Community Schools Center

Sponsor Annual Report
2021-2022

Mission Statements

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

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

Key Values of the Educational Service Center of Lake Erie West (ESCLEW)

o Providing quality services to our educational partners;

o Being flexible and responsive to the individualized needs of our partners;

o Promoting collaboration with local schools, school districts, and community agencies to plan current and future program offerings and services;

o Taking a leadership role in creating innovative programs that provide new opportunities for our partners; and

o Maintaining cost effectiveness for the schools and school districts served by the Educational Service Center of Lake Erie West.

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 2021-2022 school year, the ESCLEW authorized 53 charter schools, including one school for gifted students, two schools for students with autism, one e-school, 22 schools for students with disabilities, and schools which 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 schools experience with expertise in academic instruction, curriculum, assessment, special education, school accountability, governance, facilities, finance, and community school law.

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

Sponsor Performance Evaluation

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

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

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

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

Staff Members

Kurt Aey, M.Ed.
    Director of Community Schools

Kristi Hayward, M.Ed.
    Academic Services Team Leader

Julie Kadri, M.Ed.
    Operations Team Leader

Linda Moye, CPA
    Financial Consultant

Jennifer Adkins, M.Ed.
    Special Education Specialist

Jessica Bair, M.Ed.
    Special Education Specialist

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

Natalie Miller, B.S.Ed.
    Administrative Assistant

Kathleen Sickles
    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.
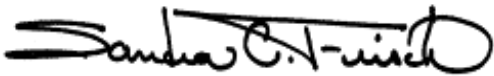   Regional Technical Assistance Educator

Message from the Superintendent

The Educational Service Center of Lake Erie West is one of the largest authorizers of public charter schools in Ohio, with 53 schools statewide, serving 12,831 students in 2021-2022. The ESC of Lake Erie West is dedicated to ensuring our sponsored schools embrace the importance of academic rigor and accountability for the 2022-2023 school year. The ESC of Lake Erie West will continue our focus on providing technical support designed to improve student performance and social-emotional well-being.

We continue to be identified as an Exemplary sponsor by the Ohio Department of Education. The ESC of Lake Erie West supports academic rigor and accountability and believes a rigorous, robust, and fair Sponsor Performance Review is critical to improving community school education in Ohio. The ESC of Lake Erie West Community Schools Center strives to be a model of excellent and efficient school oversight resulting in high-quality educational outcomes. ESCLEW Community Schools Center takes pride that its systems for monitoring compliance with laws are securely in place. Due to our exemplary rating, the ESC of Lake Erie West was not scheduled to be evaluated by ODE in 2021-2022.

Our Educational Service Center is proud of its long record of service to community schools, traditional school districts, and private and parochial schools in Ohio. We continue to be dedicated to school leaders, board members, classroom educators, support staff, and volunteers focused on delivering educational innovation to Ohio's children and their families.

Sincerely,

Sandra C. Frisch, Ed.S.
Superintendent
Educational Service Center of Lake Erie West

Message from the Director

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

The 2021-2022 school year brought about new challenges to our sponsored schools. Our academic intervention efforts remained aggressive, while we continue to improve in all areas of service. Our goal is to make certain students are prepared for college and careers throughout their educational journey. It is our belief that academics, arts, athletics, attitude, and accountability are important and the keys to success; and that all students deserve a quality learning opportunity that maximizes their full potential.

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

The ESCLEW was granted an "Exemplary" rating on the most recent (2018-2019) sponsor performance review. It gives us great honor to be able to share this success with each of our schools and stakeholders. Please continue to be encouraged by these efforts and success. If you have any questions or concerns, please feel free to contact me at any time.

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

Sincerely,

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

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

Looking Forward to 2022-2023

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 2022-2023 school year, the Community Schools Center conducted an extensive defined improvement process and re-evaluated the Principles and Standards as its foundation of sponsoring priorities, and developed a strategic plan.

3 Principles for Quality Charter School Sponsoring

Principle 1: Maintain High Standards

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

Principle 2: Uphold School Autonomy

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

Principle 3: Protect Student and Public Interest

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

5 Standards for Quality Charter School Sponsoring

Standard 1: Agency Commitment & Capacity

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

Standard 2: Application Process & Decision-Making

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

Standard 3: Performance Contracting

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

Standard 4: Oversight and Evaluation

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

Standard 5: Revocation and Renewal Decision Making

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

Conclusion

This report is in response to the 2021-2022 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 community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000139	6 Years	07/01/2018	06/30/2024	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/en/pages/default.aspx			
Leadership	Jenny White, Principal			
Governing Authority	Tina Williams, Charlene Agyemang, Rylan Norris, Jacqueline Johnson-Wilkinson			
Mission Statement	*Working in partnership with parents and community, Alliance Academy of Cincinnati will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and lifelong learning.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	53	295	K	71
Male	47	259	1	58
Race/Ethnicity	%	#	2	65
American Indian/Alaskan Native	0.7	4	3	68
Asian/Pacific Islander	0	0	4	72
Black, Non-Hispanic	93.1	516	5	51
Hispanic	4	22	6	56
Multiracial	0	0	7	57
White, Non-Hispanic	2.2	12	8	56
Historically Underserved	%	#	9	
Economically Disadvantaged	83	462	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	21	117	Total	554

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Alliance Academy of Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Alliance Academy of Cincinnati was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The Alliance Academy of Cincinnati has many strengths that enable the school to better assist its students. The teachers and administration work collaboratively to revise existing plans, develop new plans, and provide interventions to students based upon the students' needs. The school's BLTs, TBTs, and individual teachers review student assessments to determine useful assistance plans for the students. The school's social worker makes frequent parent contacts to keep them informed of their students' needs or attendance issues so that they may succeed in school.
Areas for Improvement	The Alliance Academy of Cincinnati has had success in providing instruction to the students, although it has been trying this year due to transportation issues. Students cannot learn if they are not in school. Acquiring enough teachers has also presented coverage problems for the administration who frequently have had to fill in for absent teachers.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Apex Academy

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As an Ohio community school sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000560	7 Years	07/01/2020	06/03/2027	K-8
Address	16005 Terrace Rd. East Cleveland, OH 44112			
Contact	Phone: (216) 451-1725		Fax: (216) 274-9364	
Website	https://www.nhaschools.com/schools/Apex-Academy/en			
Leadership	Tony Verch			
Governing Authority	National Heritage Academies Members: Deborah Howell, Faye Jones, Norman Henderson, Eva Szabo			
Mission Statement	*Apex Academy's mission is to create educational opportunities for the students of East Cleveland to exceed in elementary education, high school, college and life by way of a strong commitment to skill and content development.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	51	231	K	53
Male	49	218	1	53
Race/Ethnicity	%	#	2	51
American Indian/Alaskan Native	.2	1	3	51
Asian/Pacific Islander	.9	4	4	35
Black, Non-Hispanic	96.2	432	5	56
Hispanic	2.4	11	6	55
Multiracial	7	32	7	54
White, Non-Hispanic	.2	1	8	41
Historically Underserved	%	#	9	
Economically Disadvantaged	27	125	10	
English Learner	1	3	11	
Migrant	0	0	12	
Students with Disabilities	22	102	Total	449

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Apex Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Apex Academy was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Apex Academy has a very strong focus on its students' academic growth and teacher performance. Monthly site visits have highlighted a focus on coaching teachers using student data from NWEA, and National Heritage Academy's Interim Testing. Teachers are provided weekly coaching that reviews instructional plans and student performance. This focus has resulted in students making academic growth towards pre-COVID norms. Teacher support is a vital area to the success of a school. Apex Academy provides regular professional development opportunities to its staff. It utilizes some of the courses that are offered through the ESC of Lake Erie West, such as PBIS and Restorative Practices. Most recently, Apex Academy attended an end of the year regional professional development that included a focus on academics, as well as building climate and culture.
Areas for Improvement	It is recommended that Apex Academy continue working on the climate and culture in the building. Upon returning from an irregular year of online and hybrid learning due to COVID, there are opportunities to improve attendance and social-emotional learning. Student discipline numbers in K-3 and 4-8 could be lower with a continued focus on PBIS and restorative practices with staff and leadership. Apex Academy is encouraged to continue participating in professional development opportunities to improve the climate and culture in the building.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Autism Model School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
134122	12 Years	07/01/2012	06/30/2024	K-23
Address	3020 Tremainsville Rd. Toledo, OH 43613			
Contact	Phone: (419) 897-4400		Fax: (419) 897-4403	
Website	https://amstoledo.org/			
Leadership	Joel Vidovic, Executive Director			
Governing Authority	Bruce Weinberg, Pres; Toni Gerber, VP; James Rothschild, Secretary; Isaac Demarest, Treasurer; Board Members: Raj Parikh, Mark Greenblatt, Linell Weinberg, Lisa Marsalik			
Mission Statement	*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	78	76	1	0
Race/Ethnicity	%	#	2	1
American Indian/Alaskan Native	0	0	3	2
Asian/Pacific Islander	2	2	4	3
Black, Non-Hispanic	27%	26	5	4
Hispanic	5	5	6	16
Multiracial	5	5	7	8
White, Non-Hispanic	61%	60	8	6
Historically Underserved	%	#	9	7
Economically Disadvantaged	69%	68	10	8
English Learner	0	0	11	16
Migrant	0	0	12/13/23	12/7/8
Students with Disabilities	100	98	Total	98

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

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

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Autism Model School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Autism Model School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The Autism Model School excels in their ability to engage all stakeholders in decision-making processes. They actively seek input from staff, parents and board members prior to making changes that may impact student learning. Their classrooms are conducive to learning and include a wide range of academic and functional skills. The school's E-Commerce program not only instills work ethics in their students but also provides them financial literacy. The school's PBIS and IEP goals are having a positive impact on student behavior as evidenced by not having any suspension this school year.
Areas for Improvement	The Autism Model School can continue to improve in the area of compliance and ensuring deadlines are met.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Buckeye On-Line School for Success (BOSS)

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000417	5 Years	07/01/2018	06/03/2023	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; Frank Leppar, Director of Technology; Jeannette Bailey, Student Services Director			
Governing Authority	Josh Martin, Board President; Dr. Susan Rossi, Vice President; Joe Shemasek, Treasurer; Rob O'Hara, Secretary; and Brett Green, Trustee			
Mission Statement	*The Buckeye Online School for Success is dedicated to education 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	53	347	K	23
Male	47	305	1	17
Race/Ethnicity	%	#	2	23
American Indian/Alaskan Native	1	2	3	23
Asian/Pacific Islander	2	13	4	34
Black, Non-Hispanic	10	67	5	46
Hispanic	5	33	6	56
Multiracial	9	58	7	62
White, Non-Hispanic	74	479	8	64
Historically Underserved	%	#	9	94
Economically Disadvantaged	45	292	10	74
English Learner	0	2	11	80
Migrant	0	0	12	56
Students with Disabilities	22	143	Total	652

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
3rd Grade Reading Guarantee	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Exceeded
Nationally Normed Assessment - Math	
2021-2022	Exceeded
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Exceeded
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 4-8	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Buckeye On-Line School for Success (BOSS) was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Buckeye On-Line School for Success (BOSS) was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

	Performance Summary
Areas of Strength	BOSS made many progressive advancements in their programming during the 2021-2022 school year. These efforts resulted in great development in their school culture and community, academic growth for students, increased connections with families, and a deeper exploration of curriculum and data in their TBTs. ESSR funds were utilized to create instructional specialist positions designed to promote teacher coaching, data dives, special education interventions, and curriculum development and instruction. As a result, Haggerty was added to the K-3 program which has enhanced both teacher and student engagement. In addition, Wilson Fundations Phonics courses are being devised for grades 2 and 3 in the next school year. As a response to one of the parent surveys conducted this school year, one of the specialists is preparing a recording that explains the importance of the iReady diagnostic tool utilized by BOSS, along with weekly individualized lessons that will be shared with teachers. The specialists also organized iReady data analysis for all teachers to explore a deeper dive into their data and provide self-reflection to impact change in instruction. Finally, as a result of teacher identified needs through the support of specialists, BOSS has purchased the educational tools Nearpod for K-12 and Vocabulary.com for grades 6-12 for use in the 22-23 school year. BOSS has experienced tremendous growth in the implementation of Tier 1 PBIS this year. They have incorporated student, parent, and teacher feedback through a variety of means. The outcome of satisfaction surveys among the school community indicate that 89% of families feel that their current PBIS framework is creating a positive culture in the school. BOSS was nominated for and earned the Bronze medal from SST5 for their successful completion of Tier 1 PBIS. Two other new programs that BOSS initiated this year were BOSS Bravos and their Hall of Fame. Both programs were designed to increase student engagement, recognize student achievement, and promote a sense of school community. BOSS Bravos are tickets that students can receive from any adult in the school for displaying any of their clearly established expectations: be responsible, optimistic, self-motivated, and show respect. At the end of each month, students who have earned a Bravo are entered into a drawing and those selected are given a variety of rewards from which to choose. The students and their families receive an email celebrating their accomplishment. The Hall of Fame was utilized to motivate students who met specific criteria demonstrating they had mastered established benchmarks for their grade level. Students earned digital badges that were displayed on the school's web page. The BOSS leadership team worked very closely each and every month this year with SST5 who provided direct guidance in the areas of writing IEPs and ETRs, meeting compliance goals, best practices for working with students with disabilities, along with conducting effective TBT and BLT meetings, and instituting an effective PBIS framework.

Performance Summary	
Areas for Improvement	In the 22-23 school year, BOSS could increase their focus on individual teacher state test result analysis in order to impact effective planning and quality instruction. The staff could also benefit from a strategic PD plan with more PD opportunities built into the school calendar. Finally, much like BOSS has evolved in developing their sense of school community by strengthening their student and family relationships, the school leaders could also benefit from integrating with ESCLEW annual opportunities for leadership training. This would provide them with the chance to network with community school colleagues but would also provide those same colleagues with the unique perspective of the eSchool learning environment from the school leaders of BOSS.
Prospects for Renewal	Probable

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 community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132969	7 Years	07/01/2019	06/30/2026	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://elyriacommunity.constellationschools.com/			
Leadership	Brian Belmont			
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	56	201	K	49
Male	44	156	1	47
Race/Ethnicity	%	#	2	36
American Indian/Alaskan Native	0	0	3	40
Asian/Pacific Islander	1	3	4	42
Black, Non-Hispanic	22	79	5	37
Hispanic	15	52	6	45
Multiracial	17	59	7	26
White, Non-Hispanic	46	164	8	35
Historically Underserved	%	#	9	
Economically Disadvantaged	50	180	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	13	48	Total	357

II. Academic Performance

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**	
		Lit. Improvement Moved to On-Track	
2021-2022	N/A		
2020-2021	N/A	2021-2022	N/A
2019-2020	N/A	2020-2021	N/A
2018-2019	Met	2019-2020	N/A
Chronic Absenteeism		2018-2019	N/A
2021-2022	N/A	**3rd Grade Reading Guarantee**	
2020-2021	Not 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	Met	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	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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

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

IV. Legal Compliance

Constellation Schools: Elyria Community with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Elyria Community was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The school has used their community resources to build external partnerships to help students with learning. This has helped them tap into additional SEL resources to help students' mental health as well as to learn lifelong lessons of the impact their actions outside of the school has on their social well-being both in and out of the school setting. In addition, they have utilized their TBT time to identify power standards to focus on through the year. Through this they have continuously spiraled these power standards and assessed the progress of the students within these standards to ensure student mastery.
Areas for Improvement	The school has been working with SST2 and would benefit from continued support and professional development from the local SST in the area of the Science of Reading. This will help the teachers build a stronger foundation in their early literacy skills. The professional development should provide teachers with an in-depth knowledge of reading and writing so they are prepared to guide their students into becoming skilled readers and writers. In addition, based on their Ohio Benchmark Assessments in grades 3-8, they have found students are greatly lacking in the area of writing. In order to combat this deficiency, they can benefit from utilizing a consistent writing program in all grades to help improve their students' ability to recall information, make connections between different concepts, and synthesize information in new ways.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Lorain Community Elementary

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132951	12 Years	07/01/2012	06/30/2024	K-4
Address	1110 W Fourth St. Lorain, OH 44052			
Contact	Phone: (440) 202-2130		Fax: (440) 202-2134	
Website	https://loraincommunityelementary.constellationschools.com/			
Leadership	Jordan McHugh, Principal			
Governing Authority	Constellation Schools, LLC			
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	44	65	K	21
Male	56	81	1	21
Race/Ethnicity	%	#	2	37
American Indian/Alaskan Native	0	0	3	35
Asian/Pacific Islander	0	0	4	32
Black, Non-Hispanic	27	40	5	
Hispanic	22	32	6	
Multiracial	16	23	7	
White, Non-Hispanic	35	51	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	146	10	
English Learner	3	4	11	
Migrant	0	0	12	
Students with Disabilities	14	21	Total	146

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Not Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		Organizational & Operational	
2021-2022	Not Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Met	2019-2020	Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Not Met	2019-2020	Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		Financial Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Not Met
2018-2019	N/A	2018-2019	N/A
Grades 9-12		Financial Sustainability	
2021-2022	N/A	2021-2022	Not Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Not Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Constellation Schools: Lorain Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Lorain Community Elementary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The principal and the assistant principal were well aware of the emotional wellbeing of their teachers during the entire year. They recognized right away when morale was down and teacher burnout was evident. They put a lot of time and effort into trying to create a positive culture for the teachers. They were continuously trying to find ways to boost morale and staff comradery through activities, games, and events.
Areas for Improvement	Constellation Schools: Lorain Community Elementary has begun the process of implementing restorative practices. They can benefit from continuing this initiative by having formal training for both administrators and for teachers in restorative practices to help implement it with fidelity. By doing this they can improve the school climate and strengthen the social and emotional skills of their students. In addition, they may have more success in addressing the underlying reasons for students' actions which in turn can help build a positive school community and strengthen relationships with students as well as teachers. In addition, Constellation Schools: Lorain Community Elementary can also benefit from using data as a focal point to drive instruction. This will help the teachers better pinpoint where their students are to plan instruction accordingly.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Madison Community Elementary

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000319	5 Years	07/01/2018	06/30/2023	K-8
Address	2015 W 95th St. Cleveland, OH 44102			
Contact	Phone: (216) 651-5212		Fax: (216) 651-9040	
Website	https://madisoncommunityelementary.constellationschools.com/			
Leadership	Kevin Sheridan			
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	46	97	K	22
Male	54	114	1	22
Race/Ethnicity	%	#	2	22
American Indian/Alaskan Native	0	0	3	20
Asian/Pacific Islander	.005	1	4	21
Black, Non-Hispanic	27.5	58	5	31
Hispanic	31.3	66	6	32
Multiracial	10.4	22	7	19
White, Non-Hispanic	30.3	64	8	22
Historically Underserved	%	#	9	
Economically Disadvantaged	98	207	10	
English Learner	.009	18	11	
Migrant	0	0	12	
Students with Disabilities	14	30	Total	211

II. Academic Performance

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

Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

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

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
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

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

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Financial Performance	
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

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

IV. Legal Compliance

Constellation Schools: Madison Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Madison Community Elementary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Although Constellation Schools: Madison Community Elementary has been understaffed through the majority of the school year, the culture of the staff remained strong. The teachers pulled together to cover classes when there were multiple absences without questions or complaints. In addition, they put a lot of time and effort into creating a positive culture for the students. They focused heavily on empathy and self-reflection. They utilized their older students to take on responsibility and ownership of the building by having them do various things around the building such as updating bulletin boards and running the coat drive.
Areas for Improvement	In addition to continuing with the student empathy and self-reflection initiative, Constellation Schools: Madison Community Elementary can continue to benefit from finding ways to create staff buy-in for their PBIS program in grades 5-8. This is currently where they are having the majority of their discipline problems and where they have the least amount of consistency in their PBIS program. The teachers should be given professional development opportunities on ways to implement PBIS successfully in a middle school setting and utilize their teachers for feedback and ideas in order to create the buy-in needed to be successful. In addition, those same teachers would benefit from professional development in conflict resolution and corrective feedback in order to resolve problems at the lowest possible level without escalating the students. This will enhance the desired behavior of students by allowing the student an opportunity to correct his/her own behavior.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Old Brooklyn Community Elementary

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
134098	12 Years	07/01/2012	06/30/2024	K-4
Address	4430 State Rd. Cleveland, OH 44109			
Contact	Phone: (216) 661-7888		Fax: (216) 661-5975	
Website	https://oldbrooklyncommunityelementary.constellationschools.com/			
Leadership	Cherie Kaiser			
Governing Authority	Accel 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	48	115	K	36
Male	52	126	1	40
Race/Ethnicity	%	#	2	52
American Indian/Alaskan Native	0	0	3	62
Asian/Pacific Islander	.4	1	4	51
Black, Non-Hispanic	11	27	5	
Hispanic	5	13	6	
Multiracial	18	44	7	
White, Non-Hispanic	64	155	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	69	241	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	12	29	Total	241

II. Academic Performance

Achievement			Gap Closing	
Performance Index				
2021-2022	Not 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	Met
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	Met		2019-2020	N/A
Chronic Absenteeism			2018-2019	N/A
2021-2022	N/A		**3rd Grade Reading Guarantee**	
2020-2021	Not 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	Met		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	N/A
Students with Disabilities			**Other Academic Measures**	
2021-2022	N/A		**Specific Subgroup**	
2020-2021	N/A		2021-2022	N/A
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	Met		2021-2022	Not 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	Not Met
2018-2019	N/A		2020-2021	N/A
			2019-2020	N/A
			2018-2019	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
Met	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

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

Accuracy Percentage	
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	Not Met
2018-2019	N/A

Financial Performance	
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

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

IV. Legal Compliance

Constellation Schools: Old Brooklyn Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Old Brooklyn Community Elementary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Ms. Kaiser, the principal of Constellation Schools: Old Brooklyn Elementary, has a thorough understanding of the needs of her building and created a plan to provide support to the teachers and the students to increase their academic gains. She spent time analyzing her school's data to make determinations within her building. Through analyzing her school wide data, she found her building was struggling with early literacy skills such as phonics and phonemic awareness. After much discussion with her staff, it was noted that their main reading program lacked those critical skills. She was an advocate for her building and was granted permission to use ESSER funds to implement a Science of Reading based program, CKLA. She made the use of the new program top priority and consistently monitored the teachers to ensure the program was being implemented with fidelity. In addition, the school set a priority of building positive relationships with the students, parents and the staff. They have done this through an open door policy and welcoming parents back into the building once the restrictions from the pandemic were lifted. This not only helped build the relationships, but it also boosted morale for both the students and the teachers.
Areas for Improvement	Through observations, and data analysis it was noted that there is an instructional gap in second grade. For planning purposes for next year, the second grade team could benefit from professional development in the area of intentional learning to enhance the learning process of the students and target skill deficits to make learning meaningful to the students.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Parma Community

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133256	6 Years	07/01/2019	06/30/2025	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://parmacommunity.constellationschools.com/			
Leadership	Sarah O'Bryan, Superintendent of Schools			
Governing Authority	Constellation Schools, LLC/Accel Schools Jerry Bednar, Bert Butts, John Noga, Leo Tischer, Michele 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	48.2	539	K	103
Male	51.8	579	1	62
Race/Ethnicity	%	#	2	107
American Indian/Alaskan Native	.2	2	3	102
Asian/Pacific Islander	2.1	23	4	71
Black, Non-Hispanic	5.8	65	5	72
Hispanic	14.5	162	6	83
Multiracial	7.8	87	7	79
White, Non-Hispanic	69.7	779	8	66
Historically Underserved	%	#	9	125
Economically Disadvantaged	40.7	455	10	82
English Learner	6.1	68	11	79
Migrant	0	0	12	87
Students with Disabilities	15.1	169	Total	1118

II. Academic Performance

Achievement			Gap Closing	
Performance Index			2021-2022	N/A
2021-2022	Met		2020-2021	N/A
2020-2021	Not Met		2019-2020	N/A
2019-2020	N/A		2018-2019	N/A
2018-2019	Not Met		**Improving At-Risk K-3 Readers**	
Indicators Met			**Lit. Improvement Moved to On-Track**	
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	Not Met		2018-2019	N/A
Chronic Absenteeism			**3rd Grade Reading Guarantee**	
2021-2022	N/A		2021-2022	N/A
2020-2021	Not Met		2020-2021	N/A
2019-2020	Met		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Progress			**State Reading/ELA Test Proficiency**	
Value-Added Overall			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		**Prepared for Success**	
Gifted Students			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	Not Met
2018-2019	N/A		**Other Academic Measures**	
Students with Disabilities			**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	Met		2018-2019	N/A
Lowest 20% in Achievement			**Nationally Normed Assessment - Reading**	
2021-2022	N/A		2021-2022	Not Met
2020-2021	N/A		**Nationally Normed Assessment – Math**	
2019-2020	N/A		2021-2022	Not Met
2018-2019	Met		**Nationally Normed Assessment - K-3 Lit.**	
Graduation Rate			2021-2022	Met
4-Yr. Graduation Rate			**Other Academic Measures**	
2021-2022	Not Met		**Similar School #1**	
2020-2021	N/A		2021-2022	Met
2019-2020	Met		2020-2021	N/A
2018-2019	Not Met		2019-2020	N/A
5-Yr. Graduation Rate			2018-2019	Met
2021-2022	Not Met		**Similar School #2**	
2020-2021	Met		2021-2022	Not Met
2019-2020	Not Met		2020-2021	N/A
2018-2019	Met		2019-2020	N/A
			2018-2019	Not Met

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Not Met
Parent Satisfaction		**Organizational & Operational**	
2021-2022	Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Met	2019-2020	Met
Student Discipline		2018-2019	Not Met
Grades K-3		Accuracy Percentage	
2021-2022	Not Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		**Financial Performance**	
2021-2022	Not Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Not Met
2018-2019	N/A	2018-2019	N/A
Grades 9-12		**Financial Sustainability**	
2021-2022	Met	2021-2022	Not Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Constellation Schools: Parma Community was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Parma Community was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The tone and culture throughout all the buildings at Constellation Schools: Parma Community is strong which was evident by the decrease in the amount of office referrals they had throughout the course of the year. They have implemented many initiatives this year throughout their PBIS committees to establish a sense of community, respect, and self-regulation. Through site visits, building leaders can be seen fist bumping and high-fiving students as well as addressing students by their first name. In addition, they have implemented a strong character education program with a focus on social emotional lessons that have helped the students with self-regulation and ownership of their behavior.
Areas for Improvement	In the K-3 buildings, Constellation Schools: Parma Community could benefit from professional development that focuses on the Science of Reading. This will help the teachers build a stronger foundation in their early literacy skills. The professional development should provide teachers with an in-depth knowledge of reading and writing so they are prepared to guide their students into becoming skilled readers and writers. In the intermediate building, the teachers who excel in making data driven decisions should be utilized to mentor other teachers to learn how to use and break apart assessments to differentiate student learning. This will help them meet the needs of their students by focusing on individualized learning. In the 7-12 building, the teachers can benefit from professional development in the area of differentiation to ensure their lessons are meaningful and appropriate to meet the needs of the academic levels and learning styles of their students.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Puritas Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143479	12 Years	07/01/2012	06/30/2024	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://puritascommunityelementary.constellationschools.com/			
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	50	80	K	40
Male	50	80	1	24
Race/Ethnicity	%	#	2	37
American Indian/Alaskan Native	0	0	3	30
Asian/Pacific Islander	10	16	4	29
Black, Non-Hispanic	26.3	42	5	
Hispanic	31.9	51	6	
Multiracial	11.3	18	7	
White, Non-Hispanic	20.6	33	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	70.6	113	10	
English Learner	6.9	11	11	
Migrant	0	0	12	
Students with Disabilities	10	16	Total	160

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Constellation Schools: Puritas Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Puritas Community Elementary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

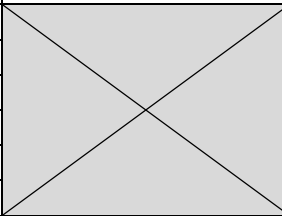| Performance Summary	
Areas of Strength	Constellation Schools: Puritas Community Elementary has started to implement a writing workshop as a high priority initiative in their daily lessons. Through the implementation of the program they have been using, they have seen an increase in higher results in the area of writing on the Ohio benchmark assessments and their NWEA MAP data. In addition, they have put a strong tier one PBIS system in place. They have established the foundation for delivering regular, proactive support to begin to prevent unwanted behaviors. They have also started to implement pieces of restorative practices in hopes to build a stronger tier 2 and 3 support system.
Areas for Improvement	Constellation Schools: Puritas Community Elementary has begun the process of implementing restorative practices. They can benefit from continuing this initiative by having formal training for both administrators and for teachers in restorative practices to help decrease the amount of office referrals and emergency removals they have. By doing this they can improve the school climate and strengthen the social and emotional skills of their students. In addition, they may have more success in addressing the underlying reasons for students' actions which in turn can help build a positive school community and strengthen relationships with students as well as teachers. In addition, the teachers along with other staff members in the building, can benefit from creating a plan of action in the beginning of the year on how to respond to students in the cycle of emotional and behavioral crisis, including when students are calm, when concerning behaviors peak, and when those behaviors subside.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Stockyard Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143487	4 Years	07/01/2020	06/30/2024	K-6
Address	3200 W 65th St. Cleveland, OH 44102			
Contact	Phone: (216) 651-5143		Fax: (216) 651-9515	
Website	https://stockyardcommunityelementary.constellationschools.com/			
Leadership	Stan Koterba, Matthew Black			
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	50	76	K	18
Male	50	76	1	17
Race/Ethnicity	%	#	2	21
American Indian/Alaskan Native	0	0	3	18
Asian/Pacific Islander	7	1	4	26
Black, Non-Hispanic	11	17	5	27
Hispanic	52	79	6	25
Multiracial	0	0	7	
White, Non-Hispanic	36	54	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	0	0	10	
English Learner	37	56	11	
Migrant	0	0	12	
Students with Disabilities	14	22	Total	152

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

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

IV. Legal Compliance

Constellation School: Stockyard Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation School: Stockyard Community Elementary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Stockyard Community Elementary has started the work to build relationships in the building with the students through beginning a restorative practice approach. Through the relationship building they have been able to help alleviate the amount of office referrals they have had on a daily basis. In addition to building relationships with the students, the school has begun to work on partnerships with the parents. Mr. Black has made it a priority to have parents become more involved in their child's education to help them understand what is going on in their child's schooling as well as what the expectations in the school are.
Areas for Improvement	Constellation Schools: Stockyard Community Elementary has begun the process of implementing restorative practices. They can benefit from continuing this initiative by having formal training for both administrators and for teachers in restorative practices to help decrease the amount of office referrals and emergency removals they have. By doing this they can improve the school climate and strengthen the social and emotional skills of their students. In addition, they may have more success in addressing the underlying reasons for students' actions which in turn can help build a positive school community and strengthen relationships with students as well as teachers. In addition, Constellation Schools: Stockyard Community Elementary can also benefit from a more intensive tier 1 academic approach to instruction on ways to close the learning gaps that arose from the pandemic.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Constellation Schools: Westpark Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132993	12 Years	07/01/2012	06/30/2024	K-4
Address	16210 Lorain Ave. Cleveland, OH 44411			
Contact	Phone: (216) 688-0271		Fax: (216) 688-0273	
Website	https://westparkcommunityelementary.constellationschools.com/			
Leadership	Jason Wilson - 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	52	114	K	49
Male	48	104	1	36
Race/Ethnicity	%	#	2	48
American Indian/Alaskan Native	0	1	3	48
Asian/Pacific Islander	1	2	4	37
Black, Non-Hispanic	14	30	5	
Hispanic	19	42	6	
Multiracial	20	44	7	
White, Non-Hispanic	44	97	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	42	92	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	14	30	Total	218

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

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

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

IV. Legal Compliance

Constellation Schools: Westpark Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Constellation Schools: Westpark Community Elementary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Constellation Schools: Westpark Community Elementary has a strong student culture. The teachers and the building leader work together to help students understand the student behavior expectations of the building. There is a shared sense of belonging, purpose and a desire for the vision of the school to be fulfilled. They utilize many strategies such as common expectations and respectful redirection to keep students in the classroom rather than sending them to the office or suspending them.
Areas for Improvement	Constellation Schools: Westpark Community Elementary School has many days embedded in their calendar for Professional Development. The school can benefit from tapping into their outside resources to provide their teachers with High Quality Professional Development rather than building leader run professional development. Some of the resources they can benefit from using are professional development from the Educational Service Center of Lake Erie West's School Improvement and Academic Specialist, professional development from their state support team, and the learning modules found on the Ohio Department of Education Website. Professional Development ideas that would be beneficial to the school include using district and state data to determine learning gaps to drive instruction, components of the Science of Reading, and kindergarten specific ideas and strategies.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Emerson Academy

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000577	5 Years	07/01/2020	06/30/2025	K-8
Address	501 Hickory St. Dayton, OH 45410			
Contact	Phone: (937) 223-2889		Fax: (937) 660-6386	
Website	https://www.nhaschools.com/schools/Emerson-Academy/en			
Leadership	Dr. Ronnie Harrison			
Governing Authority	Donna Hess, Peter Cindric, Bruce LaForse, Michael DiFlora, Keturah Bailey, Julie Thompson, Sheri Aldridge			
Mission Statement	*Emerson Academy of Dayton 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	50.3	295	K	62
Male	49.7	291	1	66
Race/Ethnicity	%	#	2	4
American Indian/Alaskan Native	1	6	3	67
Asian/Pacific Islander	.2	1	4	71
Black, Non-Hispanic	66.2	388	5	59
Hispanic	4.9	29	6	67
Multiracial	.2	1	7	65
White, Non-Hispanic	27.5	161	8	65
Historically Underserved	%	#	9	
Economically Disadvantaged	79.9	567	10	
English Learner	.5	3	11	
Migrant	0	0	12	
Students with Disabilities	17.4	102	Total	586

II. Academic Performance

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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Emerson Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Emerson Academy was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	For the first half of the year, Emerson Academy experienced extreme challenges with staff vacancies. The administrative team worked diligently to fill the open positions and stepped into classrooms themselves to teach when needed. They demonstrated a high level of perseverance and worked together to navigate obstacles and ensure quality teaching and learning occurred each day. Despite the staffing challenges, the administrators and staff kept a strong focus on academics. They administered benchmark and formative assessments with fidelity and used the data to make instructional decisions. As a result, all grades showed growth in reading and math. Throughout the trials of this school year, the administrative team stayed aware of needs and they were intentional about celebrating staff and students. Additionally, they partnered with several community organizations such as Boy Scouts, Muse Machine, and Boonshoft Museum. This intentionality had a positive impact on the building climate and culture, staff morale, and student motivation for learning.

Performance Summary	
Areas for Improvement	Currently, Emerson Academy has all classrooms staffed for the 2022-23 school year. In an effort to retain all staff, the administration team is encouraged to consider how they can positively engage teachers over the summer and how they will continue to support staff in the new school year. Additionally, it will be critical to recruit and retain special education teachers for those vacant positions. Student attendance has been a challenge this school year. The average attendance rate was approximately 87%. The administrative team is encouraged to collaborate with staff and discuss how they, as a team, can respond to attendance challenges to increase the attendance rate during the 2022-23 school year. The administration team expressed their intention to focus on developing and strengthening parent partnerships in an effort to increase student attendance. At the start of the school year, a PBIS team was formed to focus on the implementation of the school's PBIS strategy. The beginning of the year posed extreme behavior challenges and the PBIS strategies were not implemented with fidelity. As a result, the number of out of school suspensions in K-3 and 4-8 were high. However, over the course of the school year the number of out of school suspensions gradually decreased. In preparation for the 2022-23 school year, the administration team is encouraged to reflect on the implementation of the PBIS strategy. Specifically, identify what they will continue, adjust, and/or stop, as well as how they will coach and support teachers in effective implementation. It is imperative that PBIS strategies are implemented in an effort to decrease the number of out of school suspensions in grades 4-8 and eliminate out of school suspensions in grades K-3. Finally, as the school experiences a change in leadership, the deans are encouraged to maintain clear and consistent communication and continue to collaborate with one another to uphold current strategies that are effective and work with the new principal to identify areas for growth.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Heir Force Community School

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000613	5 Years	07/01/2020	06/30/2025	K-8
Address	150 W Grand Ave. Lima, OH 45801; and 2000 N Cole St. Lima, OH 45801 (annex)			
Contact	Phone: (419) 228-9241		Fax: (419) 228-1555	
Website	https://heirforcecs.com/			
Leadership	Willie Heggins, PhD, Executive Director			
Governing Authority	Tara Sheperd, Everett "Butch" Kirk, Elaine Luchini, Camilee Cadagoan, and Tiffany Wright			
Mission Statement	*The mission of Heri 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	49.6	125	K	38
Male	50.4	127	1	24
Race/Ethnicity	%	#	2	22
American Indian/Alaskan Native	0	0	3	42
Asian/Pacific Islander	1.2	3	4	26
Black, Non-Hispanic	54.4	137	5	19
Hispanic	.8	2	6	22
Multiracial	20.1	52	7	29
White, Non-Hispanic	23	58	8	30
Historically Underserved	%	#	9	
Economically Disadvantaged	100	252	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	10.3	26	Total	252

II. Academic Performance

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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

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

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

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

IV. Legal Compliance
Heir Force Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)
Heir Force Community School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Heir Force Community School continues to provide a strong climate and culture to their staff and students. Student led initiatives have been a focus this year, allowing for student buy in and positive school experience. One of the school's strengths is their community outreach and the modeling of being a positive member of a community. Classroom observations demonstrate that quality instruction is occurring. Students were engaged, open to feedback from their teachers and did not hesitate to ask for assistance. Positive classroom management is in place as evidence of 90% of their students receiving positive dojo points. The school was able to reduce their number of suspensions this school year. Academically the school was able to move several students identified as "off track" to "on track".
Areas for Improvement	Heir Force Community School can continue to improve in the area of tiered academic intervention. Defining, establishing procedures and communicating with staff their roles in tier intervention will provide continual success for the school's academic goals. The school can also continue to improve in the area of quality ETR and IEP writing. They have started the steps of improvement in this area by receiving professional development.
Prospects for Renewal	Probable

N/ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Cincinnati

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000804	4 Years	07/01/2019	06/30/2023	4-8th
Address	1055 Laidlaw Ave. Cincinnati, OH 45237			
Contact	Phone: (513) 242-0099		Fax: (513) 275-4597	
Website	www.horizoncincy.org			
Leadership	Abdurrahman Akkurek			
Governing Authority	Dr. Savas Kaya, Aysegul King, Ziya Kara, Davit Ditmars, Zekeria Karatas			
Mission Statement	*We foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high school, college, and the world.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	43.1	38	K	
Male	56.9	50	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	N/A	N/A	3	
Asian/Pacific Islander	N/A	N/A	4	11
Black, Non-Hispanic	95.5	84	5	25
Hispanic	2.25	2	6	19
Multiracial	2.25	2	7	20
White, Non-Hispanic	N/A	N/A	8	13
Historically Underserved	%	#	9	
Economically Disadvantaged	100	88	10	
English Learner	1.1	1	11	
Migrant	0	0	12	
Students with Disabilities	23	21	Total	88

II. Academic Performance

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	Not Met
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	Not Met
2021-2022	N/A		**3rd Grade Reading Guarantee**	
2020-2021	Not Met		2021-2022	N/A
2019-2020	Met		2020-2021	N/A
2018-2019	N/A		2019-2020	N/A
Progress			2018-2019	Met
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	Not Met		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	Not Met		2018-2019	N/A
Students with Disabilities			**Other Academic Measures**	
2021-2022	N/A		**Specific Subgroup**	
2020-2021	N/A		2021-2022	N/A
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	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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
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

Organizational & Operational	
On-Time Rate	
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

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Financial Performance	
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

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

IV. Legal Compliance
Horizon Science Academy – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)
Horizon Science Academy – Cincinnati was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Horizon Science Academy - Cincinnati has demonstrated through recent student assessments that students are learning and improving academically this year. Mr. Akkurek, the new principal, has involved the teachers in the decision-making process and together they have reviewed and revised teaching and instruction methods. The staff morale and student involvement have improved this year as evidenced by parent and student participation at school events. Teacher retention also reflects teacher satisfaction.
Areas for Improvement	Even though student assessments reflect areas of improvement, there are still academic areas that need further improvement. Professional development for teachers in those areas needing improvement should be beneficial.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Cleveland

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133629	12 Years	07/01/2012	06/30/2024	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	Concept Schools			
Mission Statement	*We prepare students to succeed in college and the workd by offering high-uality, college-prep, STEM education.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	51	148	K	
Male	49	142	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	.3	1	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	89.7	260	5	
Hispanic	2.4	7	6	
Multiracial	2.8	8	7	
White, Non-Hispanic	2.8	8	8	
Historically Underserved	%	#	9	82
Economically Disadvantaged	97.9	6	10	59
English Learner	1.7	5	11	63
Migrant	0	0	12	86
Students with Disabilities	21.8	63	Total	290

II. Academic Performance

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**	
			Lit. Improvement Moved to On-Track	
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	Not Met		2018-2019	N/A
Chronic Absenteeism			*3rd Grade Reading Guarantee*	
2021-2022	N/A		2021-2022	N/A
2020-2021	Met		2020-2021	N/A
2019-2020	Met		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Progress			*State Reading/ELA Test Proficiency*	
Value-Added Overall			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		**Prepared for Success**	
Gifted Students			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	Not Met
2018-2019	N/A		**Other Academic Measures**	
Students with Disabilities			*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	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	Not Met
2018-2019	N/A		*Nationally Normed Assessment - K-3 Lit.*	
Graduation Rate			2021-2022	N/A
4-Yr. Graduation Rate			**Other Academic Measures**	
2021-2022	Not Met		*Similar School #1*	
2020-2021	Met		2021-2022	Met
2019-2020	Not Met		2020-2021	N/A
2018-2019	Met		2019-2020	N/A
5-Yr. Graduation Rate			2018-2019	Met
2021-2022	Met		*Similar School #2*	
2020-2021	Not Met		2021-2022	Met
2019-2020	Met		2020-2021	N/A
2018-2019	Met		2019-2020	N/A
			2018-2019	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

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

Financial Performance	
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

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

IV. Legal Compliance

Horizon Science Academy – Cleveland was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Cleveland was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The leadership at Horizon Science Academy - Cleveland is knowledgeable, proactive, and organized. Monthly site visits were efficient and the information needed was always prepared and given in a timely manner. Both the Principal and Assistant Principal are knowledgeable about what is happening in the building. The CYSP program that is offered at the school is planned and delivered in a way that supports student growth and provides real life learning opportunities to students such as the ability to tour several local colleges. The improvement of academics is an ongoing focus for the leadership team. They utilized the data from testing to drive lesson planning and instruction. The use of ESSER funds to hire additional counseling services also allowed the school to manage and address the social and emotional needs of students following a pandemic and year of virtual/hybrid learning.
Areas for Improvement	Next year, a focus for more and earlier student differentiation and gap filling using data has already been identified and planning is in progress. At the May site visit it was shared that there will be Title I classes for students who need a smaller group and more differentiation to meet their educational needs. The school is encouraged to have a system in place to develop and coach teachers in how to differentiate, progress monitor and meet the various student needs in order to show growth or proficiency. Professional development, teacher coaching, and monitoring will be integral to the success of this initiative.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Cleveland Middle School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000858	4 Years	07/01/2019	06/30/2023	K-8
Address	6100 S Marginal Rd. Cleveland, OH 44103			
Contact	Phone: (216) 432-9940		Fax: (216) 432-9941	
Website	http://www.hsacms.org/			
Leadership	Bileghan Aslan			
Governing Authority	Concept Schools Donald Malloy, Robert Hasan, Marie Bonilla, Abdullah Kayretli, Mehmet Malock			
Mission Statement				

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49	105	K	13
Male	51	108	1	16
Race/Ethnicity	%	#	2	27
American Indian/Alaskan Native	0	0	3	33
Asian/Pacific Islander	0	0	4	15
Black, Non-Hispanic	93	198	5	28
Hispanic	1	1	6	14
Multiracial	4	9	7	40
White, Non-Hispanic	2	4	8	27
Historically Underserved	%	#	9	
Economically Disadvantaged	100	213	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	13	27	Total	213

II. Academic Performance

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	Not Met	2021-2022	N/A
2019-2020	N/A	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	Met	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	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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Not 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

Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

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

Financial Performance	
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

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

IV. Legal Compliance

Horizon Science Academy – Cleveland Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Cleveland Middle School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The leadership at Horizon Science Academy- Cleveland Middle School strives to have a strong climate and culture. The students are encouraged and offered many opportunities, such as field trips, experiences brought to the building, and awards through both their PBIS and their academic efforts. Staff is also recognized for their efforts on a consistent basis whether it be positive affirmations or small tokens of appreciation, like gift cards or getting to leave a little early, by the leadership team. The Assistant Principal is data focused and has her teachers analyze their STAR and Ohio State Testing data to help them plan and deliver instruction that meets student needs. Professional development, TBTs and BLTs are focused on academic improvement in the building. Students that are in need of additional support have been offered tutoring and are being invited to participate in the school's summer program to fill academic gaps and prepare them for success the next school year.
Areas for Improvement	Enrollment and attendance continue to be a challenge in the building. There have been many discussions surrounding these challenges. So, one of the large focuses for next school year is to find methods to increase both the enrollment and the attendance rate in the 22-23 school year. With the rates of COVID changing and the mitigation processes changing, the attendance rate should have a natural improvement but there needs to be additional preventative measures to ensure that the attendance rate increases and that students are in school to make the academic gains needed. Recruiting and working with the community will be a key factor to keeping students enrolled and getting new students enrolled from an early age. Professional development and coaching on understanding trauma as well as making connections with families in order to service and keep them would be something that the school should continue to focus and work on in the 22-23 school year.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Columbus High 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 community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133660	12 Years	07/01/2012	06/30/2024	9-12
Address	1070 Morse Rd. Columbus, OH 43229			
Contact	Phone: (614) 846-7616		Fax: (614) 846-7696	
Website	http://hs.horizoncolumbus.org/			
Leadership	Mr. Ugur Zengince			
Governing Authority	Michael Pratt, Max Tongtae Natenon, Nancy Calvary, David Ditmars, Reyhan Safak			
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	50	245	K	
Male	50	245	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	3.1	15	4	
Black, Non-Hispanic	86.5	424	5	
Hispanic	5.7	28	6	
Multiracial	2.4	12	7	
White, Non-Hispanic	2.2	11	8	
Historically Underserved	%	#	9	127
Economically Disadvantaged	71	348	10	126
English Learner	14.4	71	11	115
Migrant	0	0	12	122
Students with Disabilities	8.3	41	Total	490

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		**Organizational & Operational**	
2021-2022	Met	*On-Time Rate*	
2020-2021	Met	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Met	2019-2020	Met
Student Discipline		2018-2019	Met
Grades K-3		*Accuracy Percentage*	
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
Grades 4-8		**Financial Performance**	
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	N/A
Grades 9-12		**Financial Sustainability**	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Horizon Science Academy – Columbus High School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Columbus High School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Horizon Science Academy - Columbus High School continues to have a positive and healthy culture among staff and students. The staff demonstrated resilience and teamwork during a uniquely challenging school year. The administrative team maintained a focus on the implementation of PBIS strategies and social-emotional learning, while also striving for stronger academics. Throughout the year, the administrative team identified areas of need and effectively collaborated with another to develop creative solutions and strategies. For example, a team of building leaders and teacher leaders worked together to create a rubric that gives all staff a guide to becoming an effective STEM classroom. Each classroom teacher was encouraged to set a goal and work towards incorporating STEM components into his/her classroom instruction. Also, the school plans to hire a new Assistant Principal of Academics, focused solely on STEM, to support teachers in developing STEM components across all subjects and grades. The career and technology education program continues to grow and offer more opportunities for high school students. The school developed new partnerships this year and hosted events to showcase the program.
Areas for Improvement	The administrative team is strong and continues to strive for continuous improvement in all aspects of school life. They are encouraged to consider how they will communicate initiatives to teachers that create a strong "why", and how they will provide ongoing support to teachers for implementation of new initiatives. The administrative team has expressed a desire to continue to focus on PBIS strategies, and social-emotional learning as students, staff, and families continue to adjust from the impacts of COVID-19. They have expressed a desire to reach the highest designation offered by the Ohio Department of Education. In preparation to achieve this goal, they are encouraged to identify needs among staff and students, determine strategies to best meet those needs, and provide ongoing coaching to support staff in implementation of strategies. The past several years have presented challenges with parent involvement due to COVID-19 restrictions. As a result, there have been fewer opportunities for parent and family engagement. Mr. Zengince and staff are encouraged to consider how they can be intentional with rebuilding positive relationships with parents and families and execute those plans consistently throughout next school year.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Dayton

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000808	4 Years	07/01/2019	06/30/2023	K-5
Address	4751 Sue Ann Blvd. Dayton, OH 45414			
Contact	Phone: (937) 277-1177		Fax: (937) 277-3090	
Website	http://es.horizondayton.org/			
Leadership	Alyse Pennington			
Governing Authority	Dr. Savas Kaya, Dr. Aysegul King, Dr. Zekeriya, Ziya Kara, David Ditmars			
Mission Statement	*The mission of Horizon Science Academy is to provide all students with the behavior and academic skills necessary to reach their fullest potential intellectually, emotionally, and physically.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	50	94	K	30
Male	50	93	1	27
Race/Ethnicity	%	#	2	21
American Indian/Alaskan Native	0	0	3	27
Asian/Pacific Islander	0	0	4	26
Black, Non-Hispanic	88	164	5	56
Hispanic	3	6	6	
Multiracial	6	11	7	
White, Non-Hispanic	3	6	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	187	10	
English Learner	.5	1	11	
Migrant	0	0	12	
Students with Disabilities	9	17	Total	187

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Horizon Science Academy – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Dayton was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Horizon Science Academy - Dayton recruited a full staff this school year, including teacher aides. As a result, they experienced very few disruptions to teaching and learning despite the challenges of COVID-19. The administration team effectively considered staff wellness prior to the school year by building in mental health days to the calendar, recruiting a teacher aide for every classroom, and providing two planning periods for classroom teachers each day. The school's enrollment goal was met, and they maintained enrollment numbers all year. Ms. Pennington attributes the growth in enrollment to their community involvement and word of mouth through current families. Academically, the school administered benchmark assessments with fidelity, analyzed the data, and utilized digital tools and resources to provide interventions as needed. Based on the STAR data results, all classes demonstrated growth in reading and math.
Areas for Improvement	Throughout the school year, student attendance was a challenge. The average attendance rate was approximately 85%. The administrative team is encouraged to collaborate with staff and discuss how they, as a team, can respond to attendance challenges to increase the attendance rate during the 2022-23 school year. The administrative team established a PBIS system this year, and already have plans in place to provide preservice professional development around classroom management strategies. Moving forward, they are encouraged to provide ongoing coaching and support to staff around classroom management and PBIS strategies to ensure fidelity and effectiveness of implementation. With the hiring of a new school counselor, they may consider how the administrative team can leverage the counselor to support staff throughout the school year in knowledge, understanding, and implementation of Positive Behavioral Interventions and Supports. An area to prioritize for the 2022-23 school year will be the implementation of several new curricular tools. The administrative team is encouraged to consider how they will support teachers with professional development, as well as ongoing coaching throughout the school year to ensure effective implementation of all new curricular tools.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Denison Middle School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000838	5 Years	07/01/2018	06/30/2023	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			
Governing Authority	Donal Malloy – President, Ramazan Celep – Treasurer, Robert Hasan – Vice President, Marie Bonilla – Member, Abdullah Kayretli – Board Member			
Mission Statement	*We foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high school, college, and the world.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	47.8	118	K	32
Male	52.2	108	1	28
Race/Ethnicity	%	#	2	27
American Indian/Alaskan Native	0	0	3	27
Asian/Pacific Islander	0	0	4	18
Black, Non-Hispanic	50	113	5	26
Hispanic	30.5	69	6	13
Multiracial	12.8	29	7	30
White, Non-Hispanic	6.6	15	8	27
Historically Underserved	%	#	9	
Economically Disadvantaged	100	226	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	11.9	27	Total	226

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

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

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Horizon Science Academy – Denison Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Denison Middle School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

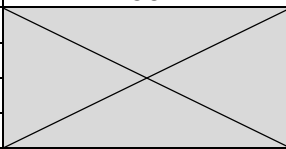| Performance Summary	
Areas of Strength	Horizon Science Academy-Denison Middle School has a very strong climate and culture in the building. PBIS is regularly used to reward students' positive behaviors and students are celebrated with things like Student of the Month and PBIS field trips to places like the bowling alley and the science center. Students are rewarded for making positive choices during challenging times like Ohio State Testing. The attendance during testing was almost 100% because of the environment that was offered to the students. Students were motivated to attend school on time and to do their best by earning raffle tickets to have the opportunity to win prizes like new bikes and electronics. Staff is regularly offered lunches and other treats throughout the school year. The leadership team understands that coming back into the building after a year of online learning due to COVID is challenging for both staff and students. Horizon Science Academy-Denison Middle School has found ways to make coming to school every day motivating and enjoyable. They are encouraged to continue these practices in the future.
Areas for Improvement	A continued focus on academic growth and gap filling continues to be an area of improvement. Staff is recommended to continue meeting in their TBTs and BLTs to review their academic data and plan using a multi-tiered system of supports for its students. Due to staffing, there were no Title I services offered in Math this year. There was also a need for additional special education support in the building. In planning for the next school year, HAS - Denison Middle School is encouraged to plan professional development on instructional practices, use of data to drive instructional planning, and follow up coaching using the data from STAR testing and Ohio State Testing results. After school programming is also encouraged to resume pending the status of COVID conditions in the community.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Springfield

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000825	5 Years	07/01/2018	06/30/2023	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			
Governing Authority	Mr. Charles Scheib, Mrs. Heidi Hatch, Mrs. Jacqueline Blueitt – Vice President, Mr. William Brown – President, Mr. Ray Collins			
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	48.4	148	K	38
Male	51.6	158	1	35
Race/Ethnicity	%	#	2	36
American Indian/Alaskan Native	0	0	3	38
Asian/Pacific Islander	3.6	11	4	27
Black, Non-Hispanic	68.3	209	5	30
Hispanic	2	6	6	30
Multiracial	10.1	31	7	34
White, Non-Hispanic	16	49	8	38
Historically Underserved	%	#	9	
Economically Disadvantaged	100	306	10	
English Learner	1.3	4	11	
Migrant	0	0	12	
Students with Disabilities	8.8	27	Total	306

II. Academic Performance

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	Met		2018-2019	Met
Indicators Met			**Improving At-Risk K-3 Readers**	
			Lit. Improvement Moved to On-Track	
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	Not Met		2018-2019	N/A
Chronic Absenteeism			**3rd Grade Reading Guarantee**	
2021-2022	N/A		2021-2022	N/A
2020-2021	Not Met		2020-2021	N/A
2019-2020	Met		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Progress			**State Reading/ELA Test Proficiency**	
Value-Added Overall				
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	Not Met		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	N/A
Students with Disabilities			**Other Academic Measures**	
			Specific Subgroup	
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	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	Met
2020-2021	N/A		2020-2021	N/A
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	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

III. Non-Academic Performance

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

Governing Board Performance	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Parent Satisfaction	
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	Met

Student Discipline	
Grades K-3	
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	Met

Grades 4-8	
2021-2022	Not 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

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

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

IV. Legal Compliance

Horizon Science Academy – Springfield was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Springfield was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Horizon Science Academy - Springfield classrooms are calm and inviting. This was evident during classroom observations. During these observations, students were engaged and teachers were continually checking for understanding. Horizon Science Academy - Springfield continually reflects in their practices and are looking for ways to improve. The school will be putting items in place to improve teaching practices and intervention practices. The school's STAR data reflects an increase in student learning from fall to spring.
Areas for Improvement	Horizon Science Academy - Springfield can continue to improve in the area of parent communication and their response to parent concerns when brought to their attention.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Horizon Science Academy – Toledo

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000338	5 Year	07/01/2020	06/30/2025	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 Mr. Charles Scheib Mrs. Heidi Hatch			
Mission Statement	*The mission of Horizon Science Academy Toledo is to prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	49.6	230	K	37
Male	50.4	234	1	38
Race/Ethnicity	%	#	2	39
American Indian/Alaskan Native	0	0	3	38
Asian/Pacific Islander	0	0	4	38
Black, Non-Hispanic	55	255	5	27
Hispanic	8.2	38	6	41
Multiracial	18.3	85	7	41
White, Non-Hispanic	16.4	76	8	33
Historically Underserved	%	#	9	52
Economically Disadvantaged	97.6	453	10	25
English Learner	4.7	22	11	31
Migrant	0	0	12	24
Students with Disabilities	13.4	62	Total	464

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Not Met
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Other Academic Measures	
Specific Subgroup	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Horizon Science Academy – Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Horizon Science Academy – Toledo was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Horizon Science Academy - Toledo has developed a positive climate and culture in their building. The administration is continually brainstorming ways to support their teachers and provide a positive culture. This is evident in their low teacher turnover and a reduction in their suspensions this year. The school has open communication with parents and are willing to address any concerns that may arise. Classroom observations indicate students are engaged and attentive. The classrooms are calm and provide a positive atmosphere.
Areas for Improvement	Horizon Science Academy - Toledo can continue to work on their special education processes, procedures, and best practices to ensure that their ETRs and IEPs align with federal and state guidelines. The ESCLEW will be providing future professional developments in this area.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Lakeland Academy Community School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
045245	4 Years	07/01/2020	6/30/2024	PK - 12
Address	101 E. Main Street Freeport, OH 43973			
Contact	Phone: (740) 658-1042		Fax: (740) 658-1062	
Website	https://www.lakeland-academy.org/			
Leadership	Dr. Mark Miller			
Governing Authority	James Fleming, Joyce Klingler, Rona Tuckosh, Dr Michael Dundr, Aaron Koch			
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	51.8	57	PK/K	11/12
Male	48.2	53	1	8
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	0	0	3	13
Asian/Pacific Islander	0	0	4	11
Black, Non-Hispanic	0	0	5	6
Hispanic	0	0	6	11
Multiracial	2.7	3	7	8
White, Non-Hispanic	97.9	107	8	11
Historically Underserved	%	#	9	3
Economically Disadvantaged	86.4	110	10	7
English Learner	0	0	11	3
Migrant	0	0	12	0
Students with Disabilities	22.7	25	Total	110

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
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

Parent Satisfaction	
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

Student Discipline	
Grades K-3	
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

Grades 4-8	
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

Grades 9-12	
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

IV. Legal Compliance

Lakeland Academy Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Lakeland Academy Community School was on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Lakeland Academy Community School has a dedicated school board which has been responsible for guiding the school's budget, hiring staff members, implementing policies, and helping with the day to day operations of the school as needed. In addition, the school has excelled in compliance with on time and accurate task submissions. Furthermore, everyone involved in monthly site visits were prepared, organized and welcoming.
Areas for Improvement	Lakeland Academy Community School can benefit from hiring an academic leader who is able to provide guidance to the staff to help the students excel academically. The leader should have knowledge of state standards for grades K-12 as well as a proven track record of successful teaching through the use of data analysis and differentiated support in the classroom. In addition, the academic leader should have a strong vision and focus on school culture for students, families, and staff members.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Menlo Park Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000318	12 Years	07/01/2011	06/30/2023	K-8
Address	2149 W 53rd St. Cleveland, OH 44102			
Contact	Phone: (440) 925-6365		Fax: (216) 453-0157	
Website	https://menloparkacademy.com/			
Leadership	Dr. Richard Hronek-Interim Director			
Governing Authority	Teri Harrison, Susan Dornan, Dante Giancola, Tiffany Randle, Melissa Picone, Suzanne McFarland			
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	46	271	K	57
Male	54	315	1	72
Race/Ethnicity	%	#	2	82
American Indian/Alaskan Native	.0017	1	3	79
Asian/Pacific Islander	.2	111	4	63
Black, Non-Hispanic	.1	62	5	60
Hispanic	.05	28	6	60
Multiracial	.08	49	7	58
White, Non-Hispanic	.57	333	8	55
Historically Underserved	%	#	9	
Economically Disadvantaged	20	120	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	.05	28	Total	586

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment – Math	
2021-2020	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
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	Not Met

Organizational & Operational	
On-Time Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Student Discipline	
Grades K-3	
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	Not Met

Grades 4-8	
2021-2022	Not 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

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

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

IV. Legal Compliance

Menlo Park Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Menlo Park Academy was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	During the 2021-2022 school year, Menlo Park Academy offered its students strong academic experiences and opportunities. Monthly site visits highlighted student accolades such as the National History Projects, Mock Trial, Power of the Pen, the new Track and Field program, and the successes of the Chess Team. Following the 20-21 COVID school year restrictions, Menlo Park Academy was able to open back up their student offerings in a safe manner that promoted a sense of normalcy. Students were provided experiences and opportunities that extended their learning and challenged them outside of the classroom. The preliminary Ohio State Testing and the end of the year NWEA testing shows that students are growing and are on the right track to perform where they did pre-COVID. Currently, the leadership team is being created for the next school year and plans are being made for professional development needs in the fall to increase academic growth and regain the results that were achieved pre-COVID.
Areas for Improvement	There have been several transitions in the leadership team over the 21-22 school year as well as staffing challenges. The Menlo Park Academy Governing Authority is actively working to fill its leadership team with permanent members. Due to the transitions, there were some challenges in meeting emergency drill compliance as well as fidelity in progress monitoring of 11.6 goals. For the 22-23 school year the area to focus on will be to improve the school climate and culture that was affected greatly by COVID, staffing, unionization, and leadership changes.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
North Dayton School of Discovery

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143529	5 Years	07/01/2018	06/30/2023	K-8
Address	3901 Turner Rd. Dayton, OH 45415			
Contact	Phone: (937) 278-6671		Fax: (937) 278-6964	
Website	https://www.nhaschools.com/schools/North-Dayton-School-of-Discovery/en			
Leadership	Ms. Victoria Simmons			
Governing Authority	Kevin Robie, Karl Konsdorf, Darlene Packard, Duane Martin, Ron Adler, Carol Justice			
Mission Statement	*North Dayton School of Discovery's mission is to provide a back-to-basics program, focusing on high academic achievement and character development.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	48.3	258	K	92
Male	51.7	276	1	67
Race/Ethnicity	%	#	2	56
American Indian/Alaskan Native	4	2	3	63
Asian/Pacific Islander	1.1	6	4	52
Black, Non-Hispanic	88.8	474	5	55
Hispanic	2.6	14	6	53
Multiracial	0	0	7	53
White, Non-Hispanic	7.1	38	8	43
Historically Underserved	%	#	9	
Economically Disadvantaged	86.5	461	10	
English Learner	12.2	65	11	
Migrant	0	0	12	
Students with Disabilities	13.5	72	Total	534

II. Academic Performance

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	Met		2018-2019	N/A
Indicators Met			**Improving At-Risk K-3 Readers**	
			Lit. Improvement Moved to On-Track	
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	Not Met		2018-2019	N/A
Chronic Absenteeism			*3rd Grade Reading Guarantee*	
2021-2022	N/A		2021-2022	N/A
2020-2021	Met		2020-2021	N/A
2019-2020	Met		2019-2020	N/A
2018-2019	N/A		2018-2019	N/A
Progress			*State Reading/ELA Test Proficiency*	
Value-Added Overall			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	Met		**Prepared for Success**	
Gifted Students			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		**Other Academic Measures**	
Students with Disabilities			*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	Met		2018-2019	N/A
Lowest 20% in Achievement			*Nationally Normed Assessment - Reading*	
2021-2022	N/A		2021-2022	Not Met
2020-2021	N/A		*Nationally Normed Assessment – Math*	
2019-2020	N/A		2021-2022	Not Met
2018-2019	Met		*Nationally Normed Assessment - K-3 Lit.*	
Graduation Rate			2021-2022	Met
4-Yr. Graduation Rate			**Other Academic Measures**	
2021-2022	N/A		*Similar School #1*	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	N/A
2018-2019	N/A		2019-2020	N/A
5-Yr. Graduation Rate			2018-2019	Met
2021-2022	N/A		*Similar School #2*	
2020-2021	N/A		2021-2022	Met
2019-2020	N/A		2020-2021	Met
2018-2019	N/A		2019-2020	N/A
			2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

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

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

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

North Dayton School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

North Dayton School of Discovery was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	For most of the school year, North Dayton School of Discovery experienced staffing vacancies. Despite these challenges, the administrative team worked together to develop creative solutions as new needs arose. Staff were flexible and willing to adjust roles and responsibilities to ensure quality instruction continued each day. Together, all the staff demonstrated a high level of commitment, teamwork and perseverance. The North Dayton staff demonstrated intentionality in rebuilding a sense of community within the school following the COVID-19 pandemic. They initiated several new sports programs and clubs, partnered with area organizations, and offered several special events for students, families, and community members. Academically, the school embodied their motto "Make Every Moment Matter". Staff were diligent in taking advantage of every moment for learning. They administered benchmark and formative assessments with fidelity, and they developed a strong process for analyzing and discussing data to make instructional decisions and intervention needs. Ms. Simmons and the deans excelled in observing and coaching teachers in instructional delivery. As a result, the benchmark data demonstrated student growth in reading and math.
Areas for Improvement	In preparation for the 2022-23 school year, National Heritage Academies and Ms. Simmons are encouraged to make staff recruitment and staff retention a high priority to ensure the school is fully staffed at the start of the school year. Ms. Simmons and the leadership team have expressed their desire to have a greater emphasis on Positive Behavioral Interventions and Supports, as well as social-emotional learning, in an effort to reduce the number of out of school suspensions. To address this goal, they plan to adopt a new social-emotional curriculum and hire a school counselor. The leadership team is encouraged to consider how they will support teachers in learning the new curriculum, what observables they expect to see implemented throughout the year, and how they will coach and support teachers with consistent implementation of PBIS strategies and social-emotional learning in order to decrease out of school suspensions in grades 4-8 and eliminate out of school suspensions in grades K-3. Academically, Ms. Simmons has a goal of increasing overall math proficiency and increasing literacy proficiency in second grade. In preparation for the 2022-23 school year, the administration team and building leadership team is encouraged to consider what instructional and coaching strategies have positively contributed to student academic growth and which have not, and in what ways do leaders and staff need to refine, adjust, or develop high leverage teaching and coaching practices.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Orion Academy

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000559	9 Years	07/01/2014	06/30/2023	K-8
Address	1798 Queens City Ave. Cincinnati, OH 45214			
Contact	Phone: (513) 251-6000		Fax: (513) 206-9829	
Website	www.nhaschools.com/schools/orion/en/pages/default.aspx			
Leadership	Taneka Smith, Principal			
Governing Authority	Tina Williams, Jacqueline Johnson-Wilkinson, Rylan Norris, Charlene Agyemang			
Mission Statement	*The mission of Orion Academy is to develop the individual academic potential of all students. We will accomplish this through a rigorous, mastery-focused curriculum, enthusiastic teaching staff and a caring, involved community.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52	238	K	62
Male	48	219	1	57
Race/Ethnicity	%	#	2	51
American Indian/Alaskan Native	1	5	3	49
Asian/Pacific Islander	1	5	4	45
Black, Non-Hispanic	93	423	5	50
Hispanic	1	5	6	54
Multiracial	1	4	7	48
White, Non-Hispanic	3	15	8	41
Historically Underserved	%	#	9	
Economically Disadvantaged	8	38	10	
English Learner	8	35	11	
Migrant	1	4	12	
Students with Disabilities	12	56	Total	457

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
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

Organizational & Operational	
On-Time Rate	
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

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Financial Performance	
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

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

IV. Legal Compliance
Orion Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)
Orion Academy was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

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

ANNUAL PERFORMANCE REPORT
Pathway School of Discovery

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000138	12 Years	07/01/2012	06/30/2024	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	Mr. Nathan Preston			
Governing Authority	Kevin Robie, Karl Konsdorf, Darlene Packard, Duane Martin, Ron Adler, Carol Justice			
Mission Statement	*Working in partnership with parents and the community, the Pathway School of Discovery mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic and instructional time so each student reads, computes and writes at or above grade level. We expect our students to master basic skills and realize their full academic potential in preparation for higher education and adulthood.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	52.4	375	K	89
Male	47.6	341	1	81
Race/Ethnicity	%	#	2	83
American Indian/Alaskan Native	1.5	11	3	83
Asian/Pacific Islander	1.8	13	4	74
Black, Non-Hispanic	44.6	319	5	82
Hispanic	8.5	61	6	77
Multiracial	.8	6	7	80
White, Non-Hispanic	42.7	306	8	67
Historically Underserved	%	#	9	
Economically Disadvantaged	80	571	10	
English Learner	7.8	56	11	
Migrant	0	0	12	
Students with Disabilities	16	121	Total	716

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Pathway School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Pathway School of Discovery was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	During a uniquely challenging year, the Pathway School of Discovery staff demonstrated tenacity, strength, and teamwork to ensure high quality teaching and learning occurred each day. The administrative team navigated staff vacancies and illnesses, and often stepped into the classroom to teach. Despite the challenges presented by COVID-19, the efforts of the administrative team created a positive school climate and kept morale high. This is evidenced in the positive employee satisfaction survey results. Additionally, the administrative team and staff developed creative and intentional opportunities to re-connect with families and parents. They executed several events and special gestures in an effort to rebuild and strengthen parent partnerships. These efforts proved successful as evidenced by the high parent satisfaction survey results. Throughout the year, the administrative team kept a strong focus on classroom management and the implementation of PBIS strategies. Mr. Preston and the deans were intentional with observing and coaching teachers, as well as modeling effective implementation in interactions with students. These efforts resulted in fewer out of school suspensions than in "pre-COVID" school years. Academically, the school kept a focus on reducing learning loss and closing gaps created by the COVID-19 pandemic. Mr. Preston and the deans observed instruction and provided coaching to teachers as needed. Staff administered benchmark and formative assessments with fidelity, analyzed data, and adjusted classroom instruction in response to the data.
Areas for Improvement	This year, the building leadership team established the program Leader in Me to respond to the social-emotional needs of students. Moving forward, they are encouraged to reflect on this year's implementation, and how they can ensure all staff implement with fidelity and effectiveness. The administration team expressed a desire to specifically focus on using the program to strengthen student and teacher relationships next year. Academically, the administrative team has identified a need to improve overall math proficiency. To do this, they plan to implement an intervention strategy to provide additional time and support to students demonstrating need. Additionally, they have a goal to create greater teacher ownership in the data analysis process including creating action steps that produce positive academic change for students. Finally, as the school experiences a change in leadership, the deans are encouraged to maintain clear and consistent communication, and continue to collaborate with one another to uphold current strategies that are effective and work with the new principal to identify areas for growth. Specifically, it will be critical to keep a strong focus on the use of PBIS strategies to continue to decrease the number of out of school suspensions in grades 4-8 and eliminate out of school suspensions in grades K-3.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Pinnacle Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000543	9 Years	07/01/2014	06/30/2023	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	National Heritage Academies			
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	54.7	365	K	89
Male	45.3	302	1	83
Race/Ethnicity	%	#	2	64
American Indian/Alaskan Native	.4	3	3	80
Asian/Pacific Islander	.4	3	4	62
Black, Non-Hispanic	95.7	638	5	61
Hispanic	.7	5	6	69
Multiracial	.3	2	7	81
White, Non-Hispanic	2.4	16	8	78
Historically Underserved	%	#	9	
Economically Disadvantaged	84.3	562	10	
English Learner	0	0	11	
Migrant	N/A	N/A	12	
Students with Disabilities	11.4	76	Total	667

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance
Pinnacle Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)
Pinnacle Academy was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Pinnacle Academy has a strong leadership team that supports its staff and students. At each monthly site visit, there was evidence shared that the leadership team was focused on improving student academics. Teachers are regularly observed, given feedback, and coached using student data and instructional practices. Regular TBT and BLT meetings are held that are focused on student data. Interim, NWEA, and Ohio State Tests results are regularly monitored and used to focus on instructional areas that students need to be proficient in. Regular professional development opportunities are also given to staff that are focused on achievement and culture. The strengths of the leadership team driving student and staff growth is yielding results that are making progress to pre-COVID academic performance.
Areas for Improvement	Returning to a full year of in-person instruction has been a challenge. Students and staff are both acclimating to being in the building and focusing on filling academic gaps. Pinnacle Academy's area of improvement to focus on for the next school year is climate and culture. The school uses PBIS and integrates social-emotional learning but can continue to build on the strength of these programs. Continued focus on these areas will help improve attendance as well as suspension numbers in all grades. It is recommended that professional development opportunities and teacher coaching in the areas of PBIS and climate and culture continue to be a focus moving into the 22-23 school year.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy – Toledo

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000301	4 Years	07/01/2019	06/30/2023	K-12
Address	301 Collingwood Blvd. Toledo, OH 43604			
Contact	Phone: (419) 243-1815		Fax: (419) 392-9810	
Website	https://summitacademies.org/schools/toledo-summit-academy			
Leadership	Marquita Murphy, Principal			
Governing Authority	Rachel Trumball, Regina Kynard, Sheree Madison-Emery, Shelby Cully, Danielle Nelson			
Mission Statement	*The mission of Aummit 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	35	39	K	9
Male	65	73	1	5
Race/Ethnicity	%	#	2	7
American Indian/Alaskan Native	0	0	3	4
Asian/Pacific Islander	0	1	4	9
Black, Non-Hispanic	46	52	5	8
Hispanic	11	12	6	8
Multiracial	4	4	7	11
White, Non-Hispanic	39	44	8	8
Historically Underserved	%	#	9	15
Economically Disadvantaged	92	104	10	7
English Learner	0	0	11	11
Migrant	0	0	12	10
Students with Disabilities	67	76	Total	112

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment – Math	
2021-2022	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Not 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

Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Grades 4-8	
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

Grades 9-12	
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

IV. Legal Compliance

Summit Academy – Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy – Toledo was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy - Toledo provides many opportunities for parent engagement by hosting several in-person events this year. They continue their community outreach and partner with local organizations to model community building and volunteerism with their students. Their staff comes together to overcome any obstacles they may encounter. Summit Academy's PBIS is effective as evident in their decrease in suspensions. Their onsite file review shows that procedures are in place to ensure neat and organized files.
Areas for Improvement	Summit Academy - Toledo can improve in the area of intervention for their students. The school has not yet implemented a building-wide MTSS system. Evidence of this is indicated in Section B of their 11.6 contractual goals as being not met. The school recently ordered additional curriculum to assist in this area for the 2022-2023 school year.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy – Youngstown

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000623	4 Years	07/01/2020	06/30/2024	K-7
Address	144 N. Schenley Ave. Youngstown, OH 44509			
Contact	Phone: (330) 259-0421		Fax: (330) 259-0424	
Website	https://summitacademies.org/schools/youngstown-elementary/			
Leadership	Rebecca Ellis, Interim Director; Christa Vlosich, Administrative Assistant; Jamie Martin, IEP Coordinator; Gina McAllister, Lead Intervention Specialist; Hycianna Grace, Community Resource Coordinator; Triana Szep, Behavior Specialist; Nicole McGrath, Math Coach; Jessica Davis, Literacy Coach			
Governing Authority	Erica Jones, President; Amber Bodrick, Vice President; Kendra Godiciu, Secretary; Joseph Gagliano, Board Member; Nicole Forte, Board Member			
Mission Statement	*Summit Academy Schools build hope success and well-being through education and advocacy for children and special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	40	49	K	16
Male	60	73	1	12
Race/Ethnicity	%	#	2	14
American Indian/Alaskan Native	0	0	3	16
Asian/Pacific Islander	0	0	4	8
Black, Non-Hispanic	43	52	5	15
Hispanic	2	3	6	17
Multiracial	11	13	7	24
White, Non-Hispanic	44	54	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	122	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	60	73	Total	122

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

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

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

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

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

IV. Legal Compliance

Summit Academy – Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy – Youngstown was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	At this point in the year, Summit Academy - Youngstown has met or exceeded 6/7 of their 11.6 goals. That is quite an accomplishment considering the many challenges in staffing and enrollment this school experienced this year. Almost their entire leadership team and more than half of their teaching team was new to their role this year. In addition, they lost significant enrollment initially. However, by the end of the year, the teaching team was complete and enrollment was reestablished and continues to grow for the new school year. The attendance rate slowly improved as well. Upon reflection, the leadership team has discovered the benefit of establishing a PD target and focus. As a result, they have established a theme of classroom management and the responsive classroom for the new school year through book studies for staff. In addition, they will pursue opportunities for PBIS, special education, and restorative practices. Their special education compliance rate for internal monitoring was 95% this year. Summit Academy - Youngstown planned several family events that were well attended including a bowling night and their first Community Closet which was a huge success. They exceeded their 11.6 parent satisfaction goal for this year.
Areas for Improvement	With the benefit of starting the year with a full teaching staff and leadership team, the school will have a better opportunity to establish policies, procedures, meetings, teams, PBIS framework, committees, parent events, and PD with necessary follow through for overall success. With continuity in expectations and training for classroom teachers, increased monitoring can take place for effective planning and tiered instruction that is aligned with the learning model to impact academic growth.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Akron Elementary School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133587	5 Years	07/01/2019	06/30/2024	K-5
Address	2503 Leland Ave. Akron, Ohio 44312			
Contact	Phone: (330) 253-7441		Fax: (330) 253-7457	
Website	https://summitacademies.org/schools/akron-elementary/			
Leadership	Dawn Presley, Principal; Alexandra Davis, Administrative Assistant; Christine Heffernan, Lead Intervention Specialist; Trang Vinci, IEP Coordinator; Stephanie Little, Community Resource Coordinator; Angela Swaino, Data Coach; Lindsey Durbin, Instructional Coordinator; Hannah Brotherton, Behavior Specialist			
Governing Authority	Jacqueline Trainor, Board President; David Lang, Gretchen Himes			
Mission Statement	*Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	39	36	K	13
Male	61	56	1	8
Race/Ethnicity	%	#	2	16
American Indian/Alaskan Native	0	0	3	15
Asian/Pacific Islander	0	0	4	20
Black, Non-Hispanic	27	25	5	20
Hispanic	0	0	6	
Multiracial	22	20	7	
White, Non-Hispanic	51	47	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	92	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	65	60	Total	92

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Summit Academy Akron Elementary School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Akron Elementary School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The strong leadership team of Summit Academy Akron Elementary worked diligently to be present in their respective roles and actively support teachers in this return to in person learning year. Through a very strategic professional development plan for the school, along with individual opportunities provided to staff based on their professional growth plans, teachers took full advantage of many opportunities to advance their skill sets to impact positive change within the school. A great common PD goal achieved by staff this year was their improved understanding and implementation of the MTSS Tiered system and forms. In addition, the PBIS program was consistent and the SEL curriculum was incorporated into regular instruction. Staff became very skilled at initiating unique interventions to meet students at their need. Because this was done by all staff with fidelity, the number of suspensions decreased from pre-COVID school years, along with the severity of behaviors. As a result, this school exceeded their discipline goal on their 11.6 document. An added benefit of this positive school climate and culture was staff/student relationships. From these connections, a mentor/mentee program between staff and at-risk students had amazing outcomes. Furthering the home/school connection, many engaging family events were held during the school year, giving insight for and support to families of how and what their children are learning. Attendance also significantly improved for this school this year. While 'Chronic Absenteeism' will not be evaluated on school report cards this year, Summit Academy Akron Elementary would have met their 11.6 goal. Special education compliance was consistent and strong throughout the year, maintaining a high quality standard. Through differentiated instruction and meaningful interventions, the school met their Nationally Normed Assessment goals for Reading, Math, and K-3 on their 11.6 document. The school is looking forward to a building expansion that will provide them with a gym and an additional classroom which will enable them to add more enrollment for 20 more students.

Performance Summary	
Areas for Improvement	The school is exploring ways to increase math achievement through a change in curriculum materials and targeted PD in the new school year. They could also benefit from acquiring new science materials for the classrooms as well. It was a challenge this year to gain the level of participation and engagement from families that the school had hoped to accomplish. Through developing a small, strategic parent consult committee, the school may gain ideas that would attract better participation in the new year. This first year of return to in person learning following the pandemic resulted in a great strain for staff professionally and personally. Summit Academy Akron Elementary takes great care of their teachers to promote self-care to avoid burnout. The hard working leadership team could benefit from equal attention as they work so diligently to support the teaching staff.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Akron Middle School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132779	4 Years	07/01/2019	06/30/2023	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/schools/akron-middle/			
Leadership	Crystal Yingling, Director; Lynn Housel, Administrative Assistant; Tod Sidle, IEP Coordinator; Adam Nelson, Instructional Coach; Stephanie Barnes, Behavior Specialist			
Governing Authority	Jacqueline Trainor, President; David Lang, Gretchen Hines			
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	35	23	K	
Male	65	42	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	25	16	5	
Hispanic	0	0	6	22
Multiracial	15	10	7	22
White, Non-Hispanic	60	39	8	21
Historically Underserved	%	#	9	
Economically Disadvantaged	100	100	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	75	49	Total	65

II. Academic Performance

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

Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A

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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Summit Academy Akron Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Akron Middle School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

	Performance Summary
Areas of Strength	While attendance may have been a struggle across the state during the return to in person learning year, Summit Academy Akron Middle School maintained a high attendance rate each month above the state expectation. The school established and promoted great expectations for attendance with incentives and monthly events. If this area was evaluated on the report card this year, their chronic absenteeism goal would have been met and exceeded for the 21-22 school year. The school leadership team worked consistently and seamlessly together to provide diligent support to the staff as they anticipated challenges in the transition from remote learning. They continued their restorative practice approach when working with student discipline and behaviors not conducive to learning. The goal is to ultimately facilitate change in behavior through social awareness, accountability, and responsibility. These coherent practices led to a reduction in lost learning time as students were out of the classroom less often to deescalate. In addition, they thoughtfully planned meaningful professional development opportunities for staff through cultivating a series of community resources and specialized providers who clearly understand the mission, vision, and population of Summit Academy schools. The response from staff and the impact on student growth as skills were implemented in the classroom has proven beneficial. As a result, this series of trainings will continue into the 22-23 school year. Summit Academy Akron Middle School planned a variety of creative, interesting, and engaging family nights that celebrated a minimum of 100 participants at each event. The strong home/school connection established and maintained supported positive, ongoing communication, built strong relationships between students, families, and staff, and was essential to the success of students in the classroom setting. At the time of this evaluation, the school had met or exceeded 7 out of 7 of their 11.6 goals including growth measures for students with disabilities, and overall reading and math scores utilizing Nationally Normed assessments. In the 22-23 school year, the leadership team will expand to include a Cultural Coordinator position. While their current space is designed for 60 students, they have currently enrolled 80+ students for the 22-23 school year, and they are still growing. Summit Academy Akron Middle School has always had to maintain a significant waiting list for enrollment in grades 6-8.

Performance Summary	
Areas for Improvement	The greatest challenge this school continues to face is inadequate space for ongoing potential enrollment growth. Due to the lack of space, areas that are needed for student support and success are limited. With growing enrollment and an expanding wait list, more class space is needed. Until an alternate location is secured, the Middle and Secondary school could benefit from improved communication, professional relationships, and compromises in the best interest of students. As vacated positions are filled for the 22-23 school year, it would benefit the school to consider incorporating likely scenarios for discussion in the interview process. This would better screen potential candidates that may be a better professional and experiential fit to the learning model, missions, vision, and population served.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Community School – Cincinnati

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000306	5 Years	07/01/2018	06/30/2023	K-8
Address	1660 Sternblock Ln. Cincinnati, OH 45237			
Contact	Phone: (513) 321-0561		Fax: (513) 321-0795	
Website	https://summitacademies.org/schools/cincinnati-elementary/			
Leadership	Michelle Brunner, Principal			
Governing Authority	Thomas Hargis – Pres., Josephine Howard – VP, Jeffery Anderson – Sec., Walter Henry – BD member, Julianna Vargas – BD member			
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	39	32	K	2
Male	61	50	1	8
Race/Ethnicity	%	#	2	0
American Indian/Alaskan Native	0	0	3	10
Asian/Pacific Islander	0	0	4	9
Black, Non-Hispanic	60	49	5	10
Hispanic	0	0	6	15
Multiracial	15	12	7	14
White, Non-Hispanic	25	21	8	14
Historically Underserved	%	#	9	
Economically Disadvantaged	77	63	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	77	63	Total	82

II. Academic Performance

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

Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

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

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

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

III. Non-Academic Performance

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

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Summit Academy Community School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School – Cincinnati was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The enthusiasm of the administration, primarily Michelle Brunner the principal, has carried over to the teachers and the overall morale of the building. Teachers and administration have worked together reviewing, revising, and revamping programs in the school to better meet the needs of the students. Parents are enrolling in the school to receive the specialized instruction their students need. The school now has a waiting list for applicants.
Areas for Improvement	Additional professional development for the staff would be beneficial to better pinpoint individual student needs and demonstrate techniques or strategies to enhance student learning. The use of software developed to identify specific student needs would better use the teachers' time.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Community School – Columbus

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As an Ohio community school sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000296	5 Years	07/01/2019	06/30/2024	K-5
Address	2521 Fairwood Ave. Columbus, OH 43207			
Contact	Phone: (614) 237-5497		Fax: (614) 237-6519	
Website	https://summitacademies.org/schools/columbus-elementary/			
Leadership	Mrs. Cheryl Elliott			
Governing Authority	Anthon Brooks, Terry Kleman, Derrick Wyman, Erin Bentz			
Mission Statement	*Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	35	11	K	4
Male	65	20	1	3
Race/Ethnicity	%	#	2	5
American Indian/Alaskan Native	0	0	3	9
Asian/Pacific Islander	0	0	4	4
Black, Non-Hispanic	55	17	5	6
Hispanic	13	4	6	
Multiracial	3	1	7	
White, Non-Hispanic	29	9	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	31	10	
English Learner	3	1	11	
Migrant	0	0	12	
Students with Disabilities	61	19	Total	31

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		**Organizational & Operational**	
2021-2022	Met	On-Time Rate	
2020-2021	N/A	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Not Met	2019-2020	Not Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Not Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		**Financial Performance**	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Not Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A
Grades 9-12		**Financial Sustainability**	
2021-2022	N/A	2021-2022	Not Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Summit Academy Community School – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	During a uniquely challenging school year, the staff of Summit Academy Community School - Columbus demonstrated creative problem solving and flexibility. Due to staff vacancies and challenging student behaviors, classroom teachers adjusted to teaching without a co-teacher and took on new responsibilities within the classroom. The administrative team went above normal expectations to provide support with students who demonstrated challenging behaviors. This proactive and visible support contributed to an overall positive culture among the staff. Additionally, administration effectively modeled the use of restorative practices and interventions resulting in increased implementation by staff and decreased occurrences of extreme student behaviors and out of school suspensions. Academically, benchmark assessments were administered with fidelity, and data was analyzed and used to adjust student grouping and provide ongoing interventions. Student assessment results showed growth in both ELA and math.
Areas for Improvement	During the 2021-22 school year, the school was not fully staffed and frequently closed due to staff shortages. In preparation for the 2022-23 school year, Summit Academy Management and Mrs. Elliott are encouraged to make staff recruitment a high priority to ensure the school is fully staffed at the start of the school year. Mrs. Elliott will be restructuring the coaching staff and creating greater role clarity for coaches. It is her desire to maintain the culture and PBIS expectations while putting a greater focus on improving instructional delivery. Mrs. Elliott has professional development opportunities scheduled around Depth of Knowledge and teacher questioning, as well as Multi-Tiered Systems of Support. In preparation for the 2022-23 school year, Mrs. Elliott is encouraged to create a plan for how she and the coaches will follow up on the professional learning opportunities, establish appropriate growth goals for staff, and hold teachers accountable for implementation of instructional initiatives related to depth of knowledge and multi-tiered systems of support. Lastly, this year has been especially challenging in regards to parent relationships. Moving forward, Mrs. Elliott and the administration team are encouraged to reflect on these challenges, identify areas for growth, and consider how all staff will positively engage parents and families.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Community School – Dayton

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000297	6 Years	07/01/2017	06/30/2023	K-8
Address	4128 Cedar Ridge Rd. Dayton, OH 45414			
Contact	Phone: (937) 278-4298		Fax: (937) 278-4613	
Website	http://summitacademies.org/schools/dayton-elementary/			
Leadership	Mrs. Catherine Rouhier			
Governing Authority	David Frey, Lauren Davenport, Tiffany Tungate, Molly Stitsinger, Keith Tungate			
Mission Statement	*We design, develop and deliver educational opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	28	18	K	6
Male	72	47	1	6
Race/Ethnicity	%	#	2	4
American Indian/Alaskan Native	1.5	1	3	6
Asian/Pacific Islander	0	0	4	5
Black, Non-Hispanic	42	27	5	9
Hispanic	1.5	1	6	8
Multiracial	12	8	7	10
White, Non-Hispanic	43	28	8	11
Historically Underserved	%	#	9	
Economically Disadvantaged	100	65	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	77	50	Total	65

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

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

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

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

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

Financial Performance	
2021-2022	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	N/A

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

IV. Legal Compliance

Summit Academy Community School – Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School – Dayton was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

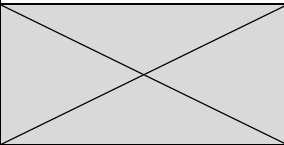| Performance Summary	
Areas of Strength	The staff of Summit Academy Community School - Dayton demonstrated resilience and teamwork throughout this challenging school year. Despite being short-staffed and facing new challenges with student behavior, the staff worked together and supported one another in providing instruction and social emotional support to students. Mrs. Rouhier is effective in identifying areas of need and/or growth and coaches her staff in those areas. For example, she often models restorative practices in her interactions with students and parents, and models effective teaching strategies by co-teaching with staff. As a result, the school has seen growth in students who demonstrate the most challenging behaviors. Also, the staff continue to build strong relationships with parents and partner with them to find alternatives to out of school suspension. Academically, the staff administered benchmark testing with fidelity and analyzed data to provide appropriate interventions. Students have shown growth in math and ELA.
Areas for Improvement	During the 2021-22 school year, the school was not fully staffed and frequently closed due to staff shortages. In preparation for the 2022-23 school year, Summit Academy Management and Mrs. Rouhier are encouraged to make staff recruitment a high priority to ensure the school is fully staffed at the start of the school year. As a result of the staffing shortage, current staff were required to teach subjects and/or grade levels that may not have been the best fit, resulting in ineffective classroom management and/or instructional delivery. Mrs. Rouhier is already considering how to restructure staff members based on strengths and what is best for student learning. Mrs. Rouhier and staff developed a quality PBIS system at the start of the school year. However, 100% of staff did not implement the system with fidelity. In preparation for the 2022-23 school year, Mrs. Rouhier and the administrative team are encouraged to consider how to create and communicate a strong "why" for the implementation of PBIS and restorative practices, as well as make a plan for how to uphold expectations for staff implementation.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Community School – Painesville

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000629	7 Years	07/01/2017	06/30/2024	K-8
Address	268 N State St. Painesville, OH 44077			
Contact	Phone: (440) 358-0877		Fax: (440) 358-0397	
Website	https://summitacademies.org/schools/painesville-elementary/			
Leadership	Principal: April Siddique, Dean: Kelly Cunningham, IEP Coordinator: Katherine Ramaiah			
Governing Authority	Summit Academy Management: William Epich, Dusk Haberman, Robert Braff, David Check Sr., Rita Martin, Nicole Noscal			
Mission Statement	*We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	36	12	K	8
Male	64	21	1	0
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	0	0	3	2
Asian/Pacific Islander	0	0	4	3
Black, Non-Hispanic	15.6	5	5	2
Hispanic	15.6	5	6	3
Multiracial	21.9	7	7	6
White, Non-Hispanic	50	16	8	3
Historically Underserved	%	#	9	
Economically Disadvantaged	100	33	10	
English Learner	16.5	2	11	
Migrant	0	0	12	
Students with Disabilities	72.7	24	Total	33

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Summit Academy Community School – Painesville was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School – Painesville was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy Community School-Painesville had strong leadership this school year. The Director was new to the role but was very focused on school culture, climate, enrollment and academics. The Director worked very collaboratively with the SST2 on PBIS implementation through professional development and TBT meetings. The implementation of PBIS with fidelity yielded positive results with student behaviors. Once PBIS was established and in good working order, the director was able to work with the SST2 more on academics. The director also had a strong focus on improving school enrollment. They participated in several events including the Community Festival in Painesville, The Kids Show at the local mall, and an end of year Community Event with local vendors, food, and crafts for current and prospective Summit Academy Community School- Painesville families. Several prospective students were found at these events and the hope is that enrollment will be positively affected for the 22-23 school year.
Areas for Improvement	Summit Academy Community School- Painesville is unique in its ability to target a very small group of students, most with special education needs. The school is encouraged to capitalize on this ability to target specific student academic needs to fill learning gaps that were created by the effects of the pandemic. Following the implementation of PBIS at the building, the focus turned to a multi-tiered system of supports. This happened around the mid-year mark. The school is encouraged to continue working with its SST and the ESCLEW to offer professional development and coaching opportunities in MTSS to positively impact student academics and teacher growth.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Community School – Parma

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000302	7 Years	07/01/2018	06/30/2025	K-12
Address	5868 Stumph Rd. Parma, OH 44134			
Contact	Phone: (440) 888-5407		Fax: (440) 888-5417	
Website	https://summitacademies.org/schools/parma-community/			
Leadership	Saree Doyle, Director			
Governing Authority	Summit Academy Management			
	Dusk Haberman, Albert Charpentier, Theresa Alai, David Lang, Joseph Gagliano			
Mission Statement	*Summit Academy Management believe every child deserves to learn and thrive without labels or limits. We believe that our therapeutic approach to education allows for the greatest opportunities for success. We believe in changing lives and restoring hope.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	40	58	K	4
Male	60	88	1	4
Race/Ethnicity	%	#	2	5
American Indian/Alaskan Native	1	4	3	8
Asian/Pacific Islander	1	3	4	16
Black, Non-Hispanic	15	27	5	15
Hispanic	14	25	6	10
Multiracial	0	0	7	13
White, Non-Hispanic	68	122	8	16
Historically Underserved	%	#	9	15
Economically Disadvantaged	25	37	10	14
English Learner	0	0	11	12
Migrant	0	0	12	14
Students with Disabilities	71	104	Total	146

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Met
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment - Math	
2021-2022	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Summit Academy Community School – Parma was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School – Parma was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy Community School- Parma has a strong leader that is dedicated to servicing students with disabilities. The director has taken on many roles in the building, including teaching a science class and servicing her own caseload of students due to staffing in the building. She has a hands-on approach to her role and is knowledgeable about all that is happening in the building whether it be academics or social emotional needs of the students. Staffing has been a challenge this school year and she has been able to adjust in ways that are very flexible while keeping in mind what is best for students and teachers. The climate and culture in the building has stayed positive overall throughout the changes in staffing and shortage of coverage due to the dedication to her staff. She has offered staff ways to connect and keep up morale such as game night and giving them the gift of time.
Areas for Improvement	Due to the shortage in staffing, the building leader has shared that special education services haven't been of the caliber that she would have liked. There was an outside servicer providing some of the students their IEP goals. In the 22-23 school year, the school is encouraged to fully staff the building to ensure that they have in-person services that can be more closely monitored and given to students. Having in-person special educators allows students to build strong relationships and provides more consistency in the services being provided. This also will allow for the director to focus more on the administrative parts of her position and less on filling needs of the building such as providing coverage and having her own student caseload.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Community School – Warren

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000305	7 Years	07/01/2017	06/30/2024	K-7
Address	2106 Arbor Ave. SE Warren, OH 44484			
Contact	Phone: (330) 369-4233		Fax: (330) 369-4299	
Website	https://summitacademies.org/schools/warren-elementary/			
Leadership	Mrs. Kimberly Vrabel, Behavior Specialist Mrs. Amber DeSantis, IEP Coordinator Mrs. Diana Napolitan, Instructional Coach Mrs. Sara Robinson, Instructional Coach/Lead IS Sensei Jennifer Costarell, Martial Arts Instructor Mrs. Patricial Smith, Administrative Assistant Mrs. Allison Glass, Principal			
Governing Authority	Miss Amber Bodrick, President Mr. Joseph Gagliano, Vice President Mr. Eric Hall Mrs. Kendra Godiciu Mrs. 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	30	27	K	3
Male	70	63	1	10
Race/Ethnicity	%	#	2	9
American Indian/Alaskan Native	0	0	3	16
Asian/Pacific Islander	0	0	4	9
Black, Non-Hispanic	9	8	5	11
Hispanic	11	10	6	17
Multiracial	11	10	7	15
White, Non-Hispanic	69	62	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	90	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	68	61	Total	90

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Governing Board Performance	
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

Organizational & Operational	
On-Time Rate	
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

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Grades 4-8	
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

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

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Summit Academy Community School – Warren was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School – Warren was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

	Performance Summary
Areas of Strength	Summit Academy Community School - Warren sets the bar for excellence high for both staff and students. At this point in their evaluation, they have exceeded 6 and met the other 3 of their 9 goals on the 11.6 document. The following explanation supports how this was accomplished. There is a collaborative effort and effective system of communication among the administration team. The leadership team is formed by a group of experienced professionals, exceptionally skilled in their respective areas that balance each other quite well. As a team, they provide continuity through modeling and active, ongoing support and training for their staff. This creates a very positive school culture and climate frequently celebrated through building activities, a teacher appreciation week that provides excitement and surprises, and a sense of community. Communication is key through daily announcements and upcoming events posted weekly. The sense of community is fostered through activities like lunch with students the last day of every week, dress down days for money as fundraisers, spirit weeks, random dance parties, student success assemblies, and room transformations with themes related to project based activities. Professional development is a strong focus for this school. Each year, there is a clear strategic plan in place that is aligned with the school's goals. Progressive concepts like Whole Brain Teaching and Instructional Strategies, Responsive Classroom, Interactive Modeling, Science of Reading, and Community Building Circles are among those seen implemented in all classrooms. In addition, this school has completed and continues to plan relevant, meaningful book studies that provide immediate information for staff to employ in their classrooms specific to this learning environment and population. Relationships are established with both students and their families. The staff maintain contact with families every three weeks throughout the school year to ensure mutual feedback regarding student needs and progress, referred to as "ongoing conferences." The emphasis of communication is a two-way dialogue that goes beyond phone calls and includes apps like Class Tag and Remind, which is communication directly with the principal. Four surveys were conducted throughout this school year with feedback being utilized immediately to improve programming and respond to the needs of the families. This school also takes care of all of the families at both Thanksgiving and Christmas as it is at the 100% poverty level. Family events held throughout the school year are very well planned and attended. The special education program maintains a high compliance rate for internal monitoring. In addition, the school overall has a high compliance rate for paperwork and deadlines. The school is known as a leader and pioneer among the Summit Academies across the state and is often visited as a model school.

Performance Summary	
Areas for Improvement	In the new school year, Summit Academy Community School - Warren plans to extend the school day by 40 minutes to allow more time for science and social studies instruction. By revisiting the schedule entirely, back-to-back planning periods will be broken up, one lunch period will be moved to two, and less instructional time will be lost to restroom breaks. Physically, the building will benefit from grouping K-3 in one hall and grades 4-7 in the other hall with scheduling differences to improve instructional opportunities. Also, with changes to the PBIS framework, a reward room may be considered. Finally, it may be beneficial to revisit grading philosophies through PD: what and how to evaluate student work and also understanding the ODD/Trauma child and the impact on learning (Amygdala Hijacks).
Prospects for Renewal	Probable

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

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133306	7 Years	07/01/2017	06/30/2024	K-8
Address	1620 Market Avenue S Canton, OH 44707			
Contact	Phone: (330) 458-0393		Fax: (330) 458-0518	
Website	https://summitacademies.org/schools/canton-elementary/			
Leadership	Tiffany George, Director Lisa Merry, Assistant Director Kelly Addessi, Administrative Assistant Kristi McDermitt, Instructional Coach Delores Spencer, IEP Coordinator Sue Carpenter, Behavior Intervention Specialist			
Governing Authority	Summit Academy Management			
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	38	36	K	9
Male	62	58	1	9
Race/Ethnicity	%	#	2	12
American Indian/Alaskan Native	0	0	3	8
Asian/Pacific Islander	0	0	4	8
Black, Non-Hispanic	11	10	5	11
Hispanic	0	0	6	14
Multiracial	26	24	7	9
White, Non-Hispanic	63	60	8	14
Historically Underserved	%	#	9	
Economically Disadvantaged	100	94	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	73	69	Total	94

II. Academic Performance

Achievement

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

Indicators Met
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

Chronic Absenteeism
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A

Progress

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

Gifted Students
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Students with Disabilities
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

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

Graduation Rate

4-Yr. Graduation Rate
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

5-Yr. Graduation Rate
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

Improving At-Risk K-3 Readers

Lit. Improvement Moved to On-Track
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

3rd Grade Reading Guarantee
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

State Reading/ELA Test Proficiency
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Prepared for Success
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Other Academic Measures

Specific Subgroup
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Nationally Normed Assessment - Reading
2021-2022	Met

Nationally Normed Assessment - Math
2021-2022	Met

Nationally Normed Assessment - K-3 Lit.
2021-2022	Met

Other Academic Measures

Similar School #1
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met

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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Summit Academy Community School for Alternative Learners – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Canton was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	This year, half of the leadership team for Summit Academy Community School for Alternative Learners - Canton were either new to Summit Academy and/or new to their role. As each person grew in their respective role, the team navigated the year together; they presented and reinforced common expectations for staff with consistency. They worked diligently to sharpen their skill sets to effectively support and lead staff. As the year progressed, the communication between staff and leadership evolved. They worked together to revamp the lesson plan format so that it was more meaningful and user friendly. The entire staff of this school demonstrate daily their true compassion and care for students as they established wonderful relationships with students and their families. Each student has a staff member they go to when they need to connect during the school day. This school celebrates an experienced teaching staff, an excellent special education program, quality curriculum materials, and a successful Martial Arts program. Teachers are trusted with the autonomy to plan engaging lessons for students. The resource room is equipped with core content materials and manipulatives to make lessons both fun and engaging. All students have access to Chromebooks and most are proficient in their use. Staff also have the technology they need to plan effective instruction. Students look forward to Martial Arts and like to show what they are learning. Despite the challenges of COVID, average student attendance was 91% this year. In addition, even with many elementary students who had not yet had a school experience, severe behavior issues were minimal. As a result, this school was able to exceed their 11.6 discipline goal for 21-22. Overall, students showed tremendous academic growth in their diagnostic testing data. Because of this success, the Nationally Normed Assessment goals on their 11.6 for students with disabilities and reading and math scores for all of the students in grades K-8 were met.
Areas for Improvement	While having a returning, experienced staff is a strength, it can also present challenges as they may not always be receptive to inevitable changes. Upon reflection, the leadership team has determined a targeted focus on improving school climate and culture among staff in the new school year. This would include utilizing constructive criticism, maintaining open, honest, effective communication, embracing acceptance vs. resistance to necessary change, increasing flexibility, setting realistic expectations and maintaining boundaries/confidentiality. The initial steps of an MTSS program were introduced. More training is necessary for this staff to implement the program with fidelity. They may also need to revisit disability vs. choice behaviors to better select and employ effective strategies when dealing with student behaviors.
Prospects for Renewal	Probable

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

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133322	5 Years	07/01/2018	06/30/2023	K-5
Address	2140 E 36th St. Lorain, OH 44055			
Contact	Phone: (440) 277-4110		Fax: (440) 277-4112	
Website	https://summitacademies.org/schools/lorain-elementary/			
Leadership	Keegan Schoen, Principal			
Governing Authority	Summit Academy Management Daniel Hornbeek, Regina Kynard, Diane Longstreth Jennifer Thai, Albert Charpentier, Kammera Rice			
Mission Statement	*Summit Academy Schools build hope, success, and well-being though education and advocacy for students with special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	45	34	K	12
Male	55	41	1	10
Race/Ethnicity	%	#	2	2
American Indian/Alaskan Native	0	0	3	17
Asian/Pacific Islander	0	0	4	19
Black, Non-Hispanic	23	17	5	15
Hispanic	16	12	6	
Multiracial	5	4	7	
White, Non-Hispanic	56	42	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	95	71	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	61	46	Total	75

II. Academic Performance

Achievement			Gap Closing	
Performance Index				
2021-2022	Not 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	Not Met
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	Not Met
2021-2022	N/A		**3rd Grade Reading Guarantee**	
2020-2021	Not 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	Not Met		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	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	Not Met
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	Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance
Summit Academy Community School for Alternative Learners – Lorain was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)
Summit Academy Community School for Alternative Learners – Lorain was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

	Performance Summary
Areas of Strength	Upon return to in-person learning, the building leader at Summit Academy Community School for Alternative Learners, a K-5 school, knew there needed to be a strong focus on student social emotional learning and a focus on behavior management. To support the PBIS initiatives already implemented in the school, The Kid Whisperer program was implemented. Staff received professional development multiple times throughout the year, including observations of classrooms and real time coaching and feedback from the founder of the program, Scott Ervin. One of the large initiatives was to have students learn from their behaviors, not be punished for their behaviors. Students were given "delayed learning opportunities" in lieu of a traditional consequence. These "DLOs" were given to students to learn the correct or more positive way to behave after they displayed behaviors that were not conducive to learning or the school environment. With HB318, K-3 students cannot be suspended unless the behavior is categorized under specific areas that include school or student safety. SA Lorain CSAL was able to lessen their K-3 suspensions substantially during the 21-22 school year compared to previous non-Covid school years. Grades 4-5 also saw a decrease in suspensions. This was attributed to the implementation, professional development and coaching of The Kid Whisperer program with fidelity. The building leader also has teachers in the building that are able to support and coach using the program's strategies. They have provided more teacher buy-in to the program as well as the suspension data that shows the positive results. The building leader plans to continue The Kid Whisperer Program in the 22-23 school year and is providing continued professional development and support of Scott Erwin. Since this was the first full, in-person year using the program, there will be more comparison data in the 22-23 school year to see the positive impacts that the program is having on student behaviors at Summit Academy Community School for Alternative Learners- Lorain.
Areas for Improvement	Multi-tiered system of supports has been an area of focus for Summit Academy Community School for Alternative Learners- Lorain. The leadership in the building meets weekly to review data and works with the school's BLTs to analyze and use data to plan instructional strategies and tools. This is a continued area of growth for the building moving into the 22-23 school year. The building leader was new to the role and has found areas throughout this year to refine moving into the next school year. One of these things will be scheduling all leadership in the building on Wednesdays to plan throughout the summer. Use of the data from the Ohio State Tests and end of the year STAR testing will be analyzed and used for planning professional development for teachers moving into the 22-23 school year.
Prospects for Renewal	Probable

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

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132746	4 Years	07/01/2019	06/30/2023	K-6
Address	4700 Central Ave. Middletown, OH 45044			
Contact	Phone: (513) 422-8540		Fax: (513) 423-6352	
Website	http://summitacademies.org/schools/middletown-community/			
Leadership	Kristen Parkes, Principal			
Governing Authority	Brian Roth – Pres., Faustino Zapata – VP, Jennifer Frey – Sec., Michael Dailey -member, Andrew Davenport - member			
Mission Statement	*We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.*			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	34	30	K	16
Male	66	57	1	4
Race/Ethnicity	%	#	2	13
American Indian/Alaskan Native	0	0	3	14
Asian/Pacific Islander	0	0	4	11
Black, Non-Hispanic	3	3	5	14
Hispanic	3	3	6	15
Multiracial	8	7	7	
White, Non-Hispanic	86	74	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	86	74	10	
English Learner	1	1	11	
Migrant	0	0	12	
Students with Disabilities	74	64	Total	87

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

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

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

Organizational & Operational	
On-Time Rate	
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

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Grades 4-8	
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

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

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

IV. Legal Compliance

Summit Academy Community School for Alternative Learners – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Middletown was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Kristen McClanahan-Parkes, Principal, has high expectations for the students and staff and the students' assessments have proven her to be correct in her expectations. The teachers and administration continue to work together to review, revise, and develop programs and plans to meet those high expectations. The teachers and administration have had to work together in order to provide substitutes for ill teachers, either because of COVID or general illness.
Areas for Improvement	Hiring additional staff, especially IS teachers, would relieve quite a bit of burden off both the administration and teachers alike. The staff is receiving additional professional development on how to specifically address individualized student needs.
Prospects for Renewal	Probable

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

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
132761	4 Years	07/01/2020	06/30/2024	K-12
Address	1694 Pawnee Dr. Xenia, OH 45385			
Contact	Phone: (937) 372-5210		Fax: (937) 372-5250	
Website	http://summitacademies.org/schools/xenia-elementary/			
Leadership	Marissa Raux, Principal			
Governing Authority	Brian Roth, President Faustino Zapata, Vice President Jennifer Frey, Secretary 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	35	59	K	2
Male	65	109	1	4
Race/Ethnicity	%	#	2	6
American Indian/Alaskan Native	0	0	3	7
Asian/Pacific Islander	.05	1	4	9
Black, Non-Hispanic	7	11	5	9
Hispanic	.05	1	6	19
Multiracial	5	8	7	22
White, Non-Hispanic	87	146	8	18
Historically Underserved	%	#	9	21
Economically Disadvantaged	100	168	10	10
English Learner	.05	1	11	19
Migrant	0	0	12	22
Students with Disabilities	74	124	Total	168

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

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

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

Summit Academy Community School for Alternative Learners – Xenia was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Community School for Alternative Learners – Xenia was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Marissa Raux, Principal, has kept the staff focused this year in spite of many ongoing issues such as vacant teacher positions or staff absences requiring teachers and administration to cover their classes. The teachers and administration have worked together to review, revise, and develop plans and programs to keep students engaged in their classes and interested in the school in general. Incentives and rewards have been utilized to boost student interest and participation in the school.
Areas for Improvement	A lack of qualified teachers to fill vacant positions has caused stress in teachers and administration this year as they fill-in for absent teachers. IS teachers needed to assist in students' learning. Marissa Raux is actively recruiting teacher candidates to fill vacant positions for next year.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Middle School – Columbus

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000610	5 Years	07/01/2019	06/30/2024	6-8
Address	2521 Fairwood Avenue Columbus OH 43207			
Contact	Phone: (614) 237-5497		Fax: (614) 237-6519	
Website	https://summitacademies.org/schools/columbus-middle/			
Leadership	Mrs. Cheryl Elliott			
Governing Authority	Anthon Brooks, Terry Kleman, Derrick Wyman, Erin Bentz			
Mission Statement	*Summit Academy Schools build hope, xuccess, and well-being through education and advocacy for children with special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	39	14	K	
Male	61	22	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	83	30	5	
Hispanic	0	0	6	16
Multiracial	3	1	7	7
White, Non-Hispanic	14	5	8	13
Historically Underserved	%	#	9	
Economically Disadvantaged	100	36	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	86	31	Total	36

II. Academic Performance

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

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

Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A

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

III. Non-Academic Performance

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	N/A
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

Student Discipline	
Grades K-3	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

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

Financial Performance	
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

Financial Sustainability	
2021-2022	N/A
2020-2021	N/A
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Summit Academy Middle School – Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Middle School – Columbus was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	During a uniquely challenging school year, the staff of Summit Academy Middle School - Columbus demonstrated creative problem solving and flexibility. Due to staff vacancies and challenging student behaviors, classroom teachers adjusted to teaching without a co-teacher and adjusted student groupings on a regular basis to best meet the needs of students. The administrative team went above normal expectations to provide support with students who demonstrated challenging behaviors. This proactive and visible support contributed to an overall positive culture among the staff. Additionally, administrators effectively modeled the use of restorative practices and interventions resulting in decreased occurrences of extreme student behaviors and out of school suspensions. Academically, benchmark assessments were administered with fidelity, and data was analyzed and used to adjust student grouping and provide ongoing interventions. Student assessment results showed growth in both ELA and math.
Areas for Improvement	During the 2021-22 school year, the school was not fully staffed and frequently closed due to staff shortages. In preparation for the 2022-23 school year, Summit Academy Management and Mrs. Elliott are encouraged to make staff recruitment a high priority to ensure the school is fully staffed at the start of the school year. Mrs. Elliott will be restructuring the coaching staff and creating greater role clarity for coaches. In the middle school classrooms, it is her desire to see improved and consistent implementation of PBIS and restorative practices, while also placing a greater focus on improving instructional delivery. Mrs. Elliott has professional development opportunities scheduled around Depth of Knowledge and teacher questioning, as well as Multi-Tiered Systems of Support. In preparation for the 2022-23 school year, Mrs. Elliott is encouraged to create a plan for how she and the coaches will follow up on the professional learning opportunities, establish appropriate growth goals for staff related to instructional delivery and PBIS strategies, as well as hold teachers accountable for implementation of behavioral and instructional initiatives. Lastly, this year has been especially challenging in regards to parent relationships. Moving forward, Mrs. Elliott and the administration team are encouraged to reflect on these challenges, identify areas for growth, and consider how all staff will positively engage parents and families.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy School – Lorain

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000609	6 Years	07/01/2017	06/30/2023	6-12
Address	346 Illinois Ave. Lorain, OH 44052			
Contact	Phone: (440) 288-0448		Fax: (440) 288-0997	
Website	https://summitacademies.org/schools/lorain-middle/			
Leadership	Amy Smialek, Interim Principal			
Governing Authority	Summit Academy Management Daniel Hornbeek, Regina Kynard, Diane Longstreth, Jennifer Thai, Albert Charpentier, Kammera Rice			
Mission Statement	*The mission of Summit Academy schools is to build hope, success, and well-being through education and advocacy for students with special needs.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	35	30	K	
Male	65	55	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	8	7	5	
Hispanic	20	17	6	11
Multiracial	13	11	7	13
White, Non-Hispanic	59	50	8	14
Historically Underserved	%	#	9	18
Economically Disadvantaged	100	85	10	10
English Learner	0	0	11	8
Migrant	0	0	12	11
Students with Disabilities	65	55	Total	85

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Not Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		**Organizational & Operational**	
2021-2022	Not Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Met	2019-2020	Not Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Not Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		**Financial Performance**	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A
Grades 9-12		**Financial Sustainability**	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Not Met
2019-2020	Not Met	2019-2020	Not Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Summit Academy School – Lorain was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy School – Lorain was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy School-Lorain has had a year of challenges and growth following the pandemic, virtual learning, and leadership change. Through those challenges the new interim leadership remained strong and determined to succeed both professionally and academically. The leadership in the building worked together collaboratively to support their teachers and students. The professional development focused on use of data, curriculum, and instructional strategies. The team worked with their local SST to improve the quality and focus of their TBTs to best meet student needs. The enrichment learning opportunities created by the instructional coach and offered to students after school were focused on STEM, math and language arts. Following the preliminary results of state testing and STAR, the data showed that those that participated in that program saw greater academic growth and proficiency. Overall, the school had a year of professional growth, and saw student academic gains that put them back on track towards pre-pandemic achievement.
Areas for Improvement	Climate and culture is an area of focus for the next school year. Summit Academy School-Lorain has PBIS and social emotional learning in place for its students. They are encouraged to continue building on the strength of that program by offering more professional development and implementation strategies and follow-through. Staff climate and culture is also an area of focus. Following collective bargaining agreements, the staff has officially unionized. Leadership will be encouraged to work with its union to ensure that they are understanding and following the agreement that was made. In addition, there was a missed tornado drill in the month of April this school year. Scheduling and following through with state-mandated drills are an important focus in order to be in compliance with the state of Ohio.
Prospects for Renewal	Probable

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 community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to the COVID-19 pandemic, schools provided a variety of education delivery models including remote, hybrid, and in-person learning which varied per individual school throughout the academic year. Largely because of the lack of academic data, ESCLEW is unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000616	5 Years	07/01/2018	06/30/2023	8-12
Address	1461 Moncrest Dr. NW Warren, OH 44485			
Contact	Phone: (330) 399-1692		Fax: (330) 399-1768	
Website	https://summitacademies.org/schools/warren-middle-secondary/			
Leadership	Erin Bradley – Principal Daniel Stella – Dean of Students Allison Garisto – Data Coach Melissa Weaver – IEP Coordinator Sam Musser – Administrative Assistant Cary Anderson – Performance Coach Maria Winbush – Behavioral Specialist Jim Ihnat – Lead Intervention Specialist			
Governing Authority	Joe Gagliano – President; Amber Bodrick – Vice President; Kendra Godiciu – Secretary; Nicole Forte; Eric Jones			
Mission Statement	*Summit Academy Schools provide a structured safe-haven for alternative learners. Compassionate teachers deliver highly specialized curriculum designed to engage children where they are developmentally. With a therapeutic approach, Summit Academy Schools are a non-profit that foster belonging and social acceptance for every child.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	35	28	K	
Male	65	53	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	15	12	5	
Hispanic	0	0	6	
Multiracial	10	8	7	
White, Non-Hispanic	75	61	8	17
Historically Underserved	%	#	9	22
Economically Disadvantaged	28	53	10	21
English Learner	0	0	11	11
Migrant	0	0	12	10
Students with Disabilities	70	57	Total	81

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	N/A
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Summit Academy School for Alternative Learners – Warren Middle and Secondary was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy School for Alternative Learners – Warren Middle and Secondary was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Summit Academy Community School for Alternative Learners - Warren Middle and Secondary celebrated a majority returning staff and an experienced leadership team. As they faced some staffing challenges this year, they worked cohesively as a team to support each other and provide quality services for their students. In addition, the leadership team worked closely with SST5 each month. Staff were honored and celebrated during staff appreciation week with surprises, prizes, gifts, and meals. They continue to establish and maintain meaningful relationships with students and their families. There is a strong sense of community evident in this building. Because of these relationships, negative student behaviors were decreased and they exceeded their 11.6 discipline goal for the year. The staff worked together to plan meaningful and relevant events to celebrate the students. The honor roll party recognized academic achievement while the school showcase focused on the creative arts and sciences. Prom and the senior trip were efforts that required collaboration all year among students to plan and earn money to attend. The AmeriCorps visit and Career Day had students focused on their future plans. The TCTC meetings were exciting to plan next steps; 7 students were accepted into the program next year. This year, all 12 seniors met the requirements to walk for graduation. This school focused their PD efforts with Nathan Maynard this year to create a foundation for learning about restorative practices, creating a code of conduct, and revamping their policies and procedures in the building to increase staff consistency when working with student behavior. In the next school year, Summit Academy Community School for Alternative Learners - Warren Middle and Secondary is looking forward to working with the newly purchased Envision 2.0 Math curriculum. At this point in their evaluation, they have met or exceeded 6/7 of their 11.6 goals, which include overall growth on their Nationally Normed Math and Reading Assessment scores. With the return to in person learning following the pandemic, this was a great achievement to celebrate.

Performance Summary	
Areas for Improvement	Through the work done with SST5, TBT's have shown progress. In the new school year, focus can be given to also developing the BLT as well. With an increased focus on a targeted PD plan, strengthen the MTSS process through TBT, IAT, SEL, and restorative circles. The IAT/TBT meetings could benefit from being more data driven which would also impact quality instruction. As the work was started with the Nathan Maynard training in 21-22, continue to create and implement the code of conduct for 22-23. Follow through on expectations for staff as well with the code of conduct, policies and procedures; hold them accountable. Create a consistent flow chart for strengthening classroom management of student behavior and minimizing office referrals for minor infractions. Revisit disability vs. choice behaviors. Keep your finger on the pulse of building culture throughout the school year. Provide ongoing, open opportunities for discussion and honest feedback.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Secondary School – Akron

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000298	4 Years	07/01/2020	06/30/2024	9-12
Address	464 S Hawkins Ave. Akron, OH 44320			
Contact	Phone: (330) 434-2343		Fax: (330) 434-5295	
Website	https://summitacademies.org/schools/akron-secondary/			
Leadership	Ralph E. Grant – Principal Jenny Pack – Administrative Assistant Sarah Pavis – IEP Coordinator Sean Adams – Behavior Specialist Mary Reville – Lead Intervention Specialist			
Governing Authority	Jacqueline Trainor – President, David Lang, Gretchen Himes			
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	21	13	K	
Male	79	48	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	36	22	5	
Hispanic	0	0	6	
Multiracial	10	6	7	
White, Non-Hispanic	54	33	8	
Historically Underserved	%	#	9	14
Economically Disadvantaged	75	46	10	17
English Learner	0	0	11	16
Migrant	0	0	12	14
Students with Disabilities	82	50	Total	61

II. Academic Performance

Achievement			Gap Closing	
Performance Index				
2021-2022	Not 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	Met
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	Met		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	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	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	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	Met
2018-2019	N/A		2020-2021	Met
5-Yr. Graduation Rate			2019-2020	N/A
2021-2022	Not Met		2018-2019	Met
2020-2021	N/A		**Similar School #2**	
2019-2020	N/A		2021-2022	Met
2018-2019	Not Met		2020-2021	N/A
			2019-2020	N/A
			2018-2019	N/A

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met

Parent Satisfaction		Organizational & Operational	
2021-2022	Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Met	2019-2020	Not Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Not Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		Financial Performance	
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	N/A
Grades 9-12		Financial Sustainability	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Summit Academy Secondary School – Akron was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Secondary School – Akron was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

	Performance Summary
Areas of Strength	Summit Academy Secondary School - Akron had another strong year with 100% special education compliance internal monitoring, meeting deadlines, and testing compliance. They continue to establish themes that promote a positive culture and team work among staff and students. The constructive connections between staff and students contributed to establishing new programming this year through staff volunteers and student interest, like the chess club. This club grew to compete with neighboring school districts and dominate winning positions. A basketball team was organized as well and proved to be a successful endeavor for many students. Perhaps through these relationships and encouraging programs, the school was able to exceed their discipline goal in their 11.6 document. Through TBT and BLT meetings, the staff have communicated more effectively, provided meaningful information, and requested necessary supports for student success. As professionals, they demonstrated the ability to reach out when help was needed to prevent potential problems and to value the opinions and perspectives of others. Through increased communication, the staff and administration worked closely with the curriculum team in developing and implementing their Reading Framework as well as a school wide MTSS program. Through academic discussions, new intervention materials, adapted curriculum for the resource room, and a new consumer math curriculum have been ordered for 22-23. Midyear, a new music teacher was hired to fill a vacated position; the addition of a music program has had positive benefits for students and increased interest in performing in the steel drum band. As this school expands the creative arts programming, students have found new and wonderful ways to express themselves. Four students had their art selected for a local community art show. Pursuing open, affirmative parental communication is an ongoing goal for Summit Academy Secondary School - Akron. Part of that connection is providing families with community resources and supports. The school developed a relationship with Village Network which offered a counseling presence in the building both during and after school. In addition, their continuing partnership with NAMI brought several family opportunities throughout the school year. Through their productive, proactive discussions with families, community connections for mental health and disability support through OOD and Creative Rehab were made for a summer work program. As a result of their efforts, they exceeded their parental satisfaction goal on their 11.6 document. This school celebrated significant growth among many students this year as demonstrated in them exceeding their Nationally Normed Assessment goal in math. All 14 of their seniors graduated successfully by satisfying the requirements, including one legacy student who has attended Summit Academy for his entire school career.

Performance Summary	
Areas for Improvement	Summit Academy Secondary School - Akron has initiated the first steps in implementing an MTSS program. With new staff joining the team in 22-23, comprehensive training in restorative practices will be necessary to ensure consistency with an overall behavior management system that is implemented with fidelity by all staff. Common goals for overall improvement next year include targeted improvement in reading scores, student attendance, and next steps with the SEL curriculum. Until an alternate location is secured for the middle school, these sister schools would benefit from improved communication, professional relationships, and compromises in the best interest of students.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Secondary School – Canton

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000300	4 Years	07/01/2020	06/30/2024	9-12
Address	2400 Cleveland Avenue NW Canton, OH 44709			
Contact	Phone: (330) 453-8517		Fax: (330) 453-8924	
Website	https://summitacademies.org/schools/canton-secondary/			
Leadership	Tiffany George – Principal; Jason West – Community Resource Coordinator; Kara Smith – IEP Coordinator; Madeline Higgins – Behavior Intervention Specialist			
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	42	24	K	
Male	58	33	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	44	25	5	
Hispanic	0	0	6	
Multiracial	0	0	7	
White, Non-Hispanic	56	32	8	
Historically Underserved	%	#	9	15
Economically Disadvantaged	100	57	10	15
English Learner	0	0	11	15
Migrant	0	0	12	12
Students with Disabilities	68	39	Total	57

II. Academic Performance

Achievement

Performance Index

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

Indicators Met

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

Chronic Absenteeism

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

Progress

Value-Added Overall

2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gifted Students

2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Students with Disabilities

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

Lowest 20% in Achievement

2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Graduation Rate

4-Yr. Graduation Rate

2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

5-Yr. Graduation Rate

2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Gap Closing

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

Improving At-Risk K-3 Readers

Lit. Improvement Moved to On-Track

2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

3rd Grade Reading Guarantee

2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

State Reading/ELA Test Proficiency

2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Prepared for Success

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

Other Academic Measures

Specific Subgroup

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

Nationally Normed Assessment - Reading

2021-2022	Met

Nationally Normed Assessment - Math

2021-2022	Met

Nationally Normed Assessment - K-3 Lit.

2021-2022	N/A

Other Academic Measures

Similar School #1

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

Similar School #2

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

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		**Organizational & Operational**	
2021-2022	Not Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	Met	2020-2021	Met
2018-2019	Met	2019-2020	Not Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Not Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		**Financial Performance**	
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	N/A
Grades 9-12		**Financial Sustainability**	
2021-2022	Not Met	2021-2022	Not Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Not Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Summit Academy Secondary School – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Secondary School – Canton was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	With the hiring of a new principal for the 21-22 school year came an evolution of changes and improvements for Summit Academy Secondary School - Canton. While this returning staff has always established strong relationships with their students, the level of family connection became a primary focus. Ongoing, open communication with families took place through Facebook, calls, and school contact. With that intention, family engagement greatly increased throughout the school year. They experienced notable involvement and participation from families with field trips and school events. Staff also started essential work with their own collaboration and effective, productive communication. This carried over into meaningful TBT and BLT meetings that impacted classroom change. Staff committees were formed and utilized through the year as well. Staff were introduced to an MTSS program and initiated first steps of implementation. There was an increased focus on tiered instruction with fidelity which resulted in improving student performance and scores. Data was explored and utilized to drive instruction. Students became more focused on in person learning through direct, skill-based instruction. The evidence of this improvement is noted in this school exceeding their subgroup goal, and meeting their reading and math goals for Nationally Normed Assessment on the 11.6 document. Also, all seniors met the requirements to walk for graduation. With more frequent and consistent programming, the PBIS program proved more effective with an increase of positive school behavior. The staff were introduced to restorative practices and plan to pursue more training in the new school year.
Areas for Improvement	While having a returning, experienced staff is a strength, it can also present challenges as they may not always be receptive to inevitable changes. Upon reflection, the leadership team has determined a targeted focus on improving school climate and culture among staff in the new school year. This would include utilizing constructive criticism; maintaining open, honest, effective communication; embracing acceptance vs. resistance to necessary change, increasing flexibility; setting realistic expectations and maintaining boundaries/confidentiality. Moving forward, the secondary students at Canton would benefit from consistent SEL instruction to facilitate personal growth and transition into society as young adults and targeted goals and strategies to increase their attendance rate. Finally, more training is needed for staff to implement restorative practices and social thinking curriculum with fidelity to reduce student suspensions.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Secondary School – Middletown

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000634	4 Years	07/01/2019	06/30/2023	9-12
Address	7 Marshall S Rd. Middletown, OH 45044			
Contact	Phone: (513) 420-9767		Fax: (513) 727-1520	
Website	http://summitacademies.org/schools/middletown-secondary/			
Leadership	Kelli Frisby, Principal			
Governing Authority	Brian Roth – President, Foustino Zapata – Vice President, Jennifer Frey – Secretary, Michael Dailey – Member, Andrew Davenport - Member			
Mission Statement	*We design, develop, and deliver educational opportunities in a therapeutic environment so everyone can learn.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	32	21	K	
Male	68	44	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	9	6	5	
Hispanic	<1	2	6	
Multiracial	<1	3	7	
White, Non-Hispanic	83	54	8	
Historically Underserved	%	#	9	18
Economically Disadvantaged	68	44	10	16
English Learner	0	0	11	16
Migrant	0	0	12	15
Students with Disabilities	66	43	Total	65

II. Academic Performance

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	Met	2018-2019	Met
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	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	Met	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	Not Met
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	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	Met	2021-2022	N/A
2018-2019	Not Met	2020-2021	Not Met
5-Yr. Graduation Rate		2019-2020	N/A
2021-2022	Not Met	2018-2019	Met
2020-2021	Not Met	**Similar School #2**	
2019-2020	Not Met	2021-2022	Met
2018-2019	N/A	2020-2021	Not Met
		2019-2020	N/A
		2018-2019	Met

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	N/A
2019-2020	Met	2019-2020	Not Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		**Organizational & Operational**	
2021-2022	Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	N/A	2020-2021	Met
2018-2019	Met	2019-2020	Not Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Not Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		**Financial Performance**	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A
Grades 9-12		**Financial Sustainability**	
2021-2022	Met	2021-2022	Not Met
2020-2021	Met	2020-2021	Met
2019-2020	Not Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Summit Academy Secondary School – Middletown was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Secondary School – Middletown was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The teaching staff and administration have worked together this year to provide coverage in absent or vacant teaching positions. They have also worked together in BLTs and TBTs to review, revise, and develop plans and programs to better assist student learning and achievement. Student assessment data has been analyzed to guide decision making and program revision.
Areas for Improvement	The biggest area of concern is to acquire teachers, especially IS teachers, to instruct and assist students in their studies. Analysis of student assessments will continue to determine the best means to instruct students and improve their academic achievements.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Summit Academy Secondary School – Youngstown

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000303	5 Years	07/01/2018	06/30/2023	8-12
Address	2800 Shady Run Rd. Youngstown, OH 44502			
Contact	Phone: (234) 228-8235		Fax: (234) 228-8239	
Website	https://summitacademies.org/schools/youngstown-secondary/			
Leadership	Ashley Martin – Principal; Kristen DeToro – Instructional/Data Coach; Kara Kendall – IEP Coordinator; Clark Critella – Behavior Intervention Specialist; Audrianna Phillips – Administrative Assistant; Jarrell Lemons – Dean of Students; Vilmary Kausits – Performance Coach; Greta Glenellen – Community Resource Coordinator			
Governing Authority	Summit Academy Management			
Mission Statement	*We believe every child deserves to learn and thrive without labels or limits. We believe that our therapeutic approach to education allows for the greatest opportunities for success. We believe in changing lives and restoring hope.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	36	34	K	
Male	64	61	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	41	39	5	
Hispanic	8	8	6	
Multiracial	13	12	7	
White, Non-Hispanic	38	36	8	20
Historically Underserved	%	#	9	17
Economically Disadvantaged	100	95	10	27
English Learner	0	0	11	12
Migrant	0	0	12	19
Students with Disabilities	81	77	Total	95

II. Academic Performance

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	Not Met
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	Not 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	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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-7	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 8	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

IV. Legal Compliance

Summit Academy Secondary School - Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Secondary School – Youngstown was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

	Performance Summary

Areas of Strength	The entire staff of Summit Academy Secondary School – Youngstown cares about every student and it shows, every day in all ways. Staff retention is very high in this school. There is a strong sense of school family. The climate and culture of this building is collaborative, supportive, and productive. Staff, student, and family relationships are strong and successful. Communication is open and ongoing through the school year and summer.
	
	   Student enrollment has always met or exceeded established goals. In a very urban setting with a 100% poverty rate, they have 200+ in attendance for all family nights. They receive positive feedback on all parent surveys with high participation rates; they exceeded this goal on their 11.6 document.
	
	   Restorative practices are in year 4. This principal has become the leader of PD among Summit Academies across the state. There were zero suspensions for 21-22. They exceeded their discipline goal on their 11.6 document as a result.
	
	   The routines and procedures in the classrooms have improved; teachers have created SMART goals to implement at the start of the next school year. This year, 100% of teacher used learning targets and/or daily task cards and provided students with immediate feedback. Also, 100% of teachers have their daily agendas and "I can" statements posted. Quality instruction has improved overall. There is a correlation in both state and diagnostic testing as well. The school exceeded their Nationally Normed Assessment goals in Reading, Math, and Student With Disabilities on their 11.6 document.
	
	   The leadership team worked closely with SST5 to improve their PBIS framework and BLT process. Their special education compliance met/exceeded expectations with internal monitoring as well.
	
	   The instructional coach coordinated a very strategic PD plan that incorporated over 40 hours in the following topics for this staff: *restorative practice, rotation stations, purposeful/flexible grouping, using data to drive instruction and differentiation, formative/summative assessment, reading across the curriculum, learning targets and feedback, and science of reading.*
	
	   The consistency and continuity over the last 4 rebuilding years has strengthened the foundation of programming and celebrated many successes.

Areas for Improvement	Upon return to in person learning, it has become evident that all staff could benefit from revisiting trauma training. It is essential for staff to be reminded of disability vs. choice behavior and how trauma impacts the brain and learning. Lastly, this staff also needs regular reminders and follow through on classroom management for basic, common expectations of classroom routines for consistency in all classrooms (ex. entering class on time, being ready for instruction, class participation, effective class routines and procedures.)
Prospects for Renewal	Probable

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 community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000608	5 Years	07/01/2019	06/30/2024	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, Julianna Varga			
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	26	15	K	
Male	74	43	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	47	27	5	
Hispanic	0	0	6	
Multiracial	41	24	7	
White, Non-Hispanic	12	7	8	
Historically Underserved	%	#	9	15
Economically Disadvantaged	62	36	10	12
English Learner	0	0	11	11
Migrant	0	0	12	20
Students with Disabilities	75	58	Total	58

II. Academic Performance

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

Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

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

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

Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

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

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

III. Non-Academic Performance

Mission Specific		Governing Board Performance	
2021-2022	Met	2021-2022	Met
2020-2021	Met	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	Met	2018-2019	Met
Parent Satisfaction		Organizational & Operational	
2021-2022	Met	On-Time Rate	
2020-2021	Met	2021-2022	Met
2019-2020	N/A	2020-2021	Met
2018-2019	Met	2019-2020	Not Met
Student Discipline		2018-2019	Met
Grades K-3		Accuracy Percentage	
2021-2022	N/A	2021-2022	Met
2020-2021	N/A	2020-2021	Met
2019-2020	N/A	2019-2020	Not Met
2018-2019	N/A	2018-2019	Met
Grades 4-8		Financial Performance	
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	N/A
Grades 9-12		Financial Sustainability	
2021-2022	Met	2021-2022	Not Met
2020-2021	N/A	2020-2021	Met
2019-2020	Met	2019-2020	Met
2018-2019	N/A	2018-2019	N/A

IV. Legal Compliance

Summit Academy Transition High School - Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Summit Academy Transition High School - Cincinnati was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Mr. Geresy, Principal, happily reported that 100% of the staff will be returning next school year. That fact alone shows the commitment of the staff to the school's students. Teachers and the administration have been working together to review and revise curriculum and instructional methodology to better meet the students' needs. Student assessments have shown improvement in some of the academic areas and noted those still needing improvement as well.
Areas for Improvement	There are academic areas that have not improved this school year and need to be addressed through professional development for those area teachers or through improved instruction.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
The Autism Academy of Learning

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As an Ohio community school sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143297	7 Years	07/01/2019	06/30/2026	K-12
Address	110 Arco Dr. Toledo, OH 43607			
Contact	Phone: (419) 865-7487		Fax: (419) 865-8360	
Website	http://www.theautismacademy.org/home.html			
Leadership	Jim Jones-Superintendent/Principal			
Governing Authority	Jim Sworden-President, Scott Bylow-Vice President, Sommer Clayborne-Secretary, Robert Schwartz-Board Member, Eric Yacks-Board Member			
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	32	15	K	2
Male	68	32	1	0
Race/Ethnicity	%	#	2	1
American Indian/Alaskan Native	0	0	3	2
Asian/Pacific Islander	0	0	4	1
Black, Non-Hispanic	43	20	5	4
Hispanic	0	0	6	3
Multiracial	14	7	7	6
White, Non-Hispanic	43	20	8	4
Historically Underserved	%	#	9	3
Economically Disadvantaged	49	22	10	4
English Learner	0	0	11	4
Migrant	0	0	12/13	7/6
Students with Disabilities	100	47	Total	47

II. Academic Performance

Achievement	
Performance Index	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment – Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Not Met
2019-2020	Not Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Not Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

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

IV. Legal Compliance

The Autism Academy of Learning was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

The Autism Academy of Learning was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The Autism Academy of Learning continually ensures they are on time and accurate with their Epicenter tasks and items due at the site visits. They have built trusting relationships with their families as evident through observed interactions, survey outcomes and having no complaints. The Autism Academy of Learning has increased the number of lotteries held this year to overcome having normal then average attendance. The administration continues to search and utilize various platforms to hire new employees. The classrooms observed were calm and inviting. Student learning was taking place. The school administrators are open to feedback.
Areas for Improvement	The Autism Academy of Learning can continue to improve in the area of documentation. Ensuring that required signatures of parents and staff are located on the special education paperwork. They can also ensure that the planning page and the assessments completed align. Although the school has conducted many lotteries this year to increase enrollment, they have not been able to fully increase student enrollment due to attrition.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
The Intergenerational School

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I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133215	7 Years	07/01/2017	06/30/2024	K-8
Address	11327 Shaker Blvd. Suite 200E Cleveland, OH 44104			
Contact	Phone: (216) 721-0120		Fax: (216) 721-0126	
Website	https://www.intergenerationalschools.org/the-intergenerational-school			
Leadership	Kristal Funk and Somadina John			
Governing Authority	Our nonprofit school is governed by an all-volunteer nonprofit board.			
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	52.6	120	K	23
Male	47.4	108	1	34
Race/Ethnicity	%	#	2	30
American Indian/Alaskan Native	0	0	3	26
Asian/Pacific Islander	.8	2	4	26
Black, Non-Hispanic	88.1	201	5	27
Hispanic	.4	1	6	25
Multiracial	6.5	15	7	22
White, Non-Hispanic	3.9	9	8	15
Historically Underserved	%	#	9	
Economically Disadvantaged	62.7	143	10	
English Learner	.4	1	11	
Migrant	0	0	12	
Students with Disabilities	13.6	31	Total	228

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment - Math	
2021-2022	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Not Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

III. Non-Academic Performance

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

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

IV. Legal Compliance

The Intergenerational School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

The Intergenerational School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The Intergenerational School has been proactive in determining ways to utilize their ESSER funds to combat challenges they have faced throughout the year. They put a lot of time and thought of different ways to help the climate and culture of the building through the trauma students, as well as teachers, have brought to the building after being virtual for almost two years. They have put many new positions in place such as a dean of students that not only works in strengthening student behavior, but is also a support for teachers to help boost morale and teacher burnout. In addition, they have utilized community partners such as the Ohio School and Wellness committee to set up student and staff assistance programs and Ohio Guidestone to help students who need additional time with the counselor.
Areas for Improvement	Through data analysis throughout the year, they found that students are not making appropriate academic gains. Although The Intergenerational School has administrative support in analyzing school data, teachers can benefit from time built into the schedule on professional development days or teacher work days on how to effectively use data in the classrooms. They can also benefit from regularly scheduled TBT times to analyze student data to find gaps in student achievement that can be found and addressed in a timely manner.
Prospects for Renewal	Probable

ANNUAL PERFORMANCE REPORT
Winterfield Venture Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. 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 sponsor, The ESC of Lake Erie West 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 on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000546	5 Years	07/01/2018	06/30/2023	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	Desiree Kirton			
Governing Authority	Kathy Kirby, Hannah Grohowski, Martha Kleinberg, Terry Mc.Leary, Helen Cabianca			
Mission Statement	*Winterfield Venture Academy exists to transform the lives of children and enrich our community by delivering high-quality education choice to Toledo families.*			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	53	299	K	72
Male	47	263	1	76
Race/Ethnicity	%	#	2	60
American Indian/Alaskan Native	0	1	3	62
Asian/Pacific Islander	0	1	4	63
Black, Non-Hispanic	78	437	5	62
Hispanic	4	22	6	51
Multiracial	15	84	7	69
White, Non-Hispanic	3	17	8	47
Historically Underserved	%	#	9	
Economically Disadvantaged	78	438	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	14	79	Total	562

II. Academic Performance

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

Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met

Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

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

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

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Parent Satisfaction	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	Met

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

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met

Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met

Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Winterfield Venture Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Winterfield Venture Academy was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	Winterfield Venture Academy continually provides professional development opportunities for their staff. The school works closely with their curriculum and instruction team to ensure staff have the most up to date strategies for quality instruction. The school has several data points including, norm referenced assessments, their internal interim testing and formative assessments to make informed decisions and make adjustments to instruction. Their files are well organized and they are compliant with their paperwork.
Areas for Improvement	Winterfield Venture Academy can continue to work in the area of climate and culture. Evidence as an area of need is a high staff turnover/vacancies and a decrease in their parent satisfaction survey. These items have negatively impacted their academics and overall performance and have increased the number of suspensions. Winterfield Venture Academy is actively working on making changes for the 2022-2023 school year to address these areas.
Prospects for Renewal	Probable