the child as well as ensuring their accommodations and modifications include the extent and condition.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000319	3 Years	07/01/2024	06/30/2027	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	45	86	K	22
Male	55	106	1	22
Race/Ethnicity	%	#	2	21
American Indian/Alaskan Native	0	0	3	20
Asian/Pacific Islander	0.5	1	4	20
Black, Non-Hispanic	30	57	5	19
Hispanic	47	90	6	20
Multiracial	7	13	7	28
White, Non-Hispanic	16	31	8	20
Historically Underserved	%	#	9	
Economically Disadvantaged	100	192	10	
English Learner	41	80	11	
Migrant	0	0	12	
Students with Disabilities	15	29	Total	192

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: W.H. Kirk Middle School East Cleveland, OH (36.8%) — Similar School 2: Mayfair Elementary School East Cleveland, OH (43.7%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Lowest 25%*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*Enter Assessment Name Here*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	We will implement our PBIS system with fidelity as measured by a 1 point decrease in suspensions evidenced by SWISS data from the Spring of 2023 to the Spring of 2024.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Madison Community Elementary compliance rate is 50%. Constellation Schools: Madison Community Elementary had 58% of IEP implementation documentation verified.
Legal	Constellation Schools: Madison Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Madison Community Elementary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The presence of the School Support Team Region 3 (SSTR3) representative has significantly contributed to the enhancement of literacy instruction, offering valuable insights into the science of reading and aiding in progress monitoring. With their expertise and guidance, Constellation Schools: Madison Community Elementary has been able to refine its literacy programs and interventions to better meet the needs of diverse learners. Additionally, the principal is collaboratively engaging with the SSTR3 representative to proactively enhance the school's educational approach, emphasizing the promotion of small group instruction and a targeted focus on improving writing skills. This focused initiative underscores the school's dedication to fostering an environment conducive to student success and positive academic outcomes. Furthermore, the school's emphasis on improving classroom management has resulted in a noticeable reduction in office referrals, contributing to a more positive and productive learning environment for all students. In the area of special education, Constellation Schools: Madison Community Elementary's strengths include ensuring their parents are afforded the opportunity to participate in all meetings. There is evidence that their ETRs address all areas related to the suspected disability. The Present Level of Performance contains the required documentation and data to capture the strengths and needs of the students. The annual goals capture the students' needs and are written in measurable terms. The school made adjustments to the students IEP when data indicated the need. The IEP team considers all options when deciding the least restrictive environment for their students.

School Performance Summary	
Areas for Improvement	An area of need within the school is the continuation of efforts to enhance academic outcomes. In the upcoming academic year, the primary emphasis should be on rigorously implementing the Science of Reading with fidelity, following a structured five-step process for continuous improvement. Additionally, it's essential to establish a personalized professional development pathway to sustain the momentum generated by returning teachers and their collaboration with the State Support Team Region 3 (SSTR3) representative. Strategies for integrating new teachers into this process should also be explored, alongside the development of a calendar to outline the phased rollout of these initiatives. To complement these efforts, sustained utilization of various interventions led by the SSTR3 representative, Title programs, Americorps, Accell virtual tutoring, Tier 1 support, and after-school tutoring is recommended. By prioritizing these strategies, the aim is to provide students with targeted and comprehensive support to strengthen their literacy skills and foster academic growth. Furthermore, there's a significant opportunity to establish clear pathways for both new and returning teachers, equipping them with the necessary training and resources to implement evidence-based practices effectively. In the area of special education, Constellation Schools: Madison Community Elementary can continue to improve in the area of documenting and implementing interventions prior to and during the testing process. They can continue to improve in ensuring that their summary of assessments results and implications for instruction are clear. The school should ensure that their justification for qualification captures all the required components. The school can continue to work on improving their transition plans and statements of SDI including; the type of instruction being provided, location of services, and the time and frequency of services. The school can ensure that proper progress monitoring is completed and documented.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	55	194	K	81
Male	45	158	1	76
Race/Ethnicity	%	#	2	71
American Indian/Alaskan Native	0	0	3	55
Asian/Pacific Islander	0	0	4	69
Black, Non-Hispanic	23	80	5	
Hispanic	33	118	6	
Multiracial	8	28	7	
White, Non-Hispanic	36	126	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	352	10	
English Learner	0	0	11	
Migrant	1	0.284	12	
Students with Disabilities	38	11	Total	352

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Bolton (33.6%) — Similar School 2: Franklin D Roosevelt (35.2%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:		*iReady*					
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:		*iReady*					
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*White Students*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the current academic year, OBCE will implement character education programs in all grade levels, resulting in an increase in students demonstrating improved character traits and ethical behavior as assessed through a 5% decline in Swiss referrals from the previous school year. This will contribute to our mission of providing every child with an excellent education and fostering lifelong success.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Old Brooklyn Community Elementary compliance rate is 48%. Constellation Schools: Old Brooklyn Community Elementary had 58% of IEP implementation documentation verified.
Legal	Constellation Schools: Old Brooklyn Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Old Brooklyn Community Elementary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The staff morale and the collaboration amongst each other at Constellation Schools: Old Brooklyn Community Elementary is strong, fostering a positive and cohesive work environment that contributes to the overall well-being of the school. In addition, the Dean of Community and Family Engagement plays a crucial role in engaging parents in attendance meetings, effectively reducing absenteeism rates through follow-up efforts. Evidence of the school's commitment to Positive Behavior Interventions and Supports (PBIS) was observed during building walkthroughs and classroom observations, with teachers implementing PBIS strategies such as distributing red tickets and utilizing PAX techniques to promote a positive school climate and support student behavior. In the area of special education, Constellation Schools: Old Brooklyn Community Elementary excels in several key areas to support students performing below grade-level standards. They prioritize parental involvement, ensuring informed consent before evaluations. A qualified team assesses each child's eligibility for special education services, leading to tailored Individualized Education Programs (IEPs) that address specific needs. Progress monitoring is emphasized through data collection and analysis, and IEP meetings consist of qualified professionals. The school also provides transparency regarding the extent of a child's participation in general education classrooms. These strengths reflect a dedication to providing comprehensive support for students with special needs, fostering their academic and developmental progress.
Areas for Improvement	Continued improvement in the school's educational approach involves the consistent implementation of strategies and resources provided by the State Support Team Region 3 (SSTR3). To achieve this, it's crucial to uphold a strong commitment to follow through on initiated initiatives. Specifically, there is a critical need to ensure teachers adhere to the Science of Reading principles within the reading program. Teachers should be given high-quality professional development opportunities tailored to the Science of Reading principles, alongside consistent follow-through and observations. By prioritizing comprehensive training sessions, educators can refine their instructional practices, ensuring alignment with evidence-based approaches to literacy instruction. This focused effort will not only elevate the quality of the reading curriculum but also equip teachers with the necessary skills to effectively support student success in literacy acquisition. In the area of special education, Constellation Schools: Old Brooklyn Community Elementary can improve within the evaluation and Individualized Education Program (IEP) process. There is a notable absence of comprehensive evaluation, lacking evidence that all areas related to the suspected disability are adequately addressed. The Evaluation Team Report (ETR) lacks clarity, as it fails to provide a succinct summary of assessment results and lacks a clear description of educational needs and implications for instruction. The ETR team did not provide adequate justification for eligibility determinations. Present levels of performance lack granularity, hindering the development of measurable goals, which are often not stated in measurable terms and fail to address academic and functional needs identified in the ETR and/or IEP.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	*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!"*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	48.6	606	K	114
Male	51.4	643	1	102
Race/Ethnicity	%	#	2	101
American Indian/Alaskan Native	0.16	2	3	69
Asian/Pacific Islander	1.6	20	4	108
Black, Non-Hispanic	9.45	118	5	95
Hispanic	20.9	261	6	90
Multiracial	5.52	69	7	103
White, Non-Hispanic	62.37	779	8	98
Historically Underserved	%	#	9	146
Economically Disadvantaged	67	843	10	87
English Learner	05	85	11	66
Migrant	0008	1	12	70
Students with Disabilities	14	181	Total	1,249

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	**3 Stars**	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	**2 Stars**	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	**≥50% but＜70% of maximum score**	＜50% of maximum score
Progress Component	**5 or 4 Stars**	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	**2 Stars**	1 Star
Chronic Absenteeism		Met		**Not Met**
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	**2 Stars**	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	**≥84% but ＜90%**	＜84%
5-Year Graduation. Rate	≥ 93.5%	**≥90% but＜93.5%**	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	**2 Stars**	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	**≥58% but ＜68%**	＜58%
Promotion to 4th Grade	**≥78%**	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	**＜58%**
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		**No**
Performance Index vs. Similarly Situated Local Schools	**Exceeds performance index average gathered from two (2) similar schools in the local market**	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Lorain High School LCS-Lorain County (45.5%) / Similar School 2: Garfield Elementary School LCS – Lorain County (60.9%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*ELL*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Measure Domain	**Goal**				
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Compliance/Organizational/Operational Performance Targets and Metrics

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	**OSS increased from the previous school year**
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	**OSS is decreased from the previous school year**	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the current academic year, Constellation Parma Community Schools will implement Character Education Programming in all grade levels, resulting in an increase in students demonstrating improved character traits and ethical behavior as assessed through a 15% decline in SWISS referrals from the previous school year. This will contribute to our mission of providing every child with an excellent education and fostering lifelong success.	**School shows evidence of exceeding mission-specific contract SMART goal**	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Parma Community's compliance rate is 60%. Constellation Schools: Parma Community had 52% of IEP implementation documentation verified.
Legal	Constellation Schools: Parma Community was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Parma Community was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The school's strengths lie in its commitment to safety and fostering student engagement. With a focus on safety protocols, it provides a secure environment for students to learn and grow. Additionally, the school promotes student involvement through clubs and field trips, making it a place where students enjoy being. Strong climate and culture is evident throughout all the buildings, creating a supportive and inclusive atmosphere where students feel valued and motivated to succeed. Furthermore, Positive Behavioral Interventions and Supports (PBIS) are implemented consistently across all buildings, reinforcing positive behaviors and promoting a respectful learning environment for all students. Notably, in their middle school/high school building, they have found innovative ways to decrease out-of-school suspensions by thinking outside of the box, demonstrating a proactive approach to student discipline and support. In the area of special education, Constellation Schools: Parma Community demonstrates several notable strengths in its support for students with diverse needs. Firstly, interventions are readily provided to address concerns for students performing below grade-level standards, showcasing a proactive approach to academic support. Moreover, parents/guardians are actively engaged in the Evaluation Team Review (ETR) planning meeting, ensuring informed consent and collaborative decision-making. The evaluation process is thorough, with evidence of addressing all areas related to suspected disabilities, and the ETR provides a clear summary of assessment results. Annual goals within the Individualized Education Program (IEP) target the child's academic needs and are supported by a statement of specially designed instruction and related services, clearly outlining the where, when, and how of service provision. Additionally, the IEP transparently outlines the extent to which the child will participate with nondisabled peers in the general education classroom, fostering clarity and accountability in inclusion practices. These strengths collectively reflect a commitment to providing holistic and tailored support to meet the diverse needs of students, promoting their academic and developmental success.
Areas for Improvement	One area where the school system could enhance its effectiveness is in fostering vertical alignment and collaboration among principals across its four separate buildings, operating under one IRN. By leveraging this unified structure, there's an opportunity to capitalize on shared resources and expertise to promote consistency and coherence in curriculum, instruction, and assessment practices. Through collaborative analysis of the state report card data, principals can identify common goals and areas for improvement, leading to the development of comprehensive plans for school-wide success. By fostering a culture of collaboration and shared responsibility, the school buildings can capitalize on the strengths of each building while collectively working towards common objectives, ultimately enhancing the educational experience and outcomes for all students. In the area of special education, Constellation Schools: Parma Community can improve in the area of ensuring the Evaluation Team Report (ETR) contain specific implications for instruction, which is essential for guiding educational interventions tailored to the student's needs. The ETR team did not provide justification for eligibility determination decisions. The present levels of performance within the IEP can improve in the area of providing detailed and targeted summaries of the student's daily academic, behavioral, and functional performance, hindering the development of measurable goals. Furthermore, annual goals are not consistently stated in measurable terms, impeding the ability to track progress effectively.
Prospects for Renewal	Probable

Previous 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 3rd 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

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	

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	57	82	K	23
Male	43	61	1	28
Race/Ethnicity	%	#	2	35
American Indian/Alaskan Native	1	2	3	23
Asian/Pacific Islander	8	12	4	34
Black, Non-Hispanic	34	49	5	
Hispanic	34	48	6	
Multiracial	8	11	7	
White, Non-Hispanic	15	21	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	143	10	
English Learner	21	30	11	
Migrant	0	0	12	
Students with Disabilities	10	15	Total	143

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: West Park Academy (42.9%) / Similar School 2: Innovation Academy West (61.1%)				

School Academic Achievement Targets & Metrics								
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.								

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*ELL*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the conclusion of the 2023-2024 school year, every classroom will strive to achieve a minimum of 80% positive points or more on their Class Dojo Report, which will be accomplished through the successful completion of at least one character education activity in each academic quarter.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Puritas Community Elementary compliance rate is 48%. Constellation Schools: Puritas Community Elementary had 71% of IEP implementation documentation verified.
Legal	Constellation Schools: Puritas Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Puritas Community Elementary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Constellation Schools: Puritas Community Elementary has developed an approach that fosters a transparent and accountable system for monitoring student behavior through consistent tracking of referrals. Along with this system, the integration of character traits lessons with the counselor has contributed to a decrease in overall behavioral issues. Additionally, teachers have increased their use of learning centers, enhancing the diversity and effectiveness of their instructional methods. These combined efforts have helped create a positive and supportive learning environment focused on both academic and personal development for all students. In the area of special education, Constellation Schools: Puritas Community Elementary excels in fostering collaboration between parents/guardians and professionals to support students. Parents are actively involved in ETR planning, ensuring informed consent and understanding of evaluations. Written consent is obtained prior to evaluations, promoting transparency. A qualified team, including parents, determines disability status. Annual goals in the IEP address academic needs, supported by a clear statement of specially designed instruction and services. Progress is monitored through data analysis, and meetings consist of a qualified team. The IEP transparently outlines the child's participation in the general education classroom, promoting inclusivity. These strengths reflect a commitment to comprehensive support for student success.
Areas for Improvement	Although Constellation Schools: Puritas Elementary has seen a decrease in overall behavior issues, an area of improvement for the school lies in providing more comprehensive support for teachers in managing students with tier 3 behaviors. To address this, it is essential to ensure that teachers receive proper training in effective strategies for handling such behaviors. Moreover, fostering staff buy-in is crucial to the successful implementation of these strategies. This can be achieved through ongoing professional development sessions and opportunities for collaborative discussions on best practices. Additionally, de-escalation techniques should be integrated throughout the school year, rather than being addressed in a single 30-minute PD session. Consistent training and reinforcement of these techniques will better equip teachers to handle challenging situations as they arise. Furthermore, it is important to have clear protocols in place for when students return to the building after exhibiting tier 3 behaviors, ensuring a smooth transition and continued support for both the students and teachers. By addressing these areas, the school can create a more supportive and effective learning environment for all students. In the area of special education, Constellation Schools: Puritas Community Elementary can improve in the area of ensuring interventions are implemented and documented for students below grade-level standards. The evaluation process lacks evidence of addressing all areas related to suspected disabilities. The Evaluation Team Report (ETR) does not provide clarity in summarizing assessment results and describing educational needs succinctly. Specific implications for instruction are also lacking. Furthermore, the ETR team fails to properly document justification for eligibility determination. Present levels of performance in the Individualized Education Program (IEP) lack detail for developing measurable goals. Annual goals need to be measurable and address functional areas of need. The IEP must clearly describe accommodations and revisions based on changing student needs. These improvements will enhance support for all students.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	2020-2021	N/A
2018-2019	N/A	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	N/A	2021-2022	Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	Not Met
2021-2022	N/A	Other Academic Measures	
2020-2021	N/A	Similar School #1	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	N/A	2018-2019	Not Met
2020-2021	N/A	Similar School #2	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
		2019-2020	N/A
		2018-2019	Not Met

Previous Non-Academic Performance

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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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 65th 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	44.9	53	K	15
Male	55.1	65	1	16
Race/Ethnicity	%	#	2	21
American Indian/Alaskan Native	0	0	3	16
Asian/Pacific Islander	0	0	4	17
Black, Non-Hispanic	25	28	5	15
Hispanic	51	60	6	18
Multiracial	3	4	7	
White, Non-Hispanic	22	26	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	118	10	
English Learner	28	33	11	
Migrant	0	0	12	
Students with Disabilities	11	13	Total	118

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Constellation Schools Madison Community School Elementary (40.2%) — Similar School 2: Mayfair Elementary School (43.7%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics							
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	**Assessment**	**Grades**	**Overall Goal**	**Exceeds the Standard (6 points)**	**Meets the Standard (4 points)**	**Approaches the Standard (2 points)**	**Falls Below the Standard (0 points)**
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*SWD*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is ＞90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is ＜70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the current academic year, Stockyard Community will implement social & emotional resources and support in all grade levels, resulting in an increase in students demonstrating a positive school culture and ethical behavior as assessed through a 1% decline in SWISS referrals from the previous school year. This will contribute to our mission of providing every child with an excellent education and fostering lifelong success.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Stockyard Community Elementary compliance rate is 52%. Constellation Schools: Stockyard Community Elementary had 83% of IEP implementation documentation verified.
Legal	Constellation Schools: Stockyard Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Stockyard Community Elementary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Constellation Schools: Stockyard Community Elementary had a strong building culture, one aspect of which was the collaborative culture among its staff members. Teachers consistently collaborated and stepped in to cover for each other when needed. Moreover, the academic year saw a notable shift towards data-driven instruction. With the help of the principal, teachers learned how to create high-quality assessments and identify areas of strength and areas needing improvement, enabling them to tailor their instruction to meet the individual needs of each student. In addition to their academic endeavors, the implementation of the Positive Behavioral Interventions and Supports (PBIS) system was a significant success for the school community. This proactive approach to behavior management resulted in a decrease in office referrals compared to the previous academic year. In the area of special education, Constellation Schools: Stockyard Community Elementary provides proactive interventions to address concerns for any child performing below grade-level standards, showcasing a commitment to early intervention and academic support. Parents/guardians are actively engaged in the Evaluation Team Review (ETR) planning meeting, ensuring informed parental consent and fostering collaboration between school and home. Furthermore, decision-making regarding a child's disability status involves a team of qualified professionals and the child's parent, ensuring a holistic and informed approach. Annual goals within the Individualized Education Program (IEP) target both academic and functional areas of need. The IEP includes a statement of specially designed instruction and related services, clearly outlining how the child's needs will be addressed and supporting the achievement of annual goals. Additionally, the IEP transparently outlines the extent to which the child will participate with nondisabled peers in the general education classroom, fostering inclusivity and supporting effective educational placement decisions.

School Performance Summary	
Areas for Improvement	Although the teachers showed success in creating and analyzing assessment data and identifying areas needing improvement, they can benefit from professional development (PD) in using this data to reteach in small groups and implement varied instructional strategies, including formative assessment practices. By integrating formative assessment techniques, such as regular quizzes, class discussions, and observations, into their daily instruction, teachers can gather real-time data to identify misconceptions, adjust teaching strategies, and tailor interventions to meet the specific needs of both individual students and groups of students. Furthermore, by embracing formative assessment practices, the school can cultivate a culture of reflective practice among educators, encouraging ongoing assessment and adjustment to optimize student outcomes. Regular use of small groups ensures that students receive targeted instruction, which can significantly improve their understanding and mastery of the material. By refining these aspects of teaching practice, teachers will be better equipped to address individual student needs effectively and promote a culture of continuous growth and improvement within the school community. In the area of special education, Constellation Schools: Stockyard Community Elementary areas for growth have been identified, including the need to ensure that evaluations comprehensively address all aspects related to suspected disabilities. They can improve by articulating educational needs and providing specific implications for instruction in the ETR. The school can improve in the area of justifying eligibility determination decisions. Moreover, there should be concerted effort to improve the documentation of present levels of performance to facilitate the development of measurable goals. Addressing concerns about the specificity of annual goals and the lack of clarity regarding the amount and frequency of services provided is also a priority.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Jean Rizi – 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	51.5	121	K	48
Male	48.5	114	1	38
Race/Ethnicity	%	#	2	52
American Indian/Alaskan Native	0.4	1	3	43
Asian/Pacific Islander	1.7	4	4	54
Black, Non-Hispanic	20	47	5	
Hispanic	29.36	69	6	
Multiracial	5.96	14	7	
White, Non-Hispanic	42.55	100	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	75.74	178	10	
English Learner	0.43	1	11	
Migrant	0	0	12	
Students with Disabilities	11.91	28	Total	235

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Newton D. Baker (56.1%) — Similar School 2: Wilbur Wright (47.3%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		**50% at or above grade level on schools locally administered norm-referenced assessment**	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	**41-49% at or above grade level on schools locally administered norm-referenced assessment**	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Hispanic*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Go vernance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the conclusion of the 2023-2024 school year, every classroom will strive to achieve a minimum of 80% positive points on their Class Dojo Report, which will be accomplished through the successful completion of at least one-character education activity in each academic quarter.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Constellation Schools: Westpark Community Elementary compliance rate is 48 %. Constellation Schools: Westpark Community Elementary had 47% of IEP implementation documentation verified.
Legal	Constellation Schools: Westpark Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Constellation Schools: Westpark Community Elementary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The school exhibited a remarkable strength in its leadership and support measures introduced by the principal. Recognizing the importance of sustaining a positive school culture, the principal was actively engaged in implementing various initiatives to foster a supportive and inclusive environment. Through building walkthroughs, students consistently remained focused on their tasks, contributing to a calm atmosphere conducive to learning. Moreover, the principal's visible and flexible presence was notable as she actively listened to teachers and collaborated with them to find solutions. This open communication and problem-solving approach contributed to the staff's strong rapport and the overall strength of the school's climate and culture. In the area of special education, Constellation Schools: Westpark Community Elementary exhibits strengths in supporting diverse student needs. Parents/guardians are actively involved in ETR planning, ensuring informed consent. The evaluation process is thorough, addressing all suspected disability areas. Qualified professionals, along with parents, determine disability status. Annual goals in the IEP target academic and functional needs. The IEP includes a statement of specially designed instruction, detailing services and their frequency. Meetings consist of a qualified team, and the IEP clarifies the child's participation in the general education classroom. These strengths highlight a commitment to comprehensive support for student success.
Areas for Improvement	Although there was evidence of a positive school climate, new teachers seemed to struggle with classroom management and instruction. To address this challenge, the school could benefit from exploring ways to better support new teachers in crucial areas like classroom management, rigor, and lesson engagement. Recognizing that new educators often encounter difficulties in these areas, the school might consider providing additional resources such as mentorship programs and specialized professional development sessions. These resources could offer targeted support to help new teachers navigate classroom dynamics, deliver rigorous instruction, and effectively engage students. In the area of special education, Constellation Schools: Westpark Community Elementary can improve in the area of including the provision of interventions for students below grade-level standards and clarity in the Evaluation Team Report (ETR), particularly in stating assessment results and educational needs. The ETR should also include specific implications for instruction and justification for eligibility decisions. Present levels of performance need to offer detailed summaries to inform measurable goals effectively. Furthermore, annual goals and accommodations in the Individualized Education Program (IEP) should be stated in measurable terms, and assistive technology should include how the device will assist the child. Revisions to the IEP should be made based on changes in student needs or abilities. Addressing these areas will enhance support for all students.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000577	6 Years	07/01/2020	06/30/2026	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, Principal			
Governing Authority	Donna Hess, Peter Cindric, Bruce LaForse, Keturah Bailey, Julie Thompson, Sheri Aldridge			
Mission Statement	*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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.61	320	K	68
Male	50.39	325	1	74
Race/Ethnicity	%	#	2	67
American Indian/Alaskan Native	0.93	6	3	66
Asian/Pacific Islander	0.16	1	4	62
Black, Non-Hispanic	73.64	475	5	76
Hispanic	3.41	22	6	79
Multiracial	0	0	7	75
White, Non-Hispanic	21.86	141	8	78
Historically Underserved	%	#	9	
Economically Disadvantaged	95.81	618	10	
English Learner	2.33	15	11	
Migrant	0	0	12	
Students with Disabilities	18.76	121	Total	645

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: City Day Community School (40.8%) Similar School 2: HAS Dayton Downtown (46.2%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Measure Domain	Assessment	Grades	Overall Goal				
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*SWD*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Emerson's mission is to provide the best possible education by way of a strong curriculum and to show progress in meeting our mission, our goal is to increase the percentage of Improving K-3 literacy from the Early Literacy Component on the Ohio Report Card.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Emerson Academy's compliance rate is 48%. Emerson Academy had 73% of IEP implementation documentation verified.
Legal	Emerson Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Emerson Academy was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Emerson Academy demonstrated several areas of strength. The administration team focused on creating a clear pathway toward the school's mission and goals in an effort to create a culture of learning and a sense of urgency. They established a strategic plan aimed at improving instructional quality across all staff. The plan included multiple phases and was designed to be engaging and motivational, turning the improvement process into a fun and friendly competition that staff were enthusiastic about. Staff at Emerson have made concerted efforts to build strong, positive relationships with parents and families. Through various events, activities, and engagement opportunities, the school has created a welcoming and family-oriented culture. Feedback from Emerson parents highlighted the strong, family-oriented culture of the school, which significantly influences their choice of Emerson as their preferred school. In the area of special education, Emerson Academy demonstrates several strengths in its approach to student support and collaboration. Firstly, obtaining written, informed parental consent prior to evaluations highlights a commitment to transparency and parental involvement in the assessment process. Additionally, the involvement of a group of qualified professionals alongside parents ensures a comprehensive evaluation process and a shared understanding of the child's needs. Moreover, the inclusion of annual goals stated in measurable terms and addressing the child's academic areas of need within the Individualized Education Program (IEP) reflects a tailored approach to supporting student growth. Furthermore, the IEP contains a clear statement of specially designed instruction, including related services, indicating both the location and the amount of time and frequency of services. Lastly, progress reporting data collected and analyzed to monitor performance on each goal ensures ongoing evaluation and adjustment to support student success.

School Performance Summary	
Areas for Improvement	Emerson Academy has demonstrated some growth opportunities that may contribute to overall continuous improvement. While some progress has been made, the administration team is encouraged to continue focusing on building a culture of trust, professionalism, and high academic standards. Ensuring that these elements are consistently upheld can further enhance the school environment and academic success. To continue making academic progress, it will be essential to monitor the consistent implementation of data analysis and Response to Intervention (RTI) processes in classrooms. Ensuring uniformity and consistency in these practices can help better address the learning needs of students and support positive academic growth. The principal is encouraged to continue delegating responsibilities to deans and holding them accountable for expectations. To achieve continuous academic growth and a positive learning environment, it will be essential for her to strengthen her skills in coaching deans. Specifically, helping them deepen their content knowledge, align "look fors" when observing instructional delivery, and execute effective coaching conversations with teachers. As needs in teacher development are identified through observations and coaching, the administration team is encouraged to identify trends and provide opportunities for targeted professional development. In preparation for the next school year, the administration team is encouraged to reflect on the implementation of the PBIS framework, specifically creating alternatives to out-of-school suspensions. Additionally, it will be critical to analyze behavior data, identify trends, align professional development to needs, and plan specific action steps to reduce behavior incidences. 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, and reduce the number of out-of-school suspensions in grades 4 – 8. In the area of special education, Emerson Academy can ensure interventions are provided consistently for students performing below grade-level standards and will promote proactive academic support. Additionally, enhancing the evaluation process to ensure comprehensive coverage of all areas related to suspected disabilities will lead to more accurate assessments of student needs. Furthermore, refining the Evaluation Team Report (ETR) to clearly state assessment results, describe educational needs, and provide specific implications for instruction will facilitate targeted support and intervention planning. Lastly, improving the Individualized Education Program (IEP) to include detailed descriptions of accommodations and explanations of the child's participation in the general education classroom will promote inclusivity and support student success.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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 Shepherd, Everett "Butch" Kirk, Elaine Luchini, Dr. Derry Glenn, Dr. Wilfred Ellis			
Mission Statement	*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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	50	106	K	21
Male	50	104	1	24
Race/Ethnicity	%	#	2	28
American Indian/Alaskan Native	0	0	3	22
Asian/Pacific Islander	1	2	4	20
Black, Non-Hispanic	52	110	5	32
Hispanic	8	16	6	25
Multiracial	19	39	7	20
White, Non-Hispanic	20	43	8	18
Historically Underserved	%	#	9	
Economically Disadvantaged	100	210	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	12	26	Total	210

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: North Middle School (49.1%) / Similar School 2: Perry Elementary (73.0%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance Learning – Reading*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance Learning – Mathematics*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Mathematics*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance Learning – Mathematics*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). ****Detailed documentation is required to determine if OSS meets the requirements of the law****		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the current academic year, Heir Force Community Schools aims to reduce out of school suspension data by 20% as measured by the school's disciplinary data records, in alignment with our mission to provide ability centered education that prepares children to excel academically and socially. This smart goal reflects our commitment to using our mission as a guide to improving student discipline data while fostering a culture of mutual respect and academic excellence at HFCS.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Heir Force Community School's compliance rate is 57%. Heir Force Community School had 60% of IEP implementation documentation verified.
Legal	Heir Force Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Heir Force Community School was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Heir Force Community School demonstrates exceptional strengths across multiple areas, making it a standout institution for a site visit. The school is actively working to increase positivity with the implementation of a new Positive Behavioral Interventions and Supports (PBIS) system, fostering a supportive and respectful environment. They prioritize parental involvement and encourage students to take ownership of their behavior, promoting a sense of responsibility and accountability. Heir Force Community School provides academic interventions to support students who are below proficient, ensuring that all students have the resources they need to succeed. During Teacher-Based Team (TBT) meetings, staff members conduct data digs to inform their instructional practices, demonstrating a commitment to data-driven decision-making. The school is also focused on decreasing out-of-school suspension rates, implementing strategies to address behavioral issues effectively. Additionally, Heir Force Community School maintains organized files, reflecting its dedication to efficiency and professionalism. They prioritize building positive relationships between staff, students, and families, recognizing the importance of collaboration and mutual respect in a thriving school community. Board members are actively engaged and feel respected in their roles, contributing to a sense of unity and shared purpose. In the area of special education, Heir Force Community School demonstrates several strengths in its student support and collaboration. Firstly, by providing interventions for students below grade-level standards, it ensures proactive academic support. Additionally, involving parents/guardians in the Evaluation Team Report (ETR) planning meeting fosters partnership between home and school. Obtaining written parental consent prior to evaluations highlights transparency and parental involvement. The comprehensive evaluation process, involving qualified professionals and parents, ensures a thorough understanding of the child's needs. Furthermore, the inclusion of annual goals addressing both academic and functional needs in the Individualized Education Program (IEP) demonstrates a tailored approach to student growth.
Areas for Improvement	At Heir Force Community School, improving teacher retention is a key goal, and the administration plans to achieve this by offering more competitive salaries that reflect the hard work and dedication of the staff. By ensuring that teachers feel valued and fairly compensated, the school hopes to reduce turnover rates significantly. In addition to financial incentives for staff, Heir Force Community School is committed to improving student attendance rates through proactive engagement and support strategies. Attendance is closely monitored, and early intervention meetings are held often to address absenteeism promptly. To further boost academic performance, the school can focus on targeted interventions tailored to meet the individual needs of students. These personalized learning plans will aim to address specific challenges, thereby increasing overall academic scores and fostering a more successful learning environment. In the area of special education, Heir Force Community School has opportunities to enhance its practices positively. Improving the clarity of the Evaluation Team Report (ETR) summary of assessment results will provide a clearer understanding of students' needs. Additionally, ensuring a clear and succinct description of educational needs within the ETR will facilitate targeted support. Including specific implications for instruction in the ETR will empower educators to tailor interventions effectively. Providing justifications for eligibility determination decisions and ensuring compliance with federal requirements in transition plans and Individualized Education Programs (IEPs) will promote transparency and strengthen support for student success. Moreover, incorporating explanations of the child's participation in the general education classroom will promote clearer communication and collaboration among stakeholders.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3rd 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

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

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	2020-2021	N/A
2019-2020	N/A	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	2020-2021	N/A
2018-2019	N/A	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	N/A	2021-2022	Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	Met
2021-2022	N/A	Other Academic Measures	
2020-2021	N/A	Similar School #1	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	N/A	2018-2019	Met
2020-2021	N/A	Similar School #2	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
		2019-2020	N/A
		2018-2019	Not Met

Previous Non-Academic Performance

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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000804	4 Years	07/01/2024	06/30/2028	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, Dr. Aysegul King, Yunus Sahinkaya, David Ditmars, Dr. Zekeriya 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	48.78%	100	K	20
Male	51.21%	105	1	15
Race/Ethnicity	%	#	2	26
American Indian/Alaskan Native	0.48%	1	3	16
Asian/Pacific Islander	0.48%	1	4	16
Black, Non-Hispanic	85.85%	176	5	26
Hispanic	5.3%	11	6	26
Multiracial	7.3%	15	7	28
White, Non-Hispanic	0.48%	1	8	32
Historically Underserved	%	#	9	
Economically Disadvantaged	100	205	10	
English Learner	2.43%	5	11	
Migrant	0	0	12	
Students with Disabilities	24.87%	51	Total	205

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: South Avondale School (45.8%) — Similar School 2: Summit Academy Community School Cincinnati (34.9%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	**30-40% at or above grade level on schools locally administered norm-referenced assessment**	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*Special Education*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	44% of Horizon Science Academy Cincinnati students will meet their typical growth by Spring 2024 i-Ready testing. We had 40% meeting their goal last year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Cincinnati's compliance rate is 55%. Horizon Science Academy – Cincinnati had 58% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Cincinnati was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Mr. Akkurek, Principal, has been the driving force behind Horizon Science Academy - Cincinnati's student enrollment increases as well as student achievement scores to improve. The teachers and administrative team have worked together to review, revise, and develop plans to increase student achievement and learning. The various awards the students won in robotic competition, cheerleading contests, and their acceptance into STEM high schools attest to their efforts as well as the positive influences by their teachers. The school has met their chronic absenteeism goal through the combined efforts of the teachers and administrators as well as the improved school climate at the school. In the area of special education, Horizon Science Academy - Cincinnati strengths are evident in the thorough involvement of parents/guardians, who are provided the opportunity to participate in the planning meeting for the Evaluation Team Report (ETR), ensuring informed parental consent. Prior to any evaluation, written, informed parental consent is diligently obtained, emphasizing transparency and collaboration from the outset. A collaborative approach is maintained throughout, with a team of qualified professionals alongside the child's parent collectively determining whether the child qualifies as having a disability. Annual goals, crucial for the child's progress, are carefully formulated in measurable terms, specifically addressing the child's academic areas of need, fostering a tailored and effective educational plan. Within the Individualized Education Program (IEP), a comprehensive statement of specially designed instruction and related services is outlined, addressing the child's unique needs and supporting the attainment of annual goals. Additionally, the IEP identifies accommodations and supports not only for the child but also for school personnel, ensuring an inclusive and supportive environment conducive to the child's involvement and progress within the general education curriculum.
Areas for Improvement	Student attendance, while improved, still could be improved which would positively affect student academic performance. The school will embrace Restorative Justice Practices to lessen student discipline issues through professional development offered at the school to teachers and through workshops this summer. There are academic areas that could also improve, and Mr. Akkurek has plans in place to offer specific professional development opportunities to the teachers in those curricular areas. The instructional coach will assist teachers in analyzing classroom student data to determine specific content areas to concentrate on. In the area of special education, Horizon Science Academy - Cincinnati can improve in the area of providing and documenting interventions for students below grade-level standards. Strengthening the clarity and depth of the Evaluation Team Report (ETR) can lead to clearer summaries of assessment results, more detailed descriptions of educational needs, and specific instructional implications, fostering a more robust planning process. By addressing these areas of growth, the agency can proactively align transition plans within Individualized Education Programs (IEPs) with federal requirements and ensure that annual goals better meet the identified needs of students, creating a more supportive and inclusive educational environment.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3rd 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

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

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	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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Marie Bonila			
Mission Statement	*We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.4	138	K	
Male	50.5	141	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0.35	1	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	89.2	249	5	
Hispanic	3.9	11	6	
Multiracial	3.2	9	7	
White, Non-Hispanic	3.2	9	8	
Historically Underserved	%	#	9	108
Economically Disadvantaged	100	279	10	70
English Learner	0	0	11	55
Migrant	0	0	12	46
Students with Disabilities	21.1	59	Total	279

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Collingwood High School (41.2%) — Similar School 2: Glenville High School (40.2%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	**<40% of students pass EOC exam in Algebra I**
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	**<40% of students pass EOC exam in Biology**
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	**40-49% of students pass EOC exam in ELA II**	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	**<40% of students pass EOC exam in Geometry**

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	**40-49% of students pass EOC exam in American US History**	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	**50-69% of students pass EOC exam in American US Government**	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics							
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	**80-100%**	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*Ohio Readiness Assessments*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	**80-100%**	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*Ohio Readiness Assessment*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	**80-100%**	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*Ohio Readiness Assessments*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	50 students in CYSP will meet their program goals set at the beginning of the year with their advisor. This will be monitored through the Concept SIS CYSP monitoring tool and quarterly report cards will be discussed with mentors and students. Students and mentors will log achievements in SIS as they are completed.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Cleveland's compliance rate is 48%. Horizon Science Academy – Cleveland had 52% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Cleveland was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Cleveland was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	One of Horizon Science Academy-Cleveland's strengths is its cohesive teamwork, particularly evident in supporting students during end-of-course testing. Through collaborative efforts, staff have significantly increased student buy-in and engagement with the testing process, positively impacting student growth and achievement. This teamwork enables teachers to identify and address individual student needs effectively, fostering a supportive learning environment. Furthermore, the school's implementation of more field trip incentives not only rewards students but also provides educational experiences that extend learning beyond the classroom. Recognizing and celebrating student achievements has cultivated a culture of success and motivation, ultimately contributing to improved academic performance. These initiatives collectively demonstrate the power of a united school community in driving student success. This collaborative spirit also facilitated a seamless transition when there was a change in building principal, highlighting the resilience and adaptability of the school community. In the area of special education, Horizon Science Academy - Cleveland parents and guardians were actively engaged in the planning process through participation in the Evaluation Team Report (ETR) meeting, ensuring informed consent and fostering collaboration. Prior to any evaluation, written consent was diligently obtained, emphasizing transparency and parental involvement in decision-making. The ETR itself contained specific implications for instruction, reflecting a comprehensive approach to addressing the child's educational requirements. A team comprising qualified professionals and the child's parents collectively determined whether the child qualifies as having a disability, ensuring a thorough and inclusive assessment process.
Areas for Improvement	An area of improvement for Horizon Science Academy-Cleveland is to enhance achievement levels for state testing while fostering a positive testing culture among both staff and students. Engaging all teachers in these efforts is crucial to ensure comprehensive support and participation. Another focus area is the reduction of student suspensions and the ongoing improvement of Positive Behavioral Interventions and Supports implementation. These improvements aim to create a more inclusive and supportive school environment that enhances both academic performance and student behavior. To achieve these goals, the school plans to implement targeted interventions and support strategies tailored to individual student needs. This may include additional tutoring, personalized learning plans, and social-emotional learning initiatives to address the root causes of behavioral issues. Regular data analysis and progress monitoring will be used to track the effectiveness of these interventions and make adjustments as needed. By focusing on these areas of improvement, Horizon Science Academy-Cleveland is committed to creating a more conducive learning environment that promotes academic success and positive student outcomes. In the area of special education, Horizon Science Academy - Cleveland evaluations could be more comprehensive, with potential to address all areas related to suspected disabilities to provide a thorough understanding of students' needs. Additionally, there's room for improvement in the clarity of the Evaluation Team Report (ETR), with opportunities to succinctly summarize assessment results and articulate educational needs more effectively, facilitating a clearer roadmap for student support. Moreover, providing justifications for eligibility determinations can enhance transparency and build trust within the community. Transition plans within Individualized Education Programs (IEPs) hold potential for improvement to align more closely with federal requirements.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement		Early Literacy	
Performance Index		Early Literacy Component	
2022-2023	MET	2022-2023	N/A
Achievement Component		Proficiency in 3rd Grade Reading	
2022-2023	NOT MET	2022-2023	N/A
Chronic Absenteeism		Promotion to Fourth Grade	
2022-2023	MET	2022-2023	N/A
Progress		Improving K-3 Literacy	
2022-2023	NOT MET	2022-2023	N/A
Gifted Performance Index		Comparative Schools Data	
2022-2023	N/A	Similar School #1	
		2022-2023	MET
Graduation Rate		Similar School #2	
Graduation Component		2022-2023	MET
2022-2023	NOT MET	Other Academic Measures	
4-Yr. Graduation Rate		Subgroup	
2022-2023	MET	2022-2023	NOT MET
5-Yr. Graduation Rate		Reading	
2022-2023	NOT MET	2022-2023	MET
Gap Closing		Math	
Gap Closing Component		2022-2023	NOT MET
2022-2023	MET	Improving K-3 Literacy	
Positive Behavior Intervention and Supports		2022-2023	N/A
2022-2023	MET		

Achievement		Gap Closing	
Performance Index			
2021-2022	Met	2021-2022	N/A
2020-2021	Not Met	2020-2021	N/A
2019-2020	N/A	2019-2020	N/A
2018-2019	Not Met	2018-2019	N/A
Indicators Met		Improving At-Risk K-3 Readers	
2021-2022	N/A	Lit. Improvement Moved to On-Track	
2020-2021	N/A	2021-2022	N/A
2019-2020	N/A	2020-2021	N/A
2018-2019	Not Met	2019-2020	N/A
Chronic Absenteeism		2018-2019	N/A
2021-2022	N/A	3rd Grade Reading Guarantee	
2020-2021	Met	2021-2022	N/A
2019-2020	Met	2020-2021	N/A
2018-2019	N/A	2019-2020	N/A
Progress		2018-2019	N/A
Value-Added Overall		State Reading/ELA Test Proficiency	
2021-2022	N/A	2021-2022	N/A
2020-2021	N/A	2020-2021	N/A
2019-2020	N/A	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Gifted Students		Prepared for Success	
2021-2022	N/A	2021-2022	N/A
2020-2021	N/A	2020-2021	N/A

2019-2020	N/A	2019-2020	N/A
2018-2019	N/A	2018-2019	Not Met
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Not Met
2019-2020	N/A	2020-2021	N/A
2018-2019	N/A	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	N/A	2021-2022	Not Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	N/A
2021-2022	Not Met	Other Academic Measures	
2020-2021	Met	Similar School #1	
2019-2020	Not Met	2021-2022	Met
2018-2019	Met	2020-2021	N/A
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	Met	2018-2019	Met
2020-2021	Not Met	Similar School #2	
2019-2020	Met	2021-2022	Met
2018-2019	Met	2020-2021	N/A
		2019-2020	N/A
		2018-2019	Met

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Cleveland Middle School

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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 Bonila, Abdullah Kayretli, Mustafa Arslan			
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	50	102	K	20
Male	50	102	1	25
Race/Ethnicity	%	#	2	13
American Indian/Alaskan Native	0.005	1	3	19
Asian/Pacific Islander	0.005	1	4	23
Black, Non-Hispanic	93	189	5	30
Hispanic	0.005	1	6	21
Multiracial	0.044	9	7	34
White, Non-Hispanic	0.015	3	8	19
Historically Underserved	%	#	9	
Economically Disadvantaged	100	204	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	13	26	Total	204

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

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Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Lincoln Park (53.8%) · Similar School 2: HSA Denison Middle School (52.4%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Reading*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:			*STAR Math*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*SWD*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Implement two structured STEM activities for K-8 students over the course of the year. Each activity will engage a minimum of 100 students, with clear metrics for participation and completion. Develop age-appropriate STEM projects that align with the curriculum and resources available, ensuring they are accessible and engaging for K-8 students. The activities will be designed to foster critical thinking, problem-solving, and creativity, aligning with the school's emphasis on STEM education. Activity 1 will be completed by the end of the first semester, and Activity 2 will be executed in the second semester of the academic year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Cleveland Middle School's compliance rate is 50%. Horizon Science Academy – Cleveland Middle School had 90% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Cleveland Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Cleveland Middle School was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Horizon Science Academy- Cleveland Middle School demonstrates a remarkable commitment to Positive Behavioral Interventions and Supports, resulting in a significant reduction in behavioral issues among students. This dedication to PBIS creates a positive and inclusive school environment that fosters respect and responsibility. The school also boasts a strong staff climate and culture, where educators are supported and empowered to deliver high-quality instruction. Additionally, the school is committed to offering Science, Technology, Engineering, and Mathematics opportunities to its students, ensuring that they are prepared for future academic and career success. The school emphasizes STEM education to equip students with valuable skills and knowledge that are increasingly in demand in today's workforce. Furthermore, Horizon Science Academy- Cleveland Middle School demonstrates a strong commitment to parent engagement and support. This commitment fosters strong partnerships between parents and the school, creating a supportive community where students can thrive academically and socially. Through regular communication, involvement in school activities, and opportunities for feedback, the school ensures that parents are active participants in their children's educational journey. This holistic approach to education enhances the overall school environment and contributes to student success. In the area of special education, Horizon Science Academy - Cleveland Middle School's strengths include the process of developing an Individualized Education Program (IEP), the parents or guardians were actively engaged, provided with the opportunity to participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent. Prior to any evaluation, comprehensive written consent was obtained from the parents, establishing a foundation of transparency and collaboration. A team comprising qualified professionals alongside the child's parent collectively determined whether the child qualifies as having a disability, ensuring a thorough and inclusive assessment. Annual goals, crucial for the child's progress, were meticulously formulated in measurable terms, addressing the specific academic areas of need identified for the child. Within the IEP, a clear statement of specially designed instruction and related services, tailored to the child's requirements, was outlined, specifying both the location and the frequency of these services. Progress monitoring was an integral part of the process, with data collected and analyzed to track performance on each goal, ensuring ongoing adjustments and support. The IEP meeting itself was convened with a qualified team, further underscoring the commitment to comprehensive and collaborative educational planning.

	School Performance Summary
Areas for Improvement	To further enhance its educational practices, Horizon Science Academy- Cleveland Middle School could focus on several key areas. Implementing more differentiated instruction strategies could better address the diverse learning needs of students, ensuring that each learner is appropriately challenged and supported. Continuing to invest in staff development opportunities could further empower educators to deliver high-quality instruction and stay abreast of the latest teaching practices. Maintaining a strong focus on student climate and culture could help sustain the positive and inclusive school environment, fostering respect and responsibility among students. Additionally, prioritizing student growth and achievement through data-driven instruction and personalized learning plans could further improve academic outcomes. Focusing on student enrollment and retention strategies could help ensure that the school maintains a diverse and engaged student body. Addressing these areas could help the school continue its commitment to excellence and support the success of all its students. In the area of special education, Horizon Science Academy - Cleveland Middle School can continue to improve in the area of providing and documenting interventions for children below grade-level standards. Evaluations, although not fully comprehensive, present an opportunity for refinement to expand coverage related to suspected disabilities. Similarly, enhancing the clarity and succinctness of ETRs can provide clearer summaries of assessment results and articulate educational needs more effectively. They can improve in the area of justification for eligibility determinations and by ensuring it provides all the required components. By bolstering documentation within IEPs and providing clearer descriptions of accommodations, modifications, and participation plans, the agency can create a more inclusive and supportive learning environment for all students.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3rd 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

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

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	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	2020-2021	N/A
2018-2019	N/A	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	N/A	2021-2022	Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	Met
2021-2022	N/A	Other Academic Measures	
2020-2021	N/A	Similar School #1	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	N/A	2018-2019	Not Met
2020-2021	N/A	Similar School #2	
2019-2020	N/A	2021-2022	Met
2018-2019	N/A	2020-2021	N/A
		2019-2020	N/A
		2018-2019	N/A

Previous Non-Academic Performance

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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, David Ditmars, Isa Kuyuldar, Sumaya Yusuf, Esenkul Momunkulov			
Mission Statement	*We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	47.2	280	K	
Male	52.8	313	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0.0	0	3	
Asian/Pacific Islander	1.3	8	4	
Black, Non-Hispanic	86.0	510	5	
Hispanic	6.4	38	6	
Multiracial	3.7	22	7	
White, Non-Hispanic	2.5	15	8	
Historically Underserved	%	#	9	184
Economically Disadvantaged	100	593	10	146
English Learner	20.2	120	11	125
Migrant	0.0	0	12	138
Students with Disabilities	10.5	62	Total	593

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Northland HS (41.9%) / Similar School 2: Beechcroft HS (50.1%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	**50-69% of students pass EOC exam in Algebra I** (highlighted)	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	**40-49% of students pass EOC exam in Biology** (highlighted)	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	**50-69% of students pass EOC exam in ELA II** (highlighted)	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	**<40% of students pass EOC exam in Geometry** (highlighted)

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	**50-69% of students pass EOC exam in American US History**	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	**70-100% of students pass EOC exam in American US Government**	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*IReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*EL*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	**OSS is decreased from the previous school year**	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	75% of full-time teaching staff will provide Project-Based Learning instructional opportunities to their students at least once per school year	**School shows evidence of exceeding mission-specific contract SMART goal**	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Columbus's compliance rate is 48%. Horizon Science Academy – Columbus had 50% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Columbus was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Horizon Science Academy - Columbus High School demonstrated several areas of strength. The transition to operating in two buildings was successful, thanks to the administration team's exceptional efforts in anticipating staff and student needs and providing clear, consistent communication. The administration team has intentionally built a sense of community and teamwork across the two locations, reinforcing the idea that they are "one school, two locations." In the 9-10 building, adjustments went well, establishing clear expectations and effective behavior management. Behavior management saw the introduction of the Alternative Classroom Experience (ACE) as part of the Multi-Tiered System of Support (MTSS). This program has been successful in reducing the number of out-of-school suspensions (OSS) and increasing the learning opportunities for students who face behavior challenges. As a result, the discipline goal outlined in the Performance Framework was met. The school saw a significant increase in its English Learner (EL) population, which doubled this year. The staff adapted to the increased demands by adjusting schedules to provide more daily support. As a result of their intentional efforts, all EL students received high-quality instruction and support, and 13 students successfully exited the EL program this year. Additionally, the school met the academic growth goal for the EL student subgroup. There was a significant boost in industry partnerships at the new building, with nearly all Career and Technical Education (CTE) pathways securing industry partnerships. The school received $30,000 in grant money from Battelle, which supported six STEM projects. Additionally, new CTE programs were added for 9th and 10th-grade students. In the area of special education, Horizon Science Academy - Columbus showcased several strengths in its commitment to student success and inclusive education practices. Notably, interventions were readily available to support any child performing below grade-level standards, demonstrating a proactive approach to addressing academic concerns. Parents and guardians played an integral role in the planning process, participating in the Evaluation Team Report (ETR) meetings to ensure informed decision-making and foster collaboration between home and school. Horizon Academy Columbus ensured parental involvement by obtaining written consent prior to any evaluation, prioritizing the well-being and rights of the child. A team of qualified professionals, in conjunction with parents, diligently determined whether a child qualified as having a disability, ensuring a comprehensive assessment process. Within the Individualized Education Program (IEP), clear statements of specially designed instruction and related services were provided, detailing both the location and frequency, while accommodations and modifications were identified to support the child's involvement and progress within the general education curriculum.

School Performance Summary	
Areas for Improvement	Horizon Science Academy - Columbus High School has demonstrated some growth opportunities that may contribute to overall continuous improvement. The Response to Intervention (RTI) process was further refined this school year, incorporating more purposeful interventions based on data and establishing early intervention protocols. Additionally, the new Transition Math class was a notable success this year. Looking forward to next school year, the school is encouraged to build upon these foundational components and continue to refine its MTSS and RTI programs by effectively responding to data and building in structures to support the needs of students below grade level. With the successful establishment of both buildings, the administration team and staff are encouraged to consider how they can be intentional with increasing parent and family engagement, and execute those plans consistently throughout the next school year. In the area of special education, Horizon Science Academy - Columbus has an opportunity to further enhance its practices by revisiting the evaluation process, the agency can ensure comprehensive coverage of all areas related to suspected disabilities, facilitating a more accurate understanding of students' needs. Similarly, refining the Evaluation Team Report (ETR) to clearly state assessment results and articulate educational needs will provide a more robust foundation for individualized support plans. Incorporating specific implications for instruction within the ETR can further empower educators to tailor interventions effectively. Moreover, ensuring compliance with federal requirements in transition plans within Individualized Education Programs (IEPs) will enable the agency to provide more holistic support for students' educational journeys.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000808	3 Years	07/01/2024	06/30/2027	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 Karatas, David Ditmars, Yunus Sahinkaya			
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	49	90	K	23
Male	51	92	1	48
Race/Ethnicity	%	#	2	35
American Indian/Alaskan Native	0	0	3	31
Asian/Pacific Islander	0	0	4	24
Black, Non-Hispanic	93.40	170	5	21
Hispanic	1.60	3	6	
Multiracial	3	5	7	
White, Non-Hispanic	2	4	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	182	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	6	11	Total	182

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Fairview Elementary (42%) — Similar School 2: EJ Brown (34.3%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	**30-40% at or above grade level on schools locally administered norm-referenced assessment**	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	**30-40% at or above grade level on schools locally administered norm-referenced assessment**	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*iReady*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*K-2*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	**OSS increased from the previous school year**
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Our Mission is to 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. In order to prepare students for high school, college, and the world, our goal is to have 60% of all students show a minimum of one year's growth on the I-Ready Math and Reading assessments from Fall 2023-Spring 2024.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	**School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal**	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Dayton's compliance rate is 58%. Horizon Science Academy – Dayton had 100% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Dayton was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Horizon Science Academy - Dayton demonstrated several areas of strength. The Response to Intervention (RTI) program was refined this year with new RTI teachers and an updated curriculum, allowing for better identification and support of students in need. The effectiveness and fidelity of the RTI process are evident, with many students moving out of tiers, increases in academic growth, and significant gains in preliminary Ohio State Test proficiency rates. This improvement reflects the dedication of the staff in analyzing data, identifying student needs, and structuring targeted small-group interventions. Student attendance has also seen noteworthy improvement. Chronic absenteeism has decreased thanks to the administration and staff prioritizing student attendance. Positive initiatives have been implemented to encourage students to come to school regularly, contributing to this positive trend. In the area of special education, Horizon Science Academy - Dayton demonstrates commendable strengths in its approach to Individualized Education Programs (IEPs). By ensuring that annual goals are stated in measurable terms, the agency provides a clear roadmap for tracking and assessing student progress effectively. Moreover, the focus on addressing the child's academic areas of need in these goals highlights a commitment to tailoring education to individual students. The statement of specially designed instruction, along with related services, indicating the amount of time and frequency, further underscores the agency's dedication to providing targeted and consistent support. Additionally, the identification of accommodations within the IEP reflects a proactive stance in enabling the child's involvement and progress within the general education curriculum. Lastly, the presence of a qualified team within the IEP process ensures that decisions are made with expertise and consideration for the child's best interests.

School Performance Summary	
Areas for Improvement	Horizon Science Academy - Dayton has demonstrated some growth opportunities that may contribute to overall continuous improvement. This year, the staff made positive steps towards greater parent engagement within the school community. Moving forward, they are encouraged to continue making concerted efforts to strengthen parent involvement in academics as well. Although chronic absenteeism showed a decrease compared to last year, attendance remains a critical area of focus. The school is encouraged to continue the positive initiatives started this year, while making a strategic plan to integrate RTI interventions and support related to student attendance. It will be critical to leverage all staff, along with the school counselor to make positive gains toward better attendance outcomes. Lastly, with a strong focus on academics and intervention, next year it will be essential for the administrative team to increase the quantity and quality of academic coaching to aid continuous improvement. Specifically, new staff will require clear expectations during onboarding, along with ongoing coaching in behavior management and instructional delivery throughout the school year. In the area of special education, Horizon Science Academy - Dayton can demonstrate improvement by refining present levels of performance documentation, the school can provide a stronger foundation for setting measurable goals. Additionally, specifying the provision of specially designed instruction within the Individualized Education Program (IEP) will ensure clarity and consistency in support plans. Ensuring the IEP outlines where specially designed instruction will be provided reinforces transparent and effective planning. Incorporating explanations of the child's participation in the general education classroom will promote clearer communication among stakeholders. Finally, by collecting progress reporting data to monitor performance on each goal, the agency can foster a culture of continuous improvement within its educational programs.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000838	9 Years	07/01/2018	06/30/2027	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, Robert Hasan, Marie Bonila, Abdullah Kayretli, Mustafa Arslan			
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	106	K	25
Male	56	133	1	29
Race/Ethnicity	%	#	2	37
American Indian/Alaskan Native	.08	2	3	33
Asian/Pacific Islander	.04	1	4	25
Black, Non-Hispanic	54	128	5	23
Hispanic	29	69	6	27
Multiracial	7	17	7	28
White, Non-Hispanic	9	22	8	12
Historically Underserved	%	#	9	
Economically Disadvantaged	100	239	10	
English Learner	36	87	11	
Migrant	0	0	12	
Students with Disabilities	19	45	Total	239

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2)	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market

Similar School 1: Denison Elementary (62.2%)	Similar School 2: Benjamin Franklin Elementary (46.4%)	similar schools in the local market			

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

				70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*ELL*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜ 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	**OSS increased from the previous school year**
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Increase the school's average growth mindset score within the current academic year by implementing targeted interventions and initiatives to foster a growth mindset among students, teachers, and parents, aligning with our mission to support students' academic and emotional well-being. We'll measure progress through Panorama surveys conducted at the beginning and end of the year, with a final assessment on May 24, 2024. This will lead to increased growth on average for our yearly STAR tests.	School shows evidence of exceeding mission-specific contract SMART goal	**School shows evidence of meeting mission-specific contract SMART goal**	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Denison Middle School's compliance rate is 37%. Horizon Science Academy – Denison Middle School had 23% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Denison Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Denison Middle School was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Horizon Science Academy - Denison Middle School excels in fostering a positive school culture and academic excellence through its strong dedication to professional development, planning using curriculum maps, staff collaboration, and support. The school places a strong emphasis on implementing a growth mindset among students, encouraging them to embrace challenges and view failures as opportunities for growth. A strong staff climate and culture, along with good staff retention, contribute to a positive environment for students, enhancing their overall learning experience. Staff and students are motivated to perform through incentives such as earning bonuses, participating in field trips, and winning prizes, which fosters a sense of achievement and pride in their work. These incentives, combined with a supportive and collaborative environment, help create a culture of continuous improvement and excellence at Horizon Science Academy - Denison Middle School. By prioritizing professional development, collaborative planning, and staff support, the school promotes personal growth and academic achievement, preparing students for future success. In the area of special education, Horizon Science Academy – Denison Middle School's parents/guardians were actively engaged in the planning process, ensuring informed consent and collaborative decision-making. Written consent was obtained prior to evaluations, reflecting respect for parental rights and transparency. The determination of a child's disability status involved a team of qualified professionals and the child's parent, ensuring thorough assessment and fair decision-making. Additionally, the Individualized Education Program (IEP) included clear statements of specially designed instruction and related services, addressing the child's needs and supporting annual goals. These statements also specified the location, amount of time, and frequency of services, ensuring comprehensive support and accountability.
Areas for Improvement	Horizon Science Academy - Denison Middle School is encouraged to enhance its processes for differentiation and small group instruction to better support student achievement. Strengthening differentiation and small group instruction would allow teachers to provide more targeted and personalized support, helping students to master challenging concepts and improve their academic performance. Additionally, improving instructional practices in these areas would enable teachers to tailor their teaching approaches to maximize student learning outcomes. While the school is currently utilizing PBIS, there is an area of suggested improvement in using it with fidelity to reduce disciplinary incidences. This could involve implementing more PBIS professional development opportunities and ensuring consistent application of PBIS principles throughout the school. Through these suggested improvements, Horizon Science Academy - Denison Middle School could create a more effective and responsive learning environment that promotes the success of all students. In the area of special education, Horizon Science Academy – Denison Middle School can show improvement by implementing interventions, they can better support children performing below grade-level standards, fostering academic progress and success. Improving the Evaluation Team Report (ETR) to clearly summarize assessment results and outline educational needs will enhance the development of targeted instruction. Addressing present levels of performance and setting measurable annual goals aligned with academic needs will ensure a tailored approach to each child's education. With a focus on detailing accommodations, modifications, and participation plans within Individualized Education Programs (IEPs), the agency can create a supportive and inclusive learning environment for all students.

School Performance Summary
Prospects for Renewal Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000825	4 Years	07/01/2024	06/30/2028	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, Melissa Beland			
Mission Statement	*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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	54	166	K	38
Male	46	142	1	42
Race/Ethnicity	%	#	2	39
American Indian/Alaskan Native	.6	2	3	33
Asian/Pacific Islander	.6	2	4	34
Black, Non-Hispanic	68.5	211	5	41
Hispanic	2.3	7	6	33
Multiracial	14	43	7	34
White, Non-Hispanic	14	43	8	14
Historically Underserved	%	#	9	
Economically Disadvantaged	100	308	10	
English Learner	2	6	11	
Migrant	0	0	12	
Students with Disabilities	8.8	27	Total	308

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Reynolds Elementary School (36.8%) / Similar School 2: Keyser Elementary School (46.5%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	**41-49% at or above grade level on schools locally administered norm-referenced assessment**	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		**50% at or above grade level on schools locally administered norm-referenced assessment**	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Assessment - Reading*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Assessment - Math*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR Assessment - Math*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	85% of students in grades K-8 will complete a career exploration activity as a part of the school's annual Workforce Readiness Career Week.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Springfield's compliance rate is 59%. Horizon Science Academy – Springfield had 43% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Springfield was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Springfield was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Horizon Science Academy – Springfield demonstrates a strong commitment to improving student success through strategic initiatives. They align benchmarking and state assessments to ensure that curriculum is effectively preparing students for standardized tests. Horizon Science Academy – Springfield is actively working on enhancing K-2 literacy by strengthening their Response to Intervention (RTI) process, providing targeted support to students who need it most. The organized files reflect a dedication to efficiency and organization, facilitating smooth operations. The administration is focused on enhancing the collaborative climate and culture by implementing the Educash initiative, fostering a culture of teamwork and shared goals. Additionally, Horizon Science Academy – Springfield is increasing their Positive Behavioral Interventions and Supports (PBIS) process to gold tier, promoting positive behavior and a supportive environment for all students. They are also preparing for the next academic year by reviewing books for Teacher-Based Team (TBT) book studies, facilitating collaboration among staff and further enhancing instructional practices. In the area of special education, Horizon Science Academy - Springfield showcases several strengths in its approach to student support and collaboration. By providing interventions for students below grade-level standards, it ensures proactive academic support. Involving parents/guardians in the ETR planning meeting fosters collaboration and informed decision-making. Obtaining written, informed parental consent prior to evaluations underscores transparency and parental involvement. The comprehensive evaluation process involves qualified professionals and parents, ensuring a thorough understanding of the child's needs. Additionally, the inclusion of annual goals and specially designed instruction in the IEP demonstrates a tailored approach to supporting student progress.
Areas for Improvement	An area for Horizon Science Academy – Springfield to prioritize for the 2024-2025 school year is to focus on developing students' academic behaviors, such as time management, study skills, and self-discipline, to support their overall academic success. This includes building motivation to create a supportive and stimulating environment with diverse activities, the integration of digital tools where learning is enhanced while also providing opportunities for hands-on, experiential learning experiences to keep students engaged and excited about their studies. Horizon Science Academy – Springfield can also continue to revamp Positive Behavioral Interventions and Supports which involves continuously assessing and modifying strategies to reinforce positive behavior, ensuring they remain effective and relevant. Regularly revisiting and updating these approaches based on feedback and outcomes will help create a dynamic and responsive educational environment. Lastly, Horizon Science Academy – Springfield can continue to improve in the area of parent communication through regular updates via emails, newsletters, and parent-teacher conferences, ensuring parents are well-informed and engaged in their children's education. In the area of special education, Horizon Science Academy - Springfield has an opportunity to enhance its practices positively. Clarifying the summary of assessment results in the Evaluation Team Report (ETR) will provide a clearer understanding of students' needs. Additionally, ensuring the ETR contains a succinct description of educational needs and specific implications for instruction will facilitate targeted support. Providing a justification for eligibility determination decisions will enhance transparency and strengthen trust within the community. Addressing noncompliance with federal requirements in transition plans and ensuring that present levels of performance and annual goals are measurable and aligned with academic needs will further support students' individualized growth and success.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000338	6 Years	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. Melissa 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	51	262	K	39
Male	49	249	1	37
Race/Ethnicity	%	#	2	41
American Indian/Alaskan Native	.2	1	3	43
Asian/Pacific Islander	.2	1	4	33
Black, Non-Hispanic	54	276	5	42
Hispanic	8.2	42	6	44
Multiracial	17	87	7	40
White, Non-Hispanic	20.4	104	8	44
Historically Underserved	%	#	9	51
Economically Disadvantaged	100	511	10	42
English Learner	.5	3	11	34
Migrant	0	0	12	21
Students with Disabilities	12.7	65	Total	511

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: DeVeaux Elementary School (52.2%) / Similar School 2: Woodward High School (42.7%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	**50-69% of students pass EOC exam in American US History**	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	**70-100% of students pass EOC exam in American US Government**	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA Map and OST Benchmark Assessments*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA Map and OST Benchmark Assessments*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*ELL Students*	Identified Subject	*Reading/ELA*	Locally Administered Norm-Referenced Assessment			*NWEA Map and OST Benchmark Assessments*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	**OSS increased from the previous school year**
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	**OSS is decreased from the previous school year**	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	HSAT will have 50% of students participate in a STEM-related activity throughout the school year. This participation will help improve overall student achievement in their science coursework and outcomes on the spring Science OST.	**School shows evidence of exceeding mission-specific contract SMART goal**	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Horizon Science Academy – Toledo's compliance rate is 29 %. Horizon Science Academy – Toledo had 63% of IEP implementation documentation verified.
Legal	Horizon Science Academy – Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Horizon Science Academy – Toledo was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Horizon Science Academy – Toledo excels in fostering a positive climate and culture through a variety of engaging events and activities that involve staff members, students, and families. The school delivers targeted academic interventions to students performing below proficiency, ensuring that all learners receive the support they need to succeed. Staff members actively participate in weekly data analysis sessions with academic and administration teams, demonstrating a commitment to data-informed decision-making. Horizon Science Academy – Toledo is dedicated to decreasing out-of-school suspension numbers, implementing strategies to address behavioral issues effectively. The organized files reflect a commitment to efficiency and organization, supporting the smooth operation of the school. The school is actively working on enhancing their Career and Technical Education (CTE) program by adding additional courses for 2024-2025, aiming to increase enrollment and provide more opportunities for students. Horizon Science Academy – Toledo addresses all staffing concerns for the upcoming year, ensuring that they have a strong and cohesive team in place. Board members feel appreciated and value the principal and management company's effective and open communication, contributing to a sense of unity and shared purpose within the school community. In the area of special education, Horizon Science Academy -Toledo demonstrates strong collaboration and tailored support practices. Involving parents/guardians in the ETR planning meeting ensures informed consent and partnership between home and school. Obtaining written, informed parental consent prior to evaluations highlights transparency and parental involvement. The involvement of qualified professionals alongside parents ensures a comprehensive evaluation process. Additionally, clear statements of specially designed instruction and related services, including location, time, and frequency, demonstrate a targeted approach to meeting students' needs.
Areas for Improvement	Horizon Science Academy – Toledo is committed to enhancing its educational environment by focusing on improving Tier 1 instruction and behavior management through Positive Behavioral Interventions and Supports (PBIS). The school recognizes the need for more effective strategies to engage all students and ensure a positive, inclusive learning atmosphere. To support these efforts, the school plans to refine and improve its Teacher-Based Teams (TBT) by incorporating targeted book studies, providing educators with new insights and practical techniques. These book studies will foster professional development and encourage collaborative problem-solving among staff. Additionally, Horizon Science Academy – Toledo is dedicated to increasing student attendance, recognizing its critical role in academic success and overall student well-being. Through these combined efforts, Horizon Science Academy – Toledo aims to create a more supportive, engaging, and effective educational experience for every student. In the area of special education, Horizon Science Academy - Toledo has opportunities for improvement to ensure comprehensive support for all students. Firstly, interventions for students performing below grade-level standards should be implemented consistently to address academic concerns proactively. Additionally, evaluations need to be more thorough, with evidence indicating a need for broader coverage related to suspected disabilities. Furthermore, enhancements to the Evaluation Team Report (ETR) are necessary, including clearer summaries of assessment results, descriptions of educational needs, and implications for instruction. Moreover, providing justifications for eligibility determination decisions and ensuring compliance with federal requirements in transition plans and Individualized Education Programs (IEPs) will promote transparency and strengthen support for student success.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Scott Celestin, Superintendent Jenn Bardall, Administrative Assistant			
Governing Authority	Adam Spencer, Amanda Arigoni, Suzanne Howells, Jeff Cottrell, Levi Robey			
Mission Statement	*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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52	41	PK/K	4
Male	48	38	1	9
Race/Ethnicity	%	#	2	8
American Indian/Alaskan Native	0	0	3	5
Asian/Pacific Islander	0	0	4	5
Black, Non-Hispanic	0	0	5	9
Hispanic	0	0	6	4
Multiracial	5	4	7	6
White, Non-Hispanic	95	75	8	7
Historically Underserved	%	#	9	7
Economically Disadvantaged	80	63	10	8
English Learner	0	0	11	2
Migrant	0	0	12	5
Students with Disabilities	18	14	Total	79

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2)	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market

Similar School 1: Conotton Valley High School (79.2%)	Similar School 2: Claymont Intermediate (75.5%)	similar schools in the local market			

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	**50-69% of students pass EOC exam in American US Government**	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*iReady*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*SWD*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*iReady*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the 23-24 academic year, Lakeland Academy will implement a targeted academic improvement program aimed at increasing the number of students meeting or exceeding grade-level proficiency in core subjects by 20% as measured by iReady assessments. Simultaneously, the school will develop and implement character education initiatives designed to foster responsible citizenship, ensuring that all students not only excel academically but also develop the qualities and values necessary to become competent and productive citizens within our community. This initiative aligns with our mission to uphold high expectations and promote academic excellence while nurturing the development of responsible and productive community members.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Lakeland Academy Community School's average compliance rate from their fall and spring review is 66%. Lakeland Academy Community School had 80% of IEP implementation documentation verified.
Legal	Lakeland Academy Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Lakeland Academy Community School was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The small school environment offers distinct advantages, providing students with personalized attention. The supportive culture among staff fosters teamwork, enabling effective resource sharing and expertise. Additionally, the school consistently demonstrates organizational excellence by submitting items on time and efficiently, showcasing a commitment to professionalism and accountability. In the area of special education, Lakeland Academy Community School demonstrates significant strengths in both its Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. The ETR process excels with active parent participation, ensuring a comprehensive understanding of students' needs. The identification of educational needs and implications for instruction is thorough, facilitated by a qualified group of professionals. Additionally, the justification for eligibility decisions is clear and well-documented. In the IEP, the transition plan is robust, and the Present Levels of Performance (PLOPs) are effectively set up. The goals are specific, addressing both academic and functional needs. The Specially Designed Instruction (SDI) details regarding location, amount, and frequency are clearly defined, ensuring precise support. Furthermore, the supports for school personnel are well-structured, promoting effective implementation of educational strategies. These strengths highlight Lakeland Academy Community School's commitment to providing high-quality, individualized education to its students.
Areas for Improvement	An area for improvement is the implementation of data-driven practices to inform assessment, differentiation, and meeting students at their individual instructional levels. Teachers should utilize iReady formative assessment data to better pinpoint student progress and areas for improvement, thereby creating lessons that focus on addressing those specific needs. Additionally, teaching to students' academic readiness rather than strictly by grade level will facilitate more tailored support and instruction aligned with each student's unique learning trajectory. In the area of special education, Lakeland Academy Community School has several areas for growth to enhance its Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. For the ETR, interventions for re-evaluations need to include a clear statement. It's essential to ensure all areas are addressed, with Part 1 being filled out by a qualified individual listed on the planning form. Additionally, the summary of assessment results should be more detailed. Accommodations need to be more specific, adhering to the latest guidelines from the DEW. Lastly, ensuring the presence of a qualified team is critical, with all required signatures and dates correctly documented to maintain compliance and accuracy. Addressing these areas will significantly improve the clarity and effectiveness of Lakeland Academy Community School's support systems.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000318	4 Years	07/01/2024	06/30/2028	K-8
Address	2149 W 53rd 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, Shruti Aring			
Mission Statement	*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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	43.72	160	K	35
Male	56.28	206	1	37
Race/Ethnicity	%	#	2	41
American Indian/Alaskan Native	0.55	2	3	52
Asian/Pacific Islander	10.66	39	4	50
Black, Non-Hispanic	13.66	50	5	35
Hispanic	6.56	24	6	35
Multiracial	11.75	43	7	43
White, Non-Hispanic	56.83	208	8	38
Historically Underserved	%	#	9	
Economically Disadvantaged	30.5	111	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	3.82	14	Total	366

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	**2 Stars**	1 Star
Achievement Component	**5 or 4 Stars**	3 Stars	2 Stars	1 Star
Performance Index	**≥80% of maximum score**	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	**1 Star**
Gap Closing Component	**5 or 4 Stars**	3 Stars	2 Stars	1 Star
Chronic Absenteeism		**Met**		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	**5 or 4 Stars**	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	**≥78%**	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	**≥78%**	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	**≥78%**	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		**No**
Performance Index vs. Similarly Situated Local Schools	**Exceeds performance index average gathered from two (2) similar schools in the local market**	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Constellation Schools: West Park Community Elementary (80.4%) / Similar School 2: Orchard Park Academy (64.2%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	S - We believe that true learning comes from experiences. Students will participate in internal and external experiences that are directly tied to the school program and curriculum. M - Administration will track experiences via Google sheets and trip request forms. A- Each floor will participate in no less than 5 experiences for the 23/24 school year. R- Internal and external experiences are an integral part of student's future success. T- September 2023 through May 2024	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Menlo Park Academy's compliance rate is 41%. Menlo Park Academy had 42% of IEP implementation documentation verified.
Legal	Menlo Park Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Menlo Park Academy was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Menlo Park Academy has demonstrated exceptional strengths in various areas during the year, highlighting its commitment to excellence in education. The school's gifted education program stands out, offering tailored curricula and enrichment opportunities to nurture the talents of gifted students. This commitment to personalized learning extends to the school's strong community engagement, fostering partnerships with parents and local organizations to support student development. Menlo Park Academy's emphasis on STEM (Science, Technology, Engineering, and Mathematics) education has also been a significant strength, providing students with the skills and knowledge needed for success in these critical fields. Additionally, the school's board engagement has been exemplary, with board members actively contributing to strategic planning, financial oversight, and advocacy efforts, ensuring that the school remains focused on its mission and continues to excel. Furthermore, Menlo Park Academy has shown improvement in staff retention, reflecting a positive and supportive work environment that values and maintains its dedicated educators. In the area of special education, Menlo Park Academy demonstrated systemic strengths particularly in the thoroughness and quality of its IEPs. Each IEP included contributions from a qualified team as well as having a clear and well-justified explanation for the extent to which each child would not participate with non-disabled peers. This included detailed reasoning for why the child might not be successful in a general education classroom, reflecting thoughtful consideration and appropriate planning for the individual needs of each student.
Areas for Improvement	Menlo Park Academy can enhance its educational environment by focusing on staff professional development and coaching, as well as student retention and recruitment. Implementing a structured professional development program with personalized coaching, collaborative learning communities, and feedback mechanisms will foster continuous teacher growth. Enhancing student engagement through personalized learning plans, increased parental involvement, and targeted recruitment strategies will improve retention and attract new students. Developing and implementing a PBIS program with fidelity, along with retention initiatives and a positive school culture, will further support these efforts, ensuring a thriving, inclusive community where both staff and students can excel. In the area of special education, overall, the ETR, Child Find section of the file review showed several areas needing improvement. Many files lack correct information, particularly with interventions missing from Section 2. Additionally, the summaries of assessment results were unclear, failing to provide a comprehensive picture of the student's abilities and needs. The descriptions of educational needs and implications for instruction were also insufficient, leaving gaps in understanding how to best support the students. In the IEPs, the Present Level of Performance (PLOP) in section 6 was often incomplete, missing valuable information crucial for setting accurate and effective goals. Furthermore, SDI documentation was absent for many students, indicating a need for more thorough and detailed record-keeping. Addressing these issues will significantly enhance the clarity, completeness, and effectiveness of both the ETR and IEP processes, ensuring that all students receive the appropriate support they need to succeed.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143529	4 Years	07/01/2024	06/30/2028	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, 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	49	262	K	72
Male	51	272	1	69
Race/Ethnicity	%	#	2	62
American Indian/Alaskan Native	0.50	3	3	43
Asian/Pacific Islander	0.30	2	4	51
Black, Non-Hispanic	88.00	470	5	71
Hispanic	4.20	22	6	47
Multiracial	0	0	7	70
White, Non-Hispanic	7	37	8	49
Historically Underserved	%	#	9	
Economically Disadvantaged	89	475	10	
English Learner	3	16	11	
Migrant	0	0	12	
Students with Disabilities	16	85	Total	534

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Klepinger Community School (44.7%) / Similar School 2: Richard Allen Prep (43.3%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:			*NWEA*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:			*NWEA*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*SWD*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	North Dayton's mission is to provide a back-to-basics program, focusing on high academic achievement and to show progress in meeting our mission, our goal is to increase the percentage of Improving K-3 literacy from the Early Literacy Component on the Ohio Report Card.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. North Dayton School of Discovery's compliance rate is 57%. North Dayton School of Discovery had 79% of IEP implementation documentation verified.
Legal	North Dayton School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	North Dayton School of Discovery was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, North Dayton School of Discovery demonstrated several areas of strength.
	The school demonstrated remarkable resilience in the face of numerous challenges throughout the year. Despite several staff medical leaves and major behavioral incidents in middle school, the school consistently persevered, showing a strong commitment to maintaining a positive learning environment. As a result of the leadership and direction of the administration team and the implementation of programs like Behave with Care and Restorative Practices, the staff grew in their ability to manage challenging behavior and new students acclimated to the North Dayton culture.
	For a second year, the school implemented the "Get Right Room" as an alternative to out-of-school suspensions, and saw continued success with the program. Additionally, the administrative team increased the number of parent meetings related to behavior and saw an increase in positive rapport and trust with parents. As a result of these efforts, the school's OSS data decreased compared to the previous year, meeting the performance framework goal for student discipline.
	A notable highlight for the school was the staff's intentional use of data to drive instruction and leverage the Response to Intervention (RTI) process. By analyzing NWEA results, the school developed targeted small-group instruction for K-2 students, resulting in 72% of students moving from off-track to on-track. Similarly, using state test results to guide small group instruction, 65% of third-grade students passed the fall reading test.
	In the area of special education, North Dayton School of Discovery demonstrates several strengths in its approach to student support and collaboration. Firstly, providing interventions for students performing below grade-level standards ensures proactive academic assistance. Additionally, involving parents/guardians in the Evaluation Team Report (ETR) planning meeting fosters partnership and ensures informed consent. Moreover, obtaining written, informed parental consent prior to evaluations highlights a commitment to transparency and parental involvement in the assessment process. The agency's comprehensive evaluation process, involving a group of qualified professionals alongside parents, ensures a thorough understanding of the child's needs. Furthermore, the inclusion of measurable annual goals addressing both academic and functional needs within the Individualized Education Program (IEP) reflects a tailored approach to supporting student growth.

School Performance Summary	
Areas for Improvement	North Dayton School of Discovery has demonstrated some growth opportunities that may contribute to overall continuous improvement. An area of focus for the 24-25 school year will be strengthening the culture in the K-2 wing. The administration team is encouraged to develop a plan for fostering a greater sense of ownership, responsibility, and growth mindset around student behavior and academics. The groundwork for leveraging teacher leaders has already begun by identifying strong leaders in the K-2 wing. The administration team has effectively developed systems and processes that help staff make every moment matter. They are encouraged to continue this focus and span the sense of urgency across all grades and all content areas, including specials classes. This cross-curricular integration will help reinforce literacy skills and support overall academic achievement. In the area of special education, North Dayton School of Discovery can improve by improving the evaluation process to address all suspected disability areas that will enhance assessment accuracy. Refining the Evaluation Team Report (ETR) to clearly state results and educational needs facilitates targeted support planning. Addressing noncompliant elements in the IEP transition plan and ensuring detailed present levels of performance will strengthen student support. Finally, providing a clear explanation of the child's participation in the general education classroom promotes inclusivity
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000559	4 Years	07/01/2024	06/30/2028	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	Tonjarene Bronston, Principal			
Governing Authority	Rylan Norris, Torian Stickland, Jaqueline Johnson-Wilkinson			
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	51.5	251	K	59
Male	48.5	237	1	66
Race/Ethnicity	%	#	2	55
American Indian/Alaskan Native	NC	NC	3	56
Asian/Pacific Islander	NC	NC	4	48
Black, Non-Hispanic	84.8	414	5	52
Hispanic	2.4	12	6	55
Multiracial	8.3	41	7	52
White, Non-Hispanic	2.9	14	8	45
Historically Underserved	%	#	9	
Economically Disadvantaged	100	488	10	
English Learner	67.7	23	11	
Migrant	0	0	12	
Students with Disabilities	16	79	Total	488

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Ethel M Taylor Academy (42.2%) — Similar School 2: Roselawn Condon School (51.2%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*EL Students*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics					
Measure Domain	**Goal**	**Exceeds the Standard (6 points)**	**Meets the Standard (4 points)**	**Approaches the Standard (2 points)**	**Falls Below the Standard (0 points)**
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Orion's mission is to provide a rigorous, mastery-focused curriculum. The school measures progress through common assessments. Student participation allows us to determine if the school is on track with student mastery of objectives. Our goal is that student participation on required common assessments will be at least 60% on average over the school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Orion Academy's compliance rate is 40%. Orion Academy had 36% of IEP implementation documentation verified.
Legal	Orion Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Orion Academy was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The teachers and administration have consistently worked together in reviewing, revising, and developing programs such as intervention programs to enhance student learning and achievement. Tonjarene Bronston, Principal, began the school year without a full administrative team which put a lot of extra stress upon her, but she relied upon select teachers to provide supervision until administrators were hired. Teachers volunteered for extracurricular activities and clubs to help students connect to the school. In the area of special education, Orion Academy's special education program excels in several key areas. It provides tailored interventions for students below grade level, fosters collaborative involvement of parents in the IEP planning process, and ensures adherence to proper procedures, including obtaining written parental consent for evaluations. The program benefits from a qualified team of professionals and parents who collectively determine a child's disability status. Detailed IEP documentation outlines specially designed instruction, related services, and support for both the child and school personnel, promoting clarity and efficacy. Continuous progress reporting allows for ongoing monitoring and adjustment of interventions to ensure meaningful progress towards educational goals.
Areas for Improvement	Transportation was an issue at times which affected student attendance. The principal pointed out several bright spots in their assessments, but also pointed out a few glaring subject areas and grade levels that will require extra assistance to get students to the grade levels they should be on. The principal is moving one entire grade level of teachers to one of those low-performing grade levels to quickly address the problem. Attendance is a non-academic problem that greatly affects student achievement and learning in general. Some of the attendance problem is due to transportation issues which are beyond the school's control, but still directly affects student achievement. Students' behavior also directly impacts the school climate and academic atmosphere, but unfortunately bad behaviors outside of school are being brought into the school and acted out in the school. The principal and the administrative staff are addressing those issues, but social media is feeding the poor choices of the students. In the area of special education, Orion Academy has several areas for enhancement, such as ensuring comprehensive evaluations and clearer summaries of assessment results, may be present, they serve as springboards for progress rather than stumbling blocks. Through proactive measures to address these areas and by providing clear descriptions of educational needs, specific implications for instruction, and thoughtful justifications for eligibility determinations, the educational agency can enhance the quality and inclusivity of its special education services. By embracing federal requirements for the transition plan and establishing measurable annual goals that cater to both academic and functional needs, the agency can foster a nurturing and empowering learning environment for all students.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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.

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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, Principal			
Governing Authority	Kevin Robie, Karl Konsdorf, 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	51.1	392	K	105
Male	48.9	375	1	86
Race/Ethnicity	%	#	2	90
American Indian/Alaskan Native	0.9	7	3	79
Asian/Pacific Islander	2.5	19	4	80
Black, Non-Hispanic	42.5	326	5	84
Hispanic	11	84	6	84
Multiracial	1	8	7	85
White, Non-Hispanic	42.1	323	8	74
Historically Underserved	%	#	9	
Economically Disadvantaged	90.2	692	10	
English Learner	14.5	111	11	
Migrant	0	0	12	
Students with Disabilities	13.8	106	Total	767

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Northridge Elementary (51.3%)	Similar School 2: Kiser Elementary (56.7%)			

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*EL*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is ＞90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is ＜70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Pathway's mission is to provide a rigorous curriculum with high academic expectations and to show progress in meeting our mission, *our goal is to increase the percentage of Improving K-3 literacy from the Early Literacy Component on the Ohio Report Card.*	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Pathway School of Discovery's compliance rate is 50%. Pathway School of Discovery had 50% of IEP implementation documentation verified.
Legal	Pathway School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Pathway School of Discovery was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Pathway School of Discovery demonstrated several areas of strength. Parent satisfaction has seen a notable increase, with 92% of parents expressing satisfaction this year, up from 89% in the fall and 79% the previous year. This improvement reflects the school's dedicated efforts to engage with parents and resolve conflicts effectively. Parent engagement has been further strengthened through the Parents of Pathway (POP) group, enhancing school and family collaboration. The administration team has effectively created a culture of data, establishing intentional processes that have helped staff grow in knowledge and skill. Specifically, staff are analyzing assessment questions and standards and engaging in collaborative conversations This data-centric culture has also sparked excitement among students, who are now actively participating in data conversations with their teachers. Pathway's commitment to excellence has been recognized on a broader scale. According to the US News & World Report's 2024 Best Public Charter Elementary and Middle Schools report, Pathway was ranked 8th among public charter schools in Ohio and was the highest-ranked National Heritage Academies (NHA) elementary and middle school in the state. In the area of special education, Pathway School of Discovery demonstrates notable strengths in its approach to student support and collaboration. Firstly, by involving parents/guardians in the Evaluation Team Report (ETR) planning meeting, the agency ensures informed parental consent and fosters partnership in decision-making processes. Additionally, obtaining written, informed parental consent prior to evaluations underscores a commitment to transparency and parental involvement in the assessment process. Moreover, the agency's comprehensive evaluation process, involving a group of qualified professionals alongside parents, ensures a thorough determination of the child's disability status. Furthermore, the inclusion of measurable annual goals addressing both academic and functional needs within the Individualized Education Program (IEP) reflects a tailored approach to supporting student growth. Lastly, the agency's commitment to collecting and analyzing progress reporting data on each goal ensures ongoing evaluation and adjustment to support student success.

School Performance Summary	
Areas for Improvement	Pathway School of Discovery has demonstrated some growth opportunities that may contribute to overall continuous improvement. The administration team is encouraged to consider how they will continue to build and refine the data analysis process, and support staff in using data to drive instructional strategies, intervention, and re-teaching. This may include observing instruction, providing professional development to deepen content knowledge, and/or coaching to help teachers develop more effective instructional strategies. With a strong focus on academics and intervention, next year it will be essential for the administrative team to increase the consistency and intentionality of academic coaching to aid continuous improvement. The administrative team is encouraged to have regular discussions around instructional coaching to better align their practices and see positive growth in teacher practices. In the area of special education, Pathway School of Discovery presents opportunities for growth in several areas of its support framework. Firstly, implementing interventions for students performing below grade-level standards can bolster academic progress and address learning gaps effectively. Additionally, ensuring that evaluations comprehensively address all suspected disability areas is crucial for accurate identification and support planning. Furthermore, refining the Evaluation Team Report (ETR) to clearly summarize assessment results and describe educational needs will enhance support strategies. Moreover, providing specific implications for instruction within the ETR can guide educators in tailoring interventions to meet individual student needs effectively. Finally, ensuring that the Individualized Education Program (IEP) comprehensively addresses accommodations and participation in the general education classroom will promote inclusivity and support student success.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	NOT MET
Proficiency in 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000543	5 Years	07/01/2024	06/30/2029	K-8
Address	860 E 222nd 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, Lisa Black, Anetra Howard			
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	375	K	87
Male	47	333	1	82
Race/Ethnicity	%	#	2	84
American Indian/Alaskan Native	1	7	3	80
Asian/Pacific Islander	0.4	3	4	64
Black, Non-Hispanic	94.6	670	5	77
Hispanic	2	14	6	69
Multiracial	0	0	7	84
White, Non-Hispanic	2	14	8	81
Historically Underserved	%	#	9	
Economically Disadvantaged	95	673	10	
English Learner	0.1	1	11	
Migrant	0	0	12	
Students with Disabilities	18.2	129	Total	708

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but ＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Euclid Preparatory School (44.8%) — Similar School 2: Bluestone Elementary School (52.7%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*NWEA*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*NWEA*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*NWEA Math*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	**OSS remains the same from the previous school year**	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In an effort to meet Pinnacle Academy's mission to provide life-long opportunities to students through a strict educational program, involvement of community and families, and accountability to goals. Pinnacle Academy will show an increase in the percentage of Improving K-3 literacy from the Early Literacy Component on the Ohio Report Card.	School shows evidence of exceeding mission-specific contract SMART goal	**School shows evidence of meeting mission-specific contract SMART goal**	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Pinnacle Academy's compliance rate is 50%. Pinnacle Academy had 80% of IEP implementation documentation verified.
Legal	Pinnacle Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Pinnacle Academy was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Pinnacle Academy has shown several strengths this year, notably in reducing disruptive behaviors, improving assessment strategies by emphasizing formative assessments over common assessments, and motivating students to excel academically. The school's positive staff climate and culture have created an environment where both staff and students can thrive, fostering a sense of community and support. Additionally, Pinnacle Academy's strong community engagement efforts have strengthened relationships with families and the wider community, enriching the overall educational experience for students. These combined efforts have contributed to a successful year, with student growth being strong, leading to higher achievement levels and setting a solid foundation for future growth and achievement. Furthermore, the implementation of Kagan teaching strategies has positively impacted students, enhancing their learning experiences and contributing to their academic progress. In the area of special education, Pinnacle Academy strengths in the evaluation and planning process were evident in various aspects. Parents/guardians were actively engaged in the process, ensuring informed consent and collaborative decision-making. Written consent was obtained before evaluations, reflecting a commitment to transparency and respect for parental rights. Evaluations were thorough, addressing all suspected areas of disability and ensuring comprehensive assessment. The resulting Evaluation Team Report (ETR) provided a clear and concise overview of the child's educational needs, guiding subsequent interventions effectively. Moreover, the involvement of qualified professionals and parents in determining disability status and justifying eligibility decisions demonstrated a commitment to thoroughness and fairness. Additionally, the ETR and Individualized Education Program (IEP) included detailed statements regarding specially designed instruction, service locations, and progress monitoring, reflecting a holistic approach to supporting the child's needs.
Areas for Improvement	Pinnacle Academy is actively working towards several areas of improvement to enhance its educational offerings. Efforts are being made to further reduce level 5 behaviors, building upon the successes already achieved. The school is also placing a significant focus on improving K-3 literacy achievement and growth, recognizing the foundational importance of literacy skills. Moreover, Pinnacle Academy is emphasizing a culture of accountability among all staff members, irrespective of grade or subject, to actively contribute to student growth and achievement. This approach ensures that every staff member plays a vital role in supporting students' academic progress, creating a more holistic and effective learning environment. Additionally, the school is investing in professional development to equip teachers with the latest instructional strategies and techniques. By fostering collaboration and continuous learning, Pinnacle Academy aims to create a dynamic and responsive educational community. In the area of special education, Pinnacle Academy can continue to improve in the areas of; implementing targeted interventions can better support students below grade-level standards, fostering academic progress. Refining the Evaluation Team Report (ETR) and setting measurable annual goals addressing academic and functional needs can enhance Individualized Education Programs (IEPs). Clear communication of specially designed instruction, services, and accommodations promotes an inclusive learning environment, maximizing student potential and participation.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	2020-2021	N/A
2018-2019	Met	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	Met	2021-2022	Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	Met
2021-2022	N/A	Other Academic Measures	
2020-2021	N/A	Similar School #1	
2019-2020	N/A	2021-2022	Met
2018-2019	N/A	2020-2021	Met
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	N/A	2018-2019	Met
2020-2021	N/A	Similar School #2	
2019-2020	N/A	2021-2022	Met
2018-2019	N/A	2020-2021	N/A
		2019-2020	N/A
		2018-2019	N/A

Previous Non-Academic Performance

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

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

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 202–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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 Trumbull, Regina Kynard, Sheree Madison-Emery, Shelby Cully, LaToya Williams			
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	32.4	36	K	9
Male	67.6	75	1	7
Race/Ethnicity	%	#	2	8
American Indian/Alaskan Native	0	0	3	7
Asian/Pacific Islander	0.9	1	4	6
Black, Non-Hispanic	42.34	47	5	8
Hispanic	3.6	4	6	5
Multiracial	14.41	16	7	8
White, Non-Hispanic	38.74	43	8	7
Historically Underserved	%	#	9	12
Economically Disadvantaged	90.09	100	10	12
English Learner	0	0	11	15
Migrant	0	0	12	7
Students with Disabilities	61.26	68	Total	111

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Start High School (45.9%) — Similar School 2: Madison Avenue School of Arts (43.0%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

				70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	**<40% of students pass EOC exam in American US Government**
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*Renaissance STAR Reading*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*Renaissance STAR Math*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*Renaissance STAR Reading*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is ＞90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is ＜70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Summit Academy Schools builds hope, success, and well-being through education and advocacy for children with special needs. To aid in meeting our mission, all students will respond to our tiered intervention supports for behavior and SEL as evidenced by a 5% decrease in office discipline referrals by using our behavior tracking tool.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy – Toledo's compliance rate is 78%. Summit Academy – Toledo had 90% of IEP implementation documentation verified.
Legal	Summit Academy – Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy – Toledo was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy – Toledo is dedicated to improving math scores by implementing a comprehensive school-wide math intervention initiative. They strengthen interventions through a daily Multi-Tiered System of Supports (MTSS), ensuring that students receive targeted assistance based on their individual needs. The school maintains organized files and up-to-date drill logs, reflecting their commitment to efficiency and safety. Summit Academy – Toledo is actively working on increasing attendance and decreasing chronic absenteeism by hosting quarterly attendance incentives, motivating students to prioritize their education. Additionally, they organize fundraisers to ensure that all students have the opportunity to participate in enriching field trips that enhance their learning experiences. In the area of special education, Summit Academy - Toledo's strengths include the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, showcasing its dedication to providing tailored support for its students. In the ETR, the school excels in providing targeted interventions, ensuring that students' individual needs are effectively addressed. The active participation of both parents and students enriches collaboration and ensures a comprehensive understanding of the students' unique requirements, fostering a sense of ownership and commitment to their educational journey. Moreover, Summit Academy demonstrates proficiency in articulating educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively, thereby promoting student success. The involvement of a qualified group of professionals ensures that evaluations are thorough and support plans are well-informed. In IEP development, Summit Academy shines in its approach to setting Present Levels of Performance (PLOPS) and establishing meaningful goals that address students' academic and functional needs comprehensively. The clear delineation of Specially Designed Instruction (SDI) and provision of supports for personnel ensure effective implementation and monitoring of support strategies.
Areas for Improvement	Summit Academy – Toledo can continue to enhance its PBIS framework by ensuring consistent follow-through with reward incentives for positive behaviors. This approach can help in decreasing the number of referrals and out-of-school suspensions, promoting a more positive and supportive environment for students. To achieve these goals, the principal is committed to being more present within the school, actively engaging with students and staff. By increasing visibility, the administration can better monitor the implementation of PBIS strategies and provide timely support. Additionally, consistent follow-through on initiatives and interventions will reinforce the school's dedication to improving student behavior and outcomes. With these focused efforts, Summit Academy – Toledo aims to create a more conducive learning environment where positive behavior is consistently recognized and encouraged. In the area of special education, Summit Academy - Toledo can improve in the ETR, ensuring the inclusion of parent information in Part 1 is crucial for fostering collaboration and ensuring a comprehensive understanding of students' needs. Additionally, refining the wording in the transition plan to clearly articulate transition activities would enhance the effectiveness of student progression planning. In the IEP, clarifying Specially Designed Instruction (SDI) specifications to include either 1:1 or group settings, but not both, would prevent confusion and ensure consistency in support delivery. Moreover, providing more detailed accommodations, specifying parameters such as duration and circumstances, would optimize support for individual student needs. Furthermore, enhancing the justification for placement in the Least Restrictive Environment (LRE) would provide clarity and justification for such decisions, ensuring that students are placed in the most appropriate learning environments.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement		
Performance Index		
2022-2023		MET
Achievement Component		
2022-2023		NOT MET
Chronic Absenteeism		
2022-2023		MET
Progress		
2022-2023		NOT MET
Gifted Performance Index		
2022-2023		N/A
Graduation Rate		
Graduation Component		
2022-2023		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 3rd 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

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		

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, 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	The mission of Summit Academy schools is to build hope, success, leadership, and well-being through education and advocacy for children with special needs.			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	44	52	K	10
Male	56	66	1	13
Race/Ethnicity	%	#	2	14
American Indian/Alaskan Native	0	0	3	19
Asian/Pacific Islander	0	0	4	12
Black, Non-Hispanic	32	38	5	21
Hispanic	7	8	6	15
Multiracial	13	15	7	14
White, Non-Hispanic	48	57	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	118	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	70	82	Total	118

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Youngstown Preparatory Academy (64%) — Similar School 2: Taft Elementary (40.3%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, 100% of classrooms will participate in Morning Meetings (Responsive Classroom) to build a positive culture during the 23-24 school year, resulting in no more than 22 out of school suspensions by the end of the 23-24 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy – Youngstown's compliance rate is 61%. Summit Academy – Youngstown had 82% of IEP implementation documentation verified.
Legal	Summit Academy – Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy – Youngstown was not on a CAP during the 2023–24 school year.

School Performance Summary

Areas of Strength	The school culture of Summit Academy – Youngstown has significantly improved through the implementation of the Responsive Classroom approach. This method has fostered a positive and supportive atmosphere, with students participating in morning meetings that set a constructive tone for the day. Additionally, the approach has been beneficial for staff, who engage in these practices during teacher workdays, leading to stronger collaboration and a more cohesive educational community. The school also celebrates teachers and their work throughout the year with monthly awards and regular events. The positive school culture has been greatly enhanced by the continuity and dedication of staff, as evidenced by the majority of staff returning in both the 2023-24 school year and committed to return 2024-25. Summit Academy – Youngstown has made concerted efforts to align quality curriculum with research-based learning strategies and state standards. For the past eight years, Summit Academy – Youngstown has utilized the CKLA/Amplify curriculum, which is aligned with state standards and grounded in the science of reading, ensuring a robust and effective literacy education. In math, the staff have relied on the Savvas Envision program for the past 14 year; in the 2024-25 school year, they are excited to implement its upgraded version. Both curricula include built-in interventions to support diverse learning needs. Additionally, Summit Academy – Youngstown employs the mCLASS intervention program, which is seamlessly aligned with CKLA/Amplify, providing targeted support to ensure all students achieve academic success. Employing these curriculum programs, Summit Academy – Youngstown held Extended Learning Opportunities (ELO's) throughout the school year and subsequent summer. These opportunities are designed to cater to students' diverse needs, offering targeted support and enrichment to enhance their academic skills. These programs are instrumental in preparing students for the Ohio State Tests, providing additional instruction and practice in key subject areas. Through personalized attention and tailored learning experiences, ELO's help students build confidence and competence, ensuring they are well-equipped to succeed on state assessments and beyond. Finally, student discipline has significantly improved this year due to increased parental accountability and measured by decreased discipline occurrences and out-of-school suspensions (OSS). By requiring parents to come into the school for meetings and maintaining constant communication, Summit Academy – Youngstown fostered a stronger partnership between home and school. This collaborative approach ensures that parents are actively involved in addressing behavioral issues, leading to more consistent and effective discipline strategies. As a result, students benefit from a unified support system, promoting better behavior outcomes and a more positive school environment. In the area of special education, Summit Academy - Youngstown's strengths are in the Evaluation Team Report (ETR), the school excels in providing targeted interventions tailored to individual student needs. They actively involve parents in the education process, fostering a collaborative environment. The school demonstrates clarity in articulating educational requirements and their impact on instructional strategies, empowering educators to better support their students. With a qualified team proficient in both Individualized Education Program (IEP) and ETR processes, evaluations are conducted compliantly. In the Individualized Education Program (IEP), the school showcases strength in crafting Present Levels of Performance (PLOPS) that accurately reflect student abilities and areas for growth. They set meaningful goals that align with student needs and ensure clear implementation of Specialized Instruction (SDI). Additionally, the school provides comprehensive support for school personnel involved in the IEP process. Their compliant documentation practices aid in tracking student progress effectively.

	School Performance Summary
Areas for Improvement	Improving student attendance and addressing chronic absenteeism are critical areas of focus for Summit Academy – Youngstown. The inconsistency of public school transportation posed significant challenges in 2023-24. Moving forward, the school will need to implement more reliable transportation solutions and engage with parents to emphasize the importance of consistent attendance. By fostering a community-wide commitment to regular school attendance, Summit Academy – Youngstown can enhance student achievement and overall school performance. Building security is a significant area of concern for Summit Academy – Youngstown, primarily due to the school building being attached to the church, which allows unrestricted access through the sanctuary directly into the school. Additionally, the absence of a comprehensive security system, including a doorbell or camera system for clear visual monitoring, further exacerbates the risk. Addressing these security gaps is imperative to ensure the safety and well-being of students and staff. Increasing parent involvement in their children's education is a crucial area for improvement at Summit Academy – Youngstown. This lack of engagement is reflected mostly with older students (grades 4-7), who show difficulties in reading, writing, and basic math skills and would benefit from reinforced practice at home. To address this, Summit Academy – Youngstown staff need to foster stronger communication and partnerships with parents, by modeling expectations and emphasizing the importance of active participation in their child's learning process to enhance academic outcomes. In the area of special education, Summit Academy - Youngstown can improve in the Evaluation Team Report (ETR), areas for growth include ensuring that all aspects related to the student's disability are thoroughly addressed. This involves providing a comprehensive evaluation that covers all relevant areas to accurately capture the student's needs. Additionally, there is a need for more robust justification for eligibility determination, clearly outlining the rationale behind the decision-making process. For the Individualized Education Program (IEP), areas of growth lie in the specificity of accommodations provided. The school can enhance this by detailing specific accommodations that cater to the individual needs of each student, ensuring they are adequately supported. Moreover, there is room for improvement in specifying modifications to the curriculum to meet the diverse needs of students. Additionally, the school can focus on ensuring that the concept of Least Restrictive Environment (LRE) is more clearly defined and implemented in the IEP, promoting an inclusive educational setting for all students.
Prospects for Renewal	Probable

Previous Academic Performance

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

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

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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

Previous Non-Academic Performance

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

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

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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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; Tiffany Elder-Administrative Assistant; Rebecca Cannon-IEP Coordinator; Christine Heffernan-Lead Intervention Specialist; Lindsey Durbin-Instructional Coordinator; Angela Swaino-Data Coach			
Governing Authority	Jacqueline Trainor, David Lang, Gretchen Himes, Robert Rhodes, Jennifer Rainey, David Ames			
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	43	51	K	21
Male	57	68	1	17
Race/Ethnicity	%	#	2	22
American Indian/Alaskan Native	0	0	3	22
Asian/Pacific Islander	0	0	4	19
Black, Non-Hispanic	35	42	5	18
Hispanic	1	1	6	
Multiracial	16	19	7	
White, Non-Hispanic	48	57	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	119	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	66	78	Total	119

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but ＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Middlebury Academy (48.7%) — Similar School 2: Case Preparatory Academy (42.3%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-5		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-5		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is ＞90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is ＜70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Summit Academy educates and advocates for students with special needs. To assist in meeting our mission, all students will participate in tiered instruction and interventions through the MTSS process during the 2023-2024 school year, as evidenced by an average 20pts scaled score increase in STAR benchmarking assessments from Fall to Spring in Reading.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Akron Elementary School's compliance rate is 67%. Summit Academy Akron Elementary School had 88% of IEP implementation documentation verified.
Legal	Summit Academy Akron Elementary School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Akron Elementary School was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy Akron Elementary School increases enrollment each year. When new families enroll, they often mention they learned of the school through the recommendation of another who has had direct success with their child as a result of attending Summit Academy Akron Elementary School. Testimonials include statements like, "*I feel like I am getting a private education for my child in a smaller setting with higher standards than a traditional or private school.*" The staff strive to continuously improve instructional practices through strong co-teacher teams. These teams demonstrate consistent classroom management, collaborate effectively, and pursue meaningful and relevant professional development opportunities to improve strategy and practices.
	Due to the implementation of new writing curriculum, *Powers of Pattern* and *Strategies for Writers,* the students of Summit Academy Akron Elementary School have been successful at increasing writing quality and length of written pieces, in addition to improving overall writing structure including grammar and intentional vocabulary. Summit Academy Akron Elementary School attributes this writing success to the increase of students achieving proficient or above on the Ohio State Test in Reading for grades three (3) to five (5) this year. Their new math curriculum, *Illustrative Math*, has also proven successful as measured by growth standards on the STAR Renaissance diagnostic assessments as well as on the Ohio State Test in math.
	In the area of special education, Summit Academy Akron Elementary School's strengths include various aspects of the Evaluation Team Report (ETR) process, including parent participation, comprehensive assessment, instructional adaptability, and team expertise. Thorough assessments inform tailored interventions, while proactive consideration of instructional implications fosters inclusive learning environments. Additionally, the school demonstrates strengths in crafting Individualized Education Programs (IEPs), with measurable goals addressing academic and functional needs, clear SDI provisions, and accommodations ensuring personalized support for all students, promoting academic and functional success.

School Performance Summary	
Areas for Improvement	Summit Academy Akron Elementary School will be implementing new English Language Arts (ELA) curriculum, *Wit and Wisdom,* to continue to improve overall student success to match the trajectory of success achieved in math. Summit Academy Akron Elementary School would benefit from more focus in Science as their proficiency scores decreased in this area this year. Perhaps due to the primary focus on ELA and math, they could equally work to increase instructional practices and evaluate materials being used for science for overall quality learning. Finally, while generally beyond its control, Summit Academy Akron Elementary School experiences annual staff turnover. They would benefit from working in partnership with local universities, community partners, and members of Summit Academy Management to pursue retention incentives to attract and retain staff utilizing exit interview information provided by staff who have left employment. Staff retention would allow for tiered training to occur in strategies, curriculum, and quality instruction to impact student learning for more consistent data outcomes. In the area of special education, Summit Academy Akron Elementary School could enhance its Evaluation Team Report (ETR) process by detailing interventions' duration and frequency, incorporating parent details into ETR Part 1, crafting a parent-friendly summary, and justifying eligibility by clearly explaining how identified needs impact the child's progress in general education classes. Furthermore, in refining Individualized Education Program (IEP) development, addressing any omitted needs in Section 1 and ensuring thoughtful allocation of Specially Designed Instruction (SDI) for related services—either 1:1 or in small groups—while considering the Least Restrictive Environment (LRE) through supplemental aids and services would optimize support for diverse student needs and promote inclusive learning environments effectively.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Students with Disabilities			Other Academic Measures	
			Specific Subgroup	
2021-2022	N/A		2021-2022	Not Met
2020-2021	N/A		2020-2021	N/A
2019-2020	N/A		2019-2020	N/A
2018-2019	Not Met		2018-2019	N/A
Lowest 20% in Achievement			Nationally Normed Assessment - Reading	
2021-2022	N/A		2021-2022	Met
2020-2021	N/A		Nationally Normed Assessment - Math	
2019-2020	N/A		2021-2022	Met
2018-2019	Not Met		Nationally Normed Assessment - K-3 Lit.	
Graduation Rate			2021-2022	Met
4-Yr. Graduation Rate			Other Academic Measures	
			Similar School #1	
2021-2022	N/A		2021-2022	Not Met
2020-2021	N/A		2020-2021	Met
2019-2020	N/A		2019-2020	N/A
2018-2019	N/A		2018-2019	Met
5-Yr. Graduation Rate			Similar School #2	
2021-2022	N/A		2021-2022	N/A
2020-2021	N/A		2020-2021	N/A
2019-2020	N/A		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET

Parent Satisfaction	
2022-2023	MET

Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-5	
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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132779	1 Year	07/01/2024	06/30/2025	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, 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	47	30	K	
Male	53	40	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	29	20	5	
Hispanic	0	0	6	19
Multiracial	19	13	7	27
White, Non-Hispanic	52	37	8	24
Historically Underserved	%	#	9	
Economically Disadvantaged	100	70	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	79	55	Total	70

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but ＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Steel Academy (NC) — Similar School 2: East Academy (45.7%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	**OSS increased from the previous school year**
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Summit Academy Akron Middle School designs, develops and delivers educational opportunities in a therapeutic environment so everyone can learn. To aid in meeting our mission, our students will respond to tiered intervention supports for behavior and SEL as evidenced by a 10% decrease in office discipline referrals by the end of the 23-24 school year.	**School shows evidence of exceeding mission-specific contract SMART goal**	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Akron Middle School's compliance rate is 81%. Summit Academy Akron Middle School had 90% of IEP implementation documentation verified.
Legal	Summit Academy Akron Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Akron Middle School was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy Akron Middle School has exhibited many strengths throughout the year. The staff demonstrates exceptional morale, fostering a positive outlook and a collaborative spirit that builds camaraderie and teamwork. The implementation of the Multi-Tiered System of Supports (MTSS) has resulted in significant growth in reading, showcasing the effectiveness of their collaborative efforts. The school's professional development (PD) plan has been highly successful. Weekly observations on Thursdays ensure the effective implementation of PD strategies, with valuable feedback provided to teachers on Fridays, promoting continuous improvement. In the area of special education, Summit Academy Summit Akron Middle School strengths demonstrates notable strengths across both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, the school excels in providing detailed interventions tailored to student needs, ensuring effective support strategies. Moreover, their commitment to parent participation fosters collaboration and enriches the understanding of each student's unique requirements. The comprehensive summary of assessments and clear description of educational needs facilitate informed decision-making, while implications for instruction guide educators in adapting teaching methods to meet diverse learning needs. The presence of a qualified group of professionals ensures a thorough and accurate evaluation process, enhancing the quality of support provided. In IEP development, the inclusion of a transition plan ensures seamless student progression, while the careful consideration of Present Levels of Academic Achievement and Functional Performance (PLOPs) informs the creation of measurable goals that address both academic and functional needs. The clear statement of Specially Designed Instruction (SDI) location and the provision of support for school personnel further enhance the implementation of tailored support strategies, promoting student success and inclusivity within the educational community.
Areas for Improvement	While the school excels in many areas, there's a need to solidify a separate math intervention program to address the diverse needs of students. The current approach, attempted this year, did not yield the results they were hoping for. In addition, a review is essential to craft a more efficient strategy for managing behavioral challenges within the current 6th-grade class, so they will not persist into the next academic year. This requires revisiting the planning phase to develop creative approaches that promote student success while preserving an optimal learning environment. In the area of special education, Summit Academy Akron Middle School can improve on both the ETR and IEP. In reviewing areas for improvement in the Evaluation Team Report (ETR) process, the school could enhance parent involvement by ensuring that pertinent parent information is integrated into ETR Part 1, possibly within background information sections. Additionally, refining the determination justification by explicitly addressing how identified needs affect the child's progress in general education classes would provide a clearer understanding of the rationale behind eligibility decisions. Turning to Individualized Education Program (IEP) development, specifying the amount of Specially Designed Instruction (SDI) in terms of time per week would offer greater clarity and facilitate more effective planning. Moreover, providing detailed and specific accommodations tailored to individual student needs would ensure comprehensive support and remove barriers to learning, thereby optimizing the implementation of the IEP and promoting student success within the educational setting.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000306	4 Years	07/01/2024	06/30/2028	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, Katelyn Shelton			
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	36	29	K	9
Male	64	53	1	3
Race/Ethnicity	%	#	2	9
American Indian/Alaskan Native	0	0	3	7
Asian/Pacific Islander	0	0	4	6
Black, Non-Hispanic	59	48	5	11
Hispanic	6	5	6	9
Multiracial	15	12	7	12
White, Non-Hispanic	20	16	8	16
Historically Underserved	%	#	9	
Economically Disadvantaged	72	58	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities		43	Total	82

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Roselawn Condon School / Similar School 2: Elevated Excellence Academy				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	We will design, develop, and deliver educational opportunities in a therapeutic environment for our students. All classes will incorporate SOAR (safety, openness, accountability, responsibility) into their classrooms through PBIS, language, restorative practices, and recognition to decrease Out of out-of-school suspensions (OSS) by 10% from 53 to 48 during the 2023-2024 school year. In addition, staff will have additional professional development in PBIS and they will model the behaviors we want our students to display.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School – Cincinnati's compliance rate is 87%. Summit Academy Community School – Cincinnati had 78% of IEP implementation documentation verified.
Legal	Summit Academy Community School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Cincinnati was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The teachers and administrators have worked together to review, revise, and develop new programs to enhance the school climate at the school. They have also worked on their curriculum to increase student achievement and their progress has been documented through improved student assessment scores. The teachers regularly volunteer to sponsor after-school activities to increase student participation in the school thus improving the school climate. Student interventions have helped to increase student achievement and understanding. In the area of special education, Summit Academy Community School- Cincinnati's strengths include both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, the school demonstrates a robust commitment to providing comprehensive support for its students. Through targeted interventions, active parent participation, clear summaries, and thorough needs descriptions, the school ensures that decisions are informed and support plans are personalized. Additionally, the robust justification of eligibility and the presence of a qualified team contribute to the accuracy and effectiveness of evaluations and support plans. As the school navigates IEP development, its strengths in comprehensive transitions, well-considered PLOPs, meaningful goals, clear SDI, compliant documentation, and attention to LRE further underscore its dedication to fostering inclusive learning environments where all students can thrive academically and socially.
Areas for Improvement	There are some specific academic areas that need improvement and the principal, the administrative team, and the teachers are addressing those areas through staff development, curriculum review and revision, as well as reviewing teaching techniques. Student attendance can be improved and has been a constant area that the school has made progress in by teacher and administrators' efforts. Maintaining staff members from year to year would help with continuity of instruction and programs. In the area of special education, Summit Academy Community School- Cincinnati can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, ensuring that parent information is included in Part 1 is essential to enhance transparency and collaboration. Moving forward, the school aims to improve the integration of parental input to enrich the evaluation process. In IEP development, while the current plans address various student needs comprehensively, the school recognizes the importance of articulating how other areas will be addressed in subsequent IEPs to ensure continuity of support. Moreover, the accommodations provided could benefit from being more specific, detailing parameters such as duration and circumstances for optimal effectiveness.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Erin Bentz, Charlotte Bradley			
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	43	10	K	3
Male	57	13	1	5
Race/Ethnicity	%	#	2	2
American Indian/Alaskan Native	0	0	3	0
Asian/Pacific Islander	0	0	4	5
Black, Non-Hispanic	74	17	5	8
Hispanic	13	3	6	
Multiracial	0	0	7	
White, Non-Hispanic	13	3	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	23	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	61	14	Total	23

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Beatty Park Elementary (40.8%) — Similar School 2: Eagle Charter (41.1%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II

Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired

Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law
Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, all students will participate in our PBIS and Social-Emotional Learning programming during the 23-24 school year, resulting in no more than 15 out-of-school suspensions by the end of the 23-24 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School – Columbus's compliance rate is 71%. Summit Academy Community School – Columbus had 60% of IEP implementation documentation verified.
Legal	Summit Academy Community School – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Columbus was placed on a Compliance CAP during the 2023-24 school year due to non-compliance in the previous school year and satisfied the terms of the CAP.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Summit Academy Community School – Columbus demonstrated several areas of strength. This year, the administration team has demonstrated remarkable perseverance and dedication in overcoming staffing shortages at the beginning of the year. Their leadership and direction have been a strength to the school culture and helped maintain an engaging learning environment for students. With the hiring of a new coach mid-year, the quantity and quality of instructional coaching increased. This increased support helped the staff demonstrate growth in content knowledge and instructional delivery. Additionally, Summit Academy Management provided network coaches and resources to support the development of staff and students. Lastly, the administration team was intentional about parent engagement. A new parent group was formed and there is strong interest in continuing next school year. The parent group has provided an opportunity to support families with community resources to positively impact student attendance, behavior, and academic performance. In the area of special education, Summit Academy Community School- Columbus' strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, ensuring comprehensive support for all students. In the ETR, targeted interventions address individual needs effectively, with active parental participation enriching collaboration. Clear descriptions of educational needs and their instructional implications empower educators, supported by a qualified professional team. In IEP development, the school excels in comprehensive transition planning and consideration of Present Levels of Academic Achievement and Functional Performance (PLOPs). The clear delineation of Specially Designed Instruction (SDI) and provision of assistive technology and accommodations ensure tailored and effective support. These strengths underscore the school's dedication to fostering an inclusive learning environment where all students can thrive academically and socially.

School Performance Summary	
Areas for Improvement	Summit Academy Community School – Columbus has demonstrated some growth opportunities that may contribute to overall continuous improvement. With the return of the community school staff for the 24-25 school year, it will be essential for the administration team to build upon the work done this year and consider how they will create a sense of urgency around academic excellence. This includes developing lesson plans that are engaging and challenging for students, as well as focusing on improving the use of data to drive instructional decisions. The administration team is encouraged to make student academic growth a high priority and develop a plan for effective use of team structures, data analysis, and use of staff to respond to student academic needs. Student attendance must be a priority focus for the 24-25 school year. It will be imperative that the administration team develop a strategy for improving student attendance and ensure it is implemented with fidelity. Student academic growth will likely be more successful as student attendance improves. Summit Academy Community School-Columbus has identified several areas for improvement in special education. The Evaluation Team Report (ETR) lacks parent input, a clear explanation of how the disability affects the child's progress, and does not address all suspected disabilities listed in the planning form. Measurable goals do not align with baseline data from the Present Levels of Performance (PLOP), and the Statement of Specially Designed Instruction (SDI) should not include both individual and small group settings. Additionally, there is no evidence of transition goals, missing work samples, or data collection to inform instruction. The justification for removing students from the general education classroom also fails to consider supplementary aids and services that could support the student in that setting.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	2020-2021	N/A
2018-2019	Met	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	N/A	2021-2022	Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	Met
2021-2022	N/A	Other Academic Measures	
2020-2021	N/A	Similar School #1	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	N/A	2018-2019	Not Met
2020-2021	N/A	Similar School #2	
2019-2020	N/A	2021-2022	Met
2018-2019	N/A	2020-2021	N/A
		2019-2020	N/A
		2018-2019	Not Met

Previous Non-Academic Performance

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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000297	3 Years	07/01/2024	06/30/2027	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	Lauren Davenport, Tiffany Tungate, Keith Tungate, Alysia Goss, Alicia Behrens			
Mission Statement	Summit Academy Schools builds hope, success, and well-being through education and advocacy for children with special needs.			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	30	19	K	5
Male	70	44	1	4
Race/Ethnicity	%	#	2	5
American Indian/Alaskan Native	1	1	3	6
Asian/Pacific Islander	3	2	4	4
Black, Non-Hispanic	41	26	5	9
Hispanic	3	2	6	7
Multiracial	13	8	7	12
White, Non-Hispanic	39	25	8	11
Historically Underserved	%	#	9	
Economically Disadvantaged	100	63	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	86	54	Total	63

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: EJ Brown MS (34.3%) / Similar School 2: Wogaman (34.8%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In alignment with our mission to provide an environment focused on the social/emotional needs of the students, by the end of May 2024, we will use restorative practices to address behaviors in the classrooms as measured by a decrease in office referrals by 10%.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School – Dayton's compliance rate is 84%. Summit Academy Community School – Dayton had 61% of IEP implementation documentation verified.
Legal	Summit Academy Community School – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Dayton was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Summit Academy Community School – Dayton demonstrated several areas of strength.

Despite the challenges posed by several staff vacancies at the start of the year, the school staff maintained high morale and demonstrated unwavering commitment to the school and its students. This dedication was evident in their collective effort to maintain a positive learning environment.

In response to the staffing deficiencies, Summit Academy Management provided additional support throughout the year. Various consultants worked within the building, offering valuable support in student testing, teacher professional development, and coaching.

Once the necessary positions were filled, and the appropriate staff were placed in classrooms, there was a marked improvement in student behavior. Positive student-teacher relationships became a focus, particularly in middle school, and disruptive behaviors decreased.

In the area of special education, Summit Academy Community School- Dayton's strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, reflecting its commitment to providing comprehensive support for all students. In the ETR, active parental participation enriches collaboration and ensures a holistic understanding of students' needs. Moreover, the clear descriptions of educational needs empower educators to tailor instruction effectively. The presence of a qualified team adept in both ETR and IEP processes ensures thorough evaluations and informed support plans. In IEP development, the school excels in setting meaningful goals that promote student growth and achievement. The clear specification of Specially Designed Instruction (SDI) amount and frequency ensures targeted support, while modifications are provided to meet individual student needs effectively. Furthermore, the school's support for school personnel and compliant documentation practices contribute to the implementation and monitoring of support strategies. These strengths collectively underscore the school's dedication to fostering an inclusive learning environment where all students can thrive academically and socially. |

School Performance Summary	
Areas for Improvement	Summit Academy Community School – Dayton has demonstrated some growth opportunities that may contribute to overall continuous improvement. While there were improvements in student behavior in the second half of the year, Positive Behavioral Interventions and Supports (PBIS) and restorative practices must be carried out with greater fidelity. The administration team is encouraged to develop a plan for the consistent and effective implementation and monitoring of these practices. The lack of sufficient staff has had a detrimental impact on student learning and parent satisfaction. It is essential for the school and Summit Academy Management to adopt a proactive approach to recruiting staff and to streamline the onboarding process for new hires. One of the critical areas for improvement is the consistent analysis and use of assessment data to drive instructional decisions within teacher-based teams and the building leadership team. The use of a systematic approach to data analysis will enable more targeted interventions and can improve student outcomes. In the area of special education, Summit Academy Community School- Dayton can improve within its Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, while interventions are provided, a same-age comparison is missing, and ensuring comprehensive inclusion of planning form elements in Part 1 is crucial. Additionally, refining the summary of assessment to use parent-friendly language and providing specific implications for instruction are essential. Moreover, including justification for all suspected disabilities from the planning form is vital. In IEP development, addressing clarity of Present Levels of Academic Achievement and Functional Performance (PLOPS) related to Related Services is essential, as is clarifying Specially Designed Instruction (SDI) location specifications. Further, refining accommodations and adding a statement about supplemental aids and services in the Least Restrictive Environment (LRE) consideration would promote inclusivity. Addressing these areas for growth will enhance the quality and inclusivity of support services.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Alexandra Morris, Director			
Governing Authority	Dusk Haberman, Lawrence Whelan, Theresa Alai, David Lang, Joseph Gagliano			
Mission Statement	*To empower our students to overcome social, emotional, and educational challenges by:* • *Providing an engaging learning environment that is safe, nurturing, and positive,* • *Building relationships with students, families, and the community; and,* • *Continuing to improve our knowledge and skills as professionals*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	38	36	K	4
Male	62	59	1	4
Race/Ethnicity	%	#	2	2
American Indian/Alaskan Native	1	1	3	4
Asian/Pacific Islander	1	1	4	5
Black, Non-Hispanic	15	14	5	9
Hispanic	23	23	6	8
Multiracial	7	7	7	11
White, Non-Hispanic	53	49	8	7
Historically Underserved	%	#	9	10
Economically Disadvantaged	87	83	10	11
English Learner	0	0	11	9
Migrant	0	0	12	11
Students with Disabilities	57.29	57	Total	95

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Sunbeam (36.6%) — Similar School 2: Bolton School (33.6%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	**70-100% of students pass EOC exam in American US History**	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	**70-100% of students pass EOC exam in American US Government**	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	**The average credit earning rate for all students is 80-89%**	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is ＞90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is ＜70%

	Compliance/Organizational/Operational Performance Targets and Metrics				
Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the 23-24 school year, we will have increased a safe, nurturing, and positive learning environment through the implementation of Behavioral Leadership as our school-wide PBIS system, as evidenced in a 10% decline in out-of-school suspensions. We will monitor this through embedded 1:1 coaching, and a decline in office referrals yielding suspensions. A 10% decline in our out-of-school suspensions will be our main indicator of successfully implementing the Behavioral Leadership program. Our Behavioral Leadership program has a component for parent and community engagement and outreach which allows us to continue to build relationships.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School – Parma's compliance rate is 67%. Summit Academy Community School – Parma had 75% of IEP implementation documentation verified.
Legal	Summit Academy Community School – Parma was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Parma was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy Community School - Parma has demonstrated substantial progress in enhancing its school climate and culture. The implementation of behavioral leadership has established clear expectations and support systems for positive student behavior. Ongoing staff-embedded coaching has equipped teachers with effective strategies to manage classrooms and engage students. Strengthened parent contact has built a more cohesive and supportive school community. Monthly celebrations of community engagement involving students, staff, and families have further solidified these bonds. These initiatives have collectively led to a significant reduction in suspensions and behavioral incidents, fostering a more positive and productive learning environment for all students. Additionally, the school's commitment to professional development has ensured that teachers are continuously improving their skills. As a result, Summit Academy is well-positioned to continue promoting a nurturing and effective educational environment for its students. In the area of special education, Summit Academy Community School - Parma showcases strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, underlining its commitment to providing tailored support for its students. In the ETR, the provision of targeted interventions effectively addresses individual student needs, ensuring that support strategies are personalized and impactful. Moreover, the clear summary of assessment results facilitates informed decision-making, guiding the development of personalized support plans. The school excels in articulating educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively, thereby promoting student success. In IEP development, Summit Academy shines in its comprehensive approach to setting Present Levels of Performance (PLOPs), establishing meaningful goals, and addressing both academic and functional needs comprehensively. The clear delineation of Specially Designed Instruction (SDI) and supports for school personnel ensures effective implementation and monitoring of support strategies. Additionally, compliant data documentation practices contribute to the accurate tracking of student progress and the effectiveness of support interventions.

School Performance Summary	
Areas for Improvement	While Summit Academy Community School - Parma has made significant strides in enhancing its school climate and culture, an area for improvement remains in academic achievement. The school aims to bolster academic outcomes by focusing on rigorous data review, strategic planning, and differentiated instruction. This process began with support from the State Support Team (SST), which has provided valuable guidance and resources. Additionally, the school is encouraged to continue its Positive Behavioral Interventions and Supports (PBIS) implementation to maintain its progress in school climate and culture. By analyzing student performance data, educators can identify areas needing attention and tailor their teaching strategies to meet diverse student needs. Encouraged by the initial successes, the school is committed to continuing these processes to ensure that all students receive the support and challenges necessary to thrive academically, ultimately driving higher achievement levels across the school. In the area of special education, Summit Academy Community School - Parma can improve in n the ETR, while interventions are provided, ensuring that all areas of disability are comprehensively addressed is essential for a thorough evaluation and tailored support plan. Additionally, refining the justification for eligibility by clearly articulating how the identified disabilities impact the student's participation and progress in the general education classroom would enhance transparency and accuracy. In IEP development, the school acknowledges the need to strengthen the transition plan to facilitate smooth student progression between grade levels or educational settings. Furthermore, providing more detailed accommodations and modifications, including specifying parameters such as duration and circumstances, would optimize support for individual student needs. Additionally, enhancing the justification for removal from the general education class would provide clarity and justification for such decisions.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	Met
Students with Disabilities			Other Academic Measures	
2021-2022	N/A		Specific Subgroup	
2020-2021	N/A		2021-2022	Not Met
2019-2020	N/A		2020-2021	N/A
2018-2019	N/A		2019-2020	N/A
Lowest 20% in Achievement			2018-2019	N/A
2021-2022	N/A		Nationally Normed Assessment - Reading	
2020-2021	N/A		2021-2022	Not Met
2019-2020	N/A		Nationally Normed Assessment - Math	
2018-2019	N/A		2021-2022	Not Met
Graduation Rate			Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate			2021-2022	Not Met
2021-2022	N/A		Other Academic Measures	
2020-2021	Not Met		Similar School #1	
2019-2020	Not Met		2021-2022	Met
2018-2019	Met		2020-2021	N/A
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	N/A		2018-2019	Met
2020-2021	Met		Similar School #2	
2019-2020	Met		2021-2022	Not Met
2018-2019	Not Met		2020-2021	N/A
			2019-2020	N/A
			2018-2019	N/A

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Allison Glass, Principal Amber DeSantis, IEP Coordinator Diana Napolitan, Instructional Coach/Asst Principal Sara Robinson, Instructional Coach/Lead IS Jennifer Costarell, Martial Arts Instructor Patricia Smith, Administrative Assistant			
Governing Authority	Amber Bodrick, 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	34	37	K	13
Male	66	71	1	15
Race/Ethnicity	%	#	2	10
American Indian/Alaskan Native	0	0	3	14
Asian/Pacific Islander	0	0	4	18
Black, Non-Hispanic	12	13	5	16
Hispanic	8	9	6	12
Multiracial	11	12	7	10
White, Non-Hispanic	69	74	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	108	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	75	81	Total	108

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Summit Academy Youngstown Elementary (44.9%) Similar School 2: Youngstown Preparatory Academy (64.4%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics							
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

	Compliance/Organizational/Operational Performance Targets and Metrics				
Measure Domain	**Goal**	**Exceeds the Standard (6 points)**	**Meets the Standard (4 points)**	**Approaches the Standard (2 points)**	**Falls Below the Standard (0 points)**
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-7	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 8-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, all of our classrooms will participate in Morning Meetings, as part of Responsive Classroom, to build a positive culture during the 23-24 school year resulting in no more than 20 out of school suspensions by the end of the school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School – Warren's compliance rate is 79%. Summit Academy Community School – Warren had 93% of IEP implementation documentation verified.
Legal	Summit Academy Community School – Warren was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Warren was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Last summer, Summit Academy Community School – Warren staff completed a book study titled "The First Days of School" by respected authors Harry and Rosemary Wong. As a result, they created 22 building-wide procedures ensuring a seamless accountability system as well as a comprehensive plan for the 2023-2024 school year. This provided an opportunity for teachers to roll out the procedures systematically as they were broken down into a step-by-step guide and scripted so that all classes were functioning the same way. Coaches were able to support teachers in a more meaningful way as the expectations were made clear. This set the tone for an effective learning environment.

To build a positive rapport with families and communicate school expectations, Summit Academy Community School – Warren staff focused on building meaningful relationships with families and students. Activities and events were held throughout the 2023-2024 school year to establish an educational connection between home and school to foster success for student learning. Family events were well-attended and the survey results indicate that parents were pleased with the efforts made at school to educate their children and include families in that journey.

Summit Academy Community School – Warren has led the initiative of the Science of Reading for the past four years. The strength has been demonstrated through the implementation of professional development, introduction of new aligned curriculum, and intentional interventions. The process began with a new phonics curriculum for Tier 1 instruction and advanced with additional intervention-based curriculum to support Tier II. The majority of the staff have completed all units of training required through Language Essentials for Teachers of Reading and Spelling (LETRS) and Achieving Independence and Master in School (AIMS) Institute Dyslexia course, with the practicum finished during the 2024-2025 school year. The intention of Summit Academy Community School – Warren is for all reading teachers be fully trained in LETRS in the new school year. The subsequent Multi-Tiered System of Supports (MTSS) program developed as a result of the intentional interventions which enabled staff to analyze data and diagnose deficits, identifying the critical needs of the student population. Intervention groups were formed and additional instruction provided daily accordingly. The positive impact of the overall intervention program is demonstrated in the academic growth measures.

In the area of special education, Summit Academy Community School - Warren exhibits robust proficiency in both ETR and IEP processes. The school prioritizes parental involvement, ensuring collaborative partnerships for a comprehensive understanding of students' needs. Their adeptness in summarizing assessment results and outlining educational needs enables informed decision-making, guiding tailored support plans. With a qualified team proficient in both ETR and IEP procedures, Summit Academy guarantees thorough evaluations and well-informed support strategies. Notably, they excel in justifying eligibility determinations, enhancing transparency and accuracy. In IEP development, the school's commitment shines through comprehensive transition planning, goal setting, and the delivery of targeted instruction. |

School Performance Summary	
Areas for Improvement	Without the benefit of a behavior specialist during the 2023-2024 school year, there were some collective challenges with classroom management working with this special needs population. Additionally, oversight and consistent monitoring and tracking of the school-wide Positive Behavior Interventions and Supports (PBIS) program is needed in the new school year. Staff would benefit from professional development to strengthen understanding and knowledge of disabilities and associated behavioral outcomes. Because there are a variety of disabilities represented in their unique classrooms, it was a challenge for staff to differentiate between choice and disability behaviors to provide support accordingly. With the addition of a qualified behavior specialist coupled with staff training, more guidance can be provided for staff to improve both their skill set and behavioral approach working with students with disabilities. In the area of special education, Summit Academy Community School - Warren can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, refining intervention decision statements to provide clear guidance and rationale is essential for effective support planning. Additionally, ensuring that all areas related to the student's disability are comprehensively addressed, including the inclusion of parent information in Part 1, will enhance the thoroughness of evaluations and support plans. In IEP development, providing more specific accommodations and modifications, including details such as duration and circumstances, will optimize support for individual student needs. Moreover, strengthening considerations for the Least Restrictive Environment (LRE) to include supplemental aids will promote inclusivity and ensure optimal learning environments for all students.
Prospects for Renewal	Probable

Previous Academic Performance

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

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

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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT
Summit Academy Community School for Alternative Learners – Canton

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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, Principal; Lisa Merry, Asst Principal; Kelly Addessi, Admn Asst; Trang Vinci, IEP Coordinator; Sarah Kwasnicka, Data Coach; Kristi McDermitt, Instructional Coach; Shanna Martin, BIS; Jason West, Community Resource Coordinator			
Governing Authority	Tiffany Biedenbach, Jacqueline Trainor, Rachel Murphy, Jennifer Rainey, Angela Stevens, Lindsey Henry			
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	40	49	K	12
Male	60	74	1	10
Race/Ethnicity	%	#	2	14
American Indian/Alaskan Native	0	0	3	17
Asian/Pacific Islander	0	0	4	12
Black, Non-Hispanic	19	23	5	12
Hispanic	6	7	6	15
Multiracial	21	26	7	15
White, Non-Hispanic	54	67	8	16
Historically Underserved	%	#	9	
Economically Disadvantaged	100	123	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	70	86	Total	123

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Gibbs Elementary (47.9%) — Similar School 2: Summit Academy CSAL Lorain (32.8%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Through the implementation of targeted SEL checks for understanding appropriate social-emotional regulation strategies for all students throughout the school day, we will build hope, success, and well-being for all students by decreasing overall discipline referrals, by 5%, as compared to last year's data by the end of the 23-24 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School for Alternative Learners – Canton's compliance rate is 67%. Summit Academy Community School for Alternative Learners – Canton had 83% of IEP implementation documentation verified.
Legal	Summit Academy Community School for Alternative Learners – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School for Alternative Learners – Canton was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy Community School for Alternative Learners – Canton, (Summit Academy CSAL – Canton), celebrated a significant increase (29%) in student enrollment for the 2023-2024 school year. With each new family enrolled, the staff learned that it's being referred to new families by members of the community as well as current and previous families who have students enrolled. Additionally, directly related to the ongoing growth at Summit Academy CSAL – Canton is its ongoing history of staff retention each year, which allows for continuity in quality instruction. The increased enrollment, the climate of the building as reinforced through the Positive Behavioral Interventions and Supports (PBIS) program, and instructional strength in staff retention all speak to a welcoming school culture with an encouraging sense of team (family, student, staff) evident. As a team, all staff at Summit Academy Community School for Alternative Learners – Canton provided feedback in the development of a meaningful and relevant professional development plan along with daily practices. The intent behind the professional development plan was to align targeted and systematic instruction of curriculum, and update building level processes and procedures. As a result, full implementation of pacing with fidelity of curriculum was consistent as monitored by instructional coaches. Also, a regular rhythm and rationale of methodology was evident through the day within the building. This system had a positive impact on both academic student growth and daily operations. In the area of special education, Summit Community School for Alternative Learners- Canton School's strengths include both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, the school excels in providing targeted interventions that address students' diverse needs effectively. Moreover, the active participation of parents enriches collaboration and ensures a comprehensive understanding of students' requirements. The school's clear description of educational needs and implications for instruction facilitates informed decision-making, empowering educators to adapt teaching methods effectively. With a qualified group of professionals at the helm, the ETR process is characterized by accuracy and expertise, ensuring thorough evaluations and informed support plans. In IEP development, the school's strengths lie in its creation of measurable goals that comprehensively address both academic and functional needs, promoting holistic student development. Furthermore, the clear statement of Specially Designed Instruction (SDI), related services, location, and amount provides clarity and guidance for implementation. Additionally, the school's provision of support for school personnel and robust data collection mechanisms further enhance the implementation and effectiveness of support strategies, ultimately fostering improved student outcomes.

School Performance Summary	
Areas for Improvement	Summit Academy CSAL – Canton has the expertise of a data coach to promote data-driven decision making within the building. While the staff welcome the lead of the data coach, teachers would benefit from relying less on the data coach to pull and explain information and instead work on owning their class data. It is necessary for staff to be able to articulate decisions and provide rationale for tiered instruction based on curriculum assessments and intervention data. While Summit Academy CSAL – Canton staff do an exceptional job of tracking daily attendance, they do need to continue to improve their process for addressing truancy, lack of consistent attendance, and ensuring the process of notification is completed as required by House Bill 410. Finally, while tier one instruction on the PBIS process has been done well, the staff need to continue to refine tier two and tier three processes to support those struggling students and increase engagement overall. With the improvement of strategies and support, students moving from tiers two and three back to tier 1 will be facilitated. Staff and student recognition in the process has been powerful at Summit Academy CSAL – Canton. In the area of special education, Summit Community School for Alternative Learners- Canton can improve within both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, the absence of parent information on ETR Part 1 and other needed assessments poses a challenge to comprehensive understanding and collaboration. Furthermore, the summary of achievement lacks parent-friendly language, hindering parental engagement. Additionally, the justification for eligibility determination lacks completeness by not considering both suspected disabilities. Turning to IEP development, the transition plan for students turning 14 requires attention to ensure comprehensive planning for future needs. Moreover, aligning Present Levels of Academic Achievement and Functional Performance (PLOPS) with baseline and goal setting is essential for effective progress monitoring. The accommodations provided need to be more specific, detailing parameters such as break duration, location, and calculator usage to ensure consistency and clarity. Similarly, modifications should be clarified regarding their extent and applicability across classes.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Students with Disabilities			Other Academic Measures	
2021-2022	N/A		Specific Subgroup	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	N/A
2018-2019	Not Met		2019-2020	N/A
Lowest 20% in Achievement			2018-2019	N/A
2021-2022	N/A		Nationally Normed Assessment - Reading	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		Nationally Normed Assessment - Math	
2018-2019	Not Met		2021-2022	Met
Graduation Rate			Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate			2021-2022	Met
2021-2022	N/A		Other Academic Measures	
2020-2021	N/A		Similar School #1	
2019-2020	N/A		2021-2022	Met
2018-2019	N/A		2020-2021	N/A
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	N/A		2018-2019	Not Met
2020-2021	N/A		Similar School #2	
2019-2020	N/A		2021-2022	Not Met
2018-2019	N/A		2020-2021	N/A
			2019-2020	N/A
			2018-2019	Not Met

Previous Non-Academic Performance

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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133322	4 Years	07/01/2024	06/30/2028	K-8
Address	2140 E 36th 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, Jennifer Thai, Kammera Rice, Heather LaMore, Rebecca Wisniewski			
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	40.7	33	K	7
Male	59.2	48	1	7
Race/Ethnicity	%	#	2	9
American Indian/Alaskan Native	2.5	2	3	10
Asian/Pacific Islander	0	0	4	5
Black, Non-Hispanic	13.5	11	5	14
Hispanic	19.8	16	Grade 6 - 15	
Multiracial	6.2	5	Grade -7 - 3	
White, Non-Hispanic	58	47	Grade - 8 -11	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	81	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	60.4	49	Total	81

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Summit Academy Community School – Cincinnati (34.9%) · Similar School 2: Alfred Benesch (34%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Reading*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Math*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In alignment with Summit Academy Schools' mission of building hope, success, and well-being through education for students with special needs, our SMART goal is: By the end of the 23-24 school year, we will have increased a safe, nurturing, and positive learning environment through the implementation of Behavioral Leadership as our school-wide PBIS system and Thrively as our Social Emotional curriculum, as evidenced in a 5% decline in out-of-school suspensions.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School for Alternative Learners – Lorain's compliance rate is 76%. Summit Academy Community School for Alternative Learners – Lorain had 61% of IEP implementation documentation verified.
Legal	Summit Academy Community School for Alternative Learners – Lorain was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School for Alternative Learners – Lorain was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy Community School for Alternative Learners-Lorain has demonstrated notable strengths in creating a positive school culture for both staff and students. Central to this achievement is the school's dedication to implementing Positive Behavioral Interventions and Supports (PBIS), which has significantly reduced student behavioral issues. This proactive approach fosters an environment of respect and responsibility, enhancing the overall learning experience. Additionally, the school has collaborated with the local SST (State Support Team) on building a strong BLT (Building Leadership Team) and has a robust focus on professional development for staff, ensuring that educators are equipped with the latest tools and strategies. These initiatives together create a nurturing and supportive educational atmosphere, showing Summit Academy's commitment to positive outcomes for all learners. The school's strong relationship with parents and the community further enhances its impact, fostering a collaborative environment that supports student success both inside and outside the classroom. In the area of special education, Summit Community School for Alternative Learners- Lorain 's strengths include both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, reflecting its dedication to providing tailored support for all students. In the ETR, active parental participation and consent enrich collaboration and ensure a comprehensive understanding of students' needs. Moreover, the clear identification of educational needs and their implications for instruction empowers educators to adapt teaching methods effectively, promoting student success. In IEP development, the school excels in articulating Present Levels of Academic Achievement and Functional Performance (PLOPS), setting meaningful goals, and delineating Specially Designed Instruction (SDI), ensuring that support strategies are tailored to individual student needs. Furthermore, the provision of accommodations and support for school personnel facilitates effective implementation, supported by a qualified team adept in both ETR and IEP processes.

School Performance Summary	
Areas for Improvement	To further enhance its educational practices, Summit Academy Community School for Alternative Learners-Lorain could focus on several key areas. Implementing more robust differentiation strategies could better address the diverse learning needs of students, ensuring that each learner is appropriately challenged and supported. Enhancing teacher observations and coaching programs could provide valuable feedback and support to educators, helping them refine their instructional practices and improve student engagement. Increasing the frequency and depth of student data review could allow teachers to more effectively track student progress and tailor their lesson planning to address areas of need, ultimately leading to greater student growth and achievement. Additionally, fostering a culture of collaboration among teachers to share best practices and resources could further support student learning and overall school improvement. By addressing these areas, Summit Academy can continue to improve its educational outcomes and support the success of all students. In the area of special education, Summit Community School for Alternative Learners- Lorain can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, while interventions are provided, clarifying the wording to ensure clarity and effectiveness is necessary. Additionally, ensuring that all areas of disability are addressed and included in Section 1 of the ETR is vital to provide comprehensive evaluations and support plans. Moreover, refining the summary of assessment results to ensure clarity and precision in wording would facilitate better understanding and decision-making. Additionally, the wording of the justification for eligibility determination needs refinement for transparency and accuracy. In IEP development, the school recognizes the need to strengthen the justification for removal from the general education classroom in the Least Restrictive Environment (LRE) consideration. Addressing these areas for growth will contribute to the school's ongoing efforts to enhance the quality and inclusivity of its support services.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	*We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	43	45	K	14
Male	57	59	1	12
Race/Ethnicity	%	#	2	16
American Indian/Alaskan Native	0	0	3	15
Asian/Pacific Islander	0	0	4	16
Black, Non-Hispanic	6	6	5	18
Hispanic	6	6	6	13
Multiracial	12.5	13	7	
White, Non-Hispanic	76	79	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	79	82	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	61	63	Total	104

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools (51.6%)	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Summit Academy Community School Warren (45.7%) — Similar School 2: Summit Academy Community School Dayton (32.1%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	**30-40% at or above grade level on schools locally administered norm-referenced assessment**	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Measure Domain	Assessment	Grades	Overall Goal			
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	**40-49%**	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*Special Education Students*	Identified Subject	*Reading/ELA*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, all students will participate in our PBIS and Social-Emotional Learning (SEL) programming during the 23-24 school year, resulting in no more than 10 out-of-school suspensions by the end of the 23-24 school year. The programs we will be utilizing to monitor PBIS will be PBIS Rewards and Behavioral Leadership. Our SEL programming will happen through building-wide monthly focuses to be incorporated in the classroom and through programming with Sprouting Minds.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School for Alternative Learners – Middletown's compliance rate is 77%. Summit Academy Community School for Alternative Learners – Middletown had 100% of IEP implementation documentation verified.
Legal	Summit Academy Community School for Alternative Learners – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School for Alternative Learners – Middletown was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The teachers and administrators work together to improve the school climate through extra-curricular activities for the students such as clubs, reward and incentives, and garden activities. The teachers and administrators have returned each year for the past several years which has aided continuity in their academics and school procedures. The teachers and administrators review, revise, and develop new teaching strategies and techniques to offer better instruction which leads to increased academic achievement. In the area of special education, Summit Academy Community School for Alternative Learners - Middletown stands out for its exemplary performance in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, reflecting its steadfast commitment to providing comprehensive support for its students. The active participation of parents enriches collaboration and ensures a holistic understanding of students' needs throughout the ETR process. Moreover, the school's documentation is noteworthy, achieving 100% compliance, showcasing their dedication to compliant record-keeping and adherence to regulations. Additionally, the clear and concise summary of assessments facilitates informed decision-making, guiding the development of personalized support plans. The school excels in articulating educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively. Furthermore, the presence of a qualified group of professional's adept in both IEP and ETR processes ensures thorough evaluations and informed support plans. In IEP development, Summit Academy shines in its comprehensive transition planning, setting meaningful goals, and detailing Specially Designed Instruction (SDI) location and frequency. These strengths collectively underscore the school's dedication to fostering an inclusive learning environment where all students can thrive academically and socially
Areas for Improvement	Student attendance is sometimes a problem for the school, but they are diligently contacting parents and emphasizing regular school attendance and how important it is to their child's academic achievement and learning. There are academic areas that could be improved as demonstrated through some assessment scores. The principal is addressing those concerns through professional development for the teachers and increased monitoring of classroom instruction by administrators and instructional coaches. In the area of special education, Summit Academy Community School for Alternative Learners - Middletown's areas for improvement within its Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes are as follows: In the ETR, while interventions are provided, refining the decision-making process for the initial evaluation is crucial for ensuring effectiveness. Additionally, ensuring that parent information is included in Part 1 of the ETR is essential to enhance collaboration and comprehensiveness. In IEP development, clarifying the specifications for Specially Designed Instruction (SDI) to ensure it is not both small group and 1:1 would prevent confusion and enhance effectiveness. Moreover, detailing accommodations more comprehensively, including parameters such as duration and circumstances, would optimize support for individual student needs. Furthermore, strengthening considerations for the Least Restrictive Environment (LRE) to include supplemental aids would promote inclusivity and ensure optimal learning environments for all students. Addressing these areas for growth will contribute to the school's ongoing efforts to enhance the quality and inclusivity of its support services.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Michael Dailey			
Mission Statement	*We design, develop, and deliver education opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	38	48	K	5
Male	63	80	1	8
Race/Ethnicity	%	#	2	4
American Indian/Alaskan Native	0	0	3	7
Asian/Pacific Islander	1.50	2	4	7
Black, Non-Hispanic	2	3	5	8
Hispanic	0	0	6	12
Multiracial	5	6	7	10
White, Non-Hispanic	83	106	8	14
Historically Underserved	%	#	9	20
Economically Disadvantaged	48	61	10	15
English Learner	0	0	11	8
Migrant	0	0	12	10
Students with Disabilities	67	86	Total	128

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Summit Academy Community School Parma (45.2%) — Similar School 2: Summit Academy Toledo (42.8%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	**40-49% of students pass EOC exam in American US History**	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment		*STAR*	

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	We will build hope, success, and well-being through education and advocacy for children with special needs. In alignment with our mission, we will incorporate restorative practices into our classrooms, focused on developing appropriate coping skills and behaviors evidenced by a decrease in out-of-school suspensions (OSS) from 28 to 19 during the 2023-2024 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Community School for Alternative Learners – Xenia's compliance rate is 70%. Summit Academy Community School for Alternative Learners – Xenia had 67% of IEP implementation documentation verified.
Legal	Summit Academy Community School for Alternative Learners – Xenia was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Community School for Alternative Learners – Xenia was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The teachers and administrative staff for the past several years have returned each year which aids in continuity and progressing student academic achievement. The teachers and administrators have worked together to review, revise, and develop new plans to increase student academic achievement as well as improving school climate. Extra-curricular activities have also helped to get students involved in the school. Parent satisfaction surveys show support for the school's mission. The teachers and administrators work together to improve the school's academics and promote student achievement. In the area of special education, Summit Academy Community School for Alternative Learners - Xenia demonstrates strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, showcasing its commitment to providing tailored support for its students. In the ETR, the school ensures parental consent and actively involves them in the process, fostering collaboration and ensuring a comprehensive understanding of students' needs. Moreover, Summit Academy excels in articulating educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively, thereby promoting student success. The involvement of a qualified group of professionals ensures thorough evaluations and informed support plans. In IEP development, Summit Academy shines in its comprehensive approach to setting Present Levels of Performance (PLOPs) and establishing meaningful goals that address students' needs comprehensively. The clear delineation of Specially Designed Instruction (SDI) and provision of support for school personnel ensure effective implementation and monitoring of support strategies.
Areas for Improvement	Student attendance continues to be an area of concern for the school, even though the teachers and administrators devote much effort and time to increase it. The teachers and administrators notify parents, talk with the students, and in some cases, administrators withdraw the students from school for non-attendance according to state law. There are some academic areas that need improvement and the school is addressing those areas through professional development, data analysis to improve classroom instruction, and through curriculum revisions. In the area of special education, Summit Academy Community School for Alternative Learners - Xenia can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. Improving intervention descriptions for clarity, ensuring comprehensive coverage of disabilities, and summarizing assessment results effectively are crucial. Strengthening eligibility justifications is essential. In IEP development, clarifying SDI statements, providing more detailed accommodations, and enhancing LRE considerations are necessary steps.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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	2019-2020	N/A
2018-2019	N/A	2018-2019	N/A
Students with Disabilities		Other Academic Measures	
2021-2022	N/A	Specific Subgroup	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	2020-2021	N/A
2018-2019	N/A	2019-2020	N/A
Lowest 20% in Achievement		2018-2019	N/A
2021-2022	N/A	Nationally Normed Assessment - Reading	
2020-2021	N/A	2021-2022	Met
2019-2020	N/A	Nationally Normed Assessment - Math	
2018-2019	N/A	2021-2022	Met
Graduation Rate		Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate		2021-2022	Met
2021-2022	N/A	Other Academic Measures	
2020-2021	N/A	Similar School #1	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	N/A	2018-2019	Met
2020-2021	N/A	Similar School #2	
2019-2020	N/A	2021-2022	N/A
2018-2019	N/A	2020-2021	N/A
		2019-2020	N/A
		2018-2019	N/A

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Erin Bentz, Charlotte Bradley			
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	61	20	K	
Male	39	13	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	61	20	5	
Hispanic	0	0	6	5
Multiracial	3	1	7	12
White, Non-Hispanic	36	12	8	16
Historically Underserved	%	#	9	
Economically Disadvantaged	100	33	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	70	23	Total	33

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools (32.0%)	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Columbus Scioto (23.7%) / Similar School 2: Buckeye Middle School (43.0%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:				*STAR*			
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:				*STAR*			
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 6-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, all students will participate in our PBIS and Social-Emotional Learning programming during the 23-24 school year, resulting in no more than 35 out-of-school suspensions by the end of the 23-24 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Middle School – Columbus's compliance rate is 73%. Summit Academy Middle School – Columbus had 47% of IEP implementation documentation verified.
Legal	Summit Academy Middle School – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Middle School – Columbus was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	During the 2023-2024 school year, Summit Academy Middle School – Columbus demonstrated some areas of strength. This year, the administration team has demonstrated remarkable perseverance and dedication in overcoming staffing shortages at the beginning of the year. With a commitment to providing quality education despite initial challenges, the school staff has demonstrated resilience and adaptability, and the leadership and direction of the administration team have been a strength of the school culture. Throughout the school year, the administration provided extensive support with behavior management, which has been instrumental in maintaining an environment conducive to learning. This support included upholding expectations, helping teachers manage classroom behavior more effectively, and keeping a focus on teaching and learning. In the area of special education, Summit Academy Middle School Columbus has demonstrated several strengths in their ETR and IEP processes. The ETR includes well-documented interventions, strong parental participation, and a clear description of the student's educational needs and implications for instruction. The team involved is qualified and thorough in their evaluations. In the IEP, the transition plans are well-developed, and the PLOPS effectively outline the student's current levels of performance. Both academic and functional needs are addressed, with SDI location and frequency clearly specified. Additionally, the inclusion of assistive technology and accommodations shows attention to supporting student success.

School Performance Summary	
Areas for Improvement	Summit Academy Middle School – Columbus has demonstrated some growth opportunities that may contribute to overall continuous improvement. With no returning staff, it will be imperative that the administration team and Summit Academy Management team begin recruitment efforts early and provide clear and consistent communication to new hires throughout the summer. Additionally, developing a robust onboarding program for new staff members is essential. This should be paired with ongoing coaching to ensure continuous professional development. These structures will help new teachers acclimate more quickly and effectively to the school's culture and expectations. The Positive Behavioral Interventions and Supports (PBIS) program was established at the beginning of the year. However, its implementation has faced challenges due to a lack of knowledge, skill, and oversight for new teachers. An implementation plan should be created and communicated to address this, including having a coach observe and provide targeted coaching to ensure consistency and effectiveness across all classrooms. Student attendance is an area requiring attention. Strategies to improve attendance rates should be a focus for the coming year, as consistent attendance is crucial for academic success. In the area of special education, Summit Academy Middle School- Columbus can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, the inclusion of parent information in Section 1 is vital to enhance transparency and collaboration. Additionally, refining the summary of assessment to be more concise and informative would facilitate better understanding and decision-making. Moreover, enhancing the justification for eligibility to clearly articulate how identified needs impact the child's progress is essential for transparent decision-making. In IEP development, ensuring alignment between goals and Present Levels of Academic Achievement and Functional Performance (PLOP) is crucial for meaningful goal setting and progress monitoring. Furthermore, clarifying Specially Designed Instruction (SDI) specifications to ensure they do not include both 1:1 and group settings for one service would prevent confusion and enhance effectiveness. Lastly, giving due consideration to the Least Restrictive Environment (LRE) ensures optimal learning environments for all students. Addressing these areas for growth will contribute to the school's ongoing efforts to enhance the quality and inclusivity of its support services.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Students with Disabilities			Other Academic Measures	
2021-2022	N/A		Specific Subgroup	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	N/A
2018-2019	N/A		2019-2020	N/A
Lowest 20% in Achievement			2018-2019	N/A
2021-2022	N/A		Nationally Normed Assessment - Reading	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		Nationally Normed Assessment - Math	
2018-2019	N/A		2021-2022	Met
Graduation Rate			Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate			2021-2022	N/A
2021-2022	N/A		Other Academic Measures	
2020-2021	N/A		Similar School #1	
2019-2020	N/A		2021-2022	N/A
2018-2019	N/A		2020-2021	N/A
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	N/A		2018-2019	Met
2020-2021	N/A		Similar School #2	
2019-2020	N/A		2021-2022	Met
2018-2019	N/A		2020-2021	N/A
			2019-2020	N/A
			2018-2019	Met

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000616	4 Years	07/01/2024	06/30/2028	8-12
Address	1461 Moncrest Dr. NW Warren, OH 44485			
Contact	Phone: (330) 399-1692		Fax: (330) 399-1768	
Website	https://summitacademies.org/warren-middle-secondary/			
Leadership	Erin Bradley – Principal Daniel Stella – Dean of Students Allison Garisto – Data Coach Melissa Weaver – IEP Coordinator Sam Musser – Administrative Assistant Carey Anderson – Performance Coach Maria Winbush – Behavioral Specialist Jim Ihnat – Lead Intervention Specialist			
Governing Authority	Joe Gagliano, Amber Bodrick, Kendra Godiciu, Nicole Forte, Eric Jones			
Mission Statement	*We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	32	22	K	
Male	68	47	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	7	5	5	
Hispanic	6	4	6	
Multiracial	12	8	7	
White, Non-Hispanic	75	52	8	13
Historically Underserved	%	#	9	17
Economically Disadvantaged	100	69	10	14
English Learner	0	0	11	14
Migrant	0	0	12	11
Students with Disabilities	73	50	Total	69

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: East High School (44.4%) — Similar School 2: Garfield Community Learning Center (51.3%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	**40-49% of students pass EOC exam in American US Government**	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	**The average credit earning rate for all students is 80-89%**	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-7	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 8-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population,100% of students will participate in our PBIS and Social-Emotional Learning programming during the 23-24 school year, resulting in no more than 18 out of school suspensions by the end of the 23-24 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy School for Alternative Learners – Warren Middle and Secondary's compliance rate is 75%. Summit Academy School for Alternative Learners – Warren Middle and Secondary had 88% of IEP implementation documentation verified.
Legal	Summit Academy School for Alternative Learners – Warren Middle and Secondary was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy School for Alternative Learners – Warren Middle and Secondary was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy School for Alternative Learners – Warren Middle and Secondary introduced a peer coaching program that positively impacted student growth in the 2023-2024 school year. The instructional coach, in conjunction with State Support Team Five (SST5), implemented a focused program with math and English teachers, working both in and out of the classroom to improve the quality of instruction and to incorporate research based instructional strategies. With teacher dedication to data analysis and providing meaningful interventions, many students showed growth from "Urgent Intervention" category to "At or Above Grade Level." Through diagnostic assessments, significant student growth was demonstrated this year as compared to last year's data.

A new program was initiated to address the social and emotional needs of this special needs student population. A "house" system was developed and aligned vertically across the grade bands to cluster students together who do not typically work together daily or see each other during the school day. Each day the "houses" were scheduled to meet were intentionally planned with activities to build character, communication, goal setting, and conflict/resolution skills with students. Positive partnerships and bonds formed between students of different grade bands. Peer mentoring organically evolved as a result of these efforts which provided another, pleasantly unexpected level of support for students in and out of their school day.

Summit Academy School for Alternative Learners – Warren Middle and Secondary executed several community service projects, arranged for special speakers (including the mayor), planned field trips, and other activities with outside partners to establish and maintain a sense of school family and community. These enabled families to be connected with necessary resources and promoted a sense of pride among students for the town in which they live. These events raised increased awareness in the community about the school as well, which facilitated a sense of increased respect and value for their unique learning platform.

In the area of special education, Summit Academy - School for Alternative Learners - Warren Middle and Secondary demonstrates strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, underscoring its commitment to providing tailored support for its students. In the ETR, the school excels in providing targeted interventions, ensuring that students' individual needs are effectively addressed. Active parental participation enriches collaboration and ensures a comprehensive understanding of students' unique requirements, fostering a sense of ownership and commitment to their educational journey. Moreover, Summit Academy demonstrates proficiency in articulating educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively, thereby promoting student success. The involvement of a qualified group of professional's adept in both IEP and ETR processes ensures that evaluations are thorough and support plans are well-informed. In IEP development, Summit Academy shines in its comprehensive approach to setting Present Levels of Performance (PLOPS), establishing meaningful goals, and addressing both academic and functional needs comprehensively. The clear delineation of Specially Designed Instruction (SDI) and provision of supports for school personnel, including Occupational Therapists (OT) and Certified Occupational Therapy Assistants (COTA), ensure effective implementation and monitoring of support strategies. |

School Performance Summary	
Areas for Improvement	Summit Academy School for Alternative Learners – Warren Middle and Secondary staff are always looking to improve their family and community engagement as they recognize the essential benefit to student learning when home and school are connected. To attract an expanded and varied audience, incorporating different, additional events by quarter, perhaps focusing on student growth and achievement awards, may raise awareness and increase interest. While the special education processes at this school are strategic and meaningful, the minor population of general education students needs to receive the same level of targeted interventions. In the 2023-2024 school year, Summit Academy School for Alternative Learners – Warren Middle and Secondary could improve implementation of Multi-Tiered System of Supports (MTSS) and academic interventions for general education students. More targeted professional development and coaching for the general education teachers, as well as reframing the established intervention period, are suggested first steps. A strong sense of community and collaboration is the cornerstone of success. By prioritizing open communication, professional development, and mutual respect, innovation and enthusiasm thrive. The staff of Summit Academy School for Alternative Learners – Warren Middle and Secondary would benefit from a focus on improved staff morale and staff culture in the new year to build a vibrant, engaging, and rewarding atmosphere that celebrates collective achievements and unique contributions of each team member. This commitment to actively and positively support one another will create an exceptional environment to work and grow. In the area of special education, Summit Academy - School for Alternative Learners - Warren Middle and Secondary can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, ensuring the inclusion of parent information in Part 1 is crucial for fostering collaboration and ensuring a comprehensive understanding of students' needs. Additionally, refining the summary of assessments to be more parent-friendly would facilitate better understanding and engagement. Strengthening the justification by including how identified disabilities impact progress in the general education classroom and addressing all suspected disabilities would enhance transparency and accuracy. In IEP development, clarifying the Specially Designed Instruction (SDI) statement and providing more specific accommodations, including details such as duration and circumstances, would optimize support for individual student needs. Furthermore, enhancing considerations for the Least Restrictive Environment (LRE) to include supplementary aides would promote inclusivity and ensure optimal learning environments for all students.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Jennifer Rainey, David Ames			
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	30	17	K	
Male	70	40	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	30	17	5	
Hispanic	0	0	6	
Multiracial	9	5	7	
White, Non-Hispanic	61	35	8	
Historically Underserved	%	#	9	19
Economically Disadvantaged	100	57	10	16
English Learner	0	0	11	8
Migrant	0	0	12	14
Students with Disabilities	90	51	Total	57

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but ＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but ＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Akron Alternative (35.6%) — Similar School 2: Steel Academy (NR)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Measure Domain	Assessment	Grades	Type	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Below the Standard
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	**40-49% of students pass EOC exam in American US History**	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	**80-100%**	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Renaissance and IXL*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Renaissance and IXL*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	**80-100%**	50-79%	40-49%	<40%
Identified Subgroup	*Economically Disadvantaged*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance and IXL*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In regards to our mission statement, we will decrease overall discipline referrals as compared to last year's data by the end of the 2023-2024 school year through proactive student support and trauma informed practices which will contribute to student success and well-being as citizens in their community.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Secondary School – Akron's compliance rate is 74%. Summit Academy Secondary School – Akron had 90% of IEP implementation documentation verified.
Legal	Summit Academy Secondary School – Akron was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Secondary School – Akron was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Summit Academy Secondary School – Akron implemented year two of an effective Multi-Tiered System of Supports with the use of IXL, a program designed to support core content and enable teachers to personalize instruction and accelerate learning. IXL is aligned to all state standards, offers an assessment suite, and includes the "Real Time Diagnostic" universal screener. This gave these educators real-time insight into student performance, target gaps in knowledge, and provided specific next steps to help each learner grow. Through consistent monitoring and tracking, the staff and students of Summit Academy Secondary School – Akron demonstrated 100% participation in the program. The evidence of the success in year two of the program is illustrated by significant growth in the diagnostic outcomes of both math and English Language Arts (ELA).

Summit Academy Secondary School – Akron is in year four of restorative practices as an alternative means to discipline. The practice of staff is to establish relationships with both families and students to build rapport. The school met their goal of increased parental communication regarding student progress throughout the year. Staff contacted at least two families every Friday to update them on their child's personal an academic growth through positive behavior choices and achievement in the classroom. This foundation is essential in talking with students and parents throughout the school year, specifically when addressing challenges.

Summit Academy Secondary School – Akron has reframed its perspective when dealing with student behavior. As a result, each year discipline referrals and out-of-school suspensions (OSS) have decreased. From the previous school year to the 2023-2024 school year, referrals were down 60% by the end of the year. In addition, there were zero out-of-school suspensions this school year; this outcome is unmatched in all previous school years.

These identified collective practices led to an overall culture shift at Summit Academy Secondary School – Akron that promotes inclusivity of parents in their child's educational journey and facilitates positive student growth.

In the area of special education, Summit Secondary School- Akron demonstrates impressive strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, targeted interventions and active parent participation ensure tailored support, while clear summaries of educational needs and specific instructional implications guide effective strategies. With a qualified group of professionals, evaluations are thorough and informed. In IEP development, comprehensive transition plans and measurable goals addressing both academic and functional needs promote student success. Clear SDI specifications and modifications cater to individual requirements, supported by ongoing support for school personnel, fostering an inclusive learning environment. |

School Performance Summary	
Areas for Improvement	To continue the success of the restorative practices employed, the students of Summit Academy Secondary School – Akron would benefit from an increase in PBIS classroom consistency. The administration team will need to monitor implementation for the 2024-25 school year to ensure overall success. Summit Academy Secondary School – Akron could improve quality of instruction and increase academic growth through classroom coaching. This practice provides active support, guidance, and modeling to promote the independence of classroom teachers and their own professional growth. In addition, all staff would benefit from increased participation in professional development opportunities, especially those targeted to identified professional needs as well as the Science of Reading. In the area of special education, Summit Secondary School- Akron can improve in the area of both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, ensuring that parent information is included in ETR Part 1 would foster greater transparency and collaboration. Additionally, providing a summary of assessments in parent-friendly language could enhance parental understanding and engagement in the evaluation process. Moreover, refining the justification for eligibility determination by explicitly articulating how the identified disability impacts the child's progress in the general education curriculum would provide clearer rationale for support decisions. Turning to IEP development, separating SDI related services into distinct lines to distinguish between 1:1 and group settings would enhance clarity and specificity. Furthermore, the school could improve the specificity of accommodations to ensure they meet individual student needs effectively. Additionally, focusing on clarifying the Least Restrictive Environment (LRE) considerations would promote inclusivity and ensure optimal learning environments for all students.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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; Heather White, Asst Principal/BIS; Chelsea Dennis, Admn Asst; Sarah Kwasnicka, Data Coach; Jaymie Milton, Instructional Coach; Jason West, Community Resource Coordinator			
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	37.5	24	K	
Male	62.5	40	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	16	10	5	
Hispanic	1	1	6	
Multiracial	14	9	7	
White, Non-Hispanic	69	44	8	
Historically Underserved	%	#	9	20
Economically Disadvantaged	100	64	10	24
English Learner	0	0	11	12
Migrant	0	0	12	8
Students with Disabilities	62.5	40	Total	64

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Belmont High School Dayton (42%) — Similar School 2: Summit Academy Secondary Youngstown (40.9%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Renaissance*				
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:			*STAR Renaissance*				
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
		Compliance/Organizational/Operational Performance Targets and Metrics			
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the 23-24 school year, through implementation of appropriate social-emotional regulation strategies for all students throughout the school day, we will foster hope, success, and well-being by increasing the number of students completing daily SEL checks through the PBIS rewards system by at least 5%, as compared to last year's final data point (12 of 64 students, which was 18.75% of students in 22-23; an increase of 5% would be at least 17 of 70 students for 23-24).	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Secondary School – Canton's compliance rate is 67%. Summit Academy Secondary School – Canton had 47% of IEP implementation documentation verified.
Legal	Summit Academy Secondary School – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Secondary School – Canton was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	In recent years, Summit Academy Secondary – Canton has experienced a complete change in building leadership and a more than 50% change in teaching staff. From the previous school year to 2023-2024, staff retention has shown great improvement. The staff provided very positive feedback about their school year with the majority of staff planning to return for 2024-2025. Not only does staff retention contribute to a positive school culture, but will also promote continuing school-wide initiatives that have been implemented this school year. For example, the alignment of curriculum to the Science of Reading with full implementation of pacing with fidelity along with consistent and targeted coaching.

The school culture is a strength of Summit Academy Secondary – Canton. Students are much more engaged but more importantly feel safe, seen, and heard which allows for meaningful relationships among families, students, and staff and promotes overall educational growth. Contributing to the school culture is the Positive Behavioral Interventions and Supports (PBIS) program. While the staff are still refining tiers two and three, the tier one implantation focused on zero tolerance infractions the lead to out-of-school suspension. As a result, minor office referrals decreased and classroom management performance improved.

As a team, all staff at Summit Academy Secondary – Canton provided feedback in the development of a meaningful and relevant professional development plan along with daily practices. The intent behind the professional development plan was to align targeted and systematic instruction of curriculum, and update building level processes and procedures. As a result, full implementation of pacing with fidelity of curriculum was consistent as monitored by instructional coaches. Also, a regular rhythm and rationale of methodology was evident through the day within the building. This system had a positive impact on both academic student growth and daily operations.

In the area of special education, Summit Secondary School- Canton demonstrates commendable strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, the provision of targeted interventions effectively addresses student needs, ensuring tailored support for diverse learners. Moreover, the active participation of parents enriches collaboration and ensures a comprehensive understanding of students' requirements. The clear summary of results in the ETR facilitates informed decision-making, guiding the development of personalized educational plans. Furthermore, the school excels in articulating clear descriptions of educational needs and their implications for instruction, empowering educators to adapt teaching methods effectively. In IEP development, the school's strengths lie in its comprehensive transition planning, facilitating smooth student progression. Additionally, the establishment of measurable goals promotes student growth and achievement, while the clear delineation of Specially Designed Instruction (SDI), modifications, and support services ensures tailored support for individual student needs. |

School Performance Summary	
Areas for Improvement	Summit Academy Secondary – Canton has the expertise of a data coach to promote data-driven decision making within the building. While the staff welcome the lead of the data coach, teachers would benefit from relying less on the data coach to pull and explain information and instead work on owning their class data. It is necessary for staff to be able to articulate decisions and provide rationale for tiered instruction based on curriculum assessments and intervention data. While Summit Academy Secondary – Canton staff do an exceptional job of tracking daily attendance, they do need to continue to improve their process for addressing truancy, lack of consistent attendance, and ensuring the process of notification is completed as required by House Bill 410. Finally, while tier one instruction on the PBIS process has been done well, the staff need to continue to refine tier two and tier three processes to support those struggling students and increase engagement overall. With the improvement of strategies and support, students moving from tiers two and three back to tier 1 will be facilitated. Staff and student recognition in the process has been powerful at Summit Academy Secondary – Canton. In the area of special education, Summit Secondary School- Canton has several areas for improvement within both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, ensuring that all areas related to disability are addressed, with comprehensive planning forms included in Part 1 of the ETR, would enhance the thoroughness of evaluations. Additionally, providing a summary of assessments in parent-friendly language would foster greater parental understanding and engagement in the process. In IEP development, refining Present Levels of Academic Achievement and Functional Performance (PLOPs) to be more succinct and aligned with same-age peers and goals is crucial for effective goal setting and progress monitoring. Moreover, specifying the location of Specially Designed Instruction (SDI) and enhancing the specificity and detail of accommodations would provide clearer guidance for implementation. Lastly, improving documentation practices would ensure comprehensive and accurate records, facilitating effective planning and monitoring of student progress.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	NOT MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	Met
Students with Disabilities			Other Academic Measures	
2021-2022			Specific Subgroup	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	N/A
2018-2019	Met		2019-2020	N/A
Lowest 20% in Achievement			2018-2019	N/A
2021-2022	N/A		Nationally Normed Assessment - Reading	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		Nationally Normed Assessment - Math	
2018-2019	N/A		2021-2022	Met
Graduation Rate			Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate			2021-2022	N/A
2021-2022	Met		Other Academic Measures	
2020-2021	Met		Similar School #1	
2019-2020	Met		2021-2022	N/A
2018-2019	Met		2020-2021	N/A
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	Met		2018-2019	Met
2020-2021	Met		Similar School #2	
2019-2020	Met		2021-2022	N/A
2018-2019	Met		2020-2021	N/A
			2019-2020	N/A
			2018-2019	Met

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000634	5 Years	07/01/2019	06/30/2024	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	Kristen Parkes, Principal			
Governing Authority	Brian Roth, Foustino Zapata, Jennifer Frey, Michael Dailey and Andrew Davenport			
Mission Statement	*We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	32	23	K	
Male	68	50	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	0	0	5	
Hispanic	7	5	6	
Multiracial	5	4	7	17
White, Non-Hispanic	88	64	8	14
Historically Underserved	%	#	9	16
Economically Disadvantaged	58	42	10	12
English Learner	0	0	11	7
Migrant	0	0	12	5
Students with Disabilities	68	50	23	0
			Total	73

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Summit Academy School for Alt. Learners Warren MS and Sec (41.8%) / Similar School 2: Summit Academy School for Alt. Learners Akron Secondary (50.4%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	**<40% of students pass EOC exam in Algebra I**
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	**<40% of students pass EOC exam in Biology**
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	**<40% of students pass EOC exam in ELA II**
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	**<40% of students pass EOC exam in Geometry**

				70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	**<40% of students pass EOC exam in American US Government**
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	**The average credit earning rate for all students is 80-89%**	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*STAR Reading*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*STAR Math*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	**40-49%**	<40%
Identified Subgroup	*Special Education Students*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	In order to build hope, success, and well-being in our student population, all students will participate in our PBIS and Social-Emotional Learning (SEL) programming during the 23-24 school year, resulting in no more than 21 out-of-school suspensions by the end of the 23-24 school year. The programs we will be utilizing to monitor PBIS will be PBIS Rewards and Behavioral Leadership. Our SEL programming will happen through building-wide monthly focuses to be incorporated in the classroom and through programming with Sprouting Minds.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Secondary School – Middletown's compliance rate is 83%. Summit Academy Secondary School – Middletown had 75% of IEP implementation documentation verified.
Legal	Summit Academy Secondary School – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Secondary School – Middletown was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The teachers and administrators have worked together this year to improve the school learning environment. The teachers have had professional development opportunities as well as meeting during their in-service days to review, revise, and develop plans to improve student achievement as well as improving the school culture. The principal led the staff through the transition period this past school year. She reported suspensions are down from last year and student attendance has increased, but not to her expectations. In the area of special education, Summit Academy Secondary School - Middletown demonstrates significant strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, reflecting its dedication to providing comprehensive support for its students. Through the ETR process, the school excels in providing targeted interventions, especially during reevaluations, ensuring that students' evolving needs are effectively addressed. Active parental participation enriches collaboration and ensures that support plans are well-informed and tailored to individual student needs. Moreover, the school's adeptness in summarizing assessments facilitates informed decision-making, guiding the development of personalized support plans. The clear identification of educational needs and their implications for instruction empowers educators to adapt teaching methods effectively, fostering student success. Additionally, the presence of a qualified group of professional's adept in both IEP and ETR processes ensures thorough evaluations and informed support plans. In IEP development, Summit Middletown Secondary School shines in its comprehensive transition planning, setting meaningful goals, and detailing Specially Designed Instruction (SDI) location and frequency.
Areas for Improvement	Even though the school's attendance is better overall than last year, absenteeism is still a concern. Some academic areas will need additional improvement as student assessments indicates achievement issues. Continued use of professional development opportunities and additional assistance by the administration and instructional coaches will lead to improved student achievement and learning. Specific areas have been determined to have many interventions and improvement programs in place for next year. In the area of special education, Summit Academy Secondary School - Middletown can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, enhancing Part 1 areas is crucial, necessitating the inclusion of parent information and ensuring comprehensive coverage by adding vision and hearing components. Additionally, refining the justification for eligibility by articulating how the disability specifically impacts the student's participation and progress in the general education classroom would provide a clearer understanding for all stakeholders. In IEP development, the school recognizes the need for more specific accommodations, detailing parameters such as duration and circumstances to optimize support for individual student needs. Furthermore, strengthening considerations for the Least Restrictive Environment (LRE) by including supplemental aids would promote inclusivity and ensure optimal learning environments for all students.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000303	4 Years	07/01/2024	06/30/2028	8-12
Address	2800 Shady Run Rd. Youngstown, OH 44502			
Contact	Phone: (234) 228-8235		Fax: (234) 228-8239	
Website	https://summitacademies.org/youngstown-secondary/			
Leadership	Principal, Ashley Martin; Behavior Specialist: Clark Cretella, IEP Coordinator: Jessica Schell, Instructional Coach: Sarah Herb, Admin. Assistant: Audrianna Phillips, YIS Admin. Assist./ Performance Coach: Rebecca Phillips, Culture Coordinator: Greta Glenellen			
Governing Authority	Eric Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano, Nicole Forte			
Mission Statement	*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.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	45	41	K	
Male	55	50	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	44	40	5	
Hispanic	14	13	6	
Multiracial	10	9	7	
White, Non-Hispanic	32	29	8	12
Historically Underserved	%	#	9	21
Economically Disadvantaged	100	91	10	17
English Learner	1	1	11	18
Migrant	0	0	12	22
Students with Disabilities	95	86	Total	91

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Steel Academy (NC) — Similar School 2: Beacon Academy (51.6%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	**<40% of students pass EOC exam in American US History**
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	**<40% of students pass EOC exam in American US Government**
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	**The average credit earning rate for all students is 80-89%**	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*STAR Renaissance*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR Renaissance*

School Fiscal Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). ****Detailed documentation is required to determine if OSS meets the requirements of the law****		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

		OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 8-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the 23-24 school year, students will positively respond to our PBIS program and restorative practices evidenced by an overall decrease in the number Office Referrals with "skipping class" as the infraction by 10% (Baseline 22-23: 477 to 422).	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Secondary School – Youngstown's compliance rate is 57%. Summit Academy Secondary School – Youngstown had 93% of IEP implementation documentation verified.
Legal	Summit Academy Secondary School – Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Secondary School – Youngstown was not on a CAP during the 2023–24 school year.

School Performance Summary

Areas of Strength	The staff at Summit Academy Secondary School – Youngstown truly does function like a school family. For most students enrolled, the foundational practices of this school provide them with the supportive, encouraging, and consistent flow of firm but nurturing love necessary to thrive. Due to the very urban location of this building, this population of students are faced with continuous adversity. In addition, this facility had many daily function problems like plumbing and heating in 2023-24. Despite these obstacles, the team of Summit Academy Secondary School – Youngstown pulls together, helps each other, and faces each challenge with solutions, providing a safe place for students to learn.

For the past four years, this school has been the leader in restorative practices which turns behavioral missteps into learning opportunities. An exceptional benefit for this student population, restorative practices foster an understanding of behavioral choices, cultivates positive classroom and school culture, promotes repair for harm, and supports reflection, communication, and problem-solving skills. Office referrals decreased by 30% this year as compared to last. With its dedication to an improved Positive Behavioral Interventions and Supports (PBIS) program, Summit Academy Secondary School – Youngstown are currently eligible for the state recognized Bronze award.

To facilitate academic student growth and professional growth among staff, Summit Academy Secondary School – Youngstown planned quality professional development opportunities for staff in 2023-24 that will extend into 2024-25. The staff worked closely with Lori Elliot on research-based instructional strategies, which included differentiation and tiered instruction. She also assisted the staff in developing an effective Multi-Tiered System of Supports (MTSS) program. Terri Cox led the staff in Science, Technology, Engineering, and Math (STEM) instruction for staff to enhance classroom instruction. Nathan Maynard has been instrumental in leading instruction in restorative practices and behavior management with staff. The program he will be continuing with Summit Academy Secondary School – Youngstown staff in the new school year will provide real time interventions for teachers and illustrates differences between major and minor behaviors to improve classroom management strategies. Also, the staff will continue working with Dr. Melinda Wolford in the areas of social emotional learning, differentiation, and classroom strategies. This level of quality, relevant, and meaningful professional development has had a positive impact on teacher confidence, research-based instruction, and student growth.

Throughout the school year and in the summer, Summit Academy Secondary School – Youngstown has implemented after school Extended Learning Opportunities (ELO's) for reaching enrichment and STEM that have been well-attended by students. The school works with Village Network Counseling to assist with transportation. The ELO program provides extended learning and enrichment activities for students, along with meals and transportation, to provide students with a safe place to continue to learn and grow.

In the area of special education, Summit Academy Secondary School - Youngstown's strengths include both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, highlighting its commitment to student success. The school excels in fostering parental participation, ensuring collaboration and a comprehensive understanding of students' needs. Additionally, it effectively articulates implications for instruction, empowering educators to tailor teaching methods effectively. With a qualified group of professionals proficient in both ETR and IEP procedures, evaluations are thorough and support plans are well-informed. In IEP development, Summit Academy sets meaningful Present Levels of Performance (PLOPs) and establishes goals that address students' needs comprehensively. The clear delineation of Specially Designed Instruction (SDI) in terms of location and amount, along with provision of support for school personnel, ensures effective implementation of support strategies. Moreover, compliant documentation practices contribute to accurate tracking of student progress and the effectiveness of support interventions. |

School Performance Summary	
Areas for Improvement	Student attendance at Summit Academy Secondary School – Youngstown is an area of focus to improve. The challenges with public school transportation along with the facility issues that forced closing presented significant obstacles for learning in 2023-24. With the building repairs completed and updates with public school transportation practices, the school will need to focus on attendance initiatives to promote regular attendance for students in 2024-25. By nature of the environment, the population of Summit Academy Secondary School – Youngstown is transient, making student retention a significant challenge. While enrollment numbers are the same because there are always students ready to fill a vacant spot, many students are lost each year due to participation in sports in public schools of residence. Summit Academy Secondary School – Youngstown would benefit from planning sports alternative programs as one minor way to promote student retention. Summit Academy Secondary School – Youngstown strives each year to show growth in the State Report Card (SRC). They continue to work closely with their support resources to analyze data and identify targeted areas of focus to show improvement. The school is constantly striving to be better for students and families, providing a safe environment where learning at all levels takes place. With continued efforts of staff and student retention, increased attendance, and implementation of professional development, the school has a positive opportunity to show growth on the SRC. In the area of special education, Summit Academy Secondary School - Youngstown can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, improvements are needed to include team decisions for evaluations, ensuring a comprehensive approach. Addressing all areas of disability is essential for thorough assessments. Enhancements to the summary of assessments to make them more parent-friendly are necessary. Moreover, ensuring alignment between the clear description of educational needs and Part 1 of the ETR is crucial for consistency. Strengthening justifications by adding how disabilities affect general education progress will enhance transparency. In IEP development, addressing academic needs beyond prioritization is necessary for comprehensive support. Clarifying that Specially Designed Instruction (SDI) cannot be both small group and 1:1 will prevent confusion. Additionally, accommodations should be specified more clearly to better support student needs.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	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 3rd 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

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

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		2019-2020	N/A
2018-2019	N/A		2018-2019	Met
Students with Disabilities			Other Academic Measures	
2021-2022	N/A		Specific Subgroup	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	N/A
2018-2019	Met		2019-2020	N/A
Lowest 20% in Achievement			2018-2019	N/A
2021-2022	N/A		Nationally Normed Assessment - Reading	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		Nationally Normed Assessment - Math	
2018-2019	Not Met		2021-2022	Met
Graduation Rate			Nationally Normed Assessment - K-3 Lit.	
4-Yr. Graduation Rate			2021-2022	N/A
2021-2022	Met		Other Academic Measures	
2020-2021	Not Met		Similar School #1	
2019-2020	Not Met		2021-2022	N/A
2018-2019	Not Met		2020-2021	N/A
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	Not Met		2018-2019	Met
2020-2021	Met		Similar School #2	
2019-2020	Met		2021-2022	Not Met
2018-2019	Met		2020-2021	N/A
			2019-2020	N/A
			2018-2019	N/A

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Katelyn Shelton			
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	15	7	K	
Male	85	39	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	45	21	5	
Hispanic	2	1	6	
Multiracial	11	5	7	
White, Non-Hispanic	42	19	8	
Historically Underserved	%	#	9	11
Economically Disadvantaged	83	38	10	12
English Learner	0	0	11	13
Migrant	0	0	12	10
Students with Disabilities	89	41	Total	46

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools (45.9%)	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Lighthouse Community School (36%) / Similar School 2: Summit Academy THS Columbus (43.9%)				

<table>
<thead>
<tr>
<th>Measure Domain</th>
<th>Assessment</th>
<th colspan="2">Grades</th>
<th>Exceeds the Standard (6 points)</th>
<th>Meets the Standard (4 points)</th>
<th>Approaches the Standard (2 points)</th>
<th>Falls Below the Standard (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Schools locally administered norm-referenced assessment Reading/ELA</td>
<td colspan="2">K-8</td>
<td>50% at or above grade level on schools locally administered norm-referenced assessment</td>
<td>41-49% at or above grade level on schools locally administered norm-referenced assessment</td>
<td>30-40% at or above grade level on schools locally administered norm-referenced assessment</td>
<td><30% at or above grade level on schools locally administered norm-referenced assessment</td>
</tr>
<tr>
<td>Achievement</td>
<td>Schools locally administered norm-referenced assessment Math</td>
<td colspan="2">K-8</td>
<td>50% at or above grade level on schools locally administered norm-referenced assessment</td>
<td>41-49% at or above grade level on schools locally administered norm-referenced assessment</td>
<td>30-40% at or above grade level on schools locally administered norm-referenced assessment</td>
<td><30% at or above grade level on schools locally administered norm-referenced assessment</td>
</tr>
<tr>
<td>Achievement</td>
<td>English Language Arts I End of Course (EOC) pass rates</td>
<td>9th-12th</td>
<td>Traditional</td>
<td>70-100% of students pass EOC exam in ELA</td>
<td>50-69% of students pass EOC exam in ELA</td>
<td>40-49% of students pass EOC exam in ELA</td>
<td><40% of students pass EOC exam in ELA</td>
</tr>
<tr>
<td>Achievement</td>
<td>Algebra I EOC pass rates</td>
<td>9th-12th</td>
<td>Traditional</td>
<td>70-100% of students pass EOC exam in Algebra I</td>
<td>50-69% of students pass EOC exam in Algebra I</td>
<td>40-49% of students pass EOC exam in Algebra I</td>
<td><40% of students pass EOC exam in Algebra I</td>
</tr>
<tr>
<td>Achievement</td>
<td>Biology EOC pass rates</td>
<td>9th-12th</td>
<td>Traditional</td>
<td>70-100% of students pass EOC exam in Biology</td>
<td>50-69% of students pass EOC exam in Biology</td>
<td>40-49% of students pass EOC exam in Biology</td>
<td><40% of students pass EOC exam in Biology</td>
</tr>
<tr>
<td>Achievement</td>
<td>English Language Arts II EOC pass rates</td>
<td>9th-12th</td>
<td>Traditional</td>
<td>70-100% of students pass EOC exam in ELA II</td>
<td>50-69% of students pass EOC exam in ELA II</td>
<td>40-49% of students pass EOC exam in ELA II</td>
<td><40% of students pass EOC exam in ELA II</td>
</tr>
<tr>
<td>Achievement</td>
<td>Geometry EOC pass rates</td>
<td>9th-12th</td>
<td>Traditional</td>
<td>70-100% of students pass EOC exam in Geometry</td>
<td>50-69% of students pass EOC exam in Geometry</td>
<td>40-49% of students pass EOC exam in Geometry</td>
<td><40% of students pass EOC exam in Geometry</td>
</tr>
</tbody>
</table>

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	**50-69% of students pass EOC exam in American US History**	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	**<40% of students pass EOC exam in American US Government**
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	**The average credit earning rate for all students is 80-89%**	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	**50-79%**	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*STAR*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	**50-79%**	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*STAR*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

		OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	We will design, develop, and deliver educational opportunities in a therapeutic environment for our students. All classes will incorporate SOAR (safety, openness, accountability, responsibility) into their classrooms through language, restorative practices, and recognition to decrease Out of School Suspensions (OSS) by 10% from 23 to 20 during the 2023-2024 school year.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Summit Academy Transition High School – Cincinnati's compliance rate is 76%. Summit Academy Transition High School – Cincinnati had 68% of IEP implementation documentation verified.
Legal	Summit Academy Transition High School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Summit Academy Transition High School – Cincinnati was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The teaching staff has remained mostly intact for the past few years that has allowed the school's academic progress to continue as indicated by their improved assessment scores and recognition for their improvements. The teachers and administration have worked together to revise and develop plans and those programs to strengthen student achievement and learning. Their success has been indicated in the students' assessment improvement and test scores. The number of graduates also indicates the parents' satisfaction with the school along with their positive parent responses. The school climate is very positive and the low numbers of suspensions are also an indicator that their Restorative Justice Program is working. Other Summit schools have used the high school's model to be included into their own discipline and PBIS Programs. In the area of special education, Summit Academy Transition High School- Cincinnati's strengths include both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes, underscoring its commitment to providing comprehensive support for all students. In the ETR, the provision of targeted interventions tailored to individual student needs effectively addresses diverse learning requirements, while active parent participation enriches collaboration and ensures a holistic understanding of students' needs. Moreover, the clear summary of assessments and thorough descriptions of needs and instructional implications facilitate informed decision-making, guided by a qualified team adept in both ETR and IEP processes. In IEP development, the school excels in comprehensive transition planning, facilitating smooth student progression. Additionally, the careful consideration of Present Levels of Academic Achievement and Functional Performance (PLOPs) ensures meaningful goal setting, while the clear delineation of Specially Designed Instruction (SDI) location and frequency provides guidance for effective support implementation.
Areas for Improvement	There are a few academic areas that need the administration and staff's attention and will be addressed through professional development opportunities, the instructional coach assisting teachers, and review and possible revision of that curriculum. Professional development centering on specific data analysis could also assist in determining teaching strategies to improve student achievement and learning. In the area of special education, Summit Academy Transition High School- Cincinnati can improve in the area of Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, ensuring that all areas related to student needs are addressed, including incorporating parent information into Part 1, is essential for comprehensive evaluations and personalized support plans. Moreover, refining the justification for eligibility determination to explicitly articulate how identified needs impact the child's progress is crucial for transparent decision-making. In IEP development, the school recognizes the need to clarify Specially Designed Instruction (SDI) specifications, ensuring that it does not include both group and 1:1 setting to avoid confusion and enhance effectiveness. Additionally, providing more specific accommodations, including considerations such as duration and circumstances, would optimize support for individual student needs. Moreover, enhancing considerations for the Least Restrictive Environment (LRE) to include supplementary aids would promote inclusivity and ensure optimal learning environments for all students.
Prospects for Renewal	Probable

Previous 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 3rd 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

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	

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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	Mark Lafferty-Superintendent/Principal			
Governing Authority	Jim Sworden, Sommer Clayborne, Eric Yacks, Kimberly Johnson			
Mission Statement	*The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	25	13	K	0
Male	75	40	1	0
Race/Ethnicity	%	#	2	0
American Indian/Alaskan Native	0	0	3	3
Asian/Pacific Islander	2	1	4	0
Black, Non-Hispanic	40	21	5	6
Hispanic	0	0	6	4
Multiracial	15	8	7	5
White, Non-Hispanic	43	23	8	4
Historically Underserved	%	#	9	7
Economically Disadvantaged	77	41	10	5
English Learner	0	0	11	4
Migrant	0	0	12/13	15
Students with Disabilities	100	53	Total	53

2023-2024 School Academic Performance on the Traditional Ohio School Report Card
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but ＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Autism Model School (30.8%) / Similar School 2: Summit Academy Toledo (42.8%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	**The average credit earning rate for all students is 90-100%**	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*Ohio Diagnostic Assessment*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	**<40%**
Locally Administered Norm-Referenced Assessment:	*Ohio Diagnostic Assessment*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	**<40%**
Identified Subgroup	*Multiracial*	Identified Subject	*Math*	Locally Administered Norm-Referenced Assessment			*Ohio Diagnostic Assessment*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	The AAL is a year-round, public school with programming designed around the needs of students with autism spectrum disorder. AAL will reduce challenging behaviors as evidenced through ongoing behavior data tracking sheets to increase positive skill acquisition and overall educational advancement.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. The Autism Academy of Learning's compliance rate is 56%. The Autism Academy of Learning had 84% of IEP implementation documentation verified.
Legal	The Autism Academy of Learning was in compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	The Autism Academy of Learning was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	The Autism Academy of Learning demonstrates remarkable strengths in various areas. They demonstrate flexibility and innovation by adapting and adjusting templates to fit the diverse needs of its students, ensuring that each child receives personalized support. The school's organized files reflect a commitment to efficiency and professionalism, ensuring that important information is readily accessible. Moreover, strong communication with families fosters a sense of community and collaboration. Additionally, the school celebrates the success of its students, recognizing and applauding their achievements in meaningful ways, further enhancing the positive and supportive atmosphere at The Autism Academy of Learning. In the area of special education, The Autism Academy of Learning demonstrates significant strengths in both the Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. The ETR process excels with active parent participation and the involvement of a qualified group of professionals, ensuring comprehensive evaluations and informed decisions. In the IEP, the goals are well-defined, and the amount and frequency of Specially Designed Instruction (SDI) are clear, promoting effective support for students. Modifications and support for school personnel are well-structured, enhancing the implementation of strategies. The justification for alternate assessments is thorough, and the meticulous documentation practices contribute to accurate tracking of student progress. Furthermore, considerations for the Least Restrictive Environment (LRE) ensure that students receive education in the most inclusive settings possible.
Areas for Improvement	At Autism Academy of Learning, there is a need to improve the retention of paraprofessionals to ensure consistent support for students and teachers. The school is also actively seeking to hire new intervention specialists to address the diverse needs of its student population. Efforts to expand and strengthen the Positive Behavioral Interventions and Supports (PBIS) program are ongoing, with the goal of fostering a positive and inclusive school culture. Additionally, the administration is exploring options for implementing a locally administered norm-referenced assessment to better track student progress and inform instruction. To enhance the overall educational experience, the school is continuously searching for a comprehensive core curriculum that aligns with current educational standards. By focusing on these areas, The Autism Academy of Learning aims to create a more supportive and effective learning environment for all students. In the area of special education, The Autism Academy of Learning has identified several areas for growth in its Evaluation Team Report (ETR) and Individualized Education Program (IEP) processes. In the ETR, improvements are needed to align interventions with the checklist guide and ensure all areas from the planning form are addressed comprehensively. Enhancing the summary and clear description of educational needs, as well as the implications for instruction, to include all areas from the planning form is essential. Additionally, incorporating a statement about how the disability affects progress in the general education curriculum will provide greater clarity. In the IEP, it's important to avoid using the same transition plan goals each year and ensure that Present Levels of Performance (PLOPs) logically connect from the PLOP to the same-age peer comparison and then to the goal. Goals should be more specific and measurable. For Specially Designed Instruction (SDI), specifying the location as only one area, or using a term like 'school environment' for related services, will enhance clarity and effectiveness. Addressing these areas will further strengthen the support services provided by the Academy.
Prospects for Renewal	Probable

Previous 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 3rd 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

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

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
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

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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

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, Lee Trotter			
Mission Statement	*The Intergenerational Schools connect, create, and guide a multi-generational community of lifelong learners and spirited citizens as they strive for academic excellence.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52	105	K	15
Male	48	95	1	22
Race/Ethnicity	%	#	2	18
American Indian/Alaskan Native	0	0	3	25
Asian/Pacific Islander	0	0	4	28
Black, Non-Hispanic	96	193	5	22
Hispanic	0	0	6	20
Multiracial	3	6	7	27
White, Non-Hispanic	1	1	8	23
Historically Underserved	%	#	9	
Economically Disadvantaged	73	145	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	21	42	Total	200

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but ＜80% of maximum score	≥50% but＜70% of maximum score	＜50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but＜93.5%	≥84% but ＜90%	＜84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Promotion to 4th Grade	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
Improving K-3 Literacy	≥78%	≥68% but ＜78%	≥58% but ＜68%	＜58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Harvey Rice Elementary (38.5%) / Similar School 2: Sunbeam Elementary (36.6%)				

School Academic Achievement Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	**30-40% at or above grade level on schools locally administered norm-referenced assessment**	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	**<30% at or above grade level on schools locally administered norm-referenced assessment**
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics							
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.							
Measure Domain	**Assessment**	**Grades**	**Overall Goal**	**Exceeds the Standard (6 points)**	**Meets the Standard (4 points)**	**Approaches the Standard (2 points)**	**Falls Below the Standard (0 points)**
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*SWD*	Identified Subject	*ELA*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has ＜15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Within the next academic year, The Intergenerational Schools will initiate a partnership with the East End Neighborhood House, an organization in our community that runs a program called the Ubuntu Learning Center. The program will provide tutoring and mentoring services that promotes a culture of continuous learning among students leading to a 2% increase in the PI score on the 23-24 state report card from the previous year's data. This initiative aligns with our mission to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens while striving for academic excellence.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. The Intergenerational School's compliance rate when averaging fall and spring is 63%. The Intergenerational School had a combined average of 55% of IEP implementation documentation verified.
Legal	The Intergenerational School has been placed on a Compliance Correction Action Plan due to non-compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	The Intergenerational School was placed on a Compliance CAP during the 2023-24 school year due to non-compliance in the previous school year and did not satisfy the terms of the CAP.

School Performance Summary	
Areas of Strength	The school excels in its dedication to Response to Intervention (RTI) practices, actively addressing students' gaps in understanding and fostering significant academic and behavioral improvements. The implementation of Social-Emotional Learning (SEL) programs, supported by a structured curriculum, has also been highly successful, reducing out-of-school suspensions. The focus on restoring relationships upon students' return from suspension further supports student well-being and success. Overall, the commitment to RTI and SEL practices highlights the school's positive and supportive learning environment.
	In the area of special education, The Intergenerational School exhibits several areas of strength. The IEPs contain measurable goals that address both academic and functional needs. The documentation of SDI and related services, including location, amount, and frequency, is thorough. There is strong support for school personnel, and the IEP team is consistently composed of qualified professionals. Additionally, parents are afforded the opportunity to participate in the IEP and ETR process. The ETRs include clear descriptions of educational needs and implications for instruction, with eligibility determined by a qualified group of professionals. These strengths underscore the school's commitment to providing comprehensive and effective support for its students.
Areas for Improvement	An area of focus is establishing a professional development plan to train teachers on the new reading curriculum and its connection to the Science of Reading training. This should be accompanied by a thorough follow-up strategy, which includes continuous monitoring of progress, providing support, and resolving challenges as they arise. Regular check-ins and feedback sessions should be conducted, with targeted interventions addressing emerging issues.
	In the area of special education, The Intergenerational School needs to address several systemic areas of growth to ensure compliance and effectiveness. For the ETR, it is crucial that a General Education teacher fills out a Part 1 form. If fine and/or gross motor skills are a concern, these need to be evaluated by a qualified professional, such as a PT or OT, instead of a General Education teacher. Additionally, the document is non-compliant if any signatures are missing. For the IEP, transition plans must be in place for any student turning 14 or older during the IEP period. If a functional need is identified in the ETR, it must be addressed with a specific goal in the IEP. The conditions and extent of each accommodation should be clearly explained. Finally, ensure that SDI documentation and minutes are meticulously kept to maintain accurate records. Addressing these areas will enhance the school's compliance and the effectiveness of its support for students.
Prospects for Renewal	Probable

Previous Academic Performance

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

Early Literacy	
Early Literacy Component	
2022-2023	MET
Proficiency in 3rd 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

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

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

Year	Value
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

Year	Value
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

Previous 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

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

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 2023–24 school year academic performance data is displayed separately from the previous year's academic performance data for ease of review.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000546	4 Years	07/01/2024	06/30/2028	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 McLeary, Helen Cabianca, Patricia Stephens			
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	51.4	213	K	56
Male	48.6	201	1	43
Race/Ethnicity	%	#	2	36
American Indian/Alaskan Native	1	4	3	52
Asian/Pacific Islander	.2	1	4	52
Black, Non-Hispanic	85	352	5	44
Hispanic	5.3	22	6	38
Multiracial	0	0	7	52
White, Non-Hispanic	8.2	34	8	41
Null	.2	1		
Historically Underserved	%	#	9	
Economically Disadvantaged	94	389	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	17.4	72	Total	414

2023-2024 School Academic Performance on the Traditional Ohio School Report Card

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but <80% of maximum score	≥50% but <70% of maximum score	<50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	Not Applicable			
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but <93.5%	≥84% but <90%	<84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but <93.5%	≥84% but <90%	<84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3rd Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Promotion to 4th Grade	≥78%	≥68% but <78%	≥58% but <68%	<58%
Improving K-3 Literacy	≥78%	≥68% but <78%	≥58% but <68%	<58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Reynolds Elementary School (36.8%) — Similar School 2: Keyser Elementary School (46.5%)				

School Academic Achievement Targets & Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	<30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	<40% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	<40% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	<40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	<40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	<40% of students pass EOC exam in Geometry

Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	<40% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	<40% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%

Traditional School Academic Growth Targets & Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	<40%
Locally Administered Norm-Referenced Assessment:	*NWEA*						
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	<40%
Identified Subgroup	*Students with Disabilities*	Identified Subject	*Reading*	Locally Administered Norm-Referenced Assessment			*NWEA*

School Fiscal Performance Targets and Metrics

The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is ≤ 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics
The school's performance is highlighted for each measure of the performance framework goals - Contract Attachment 11.6.

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is ＞90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is ＜70%

Compliance/Organizational/Operational Performance Targets and Metrics

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report **not** submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan **not** submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	Winterfield Venture Academy's mission is to instill students with a desire to learn, a focus on core subject matter and character-based values. In an effort to meet WVA's mission to instill students with a desire to learn, a focus on core subject matter and character based values, Winterfield Venture will show an **increase in the percentage of Improving K-3** Literacy from the Early Literacy Component on the Ohio Report Card.	School shows evidence of exceeding mission-specific contract SMART goal Increase of more than 4%	School shows evidence of meeting mission-specific contract SMART goal Increase of 1 – 4%	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

School Compliance Summary	
Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Winterfield Venture Academy's compliance rate is 52%. Winterfield Venture Academy had 92% of IEP implementation documentation verified.
Legal	Winterfield Venture Academy has been placed on a Compliance Correction Action Plan due to non-compliance with all applicable state and federal laws, rules, and regulations for the 2023–24 school year.
Corrective Action Plan (CAP)	Winterfield Venture Academy was not on a CAP during the 2023–24 school year.

School Performance Summary	
Areas of Strength	Winterfield Venture Academy is making great strides in becoming a PBIS certified school, working closely with SSTr1 on the certification process. The administration actively fosters parent and family engagement, recognizing the importance of collaboration between home and school. The school's building leader is dedicated to building a more positive climate and culture, collaborating with staff on strategies to enhance the overall school environment. Winterfield Venture Academy maintains organized files, ensuring that important information is easily accessible. Additionally, Winterfield Venture Academy offers support to all staff members through an open-door and open-communication policy, fostering a culture of support and collaboration. The school maintains strong communication with families, ensuring that they are informed and involved in their child's education, contributing to a supportive and collaborative school community.

In the area of special education, Winterfield Venture Academy provided targeted interventions for children performing below grade-level standards, ensuring parents/guardians were involved in planning through informed consent. Evaluations were comprehensive, addressing all suspected disabilities, with decisions made by a qualified team including parents. Annual goals were established in measurable terms, focusing on the child's academic needs, detailed in the Individualized Education Program (IEP) along with specially designed instruction and related services. The IEP specified where and how often services would be provided, ensuring each child received tailored support to meet their educational goals. |
| **Areas for Improvement** | Winterfield Venture Academy can continue to improve student attendance by implementing targeted interventions and providing ongoing support to families through regular communication and resources. To help retain and support current staff, the school can offer professional development opportunities and mentorship programs to foster a collaborative and supportive work environment. Additionally, Winterfield Venture Academy is actively recruiting additional staff for the 2024-2025 academic year to ensure consistency and stability for its students. The school recognizes the importance of parent and family engagement in student success and will continue to host family nights and regular meetings to strengthen these partnerships. By building a strong community connection, Winterfield Venture Academy aims to create a supportive and inclusive environment for all students and their families. These initiatives reflect the school's commitment to continuous improvement and excellence in education.

In the area of special education, The Evaluation Team Report (ETR) presents opportunities for enhancement across several key areas. By clarifying summaries of assessment results and educational needs, and outlining specific implications for instruction, the ETR can more effectively support the child's educational journey. Strengthening the justification for eligibility decisions and ensuring alignment with federal transition plan requirements in the Individualized Education Program (IEP) will further empower the child's educational experience. Addressing these areas positively impacts the IEP by providing detailed current performance levels, setting measurable goals in functional areas, and identifying assistive technology, accommodations, and supports for both the child and school personnel, fostering inclusive environments and promoting academic achievement. |
| **Prospects for Renewal** | Probable |

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	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 3rd 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

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

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
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

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

Previous 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

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