



Community Schools Center

Sponsor Annual Report
2024-2025

Mission Statements

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

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

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

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

Core Values of the ESCLEW Community Schools Center

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

About Us

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

During the 2024-25 school year, the ESCLEW authorized 48 charter schools, including one school for gifted students, two schools for students with autism, one e-school, 16 schools for students with disabilities, and schools that focus on STEM education, college preparatory classes, and career and technical education.

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

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

Sponsor Performance Evaluation

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

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

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

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

Staff Members

Kurt Aey, M.Ed.
Executive Director of Community Schools

Kristi Hayward, M.Ed.
Academic Services Team Leader

Julie Kadri, M.Ed.
Operations Team Leader

Linda Moye, CPA
Financial Consultant

Jessica Bair, M.Ed.
Special Education Specialist

Heather Tester, M.Ed.
Special Education Specialist

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

Natalie Miller, B.S.Ed.
Administrative Assistant

DeAnna Hardwick, M.Ed.
Regional Technical Assistance Educator

Algott Herman, M.Ed.
Regional Technical Assistance Educator

Allison Lentz, M.Ed.
Regional Technical Assistance Educator

Joyce Lewis, M.Ed.
Regional Technical Assistance Educator

Jennifer Little, M.Ed.
Regional Technical Assistance Educator

Brittany Beck, M.Ed.
Regional Technical Assistance Educator

Message from the Superintendent

The Educational Service Center of Lake Erie West (ESCLEW) continues to diligently advance the Schools Forward Initiative throughout the 2024 – 2025 academic year. Our Community Schools Division is proud to be one of three exemplary sponsors selected to receive additional funding aimed at supporting struggling schools through innovative and targeted practices.

In collaboration with the Ohio Department of Education and Workforce, ESCLEW helped launch the Schools Forward Initiative during the 2023- 2024 school year. This initiative was designed to strengthen collaborative partnerships and enhance resource sharing across the state. It has fostered a unified community focused on exchanging best practices and addressing shared challenges.

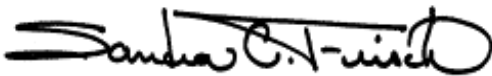
The initiative aligns closely with agency priorities including literacy development, graduation pathways, workforce readiness, and support for students with disabilities. Through this work, ESCLEW continues to help schools gain access to the critical resources necessary to empower student success.

During the 2024–2025 academic year, as part of the Schools Forward Community Schools Sponsor Improvement Program, ESCLEW provided 58 professional development and technical assistance sessions serving more than 1,425 teachers statewide.

We extend our sincere appreciation to the school leaders, governing board members, educators, support staff, and volunteers whose dedication and collaboration drive educational innovation for Ohio's children and their families. Their commitment is vital to the continuing success of this initiative.

ESCLEW remains deeply proud of its long-standing service to community schools across Ohio. The best interests of children and the ongoing support of our sponsored schools remain at the forefront of all we do. Our mission, to collaborate with and strengthen diverse educational options, continues to guide our efforts in advancing quality education throughout the state.

Sincerely,

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

Sandra C. Frisch, Ed.S.
ESCLEW Superintendent

Message from the Executive Director

The Educational Service Center of Lake Erie West Community Schools Center (ESCLEW) remains steadfast in its role as a student-focused and quality-driven authorizer of community schools across the State of Ohio. Throughout the 2024–2025 school year, our sponsored schools continued to navigate complex and evolving challenges, reinforcing the need for strategic academic interventions, rigorous accountability, and a continued focus on operational excellence in every facet of our work.

Our mission is to ensure that all students are fully prepared for success in college, career, and civic life. We believe that academic achievement, creative expression through the arts, participation in athletics, positive character development, and personal accountability are fundamental pillars of lifelong success. In partnership with our schools, ESCLEW remains dedicated to fostering high-quality educational environments that empower every student to realize their fullest potential.

We place the highest value on the relationships we maintain with governing authority members, school leaders, management organizations, students, families, and community partners. These collaborations form the foundation of our shared commitment to advancing student achievement across all schools. Through continued cooperation with administrators and instructional staff, we have seen measurable progress as schools strengthen the implementation of Ohio’s Learning Standards, refine evidence-based instructional practices, and expand inquiry-driven approaches that promote active student engagement.

ESCLEW is proud to have earned an “Exemplary” rating in the most recent Ohio Department of Education and Workforce sponsor performance review (2018–2019)—a distinction that reflects the integrity, diligence, and professionalism of our collective efforts. This recognition serves as both an affirmation of our past accomplishments and a catalyst for continued growth and excellence.

As we look to the year ahead, ESCLEW remains unwavering in its commitment to expanding and enhancing quality educational opportunities for students across Ohio. We extend our appreciation to all stakeholders for their ongoing partnership, collaboration, and trust in our shared mission.

Together, we will continue to model excellence, embody continuous improvement, and ensure that every student experiences the transformative power of education.

Sincerely,

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

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

| | Sponsored Schools | Management Company |
|----|--|-----------------------------------|
| 1 | Alliance Academy of Cincinnati | National Heritage Academies |
| 2 | Apex Academy | National Heritage Academies |
| 3 | Autism Model School | Independently Managed |
| 4 | Buckeye On-Line School for Success (BOSS) | Independently Managed |
| 5 | Constellation Schools: Elyria Community | Accel Constellation Holdings, LLC |
| 6 | Constellation Schools: Lorain Community Elementary | Accel Constellation Holdings, LLC |
| 7 | Constellation Schools: Madison Community Elementary | Accel Constellation Holdings, LLC |
| 8 | Constellation Schools: Old Brooklyn Community Elementary | Accel Constellation Holdings, LLC |
| 9 | Constellation Schools: Parma Community | Accel Constellation Holdings, LLC |
| 10 | Constellation Schools: Puritas Community Elementary | Accel Constellation Holdings, LLC |
| 11 | Constellation Schools: Stockyard Community Elementary | Accel Constellation Holdings, LLC |
| 12 | Constellation Schools: Westpark Community Elementary | Accel Constellation Holdings, LLC |
| 13 | Emerson Academy | National Heritage Academies |
| 14 | Heir Force Community School | Independently Managed |
| 15 | Horizon Science Academy – Cincinnati | Concept Schools |
| 16 | Horizon Science Academy – Cleveland | Concept Schools |
| 17 | Horizon Science Academy – Cleveland Middle School | Concept Schools |
| 18 | Horizon Science Academy – Columbus High School | Concept Schools |
| 19 | Horizon Science Academy – Dayton | Concept Schools |
| 20 | Horizon Science Academy – Denison Middle School | Concept Schools |
| 21 | Horizon Science Academy – Springfield | Concept Schools |
| 22 | Horizon Science Academy – Toledo | Concept Schools |
| 23 | Lake Erie Bilingual Academy | Accel Schools Cleveland FB, LLC |
| 24 | Lakeland Academy Community School | Independently Managed |
| 25 | Menlo Park Academy | Independently Managed |
| 26 | North Dayton School of Discovery | National Heritage Academies |
| 27 | Orion Academy | National Heritage Academies |
| 28 | Pathway School of Discovery | National Heritage Academies |
| 29 | Pinnacle Academy | National Heritage Academies |
| 30 | Summit Academy – Youngstown | Summit Academy Management |
| 31 | Summit Academy Akron Elementary School | Summit Academy Management |
| 32 | Summit Academy Akron Middle School | Summit Academy Management |
| 33 | Summit Academy Community School – Cincinnati | Summit Academy Management |
| 34 | Summit Academy Community School – Columbus | Summit Academy Management |
| 35 | Summit Academy Community School – Dayton | Summit Academy Management |
| 36 | Summit Academy Community School – Parma | Summit Academy Management |
| 37 | Summit Academy Community School – Warren | Summit Academy Management |
| 38 | Summit Academy Community School for Alternative Learners – Canton | Summit Academy Management |
| 39 | Summit Academy Community School for Alternative Learners – Lorain | Summit Academy Management |
| 40 | Summit Academy Community School for Alternative Learners – Xenia | Summit Academy Management |
| 41 | Summit Academy School for Alternative Learners – Warren Middle and Secondary | Summit Academy Management |
| 42 | Summit Academy Secondary School - Akron | Summit Academy Management |
| 43 | Summit Academy Secondary School – Canton | Summit Academy Management |
| 44 | Summit Academy Secondary School – Youngstown | Summit Academy Management |
| 45 | Summit Academy Transition High School – Cincinnati | Summit Academy Management |
| 46 | The Autism Academy of Learning | Independently Managed |
| 47 | The Intergenerational School | Independently Managed |
| 48 | Winterfield Venture Academy | National Heritage Academies |

Looking Forward to 2025-26

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 2025-26 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 2024-25 requirement of an annual report concerning the performance and compliance of the community schools authorized by the Educational Service Center of Lake Erie West. The schools that were in operation during this review period were a collection of diverse educational entities that include traditional campuses, an online school, and special education prevalent schools.

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

ANNUAL PERFORMANCE REPORT

Alliance Academy of Cincinnati

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000139 | 7 Years | 07/01/2018 | 06/30/2025 | K-8 |
| Address | 1712 Duck Creek Rd. Cincinnati, OH 45207 | | | |
| Contact | Phone: (513) 751-5555 | | Fax: (513) 751-5072 | |
| Website | www.nhaschools.com/schools/Alliance-Academy-of-Cincinnati/en | | | |
| Leadership | Jenny White, Principal | | | |
| Governing Authority | Rylan Norris, Jacqueline Johnson-Wilkinson, Torian Strickland, Jeff Miller and Susie Tuke | | | |
| Mission Statement | <i>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.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 53 | 186 | K | 45 |
| Male | 47 | 163 | 1 | 36 |
| Race/Ethnicity | % | # | 2 | 38 |
| American Indian/Alaskan Native | 1.7 | 6 | 3 | 44 |
| Asian/Pacific Islander | 0.3 | 1 | 4 | 37 |
| Black, Non-Hispanic | 88.5 | 309 | 5 | 36 |
| Hispanic | 4.3 | 15 | 6 | 43 |
| Multiracial | 0 | 0 | 7 | 42 |
| White, Non-Hispanic | 5.2 | 18 | 8 | 28 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 91 | 318 | 10 | |
| English Learner | 1 | 5 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 21 | 74 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Meets Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Meets Standard | Approaches Standard | | | |
| Proficiency in 3rd Grade | Approaches Standard | Approaches Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Meets Standard | | | |
| Improving K-3 Literacy | Approaches Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading or Math | Meets Standard | N/A | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | | |

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Falls Below Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Exceeds Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Exceeds Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide and reviews IEP implementation through a documentation verification review. Alliance Academy of Cincinnati's compliance rate is 52.38%.</p> <p>Alliance Academy of Cincinnati earned a one-year exemption from a documentation verification review due to having a score of 92% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Alliance Academy of Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Alliance Academy of Cincinnati was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>The school has demonstrated strong adaptability by successfully transitioning to a new student enrollment model while keeping student achievement at the forefront of its mission. Through strategic planning, clear communication, and a commitment to equity, the school has ensured that the new model supports both access and quality. Teachers and staff remain focused on delivering rigorous instruction and personalized support, creating an environment where all students can thrive academically despite organizational changes. This balance of flexibility and dedication highlights the school's strength in fostering continuous improvement and student success.</p> <p>In the area of special education, Alliance Academy of Cincinnati's ETR process effectively ensured that parents and guardians had the opportunity to be actively involved in planning meetings, leading to informed parental consent before evaluations began. The assessment results are clearly summarized, enabling a transparent understanding of the child's needs. A qualified team, including the parent, collaboratively determined whether the child has a disability. The IEP outlines measurable annual goals that address the child's specific academic needs, promoting targeted growth. Specially designed instruction and related services are clearly defined, including their locations, frequency, and duration. Additionally, the IEP specifies accommodations to support the child's participation in the general curriculum and details any exceptions to inclusion with non-disabled peers, ensuring comprehensive support.</p> |
| Areas for Improvement | <p>An area of improvement for the school is strengthening efforts to grow staff morale and increase retention, recognizing that a motivated and stable team is essential to sustaining long-term student success. While progress has been made in supporting teachers and staff, continued focus on fostering a positive work culture, celebrating accomplishments, and providing meaningful professional growth opportunities will be key. By building stronger systems of support and recognition, the school can enhance staff satisfaction, reduce turnover, and ensure consistent, high-quality learning experiences for students.</p> <p>In the area of special education, Alliance Academy of Cincinnati has a valuable opportunity to enhance their support systems and processes for students performing below grade-level standards. Strengthening intervention strategies could provide a more proactive approach to addressing individual concerns early on. Ensuring comprehensive evaluations that cover all suspected areas of disability and clearly describe educational needs would foster a more accurate understanding of each student's requirements. Clarifying eligibility determinations and offering detailed justifications would promote transparency and confidence in decision-making. By developing more targeted present levels of performance and functional annual goals, the team can better align educational plans with student needs. Additionally, improving data collection practices and progress reporting will enable timely IEP revisions based on evolving student needs, ensuring continuous growth and success.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 | |

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

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

| | |
|---|---------|
| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Apex Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000560 | 8 Years | 07/01/2020 | 06/03/2028 | K-8 |
| Address | 16005 Terrace Rd. East Cleveland, OH 44112 | | | |
| Contact | Phone: (216) 451-1725 | | Fax: (216) 274-9364 | |
| Website | https://www.nhaschools.com/schools/Apex-Academy/en | | | |
| Leadership | Tony Verch, Principal and Jasmyn Williams, Interim Principal | | | |
| Governing Authority | Faye Jones, Deborah Howell, Cecilie Williams, Nanekia Ansari, Donna Kolb | | | |
| Mission Statement | <i>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.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 50.6 | 246 | K | 57 |
| Male | 49.4 | 250 | 1 | 57 |
| Race/Ethnicity | % | # | 2 | 58 |
| American Indian/Alaskan Native | 0.4 | 2 | 3 | 62 |
| Asian/Pacific Islander | 0.6 | 3 | 4 | 57 |
| Black, Non-Hispanic | 95.6 | 474 | 5 | 55 |
| Hispanic | 1.6 | 8 | 6 | 54 |
| Multiracial | N/A | N/A | 7 | 45 |
| White, Non-Hispanic | 1.8 | 9 | 8 | 51 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 83 | 411 | 10 | |
| English Learner | 1 | 4 | 11 | |
| Migrant | N/A | N/a | 12 | |
| Students with Disabilities | 22 | 107 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Meets Standard | Approaches Standard | | | |
| Proficiency in 3rd Grade | Meets Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Approaches Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading or Math | Approaches Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Approaches Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Exceeds Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Approaches Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Apex Academy’s compliance rate is 68 %.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Apex Academy had 50% of their documentation verified.</p> |
| Legal | Apex Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Apex Academy was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Apex Academy demonstrated significant progress in mathematics during the 2024–25 school year, with 56% of students meeting their typical growth targets on the Math NWEA benchmarking from Fall to Spring. This improvement is a result of the school’s targeted focus on enhancing math instruction through small group learning. Teachers planned lessons more intentionally, using data from regular formative assessments to group students by need and tailor instruction accordingly. Instructional staff received ongoing professional development and coaching, which strengthened their capacity to deliver differentiated support. The school also implemented designated data dive professional development days throughout the year, giving teachers structured time to analyze student performance, adjust instructional strategies, and collaborate on interventions. Additionally, consistent collaboration between teachers and school leadership helped align instructional practices, set clear academic goals, and monitor student progress. This strong team-based approach and commitment to instructional excellence led to measurable gains and established math instruction as a clear area of strength for the school.</p> <p>In the area of special education, Apex Academy implemented targeted interventions to address concerns for children performing below grade-level standards. Parents and guardians were invited to participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent was obtained before any evaluation. The ETR summarized the assessment results and provided a clear description of the child’s educational needs. A qualified team, including the child’s parent, determined whether the child qualified as having a disability, supported by a justification for the eligibility decision. The Individualized Education Program (IEP) established annual goals that targeted the child’s specific academic needs and outlined specially designed instruction, including related services, with details on location, frequency, and duration. Additionally, the IEP identified necessary assistive technology, accommodations, and modifications to support the child’s progress in the general education curriculum. It also included support for school personnel to enhance the child’s involvement and success within the classroom setting.</p> |
| Areas for Improvement | <p>Two areas identified for improvement at Apex Academy are student behavior and attendance, both of which directly impact instructional time and academic progress. High rates of suspension have reduced students’ time in the classroom, while inconsistent attendance has limited engagement and learning opportunities. To address behavior, the school will implement YONDR locking cell phone bags to reduce distractions and launch the Smart Pass system to monitor student movement and reinforce accountability. To improve attendance, Apex will introduce additional parent communication strategies, incentives, and early intervention measures. The school is also enrolled in the Cleveland Browns’ <i>Stay in the Game!</i> Attendance Program, which supports schools in encouraging regular attendance through community partnerships, student recognition, and family engagement. These efforts aim to increase time-on-task and support a more consistent, productive learning environment for the 2025–26 school year.</p> <p>In the area of special education, Apex Academy can continue to show improvement by ensuring that all areas related to the suspected disability are thoroughly addressed, which will enhance the understanding of the child’s needs. By refining the present levels of performance to include detailed summaries of daily academic, behavioral, and functional performance, measurable goals can be more effectively developed. Additionally, clarifying the annual goals and ensuring they align with the functional areas identified in the ETR and IEP will further strengthen the support provided. With a focus on collecting instructional data and clarifying the child’s participation in the general education classroom, the IEP can become a more effective tool for fostering success.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Autism Model School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 134122 | 13 Years | 07/01/2012 | 06/30/2025 | K-23 |
| Address | 3020 Tremainsville Rd. Toledo, OH 43613 | | | |
| Contact | Phone: (419) 897-4400 | | Fax: (419) 897-4403 | |
| Website | https://amstoledo.org/ | | | |
| Leadership | Joel Vidovic, Executive Director | | | |
| Governing Authority | Bruce Weinberg, Linell Weinberg, Mark Greenblatt, Toni Gerber, Lisa Marsalek, Jim Rothschild, Nirav Parikh, Isaac Demarest, Kim Veizer, Kathy Cott-Johnson | | | |
| Mission Statement | <p><i>The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.</i></p> <p><i>We Believe:</i></p> <ul style="list-style-type: none"> • <i>The only appropriate education is an effective education. Parental involvement and participation is crucial in a child’s development.</i> • <i>Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.</i> • <i>A working relationship between school and home is critical to the success of a child’s education.</i> • <i>If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.</i> • <i>Behavior in any form, is communication.</i> • <i>Everyone belongs.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 22% | 22 | K | 0 |
| Male | 78% | 76 | 1 | 0 |
| Race/Ethnicity | % | # | 2 | 4 |
| American Indian/Alaskan Native | 0% | 0 | 3 | 2 |
| Asian/Pacific Islander | 3% | 3 | 4 | 5 |
| Black, Non-Hispanic | 27% | 26 | 5 | 4 |
| Hispanic | 14% | 14 | 6 | 8 |
| Multiracial | 3% | 3 | 7 | 7 |
| White, Non-Hispanic | 53% | 52 | 8 | 3 |
| Historically Underserved | % | # | 9 | 17 |
| Economically Disadvantaged | 57% | 56 | 10 | 11 |
| English Learner | 0% | 0 | 11 | 8 |
| Migrant | 0% | 0 | 12/13/23 | 29 |
| Students with Disabilities | 100% | 98 | Total | 98 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Falls Below Standard | Falls Below Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | Meets Standard | | | |
| Progress Component | N/A | N/A | | | |
| Gap Closing Component | Meets Standard | Meets Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Falls Below Standard | Approaches Standard | | | |
| 4-Year Graduation Rate | Falls Below Standard | Falls Below Standard | | | |
| 5-Year Graduation Rate | Falls Below Standard | Falls Below Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | Falls Below Standard | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Falls Below Standard | N/A | | | |
| PI vs Similar School #2 | Falls Below Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Meets Standard | N/A | | | |
| 9-12 EOC American US Government | Falls Below Standard | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Exceeds Standard | Exceeds Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Exceeds Standard | Exceeds Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading or Math | Exceeds Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|---------------------|---------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Meets Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Approaches Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | N/A | | | |
| Out of School Suspension 9-12 | Meets Standard | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Autism Model School compliance rate is 54%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Autism Model School had 100% of their documentation verified.</p> |
| Legal | Autism Model School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Autism Model School was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Throughout the 2024–25 school year, Autism Model School demonstrated a strong commitment to student-centered learning, safety, and collaborative growth. Classroom observations highlighted the dedication and compassion of teachers, who fostered warm, supportive environments through individualized instruction and frequent check-ins. The leadership team exhibited strong collaboration, supporting one another and guiding new staff effectively, including a smooth transition for the new school operations manager. Autism Model prioritized compliance and student well-being by ensuring accurate, up-to-date IEPs, ETRs, and student files, while also working closely with families to improve attendance and reduce barriers. In addition, the school took meaningful steps to enhance safety by installing key fob access systems and upgraded classroom doors with lockdown devices, reflecting their commitment to providing a secure, nurturing environment where students can thrive.</p> <p>In the area of special education, Autism Model School demonstrated exemplary practices by ensuring that parents/guardians were given the opportunity to participate in the ETR planning meeting, enabling informed parental consent. Written, informed parental consent was obtained prior to conducting evaluations, affirming a commitment to collaborative decision-making. The ETR comprehensively addressed all areas related to the suspected disability, presenting a clear and concise description of the student’s educational needs. The IEP was crafted by a qualified team, including parents, and reflected measurable annual goals that directly address the child’s academic and functional needs. Additionally, the IEP clearly outlined specially designed instruction, assistive technology, and accommodations, ensuring the student's active participation and progress in the general education curriculum. Progress data for each measurable goal was consistently collected and aligned with established measurements, and the IEP was revised as needed throughout the school year to address changes in the student’s needs and abilities.</p> |
| Areas for Improvement | <p>While Autism Model School has demonstrated strength in building supportive environments and maintaining compliance, continued growth could come from expanding academic and work-based opportunities for students who are ready for them. Additionally, strengthening communication and collaboration between instructional staff and clinical teams may lead to even more cohesive support for students’ academic and behavioral needs. As the school continues to evolve, exploring new strategies for family engagement—especially around academic involvement—could also deepen partnerships and reinforce learning beyond the classroom.</p> <p>In the area of special education, Autism Model School can improve in summarizing assessment results in the ETR, which would strengthen the overall evaluation process. Additionally, enhancing the IEP by incorporating detailed present levels of performance, measurable annual goals, and explicit descriptions of specially designed instruction and modifications would better address the child’s needs. By improving transition plans and ensuring consistent data collection and progress reporting, the educational team can provide a more targeted and effective support system that aligns with federal requirements.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 |

| 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 |

| 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 |

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Buckeye On-Line School for Success (BOSS)

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000417 | 4 Years | 07/01/2024 | 06/30/2028 | K-12 |
| Address | 119 E Fifth St. East Liverpool, OH 43920 | | | |
| Contact | Phone: (330) 385-1987 | | Fax: (330) 385-4535 | |
| Website | www.go2boss.com | | | |
| Leadership | Jeannette Bailey, Superintendent, Frank Mader, Principal, Angela McGraw, Special Education Director, Amy Pryor, Instructional Coach, Frankie Leppar, IT/Data | | | |
| Governing Authority | Brett Green, Josh Martin, Rob O'Hara, Joe Shemasek, David Bickerton, Linda Henderson | | | |
| Mission Statement | <i>The Buckeye On-Line School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens through collaboration with staff, families, and communities utilizing cutting-edge technology.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 54 | 328 | K | 21 |
| Male | 46 | 285 | 1 | 19 |
| Race/Ethnicity | % | # | 2 | 24 |
| American Indian/Alaskan Native | 0.3 | 2 | 3 | 28 |
| Asian/Pacific Islander | 0.98 | 6 | 4 | 28 |
| Black, Non-Hispanic | 14 | 83 | 5 | 28 |
| Hispanic | 7 | 42 | 6 | 43 |
| Multiracial | 11 | 65 | 7 | 52 |
| White, Non-Hispanic | 68 | 415 | 8 | 67 |
| Historically Underserved | % | # | 9 | 111 |
| Economically Disadvantaged | 69 | 421 | 10 | 87 |
| English Learner | 0.5 | 3 | 11 | 62 |
| Migrant | 0 | 0 | 12 | 43 |
| Students with Disabilities | 21 | 125 | Total | 613 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2024-2025 | | | | |
|---|----------------------|--|--|--|--|
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Approaches Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | Falls Below Standard | | | | |
| 4-Year Graduation Rate | Falls Below Standard | | | | |
| 5-Year Graduation Rate | Falls Below Standard | | | | |
| Early Literacy Component | Falls Below Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Falls Below Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | Meets Standard | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | | | | |
| 9-12 EOC Algebra I | Falls Below Standard | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | Falls Below Standard | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | Approaches Standard | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Exceeds Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Meets Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Exceeds Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | | |
| Out of School Suspension 9-12 | Approaches Standard | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | During the 2024–2025 school year, Buckeye On-Line School for Success was not selected for a formal file or documentation review. Instead, the ESC of Lake Erie West Special Education Specialist conducted periodic check-ins to monitor special education compliance and support ongoing service delivery. |
| Legal | Buckeye On-Line School for Success was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Buckeye On-Line School for Success was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Buckeye On-Line School for Success (BOSS) demonstrated strong progress in supporting students with disabilities (SWD), meeting federal participation targets and showing positive trends in proficiency rates. i-Ready data confirmed growth in reading and math, with four grade levels increasing the percentage of SWD performing at or above grade level.</p> <p>BOSS demonstrated strong progress in supporting students with disabilities (SWD), meeting federal participation targets and showing positive trends in proficiency rates. i-Ready data confirmed growth in reading and math, with four grade levels increasing the percentage of SWD performing at or above grade level.</p> <p>In addition to academic progress, BOSS strengthened its school culture and school-family engagement. The Positive Behavioral Interventions and Supports (PBIS) system promoted positive student behavior through a range of awards and celebrations. School-wide communication efforts expanded across multiple platforms and included targeted parent meetings to keep families well-informed. These initiatives reflect BOSS’s commitment to cultivating an inclusive, engaging, and supportive virtual learning community.</p> <p>In the area of special education, according to the check-ins conducted throughout the school year, BOSS continues to provide compliant services across all areas. The school remains fully staffed and demonstrates strong practices in documentation, timely completion of IEPs/ETRs, and service delivery. Intervention Specialists use the ESCLEW-provided tracking document and consistently monitor student progress on a weekly basis using progress monitoring sheets.</p> |
| Areas for Improvement | <p>Although BOSS showed gains for SWD, many remain below grade-level expectations. Continued focus on targeted interventions and instructional supports is needed to strengthen proficiency in both mathematics and English Language Arts.</p> <p>While progress in LRE and RTI structures is evident, BOSS should continue refining intervention practices to ensure consistent, measurable growth in academic, social-emotional, and behavioral outcomes for all at-risk students.</p> <p>Beyond academics, BOSS enhanced its school culture and school-family engagement efforts. The Positive Behavioral Interventions and Supports (PBIS) system reinforced positive student behavior through various awards and celebrations. School-wide communication expanded across multiple platforms and included targeted parent meetings to ensure families remained informed and engaged. These efforts reflect BOSS’s ongoing commitment to fostering an inclusive, engaging, and supportive virtual learning community.</p> <p>In the area of special education, no areas for improvement were identified at this time. The school should continue adhering to its current procedures and best practices to maintain high levels of compliance and service quality.</p> |
| 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 sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 132969 | 8 Years | 07/01/2019 | 06/30/2027 | K-8 |
| Address | 300 N Abbe Rd. Elyria OH 44035; and 336 S Logan St. Elyria, OH 44035 (annex) | | | |
| Contact | Phone: (440) 366-5225 | | Fax: (440) 366-6280 | |
| Website | https://constellationschools.com/locations/elyria/ | | | |
| Leadership | Brian Belmont, Principal | | | |
| Governing Authority | John Noga, Jerry Bednar, Bert Butts, Leo Tischer, Lori Turner | | | |
| Mission Statement | <i>Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 49.7 | 194 | K | 60 |
| Male | 50.3 | 196 | 1 | 50 |
| Race/Ethnicity | % | # | 2 | 43 |
| American Indian/Alaskan Native | 0.26 | 1 | 3 | 42 |
| Asian/Pacific Islander | 0.5 | 2 | 4 | 44 |
| Black, Non-Hispanic | 26.7 | 104 | 5 | 24 |
| Hispanic | 19.2 | 75 | 6 | 43 |
| Multiracial | 12.6 | 49 | 7 | 46 |
| White, Non-Hispanic | 40.8 | 159 | 8 | 38 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 390 | 10 | |
| English Learner | 0.26 | 1 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 11 | 43 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Approaches Standard | | | |
| Gap Closing Component | Falls Below Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Approaches Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Meets Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Exceeds Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Falls Below Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Elyria’s compliance rate is 55%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Constellation Schools: Elyria Community had 54% of their documentation verified.</p> |
| Legal | Constellation Schools: Elyria Community was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Elyria Community was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Constellation Schools: Elyria Community benefited from a proactive leadership team that shared a clear vision and common goals. The addition of a dean strengthened leadership capacity and supported a more positive school culture, resulting in fewer behavior incidents. Student engagement initiatives, such as after-school clubs, student council, and DJ Fridays, also contributed significantly to building a strong sense of community. Collectively, these efforts enhanced student connection, motivation, and engagement throughout the school.</p> <p>In the area of special education, Constellation Schools: Elyria Community’s ETR and IEP processes demonstrate several areas of strength. Parents/guardians were given the opportunity to participate in the ETR planning meeting, and written, informed consent was obtained prior to the evaluation. A qualified team, including the child’s parent, collaborated to determine eligibility and provided a clear justification for the decision. The IEP includes measurable annual goals that address the child’s academic needs, with corresponding data collected to monitor progress. Specially designed instruction and related services are clearly outlined with details on location, frequency, and duration. Additionally, the IEP identifies necessary assistive technology and accommodations to support the child’s involvement and progress in the general education curriculum, as well as an explanation of participation with nondisabled peers.</p> |
| Areas for Improvement | <p>Constellation Schools: Elyria Community would benefit from a stronger focus on improving vertical alignment between its two buildings. Enhanced alignment in curriculum, instructional strategies, and the use of assessment data can help ensure more consistent expectations and smoother transitions for students moving from one building to the next. Increasing collaboration between grade-level teams and engaging in shared data discussions can further support focused planning and targeted interventions.</p> <p>In the area of special education, Constellation Schools: Elyria Community demonstrates a commitment to supporting students with disabilities and has opportunities to strengthen its practices to further enhance student outcomes. Continued improvement can be made by ensuring that all evaluations comprehensively address suspected areas of disability and clearly summarize assessment results and educational needs. Developing present levels of performance that offer a more detailed, targeted picture of students’ daily functioning will support the creation of measurable and meaningful annual goals. Aligning annual goals with identified academic and functional needs and clearly specifying specially designed instruction, related services, and modifications will improve the effectiveness of each IEP. Additionally, identifying supports for school personnel will further ensure that students are equipped to access and progress in the general education curriculum.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Constellation Schools: Lorain Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 132951 | 13 Years | 07/01/2012 | 06/30/2025 | K-4 | |
| Address | 1110 W Fourth St. Lorain, OH 44052 | | | | |
| Contact | Phone: (440) 202-2130 | | Fax: (440) 202-2134 | | |
| Website | https://constellationschools.com/locations/lorain/ | | | | |
| Leadership | Michelle Riley, Principal Kimberly Benetto, PhD, Assistant Principal | | | | |
| Governing Authority | John Noga, Jerry Bednar, Bert Butts, Lori Turner, Leo Tischer | | | | |
| Mission Statement | <i>To provide every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 60 | 50 | K | 20 | |
| Male | 40 | 34 | 1 | 19 | |
| Race/Ethnicity | % | # | 2 | 18 | |
| American Indian/Alaskan Native | 0 | 0 | 3 | 12 | |
| Asian/Pacific Islander | 0 | 0 | 4 | 15 | |
| Black, Non-Hispanic | 28.5 | 24 | 5 | X | |
| Hispanic | 37 | 31 | 6 | | |
| Multiracial | 6 | 5 | 7 | | |
| White, Non-Hispanic | 28.5 | 24 | 8 | | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 100 | 84 | 10 | | |
| English Learner | 16 | 14 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 8 | 7 | Total | | 84 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Falls Below Standard | | | |
| Performance Index | Approaches Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | Meets Standard | | | |
| Progress Component | Meets Standard | Falls Below Standard | | | |
| Gap Closing Component | Meets Standard | Meets Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Falls Below Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Falls Below Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Approaches Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Meets Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Exceeds Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Schools: Lorain Community Elementary’s compliance rate is 57%.</p> <p>During the 2023–24 school year the school was able to verify 70% of their documentation requested. Therefore, the school did not have a documentation verification review for the 2024–25 school year. The next documentation verification review will be conducted during the 2025–26 school year.</p> |
| Legal | Constellation Schools: Lorain Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Lorain Community Elementary was placed on a Compliance Corrective Action plan during the 2024–25 school year. The school met all requirements of the Corrective Action Plan by June 30, 2025. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>One of Constellation Schools: Lorain Community Elementary’s strengths is the active involvement of its new administrative team, which is focused on improving staff morale, strengthening compliance, and enhancing academic outcomes. If the team successfully implements its current plans, this leadership has strong potential to drive meaningful and lasting improvements throughout the school.</p> <p>In the area of special education, Constellation Schools: Lorain Community Elementary ensures that the parents/guardians were actively involved in the ETR planning process, ensuring they provided written, informed consent for the evaluation. The evaluation comprehensively addressed all areas related to the suspected disability and included a clear summary of the assessment results. A qualified team, including the parents, collaboratively determined the child’s eligibility as a child with a disability. The IEP established annual goals addressing both academic and functional needs, ensuring alignment with the child’s specific areas of growth. It also detailed the specially designed instruction and related services, specifying their location, time, and frequency. Accommodations were clearly outlined in the IEP to support the child’s participation and progress in the general education curriculum, along with an explanation of any time spent outside the general education setting.</p> |
| Areas for Improvement | <p>Constellation Schools: Lorain Community Elementary has an opportunity to enhance the quality of teaching and learning by placing greater emphasis on academic rigor, differentiated instruction, and the consistent use of data to inform classroom practices. Strong leadership, sustained professional support, and effective follow-through on key priorities will be essential to achieving meaningful and lasting improvements.</p> <p>In the area of special education, Constellation Schools: Lorain Community Elementary has several opportunities for improvement in the evaluation and IEP processes that can enhance student outcomes. Interventions for students performing below grade-level standards were not provided, highlighting the need for proactive academic support. The ETR would benefit from clearer descriptions of educational needs and justification for eligibility decisions, ensuring a more transparent and targeted evaluation process. IEPs could be improved by including measurable annual goals, specific descriptions of modifications, and data-driven progress reporting aligned with these goals. Finally, revising IEPs based on changes in student needs or abilities would ensure a more responsive and effective approach to supporting student growth.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 | |

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

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

| | |
|---|---------|
| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Constellation Schools: Madison Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000319 | 3 Years | 07/01/2024 | 06/30/2027 | K-8 |
| Address | 2015 W 95th St. Cleveland, OH 44102 | | | |
| Contact | Phone: (216) 651-5212 | | Fax: (216) 651-9040 | |
| Website | https://constellationschools.com/locations/madison/ | | | |
| Leadership | Yolanda Rodriguez, Principal Cesar Cuevas, Dean | | | |
| Governing Authority | Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer | | | |
| Mission Statement | <i>Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 47 | 95 | K | 25 |
| Male | 53 | 107 | 1 | 29 |
| Race/Ethnicity | % | # | 2 | 20 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 25 |
| Asian/Pacific Islander | 0 | 0 | 4 | 20 |
| Black, Non-Hispanic | 31 | 63 | 5 | 22 |
| Hispanic | 43 | 87 | 6 | 19 |
| Multiracial | 10 | 20 | 7 | 22 |
| White, Non-Hispanic | 16 | 32 | 8 | 20 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 202 | 10 | |
| English Learner | 27 | 55 | 11 | |
| Migrant | 1 | 2 | 12 | |
| Students with Disabilities | 14 | 29 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2024-2025 | | | | |
|---|----------------------|--|--|--|--|
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Approaches Standard | | | | |
| Gap Closing Component | Approaches Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Falls Below Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Exceeds Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Debt Management | N/A | | | | |
| Total Expense Variance | Falls Below Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| Enrollment Sustainment | N/A | | | | |
| Sustainability | N/A | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Falls Below Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Approaches Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Meets Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Schools: Madison Community Elementary’s compliance rate is 43%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Constellation Madison had 58% of their documentation verified.</p> |
| Legal | Constellation Schools: Madison Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Madison Community Elementary was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Constellation Schools: Madison Community Elementary demonstrated a strong, data-driven approach to academic intervention and student progress monitoring. A key strength was the principal’s active leadership in this process, consistently tracking student performance and facilitating regular data reviews across grade levels. These collaborative sessions provided teachers with clear, actionable insights and supported them in refining instructional strategies to better meet student needs. While academic challenges remained, the school’s consistent focus on data ensured that instructional decisions were intentional and informed, contributing to a more responsive and effective learning environment.</p> <p>In the area of special education, Constellation Schools: Madison Community Elementary demonstrates a strong commitment to supporting students with disabilities through a thorough and collaborative process. Parents and guardians are actively involved in the ETR planning meeting, ensuring informed consent before any evaluation takes place. Evaluations comprehensively address all areas related to the suspected disability, providing a clear foundation for determining eligibility. A qualified team, including the parent, works together to develop an IEP that sets meaningful academic goals and includes necessary accommodations to support student success. The IEP clearly outlines specially designed instruction and related services, specifying the location, time, and frequency to ensure effective implementation. Through a dedicated and well-structured approach, Constellation Madison fosters an inclusive environment that promotes student growth and achievement.</p> |
| Areas for Improvement | <p>To enhance teacher engagement, morale, and clarity around schoolwide expectations, Constellation Schools: Madison Community Elementary should establish a clear, year-long framework that outlines key initiatives and priorities. Aligning these initiatives with the Ohio Teacher Evaluation System (OTES) will help educators understand how their participation in school activities supports both professional growth and performance evaluations.</p> <p>To support successful implementation, the school should consider forming staff-led committees—such as a Framework Committee and a Sunshine Committee. These groups would help distribute responsibilities, promote shared leadership, and foster stronger collaboration among staff, ultimately contributing to a more positive and cohesive school culture.</p> <p>In the area of special education, Constellation Schools: Madison Community Elementary is committed to enhancing its support for students by strengthening intervention strategies for those performing below grade level. Improving the clarity of ETR summaries, educational needs, and eligibility justifications will ensure more effective decision-making for student services. Refining the transition plan to align with federal requirements and developing measurable annual goals that address both academic and functional needs will better support student progress. Clearly defining specially designed instruction, assistive technology, and inclusive education opportunities will further enhance individualized student support. Strengthening progress monitoring and data collection will provide valuable insights into student growth and ensure goals are effectively met.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Constellation Schools: Old Brooklyn Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|-----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 134098 | 13 Years | 07/01/2012 | 06/30/2025 | K-4 | |
| Address | 4430 State Rd. Cleveland, OH 44109 | | | | |
| Contact | Phone: (216) 661-7888 | | Fax: (216) 661-5975 | | |
| Website | https://constellationschools.com/locations/old-brooklyn-community/ | | | | |
| Leadership | Cherie Kaiser, Principal | | | | |
| Governing Authority | Jerry Bednar, Bert Butts, John Noga, Leo Tischer, Lori Turner | | | | |
| Mission Statement | <i>Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 54 | 195 | K | 79 | |
| Male | 46 | 167 | 1 | 68 | |
| Race/Ethnicity | % | # | 2 | 77 | |
| American Indian/Alaskan Native | 0 | 0 | 3 | 77 | |
| Asian/Pacific Islander | 0.8 | 3 | 4 | 61 | |
| Black, Non-Hispanic | 22 | 78 | 5 | X | |
| Hispanic | 38 | 137 | 6 | | |
| Multiracial | 7 | 26 | 7 | | |
| White, Non-Hispanic | 33 | 118 | 8 | | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 100 | 362 | 10 | | |
| English Learner | 1 | 5 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 11 | 41 | Total | | 362 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Falls Below Standard | | | |
| Performance Index | Approaches Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | Approaches Standard | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Approaches Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Falls Below Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Schools: Old Brooklyn Community Elementary’s compliance rate is 45%</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Constellation Schools: Old Brooklyn Community Elementary had 88% of their documentation verified.</p> |
| Legal | Constellation Schools: Old Brooklyn Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Old Brooklyn Community Elementary was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Constellation Schools: Old Brooklyn Community Elementary benefits from a cohesive and supportive staff, which contributes to a strong and positive school culture. School leadership has been intentional in recognizing and celebrating student successes while maintaining clear expectations for behavior. The school has demonstrated strong performance on district assessments, supported by a Science of Reading-aligned curriculum, targeted interventions, and ongoing instructional coaching. Teacher buy-in has been a key factor in this progress. Educators are enthusiastic about the instructional approach and actively engaged in data discussions. They have demonstrated a strong commitment to understanding how to better support students who are not yet meeting growth expectations, resulting in thoughtful and productive conversations around instructional strategies and student needs.</p> <p>In the area of special education, Constellation Schools: Old Brooklyn Community Elementary has a strong commitment to collaboration and compliance by ensuring that parents and guardians are actively involved in the ETR planning meeting, allowing them to provide informed parental consent before any evaluation occurs. Written, informed consent is consistently obtained prior to conducting evaluations, ensuring transparency and adherence to legal requirements. Evaluations are comprehensive, addressing all areas related to the suspected disability to provide a well-rounded understanding of the child’s needs. A team of qualified professionals, along with the child’s parent, carefully reviews the evaluation results to determine eligibility for special education services. The agency ensures that annual goals within the IEP target both academic and functional areas of need, fostering well-balanced progress for the student. Additionally, the IEP clearly outlines specially designed instruction, related services, accommodations, and the specific location, frequency, and duration of these supports, all of which are determined by a qualified team to promote the child’s success in the general education curriculum.</p> |
| Areas for Improvement | <p>While the school has established a solid foundation in both culture and academic performance, there is an opportunity to further strengthen student behavior management by developing and refining Tier 2 and Tier 3 supports within the Positive Behavioral Interventions and Supports (PBIS) framework. Expanding these targeted interventions will enable the school to better address the needs of students requiring more individualized behavioral support. Strengthening these systems will not only improve behavioral outcomes but also help maintain a positive and consistent school climate for all students.</p> <p>In the area of special education, Constellation Schools: Old Brooklyn Community Elementary has an opportunity to enhance its support for students by implementing targeted interventions for those performing below grade level to address concerns proactively. Strengthening the clarity and specificity of the ETR, including a well-defined summary of assessment results, educational needs, and justification for eligibility determinations, will ensure more effective planning for student success. Improvements in the development of present levels of performance and measurable annual goals will provide a stronger foundation for individualized student progress. Clearly identifying specially designed instruction, related services, and data collection methods for annual goals will enhance the ability to monitor student growth and make data-driven decisions. Additionally, ensuring that IEPs include necessary revisions based on student progress and clearly outline the extent of participation in the general education classroom will further support inclusive practices and individualized learning.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 |

| 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 |

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Constellation Schools: Parma Community

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 133256 | 7 Years | 07/01/2019 | 06/30/2026 | K-12 |
| Address | 7667 Day Dr. 1st Fl Parma, OH 44129; 5983 W 54th St. Parma, OH 44129 (annex); 6125 Pearl Rd. Parma Heights, OH 44134 (annex); and 3421 Snow Rd. Parma, OH 44134 (annex) | | | |
| Contact | Phone: (440) 887-0319 | | Fax: (440) 845-2834 | |
| Website | https://constellationschools.com/locations/parma/ | | | |
| Leadership | Bob Klinar, Principal | | | |
| Governing Authority | Jerry Bednar, Bert Butts, John Noga, Leo Tischer, Lori Turner | | | |
| Mission Statement | <i>Our learning community is characterized by high expectations, academic excellence and as a result is "The Right Choice for Parents and a Real Chance for Children!"</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 49.8 | 608 | K | 103 |
| Male | 50.2 | 613 | 1 | 96 |
| Race/Ethnicity | % | # | 2 | 96 |
| American Indian/Alaskan Native | 1 | 17 | 3 | 102 |
| Asian/Pacific Islander | >1 | 3 | 4 | 75 |
| Black, Non-Hispanic | 11 | 134 | 5 | 103 |
| Hispanic | 23 | 284 | 6 | 92 |
| Multiracial | 4 | 53 | 7 | 95 |
| White, Non-Hispanic | 57 | 698 | 8 | 111 |
| Historically Underserved | % | # | 9 | 122 |
| Economically Disadvantaged | 62 | 759 | 10 | 86 |
| English Learner | 16 | 144 | 11 | 69 |
| Migrant | <1 | 1 | 12 | 71 |
| Students with Disabilities | 16.9 | 189 | Total | 1221 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Exceeds Standard | Approaches Standard | | | |
| Gap Closing Component | Approaches Standard | Meets Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Approaches Standard | Meets Standard | | | |
| 4-Year Graduation Rate | Approaches Standard | Meets Standard | | | |
| 5-Year Graduation Rate | Meets Standard | Approaches Standard | | | |
| Early Literacy Component | Approaches Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Approaches Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | Falls Below Standard | | | |
| PBIS | Falls Below Standard | Falls Below Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Meets Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Meets Standard | | | |
| 9-12 EOC Biology | Approaches Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | Meets Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Exceeds Standard | N/A | | | |
| 9-12 EOC American US Government | Meets Standard | N/A | | | |
| 9-12 Credit Earning Rate | Meets Standard | Meets Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Approaches Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | Meets Standard | Falls Below Standard | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Parma's compliance rate is 71%</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Constellation Parma had 58% of their documentation verified.</p> |
| Legal | Constellation Schools: Parma Community was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Parma Community was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Constellation Schools: Parma Community demonstrated a strong commitment to community engagement across all buildings, fostering meaningful connections between the schools and their surrounding communities. Examples of this engagement included student participation in local service projects, partnerships with community organizations, and regular volunteer support from families. These efforts reflect a shared dedication to building positive relationships and encouraging active involvement from both students and families in the broader community.</p> <p>In the area of special education, Constellation Schools: Parma Community has many areas of strength. The evaluation and planning process for the child began with the opportunity for parents or guardians to be involved in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent was obtained before the evaluation took place. The ETR itself contained a clear and concise description of the child's educational needs, and a qualified team, including the child's parent, determined whether the child met the criteria for a disability. The team also provided a well-supported justification for the eligibility decision. In the Individualized Education Program (IEP), annual goals were established to address both the child's academic and functional needs, with specific statements of specially designed instruction and related services tailored to support these goals. The IEP further specified the location, frequency, and duration of the services to be provided, including accommodations and modifications necessary for the child to make progress in the general education curriculum. Additionally, assistive technology was identified to support the child's participation in the general education setting, and a justification was provided for any alternate assessment participation if needed. The IEP team, composed of qualified professionals, ensured that progress was monitored through data collection and analysis, and an explanation of the child's participation in the general education classroom was included to address the least restrictive environment (LRE) requirement.</p> |
| Areas for Improvement | <p>Constellation Schools: Parma Community should continue to strengthen vertical alignment across its buildings, with a particular focus on leveraging Centralized Reporting System results to better understand academic needs at each level. By deepening data discussions within the leadership team, the school can promote smoother transitions between grade levels and foster a more consistent understanding of student needs across all buildings. This continued focus will help establish a unified and effective approach to instruction, ensuring greater alignment and support throughout the district.</p> <p>In the area of special education, Constellation Schools: Parma Community's area of growth would be to strengthen its approach in providing targeted interventions for students performing below grade-level standards, ensuring that concerns are addressed proactively. Additionally, future evaluations could benefit from a more comprehensive assessment process that fully addresses all areas related to a suspected disability, with a clearer summary of the assessment results included in the ETR. To enhance the development of measurable and achievable goals, it would be beneficial to include more detailed and specific information regarding each child's present levels of performance, ensuring they are directly tied to daily academic, behavioral, and functional performance. Furthermore, the agency could improve its goal-setting process by ensuring that annual goals are clearly stated in measurable terms, allowing for better tracking of progress. Finally, establishing a consistent system for data collection on each goal and ensuring that progress reports align with the measurement criteria outlined in the annual goals would provide a clearer picture of the child's growth and areas needing support</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Constellation Schools: Puritas Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 143479 | 13 Years | 07/01/2012 | 06/30/2025 | K-4 |
| Address | 17720 Puritas Ave., Cleveland OH 44135; and 4427 Rocky River Dr. Cleveland, OH 44135 (annex) | | | |
| Contact | Phone: (216) 688-0680 | | Fax: (216) 688-0609 | |
| Website | https://constellationschools.com/locations/puritas/ | | | |
| Leadership | Victoria Marshall | | | |
| Governing Authority | Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer | | | |
| Mission Statement | <i>Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 53 | 62 | K | 22 |
| Male | 47 | 54 | 1 | 18 |
| Race/Ethnicity | % | # | | |
| American Indian/Alaskan Native | 2 | 2 | 2 | 28 |
| Asian/Pacific Islander | 3 | 3 | 3 | 27 |
| Black, Non-Hispanic | 35 | 41 | 4 | 21 |
| Hispanic | 29 | 34 | 5 | X |
| Multiracial | 8 | 9 | 6 | |
| White, Non-Hispanic | 23 | 27 | 7 | |
| Historically Underserved | % | # | | |
| Economically Disadvantaged | 100 | 116 | 8 | |
| English Learner | 15 | 17 | 9 | |
| Migrant | 0 | 0 | 10 | |
| Students with Disabilities | 11 | 13 | 11 | |
| | | | 12 | |
| | | | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Meets Standard | Approaches Standard | | | |
| Gap Closing Component | Meets Standard | Exceeds Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Falls Below Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Falls Below Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Meets Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Falls Below Standard | Falls Below Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Approaches Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Exceeds Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Schools: Puritas Community Elementary's compliance rate is 6%</p> <p>Constellation Schools: Puritas Community Elementary earned a one-year exemption from a documentation verification review due to having a score of 71% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Constellation Schools: Puritas Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Puritas Community Elementary was not placed on Corrective Action during 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>One area of strength is the consistency among teachers, which has contributed to a positive and supportive school culture. Additionally, the implementation of Tier 2 PBIS supports has led to noticeable improvements in student behavior compared to the previous year. Behavior plans appear to be effective, with teachers consistently following through, supported by the assistant principal's active involvement.</p> <p>In the area of special education, Constellation Schools: Puritas Community Elementary has demonstrated strong adherence to legal and procedural requirements in developing and implementing Individualized Education Programs (IEPs). Parents and guardians were given opportunities to participate in the ETR planning meetings, and written, informed consent was obtained prior to evaluations. The evaluations comprehensively addressed all areas related to suspected disabilities, and a team of qualified professionals, including the parent, made eligibility determinations with clear justifications. Annual goals were designed to address both academic and functional areas of need, ensuring alignment with the child's specific educational challenges. The IEPs include statements of specially designed instruction and related services, specifying the location, time, and frequency of their delivery, along with accommodations to support the child's progress in the general education curriculum. Revisions to IEPs were made during the school year based on data reflecting changes in the student's needs, with meetings conducted by a qualified team and a clear explanation of any extent to which the child will not participate with nondisabled peers.</p> |
| Areas for Improvement | <p>Constellation Schools: Puritas Community Elementary can benefit from addressing the challenges associated with large class sizes, which can make classroom management more difficult and impact instructional effectiveness. Developing a clear framework to promote consistency across classrooms is essential. Strategies such as peer observations—allowing teachers to learn from colleagues with strong classroom practices—may support this effort. Additionally, providing targeted training for paraprofessionals on how to effectively engage with both students and teachers will strengthen classroom support and contribute to a more cohesive instructional environment.</p> <p>In the area of special education, Constellation Schools: Puritas Community Elementary has made strides in developing IEPs for its students, but there are several areas that would benefit from further attention to enhance the educational experience. Documenting interventions for children performing below grade-level standards including more focused strategies could help address these concerns. The ETR would benefit from clear summaries of assessment results and a more succinct description of each child's educational needs. Additionally, providing more detailed present levels of performance, along with measurable annual goals, would help ensure more targeted instruction and better tracking of progress. There is also an opportunity to strengthen the IEPs by identifying support for school personnel and ensuring that progress data collection is consistent and aligned with goal measurement.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 |

| 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 |

| 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 |

| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Constellation Schools: Stockyard Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 143487 | 5 Years | 07/01/2020 | 06/30/2025 | K-6 |
| Address | 3200 W 65 th St. Cleveland, OH 44102 | | | |
| Contact | Phone: (216) 651-5143 | | Fax: (216) 651-9515 | |
| Website | https://constellationschools.com/locations/stockyard/ | | | |
| Leadership | Stephanie Eafford, 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 life long success. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 47.93 | 58 | K | 17 |
| Male | 52.07 | 63 | 1 | 19 |
| Race/Ethnicity | % | # | 2 | 17 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 20 |
| Asian/Pacific Islander | 0 | 0 | 4 | 15 |
| Black, Non-Hispanic | 24.79 | 30 | 5 | 18 |
| Hispanic | 46.28 | 56 | 6 | 15 |
| Multiracial | 4.96 | 6 | 7 | X |
| White, Non-Hispanic | 23.97 | 29 | 8 | |
| Historically Underserved | % | # | 9 | |
| Economically Disadvantaged | 100 | 121 | 10 | |
| English Learner | 16.53 | 20 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 9.92 | 12 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Falls Below Standard | | | |
| Performance Index | Approaches Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Exceeds Standard | Meets Standard | | | |
| Gap Closing Component | Meets Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Approaches Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Meets Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Falls Below Standard | Falls Below Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Approaches Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Exceeds Standard | Approaches Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Schools: Stockyard Community Elementary’s compliance rate is 55%</p> <p>Constellation Schools: Stockyard Community Elementary earned a one-year exemption from a documentation verification review due to having a score of 83% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Constellation Schools: Stockyard Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Stockyard Community Elementary was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>The principal at Constellation Schools: Stockyard Community Elementary demonstrated strong instructional leadership by requiring all teachers to consistently implement the "Do What Because" (DWB) writing model in their daily lessons, establishing a uniform approach to writing instruction across the school. Additionally, the principal introduced regular academic scrimmages as a test preparation strategy, during which teachers tracked and posted student progress on a data wall. This approach promoted accountability and provided a clear visual representation of student growth, helping both teachers and students remain focused on their academic goals.</p> <p>In the area of special education, Constellation Schools: Stockyard Community Elementary demonstrates strong commitment to supporting students by providing targeted interventions for any child performing below grade-level standards. Parents and guardians are actively involved in the Evaluation Team Report (ETR) planning meetings, ensuring informed parental consent and collaboration. A qualified team of professionals, including the child's parent, collectively determines whether a child meets the criteria for a disability. The Individualized Education Program (IEP) includes annual goals that address both academic and functional areas of need, along with clearly defined specially designed instruction and related services, specifying their location, frequency, and duration. The IEP further identifies assistive technology, accommodations, and supports for school personnel to ensure the child's progress within the general education curriculum. Additionally, revisions to the IEP are data-driven, reflecting any changes in student needs or abilities, and include an explanation of the extent to which the child will not participate with nondisabled peers in the general education setting.</p> |
| Areas for Improvement | <p>To ensure greater success in the scrimmages for students in grades 3-6, it would be beneficial for Constellation Schools: Stockyard Community Elementary to place more emphasis on preparing students in the K-2 grades. Building foundational skills early on will better equip students with the academic competencies needed for the scrimmages. This could involve introducing key concepts and test-taking strategies in the early grades, fostering a smoother transition as students progress to the upper elementary grades. By aligning early grade instruction with the expectations of the scrimmages, the school can help students develop a stronger foundation and increase their readiness for the more rigorous assessments in later grades.</p> <p>In the area of special education, Constellation Schools: Stockyard Community Elementary has several opportunities for growth to enhance its processes and documentation. Strengthening procedures to ensure written, informed parental consent is obtained prior to evaluations will support greater collaboration. Enhancing the Evaluation Team Report (ETR) by clearly addressing all areas related to suspected disabilities, summarizing assessment results, and providing a succinct description of educational needs will contribute to a more comprehensive evaluation process. Clarifying eligibility determination decisions and providing detailed present levels of performance will support the development of measurable and targeted annual goals. Additionally, specifying specially designed instruction and ensuring consistent, data-driven progress monitoring will further enhance the effectiveness of individualized plans and student outcome.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Constellation Schools: Westpark Community Elementary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|-----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 132993 | 13 Years | 07/01/2012 | 06/30/2025 | K-4 | |
| Address | 16210 Lorain Ave. Cleveland, OH 44411 | | | | |
| Contact | Phone: (216) 688-0271 | | Fax: (216) 688-0273 | | |
| Website | https://constellationschools.com/locations/westpark/ | | | | |
| Leadership | Jean Rizi – Principal | | | | |
| Governing Authority | Thomas Bonner, Charles Ledger, Donna Stelter, Bogusia Chmielewski, Rodney Spencer | | | | |
| Mission Statement | <i>Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 55.2 | 117 | K | 38 | |
| Male | 44.8 | 95 | 1 | 41 | |
| Race/Ethnicity | % | # | 2 | 43 | |
| American Indian/Alaskan Native | 0 | 0 | 3 | 47 | |
| Asian/Pacific Islander | 0.94 | 2 | 4 | 43 | |
| Black, Non-Hispanic | 23.11 | 49 | 5 | X | |
| Hispanic | 30.66 | 65 | 6 | | |
| Multiracial | 9.0 | 19 | 7 | | |
| White, Non-Hispanic | 36.32 | 77 | 8 | | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 98.58 | 209 | 10 | | |
| English Learner | 4.7 | 10 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 15.09 | 32 | Total | | 212 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Exceeds Standard | Exceeds Standard | | | |
| Achievement Component | Exceeds Standard | Meets Standard | | | |
| Performance Index | Exceeds Standard | Meets Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | Exceeds Standard | Exceeds Standard | | | |
| Gap Closing Component | Exceeds Standard | Meets Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Approaches Standard | | | |
| Proficiency in 3rd Grade | Approaches Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | Meets Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Meets Standard | Meets Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Falls Below Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Approaches Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Falls Below Standard | Falls Below Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Approaches Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Exceeds Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Constellation Schools: Westpark Community Elementary’s compliance rate is 52%</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Constellation Schools: Westpark Community Elementary had 78% of their documentation verified.</p> |
| Legal | Constellation Schools: Westpark Community Elementary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Constellation Schools: Westpark Community Elementary was not placed on corrective action during the 2024 – 2025 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Constellation Schools: Westpark Community Elementary has established a strong system of support for literacy, utilizing tools such as Wonders, i-Ready, and IXL to guide instruction. The school monitors student progress through an electronic data wall and holds monthly Title I meetings along with regular grade-level discussions to ensure interventions are adjusted as needed. This structured and responsive approach supports literacy development across all grade levels and ensures instruction remains aligned with student needs.</p> <p>In the area of special education, Constellation Schools: Westpark Community Elementary implemented appropriate interventions for students performing below grade-level standards to address academic concerns early. Parents and guardians were given the opportunity to participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed consent and collaboration. A team of qualified professionals, along with the parent, made eligibility determinations based on a thorough review of data and provided clear justifications for those decisions. The IEP includes annual goals that address both academic and functional needs of the child. Specially designed instruction and related services are clearly documented, including their location, frequency, and duration. The IEP also outlines accommodations to support access to the general education curriculum, includes a qualified team, and explains the child’s participation with nondisabled peers.</p> |
| Areas for Improvement | <p>To build on the strong literacy supports already in place, Constellation Schools: Westpark Community Elementary may benefit from more intentional leadership visibility during academic data discussions. Increased involvement from the principal in grade-level data meetings could strengthen instructional alignment and reinforce the importance of using data to drive instructional decisions. This added layer of collaboration would help sustain the school’s data-driven approach year over year, maintaining momentum and reinforcing a shared vision for student success.</p> <p>In the area of special education, Constellation Schools: Westpark Community Elementary areas for growth were identified in ensuring written, informed parental consent is consistently obtained prior to evaluations. Future evaluations can be strengthened by addressing all areas related to the suspected disability and clearly summarizing assessment results and educational needs. Enhancing the detail in present levels of performance will support the development of more targeted and measurable annual goals. Clarifying the provision of specially designed instruction, modifications, and supports for school personnel in the IEP will further align services with student needs. Improving the consistency and completeness of progress monitoring and reporting will ensure that data accurately reflect the student's progress toward annual goals.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Emerson Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000577 | 6 Years | 07/01/2020 | 06/30/2026 | K-8 |
| Address | 501 Hickory St. Dayton, OH 45410 | | | |
| Contact | Phone: (937) 223-2889 | | Fax: (937) 660-6386 | |
| Website | https://www.nhaschools.com/schools/Emerson-Academy/en | | | |
| Leadership | Nia Hogue, Principal | | | |
| Governing Authority | Donna Hess, Peter Cindric, Bruce LaForse, Keturah Bailey, Julie Thompson, Sheri Aldridge, Ericka LaForse | | | |
| Mission Statement | <i>At Emerson Academy, we are committed to fostering academic excellence by providing strong coaching to both our educators and students. We empower students to take ownership of their education, preparing them for success in college and beyond. Through data-driven instruction, we ensure continuous growth and achievement for every learner. We prioritize building meaningful relationships within our school community, creating a supportive environment where students, staff, and families work collaboratively toward shared goals. Together, we are dedicated to shaping confident, capable, and college-ready individuals.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 52 | 345 | K | 66 |
| Male | 48 | 318 | 1 | 82 |
| Race/Ethnicity | % | # | 2 | 80 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 74 |
| Asian/Pacific Islander | 0 | 0 | 4 | 67 |
| Black, Non-Hispanic | 59 | 388 | 5 | 67 |
| Hispanic | 4 | 24 | 6 | 85 |
| Multiracial | 22 | 149 | 7 | 71 |
| White, Non-Hispanic | 15 | 102 | 8 | 71 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 82 | 544 | 10 | |
| English Learner | 2 | 15 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 19 | 127 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Exceeds Standard | Meets Standard | | | |
| Gap Closing Component | Meets Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | N/A | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Falls Below Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Meets Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Exceeds Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Falls Below Standard | Meets Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | N/A | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Emerson Academy’s compliance rate is 64%.</p> <p>Emerson Academy earned a one-year exemption from a documentation verification review due to having a score of 73% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Emerson Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Emerson Academy was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024–25 school year, Emerson Academy demonstrated several areas of strength. The school made commendable progress in reducing chronic absenteeism through the strategic allocation of resources and the implementation of proactive support systems. Staff effectively tracked attendance and engaged families to address barriers to consistent student presence.</p> <p>There was also a notable reduction in student discipline incidents, due to the consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices as alternatives to out-of-school suspension. The school’s emphasis on fostering a positive school climate has contributed significantly to behavioral improvements.</p> <p>In addition, Emerson Academy strengthened its partnerships with families by forming a parent-teacher committee that played a key role in organizing school-based family engagement events. The school also expanded its presence in the broader community by attending neighborhood meetings and collaborating with local residents, governing authority members, and community organizations.</p> <p>In the area of special education, Emerson Academy demonstrates a strong commitment to supporting students by providing interventions for any child performing below grade-level standards. Parents and guardians are actively involved in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent before any evaluation takes place. Evaluations are comprehensive, addressing all areas related to a suspected disability, with clear summaries of assessment results included in the ETR. A qualified team of professionals, along with the parent, collaborates to determine whether a child qualifies as having a disability. Individualized Education Programs (IEPs) establish annual goals targeting academic areas of need, along with specially designed instruction and related services that specify the location, duration, and frequency of support. Additionally, IEPs incorporate assistive technology and accommodations that enable students to fully engage in and make progress within the general education curriculum.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Emerson Academy has identified key opportunities for growth that may contribute to sustained, continuous improvement.</p> <p>To increase academic achievement, the school is encouraged to establish a cohesive, schoolwide focus on learning and high-quality instruction. This includes refining the use of Teacher-Based Teams (TBTs) and the Building Leadership Team (BLT) to ensure data-rich discussions and actionable instructional planning. Implementing a clear framework with guiding questions can help facilitate meaningful dialogue centered on student achievement.</p> <p>The administrative team is also encouraged to review and strengthen the school's Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) framework. Priority should be placed on ongoing professional development for staff, with a focus on analyzing and interpreting assessment data and using it to guide evidence-based, responsive instructional decisions.</p> <p>To support continued academic progress—particularly in reading and math—the principal is encouraged to provide targeted, ongoing coaching to deans, with special attention to those who are newly hired. Building their capacity in effective instructional coaching practices will be essential to ensuring consistent instructional quality across classrooms.</p> <p>In the area of special education, Emerson Academy is dedicated to continuous improvement and has opportunities to enhance its special education processes to better support students. Clarifying and streamlining the description of educational needs in the Evaluation Team Report (ETR) will provide a stronger foundation for individualized planning, along with a clear justification for eligibility determinations. Strengthening the transition plan by ensuring all federal elements are addressed will better prepare students for post-school success. Refining the present levels of performance to offer a more detailed and targeted summary will support the development of measurable annual goals, and ensuring goals are explicitly measurable will enhance progress monitoring. Additionally, improving data collection and progress reporting, providing a rationale for alternate assessments, and clarifying the extent of participation in general education settings will help create more comprehensive and effective Individualized Education Programs (IEPs) for students.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 |

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Heir Force Community School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000613 | 6 Years | 07/01/2020 | 06/30/2026 | K-8 |
| Address | 150 W Grand Ave. Lima, OH 45801; and 2000 N Cole St. Lima, OH 45801 (annex) | | | |
| Contact | Phone: (419) 228-9241 | | Fax: (419) 228-1555 | |
| Website | https://heirforcecs.com/ | | | |
| Leadership | Willie Heggins, PhD, Executive Director | | | |
| Governing Authority | Tara Shepherd, Everett “Butch” Kirk, Elaine Luchini, Dr. Derry Glenn, Dr. Wilfred Ellis | | | |
| Mission Statement | <i>The mission of Heir Force Community School is to provide ability-centered education that prepares children to excel academically and socially. This mission will be accomplished through a strong educational program based on a structured curriculum supported by discipline and mutual respect. The commitment of the family, school, and community will be utilized to achieve these goals and empower students to succeed.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 45% | 92 | K | 15 |
| Male | 55% | 111 | 1 | 22 |
| Race/Ethnicity | % | # | 2 | 24 |
| American Indian/Alaskan Native | 0% | 0 | 3 | 27 |
| Asian/Pacific Islander | 1% | 2 | 4 | 19 |
| Black, Non-Hispanic | 56% | 113 | 5 | 21 |
| Hispanic | 2% | 4 | 6 | 32 |
| Multiracial | 20% | 41 | 7 | 25 |
| White, Non-Hispanic | 21% | 43 | 8 | 18 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 92% | 186 | 10 | |
| English Learner | 0% | 0 | 11 | |
| Migrant | 0% | 0 | 12 | |
| Students with Disabilities | 14% | 28 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | Approaches Standard | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | N/A | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Falls Below Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Falls Below Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading or Math | Falls Below Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Meets Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Meets Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Meets Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Heir Force Community School's compliance rate is 45%,</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Heir Force Community School had 78% of their documentation verified.</p> |
| Legal | Heir Force Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Heir Force Community School was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Throughout the 2024–2025 school year, Heir Force Community School has demonstrated resilience, innovation, and a strong commitment to student success. Despite the challenges of moving into a new building, the school transitioned smoothly and leveraged a new partnership with the YMCA to enhance student programming and community involvement. Teachers deliver engaging, hands-on lessons that spark enthusiasm and active participation among students, while community partnerships and real-life learning experiences enrich the academic experience. Heir Force has prioritized safety and compliance through ongoing staff training and professional development, ensuring a secure environment for all. A proactive approach to improving attendance—including monthly incentives and a high-stakes reward—has helped encourage consistency and student engagement. Heir Force's inclusive spirit is also reflected in the development of a new playground for the broader community and the active involvement of a dedicated board, whose presence and support reinforce a shared commitment to continuous improvement and student-centered growth.</p> <p>In the area of special education, Heir Force Community School demonstrates several strengths in its approach to supporting students with disabilities. Parents and guardians were given the opportunity to actively participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent was obtained prior to the evaluation process. The ETR clearly outlines the summary of assessment results, and decisions regarding the child's eligibility were made by a team of qualified professionals, including the parent. The Individualized Education Program (IEP) addresses the child's academic and functional areas of need through well-defined annual goals. Additionally, the IEP includes a statement of specially designed instruction and related services, specifying where these services will be provided. Accommodations and supports for school personnel are also identified to help the child engage with and make progress in the general education curriculum, and the IEP meeting involved a team of qualified individuals to ensure comprehensive planning.</p> |
| Areas for Improvement | <p>While Heir Force Community School has made commendable progress this year, there are still opportunities for growth. As the school settles into its new facilities, continued focus on developing consistent routines and structures will help maintain a strong foundation for both staff and students. Strengthening academic data analysis practices could further support targeted instruction and ensure that all students are progressing toward grade-level expectations. Additionally, while community partnerships are a clear strength, expanding family engagement—particularly in academic planning and student learning—could foster deeper collaboration and support at home. Finally, as the school continues to grow, refining internal communication systems may help streamline operations and ensure that staff remain aligned and informed.</p> <p>In the area of special education, Heir Force Community School can enhance support for students by providing interventions for those below grade-level standards and ensuring evaluations address all areas of suspected disability with clear justifications for eligibility decisions. Strengthening present levels of performance and developing measurable annual goals will improve IEP effectiveness. Additionally, clearly specifying the provision, frequency, and duration of specially designed instruction and related services, along with detailed descriptions of modifications, will enhance clarity. Improving data collection and progress reporting, as well as explaining the extent of participation with nondisabled peers, will further support student progress.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Cincinnati

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000804 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 1055 Laidlaw Ave. Cincinnati, OH 45237 | | | |
| Contact | Phone: (513) 242-0099 | | Fax: (513) 275-4597 | |
| Website | www.horizoncincy.org | | | |
| Leadership | Abdurrahman Akkurek- Principal Scott Gates - Principal | | | |
| Governing Authority | Dr. Savas Kaya, Dr. Aysegul King, Yunus Sahinkaya, David Ditmars, Dr. Zekeriya Karatas | | | |
| Mission Statement | <i>We foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high school, college, and the world.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 43 | 89 | K | 11 |
| Male | 57 | 110 | 1 | 24 |
| Race/Ethnicity | % | # | 2 | 15 |
| American Indian/Alaskan Native | 0.5 | 1 | 3 | 31 |
| Asian/Pacific Islander | 0.5 | 1 | 4 | 20 |
| Black, Non-Hispanic | 87.5 | 174 | 5 | 22 |
| Hispanic | 4 | 8 | 6 | 24 |
| Multiracial | 7 | 14 | 7 | 28 |
| White, Non-Hispanic | 0.5 | 1 | 8 | 24 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 205 | 10 | |
| English Learner | 2 | 4 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 24 | 48 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2024-2025 | | | | |
|---|----------------------|--|--|--|--|
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Approaches Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Falls Below Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Approaches Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Falls Below Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Meets Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy - Cincinnati's compliance rate is 62%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Horizon Science Academy - Cincinnati had 79% of their documentation verified.</p> |
| Legal | Horizon Science Academy - Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy - Cincinnati was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024–25 school year, Horizon Science Academy - Cincinnati demonstrated several key areas of strength.</p> <p>The staff exhibited remarkable resilience throughout the year. Despite operating with a reduced teaching staff, educators remained committed to delivering high-quality instruction and maintaining a supportive, student-centered environment. Their adaptability and perseverance under challenging circumstances ensured continued progress toward the school's mission.</p> <p>Academic growth data in mathematics showed notable improvement compared to the previous year. These gains reflect the effectiveness of instructional practices, the impact of targeted interventions, and the collaborative efforts of educators across the building.</p> <p>Additionally, the school experienced a reduction in student disciplinary incidents and out-of-school suspensions. This positive trend highlights the school's emphasis on proactive and restorative approaches to student behavior, supported by the implementation of PBIS and other schoolwide behavioral initiatives.</p> <p>In the area of special education, Horizon Science Academy - Cincinnati demonstrates strengths in its commitment to inclusive and compliant special education practices. Parents and guardians are actively involved in the ETR planning meeting, ensuring informed parental consent is obtained before evaluations. A qualified team, including parents, collaboratively determines a child's eligibility for special education services. The IEP outlines annual goals addressing both academic and functional needs, with clear statements of specially designed instruction, including location, time, and frequency of services. Accommodations, modifications, and supports for school personnel are identified to help the child succeed in the general education curriculum. Additionally, instructional data is collected for each measurable goal, with evidence that progress data aligns with the stated measurement criteria.</p> |
| Areas for Improvement | <p>Horizon Science Academy - Cincinnati has identified key opportunities for growth that can support ongoing continuous improvement.</p> <p>While progress has been made, continued emphasis should be placed on improving student achievement and growth metrics, particularly in English Language Arts. The administrative team is encouraged to maintain a strong focus on data-driven instruction and to expand professional development opportunities as core strategies for academic improvement.</p> <p>In addition, addressing chronic absenteeism should remain a top priority. The school is encouraged to implement a comprehensive action plan aimed at strengthening attendance tracking, improving communication with families, and providing tiered supports to help address barriers to regular school attendance.</p> <p>In the area of special education, Horizon Science Academy - Cincinnati has opportunities for growth in enhancing its evaluation and intervention processes to better support students. Strengthening early intervention strategies for students performing below grade level will help address concerns proactively. Providing clearer, more comprehensive summaries of assessment results and educational needs in the ETR will improve the decision-making process for eligibility determination. Refining present levels of performance to include detailed, targeted data will support the development of measurable annual goals. Additionally, ensuring that annual goals are clearly measurable and that specially designed instruction is explicitly identified in the IEP will enhance the effectiveness of individualized student support.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Cleveland

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 133629 | 13 Years | 07/01/2012 | 06/30/2025 | 9-12 | |
| Address | 6000 S Marginal Rd. Cleveland, OH 44103 | | | | |
| Contact | Phone: (216) 432-3660 | | Fax: (216) 432-3670 | | |
| Website | http://www.hsas.org/ | | | | |
| Leadership | Megan McKinley-Nagelski - Principal | | | | |
| Governing Authority | Donald Malloy, Mustafa Arslan, Robert Hasan, Abdullah Kayretli, Marie Bonila | | | | |
| Mission Statement | <i>We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 47 | 132 | K | X | |
| Male | 53 | 149 | 1 | | |
| Race/Ethnicity | % | # | | | |
| American Indian/Alaskan Native | 0 | 0 | 2 | | |
| Asian/Pacific Islander | 0 | 0 | 3 | | |
| Black, Non-Hispanic | 90.5 | 254 | 4 | | |
| Hispanic | 3.5 | 10 | 5 | | |
| Multiracial | 3 | 8 | 6 | | |
| White, Non-Hispanic | 3 | 9 | 7 | | |
| Historically Underserved | % | # | | | |
| Economically Disadvantaged | 100 | 281 | 8 | | 78 |
| English Learner | 0 | 0 | 9 | | 96 |
| Migrant | 0 | 0 | 10 | 61 | |
| Students with Disabilities | 17.7 | 50 | 11 | 46 | |
| | | | 12 | 46 | |
| | | | Total | 281 | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Meets Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Exceeds Standard | | | |
| Gap Closing Component | Meets Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Approaches Standard | Meets Standard | | | |
| 4-Year Graduation Rate | Approaches Standard | Approaches Standard | | | |
| 5-Year Graduation Rate | Meets Standard | Exceeds Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | Meets Standard | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | N/A | N/A | | | |
| Nationally-Normed Assessment Achievement K-8 Math | N/A | N/A | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Approaches Standard | Falls Below Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Approaches Standard | N/A | | | |
| 9-12 EOC American US Government | Meets Standard | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Exceeds Standard | N/A | | | |
| Nationally-Normed Assessment Growth K-12 Math | Exceeds Standard | N/A | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Exceeds Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Exceeds Standard | Exceeds Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | N/A | N/A | | | |
| Out of School Suspension 4-8 | N/A | N/A | | | |
| Out of School Suspension 9-12 | Falls Below Standard | Meets Standard | | | |
| Mission Specific | Meets Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy - Cleveland's compliance rate is 54.55%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Horizon Science Academy - Cleveland had 69 % of their documentation verified.</p> |
| Legal | Horizon Science Academy - Cleveland was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy - Cleveland was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Horizon Science Academy – Cleveland demonstrated strong progress during the 2024–25 school year, particularly in academic growth. The school expanded tutoring and intervention support, giving students increased access to individualized assistance. Teachers used assessment data from Common Lit, Restart Readiness Benchmark testing, and i-Ready to guide instruction, identify needs, and implement timely interventions. These efforts led to measurable improvements, especially in core subjects. The school also fostered a culture of collaboration among staff, with regular data meetings and planning time to align strategies and ensure instructional coherence across classrooms. During site visits, strong classroom culture was noted, with teachers creating positive environments where students were engaged and supported, contributing to a productive learning atmosphere. This progress was supported by a positive shift in school climate, with staff building strong relationships with students and maintaining a safe, respectful environment. Beyond academics, Horizon Science Academy – Cleveland prepares students for future success through college and career events such as an HBCU trip, alumni panel, and a college and career fair. These initiatives inspire students to explore diverse educational and career pathways. Overall improvement in classroom culture, instructional quality, and student opportunities stood out as key strengths of the year.</p> <p>In the area of special education, Horizon Science Academy - Cleveland effectively implements interventions to address concerns for children performing below grade-level standards, ensuring that all evaluations are comprehensive and focused on suspected disabilities. Parents and guardians are actively involved in the Evaluation Team Report (ETR) planning meetings, with informed parental consent obtained prior to evaluations. The ETR clearly summarizes assessment results and includes a justification for the eligibility determination made by a qualified team alongside the child's parent. Annual goals in the Individualized Education Program (IEP) are tailored to the child's specific functional needs, supported by specially designed instruction and related services that detail the required time and frequency. Additionally, the IEP identifies necessary assistive technology and accommodations to facilitate the child's engagement and progress within the general education curriculum. Overall, the collaborative approach of qualified professionals and parents ensures that each child's educational needs are met effectively.</p> |

School Performance Summary

Areas for Improvement

As the school plans for the 2025–26 school year, a key area of focus is the continued development of its Positive Behavioral Interventions and Supports framework. While academic and classroom-level routines have improved, there is a need to further strengthen school-wide systems that promote positive behavior and social-emotional learning. The school plans to introduce structured advisory groups to provide students with consistent mentorship, relationship-building opportunities, and reinforcement of school expectations in a small-group setting. Additionally, improving student attendance remains a priority. High rates of chronic absenteeism continue to impact consistency in learning and student engagement. To address this, the school intends to implement enhanced outreach to families, develop partnerships to remove attendance barriers, and launch student-centered incentives that encourage daily attendance. Strengthening these systems will help ensure a more cohesive and supportive school experience for all students, building on the academic gains already achieved.

In the area of special education, Horizon Science Academy - Cleveland has several areas for improvement that present valuable opportunities for enhancing the educational support for the child. First, the ETR could benefit from a clear and succinct description of the child’s educational needs, which would guide more targeted interventions. Additionally, ensuring that the transition plan in the IEP aligns with all required federal elements will strengthen future planning and support. Providing measurable annual goals that specifically address the child’s academic needs will further enhance goal-setting and tracking progress. By clearly specifying the provision of specially designed instruction and the settings in which these services will be delivered, the IEP can better support the child's engagement and growth in their educational environment. With these adjustments, the educational team can create a more cohesive and effective plan to foster the child's success.

Prospects for Renewal

Probable

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Cleveland Middle School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000858 | 4 Years | 07/01/2024 | 06/30/2028 | 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, Principal | | | |
| Governing Authority | Donald Malloy, Robert Hasan, Marie Bonila, Abdullah Kayretli, Mustafa Arslan | | | |
| Mission Statement | We foster an environment of inquiry and a love of learning so students are prepared to thrive in STEM-focused high school, college, and the world. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 51 | 131 | K | 27 |
| Male | 49 | 130 | 1 | 23 |
| Race/Ethnicity | % | # | 2 | 31 |
| American Indian/Alaskan Native | 1 | 2 | 3 | 20 |
| Asian/Pacific Islander | 0 | 1 | 4 | 26 |
| Black, Non-Hispanic | 91 | 240 | 5 | 28 |
| Hispanic | 2 | 4 | 6 | 42 |
| Multiracial | 5 | 12 | 7 | 28 |
| White, Non-Hispanic | 1 | 2 | 8 | 36 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 261 | 10 | |
| English Learner | 0 | 0 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 13 | 35 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2024-2025 | | | | |
|---|----------------------|--|--|--|--|
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Exceeds Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Approaches Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|---------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Exceeds Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Approaches Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Meets Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Meets Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy - Cleveland Middle School's compliance rate is 57%.</p> <p>Horizon Science Academy - Cleveland Middle School earned a one-year exemption from a documentation verification review due to having a score of 90% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Horizon Science Academy - Cleveland Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy - Cleveland Middle School was not placed on corrective action during the 2024 – 2025 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Horizon Science Academy – Cleveland Middle School continues to show growth in both school culture and instructional practice. The school's commitment to Positive Behavioral Interventions and Supports was recognized with a Silver Recognition award, reflecting a strong, school-wide approach to promoting positive behavior and a supportive learning environment. As a result, the school has seen a noticeable decrease in out-of-school suspensions and an increase in student engagement. Staff collaboration remains a key strength, with teams working closely to analyze data, share strategies, and adjust instruction based on student needs. This data-driven approach has helped ensure more targeted interventions and academic support. Together, these efforts have fostered a culture of continuous improvement and a strong sense of shared responsibility for student success.</p> <p>In the area of special education, Horizon Science Academy - Cleveland Middle School ensures a thorough and inclusive process for supporting students with disabilities. Parents are actively involved in the ETR planning process, providing informed consent before evaluations. A qualified team, including the parent, determines eligibility and develops an IEP that addresses both academic and functional needs. The IEP includes present levels of performance, annual goals, and specially designed instruction with clear details on services, location, time, and frequency. Accommodations and modifications are identified to support student progress in the general education curriculum. The school remains committed to collaboration and individualized support to promote student success.</p> |
| Areas for Improvement | <p>An area of growth for Horizon Science Academy – Cleveland Middle School is improving overall student academic growth and achievement. While progress has been made, assessment data shows that many students are still striving to meet grade-level expectations. Continued focus on strengthening core instruction, using data to guide targeted interventions, and expanding enrichment opportunities will be essential to accelerating learning. Additionally, the school is working to improve how new students are acclimated to routines and expectations. With a more transient student population, enhancing onboarding procedures will help ensure new students transition smoothly into the school community without disrupting the learning environment. Addressing both of these areas will support a more consistent and successful academic experience for all students.</p> <p>In the area of special education, Horizon Science Academy - Cleveland Middle School is dedicated to continuous improvement in supporting students with disabilities. Strengthening intervention strategies for students performing below grade level will ensure all learners receive the necessary support before an evaluation. Enhancing the clarity and comprehensiveness of the ETR, including assessment summaries, educational needs, and eligibility justifications, will lead to more effective student planning. Improving the transition plan's compliance with consistent progress monitoring will better track student success. Additionally, providing a clear explanation of student participation in general education will further align IEPs with best practices for inclusivity and support.</p> |
| 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 sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|-----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 133660 | 13 Years | 07/01/2012 | 06/30/2025 | 9-12 | |
| Address | 1070 Morse Rd. Columbus, OH 43229 & 3592 Corporate Dr., Columbus, OH 43231 | | | | |
| Contact | Phone: (614) 846-7616 | | Fax: (614) 846-7696 | | |
| Website | http://hs.horizoncolumbus.org/ | | | | |
| Leadership | Mr. Ugur Zengince – Principal, Westerville Campus Scott Hawley – Principal, Morse Road Campus | | | | |
| Governing Authority | Michael Pratt, David Ditmars, Isa Kuyuldar, Sumaya Yusuf Mohamad, Esen Momunkulov | | | | |
| Mission Statement | <i>We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 46.5 | 305 | K | X | |
| Male | 53.5 | 351 | 1 | | |
| Race/Ethnicity | % | # | 2 | | |
| American Indian/Alaskan Native | 0 | 0 | 3 | | |
| Asian/Pacific Islander | 1.2 | 8 | 4 | | |
| Black, Non-Hispanic | 84.1 | 552 | 5 | | |
| Hispanic | 9.5 | 62 | 6 | | |
| Multiracial | 2.9 | 19 | 7 | | |
| White, Non-Hispanic | 2.3 | 15 | 8 | | |
| Historically Underserved | % | # | 9 | | 190 |
| Economically Disadvantaged | 100 | 656 | 10 | | 164 |
| English Learner | 23.9 | 157 | 11 | | 167 |
| Migrant | 0 | 0 | 12 | 135 | |
| Students with Disabilities | 6.7 | 44 | Total | 656 | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|---------------------|--|--|--|
| Overall Rating | Exceeds Standard | Exceeds Standard | | | |
| Achievement Component | Approaches Standard | Meets Standard | | | |
| Performance Index | Approaches Standard | Meets Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Exceeds Standard | Exceeds Standard | | | |
| Gap Closing Component | Exceeds Standard | Exceeds Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Exceeds Standard | Exceeds Standard | | | |
| 4-Year Graduation Rate | Exceeds Standard | Exceeds Standard | | | |
| 5-Year Graduation Rate | Exceeds Standard | Exceeds Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | Exceeds Standard | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | N/A | N/A | | | |
| Nationally-Normed Assessment Achievement K-8 Math | N/A | N/A | | | |
| 9-12 EOC Algebra I | Meets Standard | Meets Standard | | | |
| 9-12 EOC Biology | Approaches Standard | N/A | | | |
| 9-12 EOC ELA II | Meets Standard | Meets Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Meets Standard | N/A | | | |
| 9-12 EOC American US Government | Exceeds Standard | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|---------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Approaches Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Meets Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | N/A | N/A | | | |
| Out of School Suspension 4-8 | N/A | N/A | | | |
| Out of School Suspension 9-12 | Meets Standard | Falls Below Standard | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy Columbus High School’s compliance rate is 64%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Horizon Science Academy Columbus High School had 73 % of their documentation verified.</p> |
| Legal | Horizon Science Academy Columbus High School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy Columbus High School was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>During the 2024–25 school year, Horizon Science Academy Columbus High School demonstrated several notable areas of strength.</p> <p>The school saw a reduction in chronic absenteeism, largely due to the successful implementation of the “Attendance Door Knocks” initiative. By increasing direct engagement with families, this approach reinforced the importance of regular attendance and helped build stronger home-school connections.</p> <p>Parent engagement and staff participation in school events also increased significantly. Families became more involved in school activities, while staff took active roles in planning and leading events—strengthening the sense of community and support across the school.</p> <p>In recognition of its commitment to innovative, interdisciplinary learning, the school was awarded the prestigious STEAM (Science, Technology, Engineering, Arts, and Mathematics) designation by the Ohio Department of Education and Workforce. This distinction affirms the school’s efforts to provide students with rigorous and future-focused educational experiences.</p> <p>Academic performance also showed measurable improvement, including gains in the school’s performance index. These outcomes reflect the collaborative efforts of teachers, support staff, and students in pursuing high academic standards and continuous growth.</p> <p>In the area of special education, Horizon Science Academy Columbus High School effectively addressed the needs of children performing below grade-level standards by implementing targeted interventions. Parents and guardians were actively involved in the Evaluation Team Report (ETR) planning process, ensuring informed consent and collaboration. The evaluation process comprehensively addressed all areas related to the suspected disability, with results clearly summarized in the ETR. A team of qualified professionals, alongside the child’s parent, determined eligibility based on thorough assessment data and provided a clear justification for their decision. The Individualized Education Program (IEP) included detailed statements of specially designed instruction, specifying the location, duration, and frequency of services. Additionally, the IEP outlined necessary accommodations, modifications, and support for school personnel to help the child successfully participate in and make progress within the general education curriculum.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Horizon Science Academy Columbus High School has identified key opportunities for growth that can support ongoing continuous improvement.</p> <p>While progress has been made in the implementation of the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI), continued refinement is encouraged. Staff should prioritize the consistent use of data to identify appropriate interventions and monitor student progress with greater fidelity. The administrative team may consider providing ongoing coaching and professional development for staff responsible for delivering Tier 1 and Tier 2 supports. Strengthening capacity in these areas will help ensure interventions are both effective and aligned with student needs.</p> <p>Additionally, the school experienced an increase in student discipline incidents and out-of-school suspensions compared to the previous year. The administrative team is encouraged to analyze behavioral data to identify trends and root causes. Continued coaching for teachers, along with targeted professional development in Positive Behavioral Interventions and Supports (PBIS) and classroom management strategies, will be essential to addressing these challenges and fostering a more positive school climate.</p> <p>In the area of special education, Horizon Science Academy Columbus High School's ETR and IEP process demonstrates a strong foundation, and there are clear opportunities for further refinement. Enhancing the ETR with a more concise description of educational needs will strengthen its clarity and support targeted interventions. Improving the transition plan to align with all eight federal elements ensures comprehensive planning for the child's future success. Additionally, refining the present levels of performance and annual goals to be measurable and aligned with identified academic and functional needs will better support progress monitoring. By ensuring consistent data collection, detailed progress reporting, and a clear explanation of the child's participation in general education, the IEP will become a more robust tool for supporting each student's individual growth and success.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 |

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

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

| | |
|---|-----|
| 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 |

Previous Non-Academic Performance

| Mission Specific | |
|---------------------|-----|
| 2021-2022 | Met |
| 2020-2021 | Met |
| 2019-2020 | Met |
| 2018-2019 | Met |
| Parent Satisfaction | |
| 2021-202 | Met |
| 2020-2021 | Met |
| 2019-2020 | Met |
| 2018-2019 | Met |
| Student Discipline | |
| Grades K-3 | |
| 2021-2022 | N/A |
| 2020-2021 | N/A |
| 2019-2020 | N/A |
| 2018-2019 | N/A |
| Grades 4-8 | |
| 2021-2022 | N/A |
| 2020-2021 | N/A |
| 2019-2020 | N/A |
| 2018-2019 | N/A |
| Grades 9-12 | |
| 2021-2022 | Met |
| 2020-2021 | Met |
| 2019-2020 | Met |
| 2018-2019 | N/A |

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

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Dayton

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|-----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 000808 | 3 Years | 07/01/2024 | 06/30/2027 | K-5 | |
| Address | 4751 Sue Ann Blvd. Dayton, OH 45414 | | | | |
| Contact | Phone: (937) 277-1177 | | Fax: (937) 277-3090 | | |
| Website | http://es.horizondayton.org/ | | | | |
| Leadership | Dr. Alyse Pennington | | | | |
| Governing Authority | Dr. Savas Kaya, Dr. Aysegul King, Dr. Zekeriya Karatas, David Ditmars, Yunus Sahinkaya | | | | |
| Mission Statement | The Mission of our school is to provide a safe and enriching learning environment where the whole student is nurtured and developed. Our teachers and administrators pledge to support the academic and emotional wellbeing of each and every student. Students will leave our school prepared with skills and knowledge that will give them advantages throughout their future educational and life experiences. | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 49 | 88 | K | 29 | |
| Male | 51 | 90 | 1 | 22 | |
| Race/Ethnicity | % | # | 2 | 44 | |
| American Indian/Alaskan Native | 0 | 0 | 3 | 39 | |
| Asian/Pacific Islander | 0 | 0 | 4 | 22 | |
| Black, Non-Hispanic | 95 | 169 | 5 | 22 | |
| Hispanic | 1 | 2 | 6 | X | |
| Multiracial | 2 | 4 | 7 | | |
| White, Non-Hispanic | 2 | 3 | 8 | | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 100 | 178 | 10 | | |
| English Learner | 0 | 0 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 8 | 15 | Total | | 178 |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Exceeds Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Meets Standard | | | | |
| Progress Component | Exceeds Standard | | | | |
| Gap Closing Component | Exceeds Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Falls Below Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Approaches Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Falls Below Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Approaches Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Meets Standard | | | | |
| Out of School Suspension 4-8 | Exceeds Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy - Dayton's compliance rate is 65%.</p> <p>Horizon Science Academy - Dayton earned a one-year exemption from a documentation verification review due to having a score of 100% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Horizon Science Academy - Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy - Dayton was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>During the 2024–25 school year, Horizon Science Academy - Dayton demonstrated several notable areas of strength.</p> <p>The school achieved a significant reduction in chronic absenteeism, reflecting the success of targeted initiatives aimed at increasing student engagement and improving attendance. In addition, measurable year-over-year academic gains were observed, supported by a strong Multi-Tiered System of Supports (MTSS) and increased student participation in after-school tutoring programs.</p> <p>The school also experienced a decline in student discipline incidents, which can be attributed to the consistent implementation of Positive Behavioral Interventions and Supports (PBIS). Staff commitment to reinforcing positive behavior expectations contributed to the development of a more structured, supportive, and productive learning environment.</p> <p>In the area of special education, Horizon Science Academy - Dayton demonstrates several strengths that enhance support for their needs. Parents and guardians are actively involved in the ETR planning meetings, establishing informed consent before evaluations, which fosters collaboration between families and professionals. A qualified team, including the child's parent, determines the child's eligibility, ensuring that decisions are made based on a comprehensive understanding of the child's needs. The IEP outlines measurable annual goals that specifically target the child's academic areas of need, and includes a detailed statement of specially designed instruction and related services, specifying where, how often, and for how long these services will be provided. Additionally, the IEP identifies necessary modifications to help the child engage and progress within the general education curriculum, supported by ongoing data collection to monitor performance on each goal.</p> |
| Areas for Improvement | <p>Horizon Science Academy - Dayton has identified key opportunities for growth that can support continued improvement across the school.</p> <p>One priority area is the consistent and effective use of curricular tools. To ensure high-quality instruction, the administration is encouraged to provide ongoing coaching and support to teachers in delivering instruction aligned with research-based curricular resources.</p> <p>Additionally, strengthening data-driven discussions during Teacher-Based Team (TBT) meetings remains an important focus. To maximize the effectiveness of these collaborative sessions, teams are encouraged to adopt a structured discussion framework that promotes focused analysis of student data and informs timely, evidence-based instructional adjustments.</p> <p>In the area of special education, Horizon Science Academy - Dayton can focus on implementing targeted interventions to support children performing below grade-level standards, ensuring every student receives the assistance they need. Additionally, enhancing the evaluation process to address all areas related to suspected disabilities will lead to more comprehensive assessments and clearer summaries of findings. By refining the ETR and IEP documentation to include detailed descriptions of educational needs and functional performance, as well as specific accommodations, the team can better support the development of measurable goals tailored to each child's unique needs.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Denison Middle School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000838 | 3 Years | 07/01/2024 | 06/30/2027 | K-8 |
| Address | 1700 Denison Ave. Cleveland, OH 44109 | | | |
| Contact | Phone: (216) 739-9911 | | Fax: (216) 739-9913 | |
| Website | http://www.horizondenison.org/ | | | |
| Leadership | John Cameron-Principal | | | |
| Governing Authority | Donald Malloy, Robert Hasan, Marie Bonila, Abdullah Kayretli, Mustafa Arslan | | | |
| Mission Statement | The Mission of our school is to provide a safe and enriching learning environment where the whole student is nurtured and developed. Our teachers and administrators pledge to support the academic and emotional wellbeing of each and every student. Students will leave our school prepared with skills and knowledge that will give them advantages throughout their future educational and life experiences. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 47 | 125 | K | 28 |
| Male | 53 | 139 | 1 | 23 |
| Race/Ethnicity | % | # | 2 | 36 |
| American Indian/Alaskan Native | 2 | 4 | 3 | 40 |
| Asian/Pacific Islander | 0 | 0 | 4 | 31 |
| Black, Non-Hispanic | 56 | 149 | 5 | 22 |
| Hispanic | 20 | 54 | 6 | 31 |
| Multiracial | 12 | 32 | 7 | 24 |
| White, Non-Hispanic | 10 | 25 | 8 | 29 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 264 | 10 | |
| English Learner | 24 | 64 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 12 | 31 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Meets Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Meets Standard | | | | |
| Progress Component | Exceeds Standard | | | | |
| Gap Closing Component | Meets Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Approaches Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Exceeds Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Approaches Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Meets Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy – Denison Middle School’s compliance rate is 48 %.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Horizon Science Academy - Denison Middle School had 70 % of their documentation verified.</p> |
| Legal | Horizon Science Academy – Denison Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy – Denison Middle School was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>During the 2024–2025 school year, one of Horizon Science Academy – Denison Middle School’s key strengths was the strong collaboration between staff and the administrative team. Teachers consistently supported one another and readily assisted wherever needed, fostering a positive, cooperative, and resilient school culture. Staff regularly shared effective instructional strategies and collaborated to address student needs, ensuring a unified approach to teaching and learning. The leadership team demonstrated a proactive and cohesive approach by stepping in across various areas and maintaining consistency in both academic and behavioral expectations. This high level of teamwork contributed to meaningful academic progress, with the school showing notable growth in both math and reading scores on the i-Ready assessments from fall to spring. The school’s sustained focus on student growth, even during periods of transition, was a clear highlight of the year and remains a priority for continued development in future years.</p> <p>In the area of special education, Horizon Science Academy – Denison Middle School has several strengths. The parents/guardians were provided an opportunity to actively participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent was established before the evaluation began. Written, informed parental consent was obtained to move forward with the assessment process. A team of qualified professionals, alongside the parent, collaborated to determine whether the child met the eligibility criteria as a child with a disability. The child’s annual goals comprehensively address both academic and functional areas of need to support their individualized development. The IEP clearly outlines the specially designed instruction, including related services, specifying the location, frequency, and duration of these supports. Additionally, the IEP includes accommodations, modifications, and supports for school personnel to ensure the child can access and make progress in the general education curriculum.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Key areas for growth at Horizon Science Academy – Denison Middle School include clarifying administrative roles and communication, accelerating academic progress, and improving student attendance. Although leadership transitions during the year occasionally resulted in unclear task ownership, the team maintained strong collaboration and mutual support. Establishing clearer role definitions and operational structures will enhance overall efficiency and promote greater accountability moving forward. Academically, the school demonstrated solid progress but recognizes the need to accelerate growth to increase the number of students achieving grade-level proficiency. To support this goal, the school plans to strengthen Title I services and consistently implement targeted academic interventions. Additionally, improving student attendance remains a top priority for the 2025–26 school year, with a focus on enhancing family engagement and encouraging consistent daily attendance to support long-term academic success.</p> <p>In the area of special education, Horizon Science Academy – Denison Middle School demonstrates great potential for growth in several key areas to enhance its commitment to providing quality educational services for all students. Strengthening intervention practices for students performing below grade-level standards will ensure that all learners receive the support they need to thrive. By addressing all areas related to suspected disabilities in evaluations and providing clear summaries of assessment results, the school can create a more comprehensive and transparent process for identifying educational needs. Ensuring that the IEP includes measurable annual goals, clear statements of specially designed instruction with specified time and frequency, and detailed progress monitoring will greatly benefit students' academic and functional development. Additionally, compliance with federal requirements for transition plans and including explanations of inclusion in the general education classroom will support a more inclusive, individualized approach to student success. With these improvements, Horizon Science Academy – Denison Middle School can foster an environment where every student's unique potential is fully realized.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Springfield

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000825 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 630 S Reynolds Rd. Toledo, OH 43615 | | | |
| Contact | Phone: (419)-535-0524 | | Fax: (419) 535-0525 | |
| Website | http://www.horizonspringfield.org/ | | | |
| Leadership | Erin Schreiner, Principal , Yasar Bora, Superintendent | | | |
| Governing Authority | William Brown, Jaqueline Blueitt, Autumn Hatch, Ray Collins, Melissa Beland, Michelle Thomas | | | |
| Mission Statement | <i>We foster an environment of inquiry and a love of learning so students are prepared to thrive in STEM-focused high schools, colleges, and the world.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 51.9% | 162 | K | 43 |
| Male | 48.1% | 150 | 1 | 48 |
| Race/Ethnicity | % | # | 2 | 43 |
| American Indian/Alaskan Native | .32% | 1 | 3 | 38 |
| Asian/Pacific Islander | .64% | 2 | 4 | 26 |
| Black, Non-Hispanic | 63.46% | 198 | 5 | 31 |
| Hispanic | 2.24% | 7 | 6 | 36 |
| Multiracial | 16.99% | 53 | 7 | 24 |
| White, Non-Hispanic | 16.35% | 51 | 8 | 23 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100% | 312 | 10 | |
| English Learner | 1.6% | 5 | 11 | |
| Migrant | 0% | 0 | 12 | |
| Students with Disabilities | 7.4% | 23 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Meets Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Meets Standard | | | | |
| Progress Component | Exceeds Standard | | | | |
| Gap Closing Component | Meets Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Approaches Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Meets Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading or Math | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Exceeds Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Approaches Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Meets Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy - Springfield's compliance rate is 71 %.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Horizon Science Academy - Springfield had 81% of their documentation verified.</p> |
| Legal | Horizon Science Academy - Springfield was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy - Springfield was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Throughout the 2024–25 school year, Horizon Science Academy - Springfield demonstrated a strong commitment to continuous improvement, collaboration, and student success. The school successfully established a comprehensive and cohesive MTSS framework, clearly defining team roles, meeting structures, and data sources to better differentiate support for students who are academically behind or have disabilities. Staff collaboration was a priority, with administration fostering a positive work environment through relationship-building activities and open dialogue. Teachers consistently implemented the PBIS program with fidelity, creating structured, engaging classroom environments that supported both behavior and academic achievement. The school made steady gains in student performance by closely monitoring interventions and using data to refine instruction. A focused effort on K–3 literacy, supported by targeted coaching and professional development, further strengthened early learning outcomes. HSA-Springfield also prioritized safety and inclusivity, enacting strong health and emergency policies and ensuring protections for immigrant families. Looking ahead, the school is expanding its impact with the opening of the new Horizon Science Academy Springfield North, offering more early learning opportunities and expanding access for families in the community.</p> <p>In the area of special education, Horizon Science Academy - Springfield demonstrated strengths in providing interventions for children performing below grade-level standards and ensuring that parents or guardians were actively involved in the ETR planning process to provide informed consent. Written parental consent was secured prior to evaluations, ensuring that all related areas of the suspected disability were thoroughly assessed. The ETR included a clear summary of assessment results, a concise description of the child's educational needs, and a well-supported justification for the eligibility determination made by qualified professionals and the parent. Annual goals effectively addressed both academic and functional needs, while specially designed instruction, including related services, detailed the frequency and amount of support provided. The IEP incorporated assistive technology and accommodations to enable the child to engage and progress in the general education curriculum. Additionally, the IEP team consisted of qualified professionals and clearly outlined the extent of the child's participation with nondisabled peers in the general education classroom.</p> |
| Areas for Improvement | <p>While Horizon Science Academy - Springfield has made notable progress across multiple areas, continued growth could come from strengthening the consistency and depth of MTSS implementation across all grade levels to ensure equitable support for every student. Additionally, while data is being used effectively to drive decisions, further professional development in data literacy could empower more staff to independently analyze and apply data to their instructional practices. Expanding family engagement efforts—particularly in support of early literacy and transitions to the new North Campus—could also enhance the school's impact by fostering stronger home-school partnerships. Lastly, ongoing reflection on PBIS implementation could help sustain its effectiveness and address any evolving student needs.</p> <p>In the area of special education, Horizon Science Academy – Springfield's IEP process presents valuable opportunities for growth to enhance compliance and effectiveness. Strengthening the present levels of performance by providing detailed, targeted summaries of academic, behavioral, and functional performance will better support the creation of measurable goals. Annual goals can be refined to include clear, measurable terms and aligned progress reporting to track student growth effectively. Additionally, specifying the provision and location of specially designed instruction and related services within the IEP will provide greater clarity and support for implementation.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Horizon Science Academy – Toledo

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000338 | 6 Years | 07/01/2020 | 06/30/2026 | K-12 |
| Address | 2600 W Sylvania Ave. Toledo, OH 43613 | | | |
| Contact | Phone: (419) 474-3350 | | Fax: (419) 474-3351 | |
| Website | www.horizontoledo.org | | | |
| Leadership | Mrs. Rachel Snyder - Principal, Mr. Yasar Bora - Superintendent | | | |
| Governing Authority | William Brown, Jaqueline Blueitt, Autumn Hatch, Ray Collins, Melissa Beland, Michelle Thomas | | | |
| Mission Statement | <i>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.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 54% | 253 | K | 34 |
| Male | 46% | 217 | 1 | 39 |
| Race/Ethnicity | % | # | 2 | 34 |
| American Indian/Alaskan Native | 0% | 0 | 3 | 37 |
| Asian/Pacific Islander | .64% | 3 | 4 | 45 |
| Black, Non-Hispanic | 52.12% | 245 | 5 | 31 |
| Hispanic | 5.95% | 28 | 6 | 42 |
| Multiracial | 18.29% | 86 | 7 | 41 |
| White, Non-Hispanic | 23% | 107 | 8 | 32 |
| Historically Underserved | % | # | 9 | 33 |
| Economically Disadvantaged | 100% | 470 | 10 | 41 |
| English Learner | 2.1% | 10 | 11 | 26 |
| Migrant | 0% | 0 | 12 | 35 |
| Students with Disabilities | 13.4% | 63 | Total | 470 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Exceeds Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Meets Standard | Meets Standard | | | |
| Progress Component | Exceeds Standard | Exceeds Standard | | | |
| Gap Closing Component | Exceeds Standard | Exceeds Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Exceeds Standard | Exceeds Standard | | | |
| 4-Year Graduation Rate | Exceeds Standard | Exceeds Standard | | | |
| 5-Year Graduation Rate | Approaches Standard | Exceeds Standard | | | |
| Early Literacy Component | Approaches Standard | Approaches Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | Exceeds Standard | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Meets Standard | Exceeds Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Meets Standard | Meets Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Meets Standard | Meets Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Meets Standard | N/A | | | |
| 9-12 EOC American US Government | Exceeds Standard | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |

| | | | | | |
|--|----------------|-----|--|--|--|
| Nationally-Normed Assessment Growth K-12 Reading or Math | Meets Standard | N/A | | | |
|--|----------------|-----|--|--|--|

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|---------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Approaches Standard | Meets Standard | | | |
| Board Member Attendance | Approaches Standard | Exceeds Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Exceeds Standard | | | |
| Out of School Suspension 9-12 | Meets Standard | Meets Standard | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Horizon Science Academy - Toledo's compliance rate is 38%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Horizon Science Academy - Toledo had 50% of their documentation verified.</p> |
| Legal | Horizon Science Academy - Toledo was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Horizon Science Academy - Toledo was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Throughout the 2024–25 school year, Horizon Science Academy-Toledo demonstrated a strong commitment to academic excellence, positive school climate, and student-centered practices. The school successfully met its goal of improving Tier I instruction and PBIS implementation, earning recognition as a silver-level PBIS school. Significant reductions in ISS, OSS, detentions, and referrals were achieved through the introduction of reset rooms, a partnership with a behavioral health service, and the addition of a K–12 behavior specialist. Strong teacher-student relationships foster a supportive environment where students feel safe and heard. HSA-Toledo maintains a robust, data-driven culture, with regular data analysis sessions and a collaborative focus on improving value-added metrics. Leadership actively supports staff through professional development, resources, and recognition, contributing to a positive and productive work environment. The school also prioritized future readiness by hosting a College and Career Fair and worked diligently to enhance special education practices through targeted training and ongoing SPED team collaboration. Meticulous attention to compliance and operational efficiency, along with a commitment to building a strong, inclusive community, further highlight the school's dedication to excellence.</p> <p>In the area of special education, Horizon Science Academy - Toledo has many areas of strength. One being the evaluation process, which begins with obtaining informed parental consent, ensuring that families are fully engaged and informed about their child's assessment. A collaborative team, including qualified professionals and the child's parents, assesses whether the child meets the criteria for a disability, fostering a supportive and inclusive approach. Annual goals are thoughtfully crafted to address the child's specific functional areas of need, promoting meaningful progress. The Individualized Education Program (IEP) outlines specially designed instruction and related services, specifying the location where these supports will be provided, as well as the amount of time and frequency of service delivery. Additionally, the IEP identifies necessary accommodations to ensure the child can participate fully in the general education curriculum, facilitating their learning experience. Finally, the IEP meeting is composed of a qualified team, dedicated to supporting the child's growth and ensuring that educators have the resources needed to help the child succeed.</p> |
| Areas for Improvement | <p>While Horizon Science Academy-Toledo has made impressive strides in academic instruction, behavior support, and community engagement, there are still areas where continued growth could be beneficial. Further strengthening Tier I instruction through differentiated strategies could help meet the needs of a wider range of learners, particularly those who require additional academic support but do not qualify for special education services. Expanding family engagement efforts—especially around academic progress and behavior expectations—could deepen partnerships and reinforce consistency between school and home. Additionally, as the SPED team continues to grow in practice, ensuring that general education teachers are fully integrated into IEP processes and intervention planning will further strengthen inclusive practices and student outcomes.</p> <p>In the area of special education, one area of improvement for Horizon Science Academy - Toledo is in the area of the evaluation and planning processes, there is a strong foundation upon which to build. First, enhancing interventions for children performing below grade-level standards will be key in providing targeted support. Increasing parental involvement in the ETR planning meetings can foster better communication and collaboration, ensuring informed consent and active participation. Addressing all areas related to suspected disabilities in evaluations will allow for a more comprehensive understanding of each child's needs. Additionally, refining the clarity of assessment summaries and descriptions of educational needs will empower educators and families to make informed decisions. By focusing on measurable annual goals and compliance with transition plans, we can ensure that every child receives the individualized support they deserve while maximizing their opportunities for success in inclusive settings. Horizon Science Academy – Toledo can also improve in the area of ensuring documentation of services occurs.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 | |

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

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

| | |
|---|---------|
| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Lake Erie Bilingual Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|-------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 021457 | 4 Years | 07/01/2024 | 06/30/2028 | K-5 |
| Address | 268 N State St., Painesville, OH 44077 | | | |
| Contact | Dr. Chad Carr (State Superintendent) | | | |
| Website | LEBilingual.org | | | |
| Leadership | David Kassel, Principal | | | |
| Governing Authority | Leona Streiner, Maria Chavez, Dusk Haberman, Luz Delgado, Rita Martin | | | |
| Mission Statement | Lake Erie Bilingual Academy strives to help every child reach his/her greatest potential by meeting the needs of the whole child including embracing cultural differences and thereby reducing language barriers. Accomplishing this will be achieved by implementing bilingual educational programs, building relationships with our families, and developing | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 50 | 27 | K | 30 |
| Male | 50 | 27 | 1 | 5 |
| Race/Ethnicity | % | # | 2 | 6 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 7 |
| Asian/Pacific Islander | 0 | 0 | 4 | 5 |
| Black, Non-Hispanic | 13 | 7 | 5 | 1 |
| Hispanic | 77.7 | 42 | 6 | N/A |
| Multiracial | 3.7 | 2 | 7 | N/A |
| White, Non-Hispanic | 5.6 | 3 | 8 | N/A |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 81.5 | 44 | 10 | |
| English Learner | 50 | 27 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 9.3 | 5 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Meets Standard | | | | |
| Performance Index | Meets Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | N/A | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | N/A | | | | |
| Proficiency in 3rd Grade | N/A | | | | |
| Promotion to 4 th Grade | N/A | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Falls Below Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Exceeds Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | | |

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Approaches Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | N/A | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Meets Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Falls Below Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Falls Below Standard | | | | |
| Accuracy of Records Submissions | Meets Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Meets Standard | | | | |
| Out of School Suspension 4-8 | N/A | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | The ESC of Lake Erie West conducts a special education review using the IDEA Monitoring Record Review Guide. Lake Erie Bilingual Academy's (LEBA) combined IEP/ETR compliance rate is 44% for the 2024–25 school year. LEBA demonstrated strong implementation practices, with 94% of their documentation verified. |
| Legal | Lake Erie Bilingual Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Lake Erie Bilingual Academy was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Based on site visits and ongoing support throughout the 2024–25 school year, several key strengths were observed at Lake Erie Bilingual Academy. First, the consistent and focused implementation of the BLITZ model by instructional staff contributed to strong student engagement and measurable growth on i-Ready assessments. By mid-year, students clearly understood the structure and expectations of the model, which fostered a productive learning environment—particularly in the primary grades. Second, staff collaboration emerged as a notable strength during the school's first year of operation. Educators worked together effectively to develop systems, support one another, and cultivate a positive school culture. This collaborative approach not only promoted instructional consistency but also laid a strong foundation for future schoolwide growth and success. As a result of these combined efforts, the school exceeded expectations on its contractual academic goals in math and reading and demonstrated strong performance on the spring i-Ready benchmark assessment, highlighting the significant instructional impact achieved in its inaugural year.</p> <p>In the area of special education, according to the data verification review, LEBA demonstrated strong compliance (94%) in documenting specially designed instruction (SDI) minutes, accommodation logs, progress monitoring, and progress reports. Records were consistently up to date and reflected a clear understanding of compliance expectations. Effective communication between intervention specialists and general education teachers was evident and contributed to consistent support for students within the classroom. In terms of IEP quality, the school showed strength in writing academic goals, clearly specifying the location for SDI, and assembling qualified IEP teams. ETR strengths included documented parent participation, informed parental consent, and the use of a qualified team of professionals.</p> |
| Areas for Improvement | <p>While Lake Erie Bilingual Academy demonstrated strong academic achievement, targeted improvement in student growth remains a priority—particularly for English Learner (EL) students. To better support this group, the school will implement virtual EL teacher support to provide direct assistance with language development. Ongoing professional development will also be prioritized to ensure educators are equipped with effective strategies for meeting the needs of diverse learners and for consistently implementing academic and behavioral systems. Given that the majority of teachers currently hold substitute educator licenses, sustained and focused professional learning will be especially critical to enhancing instructional quality and driving continued gains in both student achievement and growth. Additionally, the school plans to strengthen its approach to student discipline by clearly establishing and communicating behavioral expectations with families at the start of the 2025–26 school year. A key component of this strategy includes explicitly embedding PBIS practices into the BLITZ model to reinforce consistent expectations schoolwide. These efforts aim to foster a more inclusive, supportive learning environment while maintaining the academic momentum built during the school's first year.</p> <p>In the area of special education, While IEP files reflected a 50% compliance rate, the areas needing attention were relatively minor and can be improved with targeted training and more attention to detail. Areas for growth include ensuring the Present Levels of Performance include same-age peer comparisons and consistent information aligned to the goals, clearly stating SDI group size and amount, and including a thoughtful justification for removal from the general education setting.</p> <p>ETR compliance was identified as a significant area of concern, with a compliance rate of 38%. Improvements are needed in documenting detailed interventions, addressing all disability-related areas noted in the planning form, and writing individualized summaries of assessment results and educational needs. Observations should take place in the natural classroom setting.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Lakeland Academy Community School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 045245 | 5 Years | 07/01/2025 | 6/30/2026 | PK - 12 |
| Address | 101 E. Main Street Freeport, OH 43973 | | | |
| Contact | Phone: (740) 320-0880 | | Fax: (740) 320-0882 | |
| Website | https://www.lakeland-academy.org/ | | | |
| Leadership | Jenn Bardall, Administrative Assistant Kim Simons, Intervention Specialist | | | |
| Governing Authority | Adam Spencer, Amanda Arigoni, Levi Robey, Rebecca Welch, and Shannon Duda | | | |
| Mission Statement | <i>Through high expectations and promotion of academic excellence, Lakeland Academy and its community share in the responsibility for education and ensuring all students will be competent and productive citizens of our community.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 52 | 40 | PK/K | 21 |
| Male | 48.1 | 37 | 1 | 2 |
| Race/Ethnicity | % | # | 2 | 7 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 5 |
| Asian/Pacific Islander | 0 | 0 | 4 | 2 |
| Black, Non-Hispanic | 0 | 0 | 5 | 2 |
| Hispanic | 0 | 0 | 6 | 9 |
| Multiracial | 9.1 | 7 | 7 | 2 |
| White, Non-Hispanic | 90.0 | 70 | 8 | 4 |
| Historically Underserved | % | # | 9 | 5 |
| Economically Disadvantaged | 77.9 | 60 | 10 | 8 |
| English Learner | 0 | 0 | 11 | 6 |
| Migrant | 0 | 0 | 12 | 4 |
| Students with Disabilities | 15.6 | 12 | Total | 77 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Falls Below Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | N/A | N/A | | | |
| Gap Closing Component | Falls Below Standard | Exceeds Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | N/A | Falls Below Standard | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Falls Below Standard | N/A | | | |
| PI vs Similar School #2 | Falls Below Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | Exceeds Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Meets Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Meets Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Approaches Standard | Meets Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Falls Below Standard | N/A | | | |
| 9-12 EOC American US Government | Meets Standard | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Approaches Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Meets Standard | Approaches Standard | | | |
| Current Year Enrollment Variance | Approaches Standard | Approaches Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Meets Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Exceeds Standard | Exceeds Standard | | | |
| Out of School Suspension 9-12 | Exceeds Standard | Exceeds Standard | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>Lakeland Academy Community School demonstrated steady performance in compliance. The ESC of Lake Erie West conducted a file review in March 2025, resulting in a 67% compliance rate, slightly improved from 66% in the previous school year.</p> <p>No documentation verification was conducted during the 2024–25 school year due to the school’s high compliance rate of 80% from the 2023–24 school year.</p> |
| Legal | Lakeland Academy Community School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Lakeland Academy Community School was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Lakeland Academy Community School recognizes the importance of effective classroom management, particularly when working with students who present behavioral challenges. The school is actively leveraging available resources to improve the overall classroom environment. By seeking out additional support and training, Lakeland Academy Community School is taking proactive steps toward creating a more positive, structured, and inclusive learning space for all students.</p> <p>In the area of special education, Lakeland Academy Community School has demonstrated consistency in several key components of special education compliance. The school achieved a 67% overall file check compliance rate for the 2024–25 school year, showing a slight improvement from the 66% average in the 2023–2024 school year (based on two previous file reviews).</p> <p>In the ETR process, strengths included documentation of interventions provided prior to referral, strong parent participation and timely parental consent, comprehensive evaluation addressing all areas related to the suspected disability, and eligibility decisions made by a qualified group of professionals.</p> <p>Within the IEP process, the school demonstrated strong Present Levels of Performance, well-written goals that addressed both academic and functional needs, and clearly defined specially designed instruction with specified location, amount, and frequency. Additionally, the IEPs included appropriate accommodations and modifications, and instructional decisions were supported by collected and analyzed data. All required members of the IEP team were present and appropriately qualified.</p> |
| Areas for Improvement | <p>While Lakeland Academy Community School has made progress in classroom management, implementing a school wide Positive Behavioral Interventions and Supports (PBIS) system would further strengthen this work by providing a consistent framework for behavior management across all grade levels. A unified PBIS approach would ensure clear expectations, interventions, and supports throughout the school, fostering a more positive and predictable school climate. Additionally, providing professional development in trauma-informed care would equip staff with the tools needed to better support students’ emotional and psychological needs, contributing to a more supportive environment and enhancing both student engagement and academic outcomes.</p> <p>In the area of special education progress has been noted, however some areas require continued attention. In the ETR, summaries of assessment results should be written more clearly, and descriptions of students’ educational needs should be more detailed. The justification for eligibility determination must also include how the disability impacts the student in the general education classroom.</p> <p>For IEPs, measurable goals should be consistently written. The statement of specially designed instruction must clearly indicate either small group or 1:1 instruction, rather than listing both in the same entry. Additionally, support for school personnel should specify staff-to-staff support, and justifications for removal from the general education environment should include more robust reasoning and documentation of supplementary aid considerations.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 | |

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

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

| | |
|---|-----|
| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Menlo Park Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000318 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 2149 W 53 rd St. Cleveland, OH 44102 | | | |
| Contact | Phone: (440) 925-6365 | | Fax: (216) 453-0157 | |
| Website | https://menloparkacademy.com/ | | | |
| Leadership | Jessica Esway, Director of Education | | | |
| Governing Authority | Tiffany Randle, Terri Harrison, Jeffrey Sugalski, Sam Sherwood, Twana Rogers, Shruti Aring | | | |
| Mission Statement | <i>Menlo Park Academy is a public school that develops the potential of gifted children through an exemplary program of regarding experiences that nurtures the whole child.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 61 | 198 | K | 24 |
| Male | 39 | 127 | 1 | 40 |
| Race/Ethnicity | % | # | 2 | 34 |
| American Indian/Alaskan Native | 1 | 2 | 3 | 37 |
| Asian/Pacific Islander | 9 | 31 | 4 | 43 |
| Black, Non-Hispanic | 18 | 60 | 5 | 40 |
| Hispanic | 9 | 28 | 6 | 32 |
| Multiracial | 9 | 29 | 7 | 36 |
| White, Non-Hispanic | 54 | 175 | 8 | 39 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 37 | 121 | 10 | |
| English Learner | 4 | 14 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 8 | 25 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2024-2025 | | | | |
|---|----------------------|--|--|--|--|
| Overall Rating | Exceeds Standard | | | | |
| Achievement Component | Exceeds Standard | | | | |
| Performance Index | Exceeds Standard | | | | |
| Chronic Absenteeism | Meets Standard | | | | |
| Progress Component | Meets Standard | | | | |
| Gap Closing Component | Exceeds Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Exceeds Standard | | | | |
| Proficiency in 3rd Grade | Exceeds Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Falls Below Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Exceeds Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Exceeds Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Exceeds Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Exceeds Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Menlo Park Academy's compliance rate in the fall was 50% during the 2024 review, up from 41% in the 2023–24 school year. Following a winter check conducted in January 2025, the compliance rate increased to 58%, with an average of the two being 54%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. The school has achieved a 67% completion rate in documentation verification, up from 42% last year.</p> |
| Legal | Menlo Park Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Menlo Park Academy was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Menlo Park Academy continues to demonstrate strong academic achievement, with students exceeding state expectations across core content areas. The school fosters meaningful community engagement through active family involvement, regular events, and open communication between staff and stakeholders. A key contributor to the positive school culture is the successful implementation of the House Program, which promotes student leadership, collaboration, and a strong sense of belonging, resulting in zero out-of-school suspensions for the year. Students are recognized not only for academic excellence but also for positive behavior and contributions to the school community. The Governing Board remains actively engaged, providing strategic oversight and supporting the school's mission through consistent involvement, informed decision-making, and a strong commitment to student success.</p> <p>In the area of special education, Menlo Park Academy demonstrates significant strengths in its special education processes. For ETRs, the school ensures proper documentation of interventions, particularly for reevaluations, and consistently provides parents with the opportunity to actively participate in the process. All areas related to the disability are thoroughly addressed, from the planning form to Part 1, with decisions made by a qualified group of professionals.</p> <p>For IEPs, Menlo Park Academy excels in developing goals that effectively address students' functional needs, clearly defining the location, amount, and frequency of Specially Designed Instruction (SDI). Accommodations are appropriately identified and implemented, with strong support provided for school personnel. The IEP team is highly qualified, ensuring collaborative and comprehensive planning to meet the diverse needs of students.</p> |

School Performance Summary

Areas for Improvement

An area of growth for Menlo Park Academy is ensuring that all students demonstrate measurable academic progress, particularly from fall to spring. While overall achievement remains high, growth data indicates that not all students—especially those already performing at advanced levels—are making the accelerated progress expected. The school administers NWEA assessments twice yearly, in fall and spring, to monitor student growth and guide instructional planning. To address this, Menlo Park Academy is focusing on strengthening differentiated instruction, implementing targeted interventions, and offering more personalized learning opportunities. Ongoing professional development for teachers will be a key strategy in supporting these efforts, equipping staff with the tools and strategies needed to meet students at their individual learning levels. Additionally, the school is committed to refining and expanding its House Program to continue fostering a strong, supportive climate and culture, which are essential for student engagement and success.

In the area of special education, Menlo Park Academy has identified several areas for growth to further enhance its special education processes. In the ETR process, the planning form must specify the exact person responsible for each task, and summaries of assessments are needed for all areas of evaluation. Additionally, the justification for eligibility determinations must include any suspected disabilities to ensure thorough and accurate documentation.

For IEPs, improvements are needed in the development of transition plans, particularly with more detailed Present Levels of Performance. Goals should be measurable and focused on a single objective for clarity and effectiveness. Specially Designed Instruction statements must be precise, clearly defining the type of instruction provided, and the Least Restrictive Environment section should include stronger justifications for any removal from the general education setting. Addressing these areas will strengthen compliance and support better outcomes for students.

Prospects for Renewal

Probable

ANNUAL PERFORMANCE REPORT

North Dayton School of Discovery

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 143529 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 3901 Turner Rd. Dayton, OH 45415 | | | |
| Contact | Phone: (937) 278-6671 | | Fax: (937) 278-6964 | |
| Website | https://www.nhaschools.com/schools/North-Dayton-School-of-Discovery/en | | | |
| Leadership | Ms. Victoria Simmons | | | |
| Governing Authority | Kevin Robie, Karl Konsdorf, Duane Martin, Ron Adler, Carol Justice | | | |
| Mission Statement | <i>North Dayton School of Discovery's mission is to provide a back-to-basics program, focusing on high academic achievement and character development.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 46 | 269 | K | 69 |
| Male | 54 | 311 | 1 | 77 |
| Race/Ethnicity | % | # | 2 | 64 |
| American Indian/Alaskan Native | 0 | 1 | 3 | 59 |
| Asian/Pacific Islander | 0 | 0 | 4 | 47 |
| Black, Non-Hispanic | 75 | 435 | 5 | 56 |
| Hispanic | 4 | 22 | 6 | 55 |
| Multiracial | 14 | 83 | 7 | 77 |
| White, Non-Hispanic | 7 | 39 | 8 | 76 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 94 | 124 | 10 | |
| English Learner | 4 | 25 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 15 | 89 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Meets Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Meets Standard | | | | |
| Gap Closing Component | Exceeds Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Exceeds Standard | | | | |
| Proficiency in 3rd Grade | Exceeds Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Approaches Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|-------------------------|--|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Meets Standard | | | | |
| Total Expense Variance | Meets Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Exceeds Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Meets Standard | | | | |
| Out of School Suspension 4-8 | Exceeds Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. North Dayton School of Discovery's compliance rate is 55 %.</p> <p>North Dayton of Discovery earned a one-year exemption from a documentation verification review due to having a score of 79% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | North Dayton School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | North Dayton School of Discovery was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024–25 school year, North Dayton School of Discovery demonstrated several areas of strength.</p> <p>The school demonstrated a strong and sustained commitment to mathematics instruction throughout the year. Through consistent coaching provided by the deans and principal, and effective Professional Learning Community data discussions, the school achieved a measurable improvement in student outcomes. Specifically, student achievement in math increased by 7% year over year, reflecting the success of instructional priorities and coaching strategies.</p> <p>The school also made significant strides in fostering a strong professional culture. Deans were proactive in holding staff accountable and were themselves coached to engage in courageous conversations, leading to a more reflective and responsible staff culture. These efforts were evident in improvements in staff attendance and professional behaviors.</p> <p>Additionally, the implementation of Positive Behavioral Interventions and Supports and restorative practices resulted in a reduction in student discipline occurrences and out-of-school suspensions. These improvements indicate a positive and supportive learning environment, as well as effective behavioral intervention systems.</p> <p>In the area of special education, North Dayton School of Discovery implemented targeted interventions to support students performing below grade-level standards, ensuring that concerns were promptly addressed. Parents and guardians were given the opportunity to actively participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed parental consent was obtained before any evaluation took place. The evaluation process was thorough, addressing all areas related to the suspected disability, and a team of qualified professionals, along with the parent, collaboratively determined the child's eligibility for special education services. The Individualized Education Program (IEP) established annual goals that targeted both academic and functional areas of need, ensuring a well-rounded approach to student growth. Specially designed instruction and related services were clearly outlined in the IEP, specifying the location, amount of time, and frequency of support. Additionally, the IEP incorporated assistive technology and accommodations to enable the child to participate and progress in the general education curriculum, with a qualified team overseeing the development and implementation of the plan.</p> |

School Performance Summary

| | |
|------------------------------|--|
| Areas for Improvement | <p>North Dayton School of Discovery has demonstrated opportunities for growth that may contribute to overall continuous improvement.</p> <p>This year, the school faced several challenges with student attendance and, as a result, experienced an increase in chronic absenteeism compared to the previous year. The administration and staff are encouraged to explore best practices and resources provided by the Ohio Department of Education and Workforce to support the launch of a robust attendance campaign at the start of the upcoming school year. This should include a thorough review of attendance data over the summer to identify chronically absent students, the development of individual attendance plans in collaboration with families by Day 1, and the implementation of a strategic, yearlong plan to proactively promote regular attendance and address barriers that may prevent students from attending consistently.</p> <p>In addition, staff satisfaction declined during the year. While the administration team has upheld high expectations for professionalism and instructional performance, it is recommended that leadership also consider strategies to maintain a positive and empowering school culture. Creating more opportunities for staff to actively participate in decision-making, offering consistent recognition, and fostering a collaborative environment may help boost morale while preserving the high standards that drive student success.</p> <p>In the area of special education, North Dayton School of Discovery has an opportunity to enhance clarity in the Evaluation Team Report (ETR) by providing a more concise summary of assessment results and a clear description of the child's educational needs. Strengthening the justification for eligibility determinations will support transparency and informed decision-making. Present levels of performance can be expanded to include a more detailed and targeted summary of daily academic, behavioral, and functional performance, ensuring alignment with measurable goals. Refining annual goals to include specific, measurable terms and clearly outlining specially designed instruction, related services, and supports for school personnel will enhance the effectiveness of the IEP. Additionally, improving data collection and progress monitoring procedures, along with providing a clear explanation of the child's participation in the general education setting, will further strengthen the IEP's ability to support student success.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Orion Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000559 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 1798 Queens City Ave. Cincinnati, OH 45214 | | | |
| Contact | Phone: (513) 251-6000 | | Fax: (513) 206-9829 | |
| Website | www.nhaschools.com/schools/orion/en/pages/default.aspx | | | |
| Leadership | Tonjarene Bronston, Principal | | | |
| Governing Authority | Rylan Norris, Torian Stickland, Jaqueline Johnson-Wilkinson, Jeff Miller and Susie Tuke | | | |
| Mission Statement | <i>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.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 44 | 205 | K | 54 |
| Male | 56 | 260 | 1 | 44 |
| Race/Ethnicity | % | # | 2 | 54 |
| American Indian/Alaskan Native | 2 | 8 | 3 | 54 |
| Asian/Pacific Islander | 2 | 10 | 4 | 49 |
| Black, Non-Hispanic | 86 | 402 | 5 | 53 |
| Hispanic | 4 | 17 | 6 | 49 |
| Multiracial | 3 | 13 | 7 | 53 |
| White, Non-Hispanic | 3 | 15 | 8 | 55 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 78 | 367 | 10 | |
| English Learner | 4 | 17 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 16 | 74 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Meets Standard | | | | |
| Progress Component | Approaches Standard | | | | |
| Gap Closing Component | Approaches Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Falls Below Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Meets Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Subgroup Growth K-12 Reading | N/A | | | | |

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

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Exceeds Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Meets Standard | | | | |
| Total Expense Variance | Approaches Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Approaches Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Approaches Standard | | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Orion Academy's compliance rate is 48%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Orion Academy had 57% of their documentation verified.</p> |
| Legal | Orion Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Orion Academy was not placed on a Corrective Action plan during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>The school has shown notable strength in rebuilding staff morale by welcoming new team members and addressing the challenges of high turnover. Through intentional efforts to foster collaboration, celebrate achievements, and provide support, leadership has helped staff feel valued and connected. This commitment to cultivating a positive and supportive culture is laying the foundation for stronger retention and continued growth, ultimately benefiting both staff satisfaction and student success.</p> <p>In the area of special education, Orion Academy effectively addressed the needs of children performing below grade-level standards by implementing targeted interventions. Parents and guardians were actively involved in the ETR planning meeting, ensuring they provided informed consent prior to evaluations. The ETR included a clear summary of assessment results, enabling a comprehensive understanding of the child's needs. A team of qualified professionals, alongside the parent, collaboratively determined whether the child qualified as having a disability. The IEP outlined specially designed instruction and related services, specifying the location, time, and frequency of implementation to meet the child's unique needs and annual goals. Additionally, the IEP incorporated assistive technology and accommodations to ensure the child could access and make progress in the general education curriculum, with meetings conducted by a qualified team.</p> |
| Areas for Improvement | <p>The school has made progress in improving student attendance; however, continued growth in this area remains essential. Strengthening strategies to reduce chronic absenteeism, increasing family engagement, and providing consistent supports will be important next steps to ensure that all students are present and able to fully benefit from instructional time.</p> <p>In the area of special education, Orion Academy has several areas for improvement that have been identified to enhance compliance and support for the child's education. The evaluation process should comprehensively address all areas of the suspected disability, and the ETR needs clearer descriptions of educational needs and justifications for eligibility decisions. The transition plan in the IEP should fully align with federal requirements, and present levels of performance must provide detailed summaries to support measurable goals. Annual goals should be measurable, address both academic and functional needs, and align with the ETR. Additionally, the IEP should specify the type and extent of modifications, include support for school personnel, ensure progress data is consistently collected and reported, and explain the extent of the child's participation with nondisabled peers.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Pathway School of Discovery

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000138 | 13 Years | 07/01/2012 | 06/30/2025 | K-8 |
| Address | 173 Avondale Dr. Dayton, OH 45404 | | | |
| Contact | Phone: (937) 235-5498 | | Fax: (937) 235-5691 | |
| Website | https://www.nhaschools.com/schools/Pathway-School-of-Discovery/en | | | |
| Leadership | Cathy Miller, Principal | | | |
| Governing Authority | Kevin Robie, Karl Konsdorf, Duane Martin, Ron Adler, Carol Justice | | | |
| Mission Statement | 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 | 50.2 | 396 | K | 99 |
| Male | 49.8 | 392 | 1 | 89 |
| Race/Ethnicity | % | # | 2 | 92 |
| American Indian/Alaskan Native | 0.6 | 5 | 3 | 95 |
| Asian/Pacific Islander | 2.3 | 18 | 4 | 80 |
| Black, Non-Hispanic | 46.3 | 365 | 5 | 80 |
| Hispanic | 11.2 | 88 | 6 | 82 |
| Multiracial | 0.8 | 6 | 7 | 91 |
| White, Non-Hispanic | 38.8 | 306 | 8 | 80 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 89.1 | 703 | 10 | |
| English Learner | 111 | 14.1 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 13.7 | 108 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Meets Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Meets Standard | Meets Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Exceeds Standard | Exceeds Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Meets Standard | Meets Standard | | | |
| Proficiency in 3rd Grade | Approaches Standard | Approaches Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Meets Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Exceeds Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Exceeds Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Approaches Standard | Meets Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Pathway School of Discovery's compliance rate is 67 %.</p> <p>Pathway School of Discovery earned a one-year exemption from a documentation verification review due to having a score of 83% during the 2023–24 school year. The school will receive their next documentation verification during the 2025–26 school year.</p> |
| Legal | Pathway School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Pathway School of Discovery was not placed on corrective action for the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024-2025 school year, Pathway School of Discovery demonstrated several areas of strength.</p> <p>The school has made significant strides in strengthening parent partnerships. The establishment of a school-based food pantry has provided critical support for families in need, reflecting the school's holistic approach to student success. Additionally, the school has expanded its network of community partnerships to better serve students and families and increased family-oriented events throughout the year. As a result, there were higher satisfaction ratings on the parent survey, signaling that families feel more connected and valued within the school community.</p> <p>The school continues to improve its culture around the use of data. Teachers are consistently leveraging student data to inform instruction, resulting in more targeted interventions and extensions for learners at all levels. This shift has been reflected in increased student academic achievement and growth as compared to the last school year. The growing use of evidence-based decision-making by instructional staff has established a solid foundation for continued academic progress.</p> <p>Pathway continues to experience steady growth in enrollment, a direct result of its rising positive reputation within the broader community. Word-of-mouth referrals, family satisfaction, academic growth, and visible community engagement have all contributed to increased interest in the school.</p> <p>In the area of special education, Pathway School of Discovery effectively implemented interventions to support students performing below grade-level standards. Parents and guardians were given the opportunity to participate in the Evaluation Team Report (ETR) planning meeting, ensuring informed consent before any evaluation took place. The evaluations conducted addressed all areas related to the suspected disability, with a clear summary of assessment results documented in the ETR. A qualified team, including the child's parent, collaborated to determine eligibility for special education services. The Individualized Education Program (IEP) established annual goals targeting both academic and functional needs, with specially designed instruction and related services specified in terms of location, duration, and frequency. Additionally, the IEP outlined accommodations and supports for both the child and school personnel to facilitate meaningful progress in the general education curriculum.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Pathway School of Discovery has demonstrated opportunities for growth that may contribute to overall continuous improvement.</p> <p>While the school has made academic progress, it is encouraged to maintain academic achievement and growth as its central priority. The following targeted actions are encouraged:</p> <p>Formalize and deepen the Professional Learning Community (PLC) structure by identifying and empowering teacher leaders who can facilitate high-quality data discussions and lead instructional planning. Elevating these leaders will help sustain a culture of collaboration and continuous improvement.</p> <p>Provide focused coaching for both deans and PLC teacher leaders to enhance their content knowledge, instructional pedagogy, and leadership skills. Emphasis should be placed on the use of evidence-based teaching strategies—particularly those proven effective in English Language Arts (ELA) and Mathematics—to drive student learning across all classrooms.</p> <p>Ensure insights from data discussions consistently result in clear, actionable steps for teachers and measurable improvements for students. Fidelity in implementing agreed-upon strategies will be critical for sustaining academic gains.</p> <p>Maintain and deepen the school’s commitment to its ELL population by using data to tailor instruction and interventions. This includes equipping teachers with the tools and training needed to meet the diverse language needs of ELL students.</p> <p>In the area of special education, Pathway School of Discovery has opportunities to enhance clarity and consistency in documentation to better support student success. Strengthening the ETR by providing a clear description of educational needs and a justification for eligibility decisions will ensure a more comprehensive understanding of student requirements. Enhancing present levels of performance with detailed summaries of daily academic, behavioral, and functional performance will support the development of measurable goals. By refining annual goals to be stated in measurable terms and ensuring consistent data collection and reporting, the agency can better track student progress and make informed instructional decisions. Additionally, making timely IEP revisions based on data and clearly outlining the extent of participation with nondisabled peers will further align services with each student's evolving needs.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

| 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 |

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Pinnacle Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000543 | 5 Years | 07/01/2024 | 06/30/2029 | K-8 |
| Address | 860 E 222 nd St. Euclid, OH 44143 | | | |
| Contact | Phone: (216) 731-0127 | | Fax: (216) 731-0688 | |
| Website | https://www.nhaschools.com/schools/Pinnacle-Academy/en | | | |
| Leadership | Katie Strick, Principal | | | |
| Governing Authority | Faye Jones, Donna Kolb, Ryan Skubic, Lisa Black, Anetra Howard | | | |
| Mission Statement | <i>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.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 52.4 | 376 | K | 94 |
| Male | 47.6 | 341 | 1 | 82 |
| Race/Ethnicity | % | # | 2 | 81 |
| American Indian/Alaskan Native | 0.7 | 5 | 3 | 82 |
| Asian/Pacific Islander | 0.5 | 4 | 4 | 81 |
| Black, Non-Hispanic | 94.3 | 676 | 5 | 66 |
| Hispanic | 2.9 | 21 | 6 | 80 |
| Multiracial | 0 | 0 | 7 | 75 |
| White, Non-Hispanic | 1.5 | 11 | 8 | 76 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 93.2 | 668 | 10 | |
| English Learner | 0.4 | 3 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 18 | 129 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Exceeds Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Meets Standard | | | | |
| Progress Component | Exceeds Standard | | | | |
| Gap Closing Component | Exceeds Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Meets Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Meets Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Meets Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | | |
| Total Expense Variance | Approaches Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Exceeds Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Approaches Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Meets Standard | | | | |
| Out of School Suspension 4-8 | Meets Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Pinnacle Academy's compliance rate is %.</p> <p>In the 2023-24 school year, 80% of the documentation the school kept aligned with the IEPs reviewed. As a result, the school is exempt from a documentation review during the 2024-2025 school year.</p> |
| Legal | Pinnacle Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Pinnacle Academy was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Reading proficiency continues to be a key area of strength for Pinnacle Academy. The school not only exceeded expectations in the percentage of students performing at or above grade level in reading but also met expected growth benchmarks. The foundational work and targeted supports implemented in grades K–2 have begun to yield positive results, creating a strong early literacy pipeline that is anticipated to positively impact third-grade performance in the coming year. Another major strength is the staff's intentional and consistent use of data to inform instruction. Teachers regularly collaborate to analyze academic and behavioral data, adjust instructional practices, and provide targeted interventions based on student needs. This data-driven approach has strengthened Tier 1 instruction and fostered a culture of continuous improvement. Additionally, the school benefits from a strong and supportive staff climate characterized by collaboration, professional trust, and shared ownership of student outcomes. This positive culture contributes to overall school stability, instructional consistency, and a unified commitment to student growth and success.</p> <p>In the area of special education, Pinnacle Academy demonstrated strengths in the area of the evaluation and planning process for students with disabilities are notable. Parents and guardians were actively involved in the ETR planning meeting, ensuring informed consent was established prior to evaluation. The ETR provides a clear summary of assessment results, which is crucial for understanding the child's needs. A collaborative team, including qualified professionals and the child's parents, determined the child's eligibility for special education services. The IEP outlines specially designed instruction and related services, specifying both the location and the time commitment required. Additionally, the IEP identifies accommodations that support the child's participation and progress in the general education curriculum, reinforcing a strong, collaborative approach to special education planning.</p> |
| Areas for Improvement | <p>Mathematics remains a key area for growth at Pinnacle Academy. While many students are making measurable individual progress toward their growth goals, the overall percentage of students performing at or above grade level in math has yet to meet expectations. To address this, the school is refining its math scope and sequence, adopting a more rigorous and aligned curriculum, and providing targeted professional development to enhance teachers' content knowledge and instructional strategies. Data teams continue to play a critical role in monitoring student progress and adjusting interventions as needed. Beyond academics, the school is committed to reducing behavior incidents by strengthening the consistent implementation of Positive Behavioral Interventions and Supports (PBIS). These efforts are designed to promote a positive school climate and proactively support students' social and emotional development. Additionally, improving student attendance remains a priority, with expanded family outreach, community partnerships, and strategic interventions aimed at overcoming barriers to regular attendance and ensuring students are present and engaged every day.</p> <p>In the area of special education, Pinnacle Academy can improve in the area of addressing the lack of interventions for students performing below grade level can enhance support and engagement. By ensuring evaluations comprehensively cover all aspects of a suspected disability, the educational agency can better tailor services to meet each child's unique needs. A clearer articulation of educational needs and measurable goals will create a stronger foundation for student progress. Additionally, enhancing the IEP to specify specially designed instruction and necessary modifications can significantly support both the child and school personnel, fostering a more inclusive and effective educational environment.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Summit Academy – Youngstown

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

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

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Approaches Standard | Meets Standard | | | |
| Gap Closing Component | Falls Below Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | N/A | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Approaches Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Exceeds Standard | Exceeds Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Approaches Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>Summit Academy – Youngstown has shown improvement in special education compliance. A file review completed in February 2025 revealed a compliance rate of 67%, an increase from 57% during the 2023–24 school year. This growth reflects continued efforts to improve the accuracy and quality of IEP and ETR development.</p> <p>A documentation verification review was not conducted for the 2024–25 school year, as Summit Academy – Youngstown achieved a high compliance rate of 93% in the previous school year. The next documentation verification will occur during the next school year, 2025–26.</p> |
| Legal | Summit Academy - Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy – Youngstown was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>During the 2024–25 school year, Summit Academy – Youngstown experienced notable improvements in student behavior, supported by the effective work of its Positive Behavioral Interventions and Supports (PBIS) committee. Monthly activities designed to reinforce positive behavior contributed to a reduction of 216 behavioral referrals compared to the previous year. Additionally, the sustained implementation of the Responsive Classroom model over the past three years has supported a steady decline in unexpected behaviors. These outcomes reflect the staff’s dedication to fostering a trauma-informed, student-centered learning environment.</p> <p>Academically, significant progress was achieved in early literacy through the adoption of the Science of Reading framework. Targeted professional development and instructional adjustments enhanced English Language Arts instruction across grade levels. Support from the Read Ohio Literacy Coach further strengthened these efforts, resulting in measurable gains in foundational skills such as phonemic awareness, decoding, and vocabulary. In mathematics, students demonstrated a 19-point increase in Average Scaled Score compared to the prior year. These gains underscore the effectiveness of data-driven instruction, tiered interventions, and ongoing progress monitoring, highlighting the school’s commitment to evidence-based practices and improved student outcomes.</p> <p>In the area of special education, Summit Academy – Youngstown has demonstrated notable strengths in both the ETR and IEP processes. Within the ETRs, the school consistently provides evidence of interventions, engages parents in the evaluation process, clearly describes students’ educational needs, and includes a qualified team of professionals to determine eligibility.</p> <p>For IEPs, the school has shown strong development of Present Levels of Performance and creates goals that address both academic and functional needs. Specially Designed Instruction statements appropriately reflect the location, amount, and frequency of services. Additionally, the school provides clear accommodations and includes supports for school personnel to ensure successful implementation.</p> |

School Performance Summary

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

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Akron Elementary School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|-----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 133587 | 6 Years | 07/01/2019 | 06/30/2025 | K-5 | |
| Address | 2503 Leland Ave. Akron, Ohio 44312 | | | | |
| Contact | Phone: (330) 253-7441 | | Fax: (330) 253-7457 | | |
| Website | https://summitacademies.org/schools/akron-elementary/ | | | | |
| Leadership | Dawn Presley-Principal, Tiffany Elder-Administrative Assistant, Kathryn Miller- IEP Coordinator, Christine Heffernan-Lead Intervention Specialist, Stephenie Little- Community Resource Coordinator, Angela Swaino- Data Coach, Lindsey Durbin- Instructional Coordinator, Jonathan Hearn- Behavior Specialist | | | | |
| Governing Authority | Jacqueline Trainor, David Lang, Gretchen Himes, Jennifer Rainey, David Ames | | | | |
| Mission Statement | <i>Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 41 | 51 | K | 18 | |
| Male | 59 | 73 | 1 | 22 | |
| Race/Ethnicity | % | # | 2 | 20 | |
| American Indian/Alaskan Native | 0 | 0 | 3 | 23 | |
| Asian/Pacific Islander | 0 | 0 | 4 | 21 | |
| Black, Non-Hispanic | 29 | 36 | 5 | 20 | |
| Hispanic | 6 | 8 | 6 | X | |
| Multiracial | 10 | 12 | 7 | | |
| White, Non-Hispanic | 55 | 68 | 8 | | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 100 | 124 | 10 | | |
| English Learner | 0 | 0 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 73 | 90 | Total | | 124 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Approaches Standard | | | |
| Gap Closing Component | Meets Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Exceeds Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Exceeds Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Exceeds Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Exceeds Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>Summit Academy Akron Elementary School demonstrated significant progress in special education compliance, with an overall file check compliance rate of 80% for the 2024–25 school year—an increase from 67% in the 2023–24 school year. The school’s improved 80% file review compliance rate for 2024–25 reflects continued efforts to strengthen special education processes, improve documentation quality, and address prior findings.</p> <p>A documentation verification was not conducted during the 2024–25 school year due to a high compliance rate in the prior year. A new documentation review will be scheduled for the 2025–26 school year to ensure continued fidelity in record-keeping and implementation.</p> |
| Legal | Summit Academy Akron Elementary School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Akron Elementary School was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024–25 school year, Summit Academy Akron Elementary School demonstrated significant growth in school culture, academic support, and community recognition. The school cultivated a positive and welcoming environment for both students and staff, emphasizing collaboration, open communication, and relationship-building. Staff regularly participated in team-building activities, while students engaged in daily positive interactions, fostering a strong sense of belonging. Through school-wide recognition programs, structured disciplinary practices, and a commitment to student support, the school observed notable improvements in student behavior and overall morale.</p> <p>Academic growth and instructional quality were enhanced through targeted coaching and ongoing professional development. The school’s coaching team provided responsive support, mentorship, and a positive, solution-oriented work environment. Long-standing partnerships with educational consultants in both mathematics and literacy contributed to sustained professional development efforts, resulting in improved instructional practices. In addition, the school’s special education program operated with efficiency, collaboration, and adaptability, ensuring that students with diverse learning needs received appropriate and timely services.</p> <p>The school also experienced remarkable enrollment success, with strong student retention and demand exceeding available capacity. The use of consistent data tracking and documentation supported data-informed decision-making, guided curriculum planning, and contributed to improved student outcomes. These accomplishments reflect the school’s ongoing commitment to academic excellence, meaningful relationships, and expanding opportunities for students and families.</p> <p>In the area of special education, in the ETR process, the school consistently ensures active parent participation, evaluates all areas related to the suspected disability, and provides clear descriptions of educational needs. ETRs are completed by a qualified team of professionals, and the justification for eligibility determinations includes how the disability impacts student performance.</p> <p>Within the IEPs, the school has developed strong Present Levels of Performance (PLOPs) and sets measurable goals that address both academic and functional needs. SDI statements accurately reflect the location, amount, and frequency of services. Additionally, the IEPs include appropriate accommodations, support for school personnel, and complete progress reports. Least Restrictive Environment (LRE) statements are also well-articulated and aligned with student needs.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Summit Academy Akron Elementary School has identified the need to strengthen curriculum alignment and clarify instructional expectations to further support student learning. Although the school utilizes approved resources across core content areas, the current science curriculum does not fully align with Ohio's Learning Standards. While professional development remains a valued component of staff growth, there is a need to streamline offerings to reduce redundancy and avoid overwhelming educators with repetitive trainings.</p> <p>The school is also working to refine its use of assessment data and enhance instructional rigor, particularly in relation to STAR progress monitoring and grade-level expectations. In addition, the school is focused on ensuring that, while appropriate accommodations are provided for students with Individualized Education Programs (IEPs), high expectations are maintained for all learners to prevent unintentional instructional gaps.</p> <p>In the area of special education, while progress is evident, a few areas for growth remain. In the ETRs, documentation of interventions must clearly show the team's decision to evaluate a student for a suspected disability, and parental consent must be accurately reflected and documented. For IEPs, SDI statements should be individualized and tailored to each student's unique needs, rather than using the same language across multiple documents.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Akron Middle School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 132779 | 1 Year | 07/01/2024 | 06/30/2025 | 6-8 | |
| Address | 2791 Mogadore Road, Akron, OH 44312 | | | | |
| Contact | Phone: (330) 252-1510 | | Fax: (330) 784-8347 | | |
| Website | https://summitacademies.org/akron-middle/ | | | | |
| Leadership | Crystal Yingling, Director | | | | |
| Governing Authority | Jacqueline Trainor, David Lang, Gretchen Hines, David Ames, Jennifer Rainey | | | | |
| 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 | 41 | 30 | K | X | |
| Male | 59 | 43 | 1 | | |
| Race/Ethnicity | % | # | 2 | | |
| American Indian/Alaskan Native | 0 | 0 | 3 | X | |
| Asian/Pacific Islander | 1 | 1 | 4 | | |
| Black, Non-Hispanic | 36 | 26 | 5 | | |
| Hispanic | 3 | 2 | 6 | | 19 |
| Multiracial | 15 | 11 | 7 | | 26 |
| White, Non-Hispanic | 45 | 33 | 8 | | 28 |
| Historically Underserved | % | # | 9 | X | |
| Economically Disadvantaged | 62 | 45 | 10 | | |
| English Learner | 0 | 0 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 67 | 49 | Total | 73 | |

| | | | | |
|--|----------------------|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | |
| Overall Rating | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | | | |
| Progress Component | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | | | |
| Graduation Component | N/A | | | |
| 4-Year Graduation Rate | N/A | | | |
| 5-Year Graduation Rate | N/A | | | |
| Early Literacy Component | N/A | | | |
| Proficiency in 3rd Grade | N/A | | | |
| Promotion to 4 th Grade | N/A | | | |
| Improving K-3 Literacy | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | | | |
| PBIS | Meets Standard | | | |
| PI vs Similar School #1 | N/A | | | |
| PI vs Similar School #2 | N/A | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Exceeds Standard | | | |
| 9-12 EOC Algebra I | N/A | | | |
| 9-12 EOC Biology | N/A | | | |
| 9-12 EOC ELA II | N/A | | | |
| 9-12 EOC Geometry | N/A | | | |
| 9-12 EOC American US History | N/A | | | |
| 9-12 EOC American US Government | N/A | | | |
| 9-12 Credit Earning Rate | N/A | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Exceeds Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | |

| | | | | |
|--|----------------------|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | |
| Ratio Assets to Liabilities | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | | | |
| Debt Management | N/A | | | |
| Total Expense Variance | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | | | |
| Enrollment Sustainment | N/A | | | |
| Sustainability | N/A | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | |
| Board Engagement | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | |
| Required # of Board Members | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | | | |
| Required Board Member Training | Meets Standard | | | |
| Board Member Attendance | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | | | |
| Annual Budget | Meets Standard | | | |
| Annual Report | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | | | |
| Out of School Suspension K-3 | N/A | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | | | |
| Mission Specific | N/A | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | |

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | Due to a strong past performance and overall compliance with special education requirements during the 2023–24 school year, Summit Academy Akron Middle School was granted a one-year exemption from the formal file review and documentation verification process. Instead, several check-ins were conducted throughout the 2024–25 school year to ensure ongoing compliance and provide support |
| Legal | Summit Academy Akron Middle School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Akron Middle School was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Summit Academy Akron Middle School benefited from a consistent and cohesive staff, with only two new hires during the year. This stability contributed to strong collaboration and a positive working environment. Teachers demonstrated passion for their subject areas, which helped foster student engagement. Additionally, the implementation of the math Multi-Tiered System of Supports (MTSS) provided valuable instructional support and was reflected in the growth observed in students' STAR assessment scores.</p> <p>In the area of special education, according to the check-ins conducted over the course of the school year, Summit Akron Middle School continues to provide compliant services. The school is current on SDI minutes, and there have been no delayed IEPs or ETRs. Monthly check-ins and consistent internal monitoring have helped maintain documentation practices. The school is proactive in managing paperwork and ensuring timely meetings. The team has also maintained strong communication and responsiveness throughout the year.</p> |
| Areas for Improvement | <p>Behavior management remains a challenge across the building, as evidenced by the high number of out-of-school suspensions. This indicates a need for more preventive and proactive strategies to address student behavior. Providing additional training focused on effective classroom management and de-escalation techniques could better equip staff to reduce reactive responses and promote a more positive, supportive learning environment.</p> <p>In the area of special education, while documentation overall is in good standing, accommodations are not routinely being documented beyond state and district testing. This was addressed during the January 2025 check-in, and guidance on accommodation documentation was provided to support improvement in this area.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Cincinnati

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000306 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 1660 Sternblock Ln. Cincinnati, OH 45237 | | | |
| Contact | Phone: (513) 321-0561 | | Fax: (513) 321-0795 | |
| Website | https://summitacademies.org/cincinnati-community/ | | | |
| Leadership | Erwin Mcintosh, Principal | | | |
| Governing Authority | Josephine Howard, Walter Henry, Anita Miller-Henderson and Cherish Edwards | | | |
| Mission Statement | The mission of Summit Academy schools is to build hope, success, leadership, and well-being through education and advocacy for children with special needs. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 38 | 25 | K | 7 |
| Male | 62 | 40 | 1 | 6 |
| Race/Ethnicity | % | # | 2 | 4 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 6 |
| Asian/Pacific Islander | 0 | 0 | 4 | 6 |
| Black, Non-Hispanic | 58.5 | 38 | 5 | 7 |
| Hispanic | 8 | 5 | 6 | 13 |
| Multiracial | 15 | 10 | 7 | 8 |
| White, Non-Hispanic | 18.5 | 12 | 8 | 8 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 65 | 10 | |
| English Learner | 0 | 0 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 55.38 | 36 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Meets Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | N/A | | | | |
| Proficiency in 3rd Grade | N/A | | | | |
| Promotion to 4 th Grade | N/A | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Falls Below Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Falls Below Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Approaches Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Falls Below Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Meets Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Meets Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | Due to a strong past performance and overall compliance with special education requirements during the 2023–24 school year, Summit Academy Community School - Cincinnati was granted a one-year exemption from the formal file review and documentation verification process. Instead, several check-ins were conducted throughout the 2024–25 school year to monitor ongoing compliance and offer support. |
| Legal | Summit Academy Community School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School – Cincinnati was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>The school demonstrated strength in building a positive culture despite experiencing significant staff turnover. By working collaboratively, staff created a supportive environment that fostered teamwork, stability, and a renewed sense of community within the building.</p> <p>In the area of special education, according to the check-ins conducted over the course of the school year, the school continues to provide compliant services despite significant staffing changes and challenges. There are no issues with documentation or IEP/ETR timelines. The special education team and administration are working collaboratively to maintain compliance, and Intervention Specialists have developed plans to make up compensatory minutes caused by staff shortages. The team has remained communicative and responsive, demonstrating a commitment to student needs during a difficult year.</p> |
| Areas for Improvement | <p>While the school has made strides in fostering a positive culture, continued focus on staff retention and professional development is needed to maintain stability and further strengthen collaborative practices that support student success.</p> <p>In the area of special education, accommodations are not consistently being documented beyond state or district testing. This was addressed during the January 2025 check-in, and documentation guidance was shared with staff. Additionally, one Intervention Specialist is currently not meeting SDI minute requirements; however, the administration and special education team are actively addressing this issue.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Columbus

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 000296 | 6 Years | 07/01/2019 | 06/30/2025 | K-8 | |
| Address | 2521 Fairwood Ave. Columbus, OH 43207 | | | | |
| Contact | Phone: (614) 237-5497 | | Fax: (614) 237-6519 | | |
| Website | https://summitacademies.org/columbus-elementary/ | | | | |
| Leadership | Mrs. Cheryl Elliott | | | | |
| Governing Authority | Anthon Brooks, Terry Kleman, Erin Bentz, Andrew Maynard, Rebekah Maynard | | | | |
| Mission Statement | <i>Summit Academy Schools build hope, success, and well-being through education and advocacy for children with special needs.</i> | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 46 | 31 | K | 6 | |
| Male | 54 | 37 | 1 | 6 | |
| Race/Ethnicity | % | # | | | |
| American Indian/Alaskan Native | 0 | 0 | 3 | 5 | |
| Asian/Pacific Islander | 0 | 0 | 4 | 1 | |
| Black, Non-Hispanic | 58 | 40 | 5 | 7 | |
| Hispanic | 5 | 4 | 6 – 13 | X | |
| Multiracial | 7 | 5 | 7 – 9 | | |
| White, Non-Hispanic | 30 | 19 | 8 - 15 | | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 100 | 68 | 10 | | |
| English Learner | 0 | 0 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 53 | 36 | Total | | 68 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Falls Below Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | N/A | Meets Standard | | | |
| Gap Closing Component | Falls Below Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | N/A | Falls Below Standard | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Falls Below Standard | N/A | | | |
| PI vs Similar School #2 | Falls Below Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Falls Below Standard | Falls Below Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Approaches Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Falls Below Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | | |

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | Summit Academy Community School – Columbus was not selected for a file review or documentation verification during the 2024–25 school year. |
| Legal | Summit Academy Community School - Columbus was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School - Columbus was not placed on corrective action for the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024-25 school year, Summit Academy Community School - Columbus demonstrated several areas of strength.</p> <p>This year, the administration placed a strong emphasis on cultivating a positive and supportive environment for students and staff. As a result, the school had no staff turnover during the year, and several staff members plan to return for the 2025-26 school year.</p> <p>To further support a positive school culture, the administration made intentional efforts to increase student and family engagement through enrichment opportunities like Science Night. On average, 50% of students participated on a weekly basis.</p> <p>Summit Academy Community School – Columbus was not selected for a Special Education file review or documentation verification during the 2024–25 school year.</p> |
| Areas for Improvement | <p>Summit Academy Community School - Columbus has demonstrated opportunities for growth that may contribute to overall continuous improvement.</p> <p>Chronic absenteeism remains a challenge, and while there has been improvement year over year, the percentage of students who are chronically absent remains high. The school is encouraged to execute a comprehensive action plan designed to strengthen attendance tracking, improve communication with families, and provide tiered support to help families address barriers to school attendance.</p> <p>Student behavior continues to pose challenges, particularly in the middle school grades. The school is encouraged to focus on proactive and restorative approaches to student behavior, as well as the implementation of PBIS and other school-wide behavior initiatives. This will require ongoing professional development to support staff in effectively and consistently implementing strategies.</p> <p>Summit Academy Community School – Columbus was not selected for a Special Education file review or documentation verification during the 2024–25 school year.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

| | |
|---|---------|
| 2019-2020 | N/A |
| 2018-2019 | N/A |
| Other Academic Measures | |
| Specific Subgroup | |
| 2021-2022 | Met |
| 2020-2021 | N/A |
| 2019-2020 | N/A |
| 2018-2019 | N/A |
| Nationally Normed Assessment - Reading | |
| 2021-2022 | Met |
| Nationally Normed Assessment - Math | |
| 2021-2022 | Met |
| Nationally Normed Assessment - K-3 Lit. | |
| 2021-2022 | Met |
| Other Academic Measures | |
| Similar School #1 | |
| 2021-2022 | 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Dayton

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000297 | 3 Years | 07/01/2024 | 06/30/2027 | K-8 |
| Address | 4128 Cedar Ridge Rd. Dayton, OH 45414 | | | |
| Contact | Phone: (937) 278-4298 | | Fax: (937) 278-4613 | |
| Website | https://summitacademies.org/dayton-community/ | | | |
| Leadership | Lisa Brown, Director | | | |
| Governing Authority | Lauren Davenport, Tiffany Tungate, Keith Tungate, Alysia Goss, Alicia Behrens | | | |
| Mission Statement | The mission of Summit Academy Schools is to build hope, success and well-being through education and advocacy for students with special needs. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 38.5 | 15 | K | 4 |
| Male | 61.5 | 24 | 1 | 8 |
| Race/Ethnicity | % | # | 2 | 7 |
| American Indian/Alaskan Native | 5 | 2 | 3 | 4 |
| Asian/Pacific Islander | 0 | 0 | 4 | 8 |
| Black, Non-Hispanic | 20.6 | 8 | 5 | 8 |
| Hispanic | 5 | 2 | 6 | |
| Multiracial | 20.6 | 8 | 7 | |
| White, Non-Hispanic | 48.8 | 19 | 8 | |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 39 | 10 | |
| English Learner | 0 | 0 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 56.4 | 22 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Meets Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | N/A | | | | |
| Proficiency in 3rd Grade | N/A | | | | |
| Promotion to 4 th Grade | N/A | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Falls Below Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Falls Below Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Falls Below Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Meets Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>Summit Academy Community School - Dayton has demonstrated substantial improvement in compliance. The ESC of Lake Erie West conducted a file review, and the school's compliance rate increased from 61% in the 2023-24 school year to 76% in the 2024-25 school year, reflecting enhanced adherence to special education requirements.</p> <p>The school also showed continued improvement in documentation verification, with rates rising from 84% in the 2023-24 school year to 86% in the 2024-25 school year. This progress highlights stronger record-keeping practices and a commitment to ensuring proper documentation of services provided.</p> |
| Legal | Summit Academy Community School - Dayton was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School - Dayton was not placed on corrective action for the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>During the 2024-25 school year, Summit Academy Community School - Dayton demonstrated several areas of strength.</p> <p>One of the most notable strengths has been the clear establishment and consistent reinforcement of expectations for both staff and students. This clarity has contributed to a more structured and predictable school environment. The leadership team has demonstrated a commitment to upholding these expectations while providing timely coaching and support to teachers as needed, fostering a culture of accountability and continuous improvement.</p> <p>Another area of significant progress has been student discipline. There has been a reduction in student disciplinary incidents compared to the previous year, indicating that staff are more effectively managing classroom behaviors. This improvement is due in part to the administration's support in implementing PBIS strategies, and opportunities to observe exemplary teachers implementing strategies effectively.</p> <p>Lastly, there has been a noticeable improvement in the consistency and intentionality of Teacher-Based Team (TBT) meetings. These meetings have become more focused, with administrators guiding teams in data analysis, identifying contributing factors to academic performance, and creating actionable steps to support student growth. As a result, student growth increased in both reading and math year over year.</p> <p>In the area of special education, Summit Academy Community School – Dayton has effectively implemented interventions during the ETR process, ensures strong parent participation, and provides clear descriptions of students' educational needs. Additionally, eligibility determinations are well-justified, and evaluations are conducted by a qualified team of professionals.</p> <p>In the IEP process, the school excels in developing comprehensive Present Levels of Performance (PLOP) and setting measurable goals that address both academic and functional needs. The Specially Designed Instruction (SDI) statements clearly define location and amount, and the school provides assistive technology, accommodations, and supports for school personnel. The presence of a highly qualified IEP team further strengthens service delivery.</p> |

School Performance Summary

| | |
|------------------------------|--|
| Areas for Improvement | <p>Summit Academy Community School - Dayton has demonstrated opportunities for growth that may contribute to overall continuous improvement.</p> <p>Chronic absenteeism continues to pose a significant challenge. The administrative team is encouraged to develop and implement a comprehensive plan that actively engages staff, students, and families in addressing attendance issues. A multi-tiered approach involving communication, incentives, and early interventions should be considered.</p> <p>Additionally, while structures such as TBT meetings have strengthened, there is a continued need to deepen the focus on instructional coaching. Administrators should prioritize supporting teachers in refining their instructional delivery to increase academic rigor and improve student outcomes. Ongoing, targeted feedback and professional development will be essential to this effort.</p> <p>Finally, compliance with state regulations regarding student files must be addressed. Ensuring that all student records are accurate, complete, and up to date is critical for legal compliance.</p> <p>In the area of special education, despite notable progress, areas for growth remain. In the ETR process, informed parental consent needs improvement, as planning forms did not consistently align with evaluators. Additionally, ETRs must ensure that all areas related to the suspected disability are thoroughly evaluated, and assessment summaries should be written in clear, parent-friendly language to enhance understanding.</p> <p>For IEPs, progress reports require additional components to ensure they fully capture student progress and align with compliance expectations. Furthermore, the justification for removal from the general education classroom must include consideration for supplementary aids and services, ensuring that students receive the necessary supports before being placed in a more restrictive environment.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Parma

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000302 | 8 Years | 07/01/2018 | 06/30/2026 | K-12 |
| Address | 5868 Stumph Rd. Parma, OH 44134 | | | |
| Contact | Phone: (440) 888-5407 | | Fax: (440) 888-5417 | |
| Website | https://summitacademies.org/parma-community/ | | | |
| Leadership | Alexandra Morris, Director | | | |
| Governing Authority | Dusk Haberman, Lawrence Whelan, Theresa Alai, David Lang, Joseph Gagliano | | | |
| Mission Statement | 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 | 41 | 39 | K | 0 |
| Male | 59 | 56 | 1 | 5 |
| Race/Ethnicity | % | # | 2 | 6 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 3 |
| Asian/Pacific Islander | 1 | 1 | 4 | 6 |
| Black, Non-Hispanic | 16 | 15 | 5 | 10 |
| Hispanic | 23 | 22 | 6 | 8 |
| Multiracial | 4 | 4 | 7 | 9 |
| White, Non-Hispanic | 56 | 53 | 8 | 11 |
| Historically Underserved | % | # | 9 | 11 |
| Economically Disadvantaged | 75 | 71 | 10 | 9 |
| English Learner | 0 | 0 | 11 | 10 |
| Migrant | 0 | 0 | 12 | 7 |
| Students with Disabilities | 78 | 74 | Total | 95 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Meets Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | Exceeds Standard | | | |
| 4-Year Graduation Rate | N/A | Meets Standard | | | |
| 5-Year Graduation Rate | N/A | Exceeds Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | Meets Standard | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Approaches Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | N/A | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Exceeds Standard | N/A | | | |
| 9-12 EOC American US Government | Exceeds Standard | N/A | | | |
| 9-12 Credit Earning Rate | Meets Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Falls Below Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading or Math | Falls Below Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Falls Below Standard | Falls Below Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Meets Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Approaches Standard | Approaches Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | Meets Standard | Exceeds Standard | | | |
| Mission Specific | Meets Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>Summit Academy Community School - Parma earned a one-year exemption from an ETR/IEP file check review due to having a score of 75% compliance during the 2023-24 school year. The school will receive their next ETR/IEP file check during the 2025-26 school year.</p> <p>As stated above, documentation is a strength at Summit Academy Community School - Parma, with notable improvements seen this year. The ESCLEW confirms IEP implementation through a documentation verification review. The school has achieved a 92% completion rate in documentation verification, up from 67% last year.</p> |
| Legal | Summit Academy Community School - Parma was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School - Parma was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Summit Academy Community School – Parma demonstrated significant progress during the school year, particularly in the implementation of Positive Behavioral Interventions and Supports (PBIS). This initiative led to a notable 50% reduction in out-of-school suspensions for grades 9–12, reflecting a positive shift in student behavior and discipline practices. The school also experienced meaningful improvements in overall climate and culture, with leadership setting the tone through clear expectations, strong communication, and visible support for staff and students. In addition to behavioral and cultural advancements, instructional practices have been strengthened through the strategic use of data to plan and personalize instruction, ensuring academic decisions are grounded in student needs. Ongoing, targeted professional development has empowered staff to adopt effective strategies in the classroom and contribute to a collaborative, growth-minded school community. These collective efforts have created a more supportive, engaging, and achievement-focused environment for all learners.</p> <p>In the area of special education, Specially Designed Instruction (SDI) documentation is well-organized, with each Intervention Specialist (IS) utilizing a shared spreadsheet to track time spent with students, ensuring accurate recording of minutes. Accommodations and modifications have been effectively communicated to general education teachers through training sessions, and key information about student supports is accessible to all stakeholders.</p> |
| Areas for Improvement | <p>While the school has made important strides, staffing continues to present challenges that impact overall student achievement. Consistent staffing is essential for building strong teacher-student relationships, maintaining instructional continuity, and supporting schoolwide academic goals. Addressing recruitment and retention efforts, along with providing ongoing support for both new and existing staff, will be critical to ensuring stability and instructional effectiveness. Additionally, there is a recognized need to refine and strengthen math intervention strategies to better support students performing below grade level. This includes enhancing data-driven instructional practices, selecting effective intervention materials, and ensuring staff are adequately trained and supported in implementing these strategies. By prioritizing these areas, the school can continue to build on its progress and improve academic outcomes for all students.</p> <p>In the area of special education, areas for improvement at Summit Academy Community School - Parma include the need for further documentation from general education teachers to verify the consistent implementation of accommodations and modifications. While key information is accessible to all stakeholders, ensuring that this is being consistently applied across classrooms requires better tracking and accountability. Another area of growth is the management of compensatory Specially Designed Instruction (SDI) minutes, as some minutes from the previous school year and from quarter one were carried over.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

| | |
|----------------------------|---------|
| 2019-2020 | N/A |
| 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 |

| | |
|---|---------|
| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Warren

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|-----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 000305 | 8 Years | 07/01/2017 | 06/30/2025 | K-7 | |
| Address | 2106 Arbor Ave. SE Warren, OH 44484 | | | | |
| Contact | Phone: (330) 369-4233 | | Fax: (330) 369-4299 | | |
| Website | https://summitacademies.org/warren-elementary/ | | | | |
| Leadership | Mrs. Allison Glass, Principal, Mrs. Diana Napolitan, Assistant Principal, Mrs. Patricia Smith, Administrative Assistant, Mrs. Ashley Durst, IEP Coordinator, Mrs. Sara Robinson, Instructional Coach/Lead IS | | | | |
| Governing Authority | Amber Bodrick, Joseph Gagliano, Eric Jones, Kendra Godiciu, Nicole Forte | | | | |
| Mission Statement | The mission of Summit Academy Schools is to build hope, success and well-being through education and advocacy for students with special needs. | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 36 | 40 | K | 14 | |
| Male | 64 | 72 | 1 | 14 | |
| Race/Ethnicity | % | # | 2 | 12 | |
| American Indian/Alaskan Native | 0.1 | 1 | 3 | 16 | |
| Asian/Pacific Islander | 0 | 0 | 4 | 11 | |
| Black, Non-Hispanic | 12 | 13 | 5 | 20 | |
| Hispanic | 5 | 6 | 6 | 14 | |
| Multiracial | 12 | 13 | 7 | 11 | |
| White, Non-Hispanic | 71 | 79 | 8 | X | |
| Historically Underserved | % | # | 9 | | |
| Economically Disadvantaged | 100 | 112 | 10 | | |
| English Learner | 0.1 | 1 | 11 | | |
| Migrant | 0 | 0 | 12 | | |
| Students with Disabilities | 77 | 86 | Total | | 112 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Falls Below Standard | N/A | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |

| | | | | | |
|---|----------------|-----|--|--|--|
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |
|---|----------------|-----|--|--|--|

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Approaches Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Exceeds Standard | Exceeds Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Approaches Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Meets Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Community School – Warren’s compliance rate is 80%, up from 79% last year.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Summit Academy Community School - Warren had an impressive 100 % of their documentation verified, up from 93% last school year.</p> |
| Legal | Summit Academy Community School- Warren was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School - Warren was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024–25 school year, Summit Academy Community School – Warren demonstrated measurable growth in academic performance, student support systems, and community engagement. A key instructional achievement was the successful implementation of the 95 Percent early literacy intervention program, which significantly improved foundational reading skills, particularly among third-grade students. The percentage of students performing at grade level on the STAR Early Literacy assessment tripled from the beginning to the end of the year. Additionally, fifth-grade students showed notable gains on state reading and science assessments, supported by targeted intervention strategies, Multi-Tiered System of Supports (MTSS) practices, and increased instructional time focused on vocabulary and comprehension.</p> <p>The school also achieved full special education compliance, reflecting its commitment to individualized student support, effective organizational practices, and collaborative communication among staff, families, and service providers. Through these coordinated efforts, the school ensured that students with disabilities received timely, high-quality services aligned with legal requirements and educational best practices.</p> <p>Beyond academics, the school cultivated a positive and inclusive culture through a variety of well-attended community events, which received highly favorable feedback from families and helped strengthen school-home relationships. Additionally, the school launched a summer tutoring program with a creative camping theme, attracting participation from nearly half of the student body and reinforcing its commitment to academic enrichment beyond the traditional school year.</p> <p>In the area of special education, Summit Academy Community School – Warren demonstrated several key strengths in its special education processes. In the Evaluation Team Report (ETR), the school consistently ensured parent participation, provided clear summaries of assessments, and included detailed descriptions of students’ educational needs. Each ETR was developed by a qualified group of professionals and included appropriate justification for eligibility determination, reflecting the school’s commitment to collaborative and compliant evaluation practices.</p> <p>Within the Individualized Education Programs (IEPs), the school effectively documented Present Levels of Performance (PLOPs) and developed measurable goals that addressed both academic and functional needs. The Specially Designed Instruction (SDI) statements included location, amount, and frequency, and the IEPs identified relevant assistive technology, accommodations, and a clearly stated Least Restrictive Environment (LRE).</p> <p>A special area of strength is their documentation.</p> |

School Performance Summary

| | |
|------------------------------|--|
| Areas for Improvement | <p>Summit Academy Community School – Warren has identified staffing stability and retention as critical priorities for improvement in the upcoming academic year. Following a high rate of staff turnover at the conclusion of the 2024–2025 school year, coupled with ongoing shortages of substitute teachers, the school is experiencing challenges in maintaining instructional continuity and supporting staff morale. Frequent staffing changes, extended absences, and unfilled positions have placed increased pressure on existing personnel, affecting the overall learning environment.</p> <p>Additionally, the school has recognized the need to strengthen mathematics achievement through the development of a comprehensive, school-wide math intervention system. Current performance data indicate that many students are not meeting grade-level expectations, highlighting the urgency of implementing a more structured and consistent approach to closing learning gaps and supporting student growth in mathematics.</p> <p>In the area of special education, despite the strengths noted, there are several areas for continued growth. In the ETRs, intervention statements were not consistently documented to justify the decision to evaluate. Additionally, parental consent was not always clearly aligned with the ETR planning form, and some evaluations failed to address all areas related to the suspected disability, which is critical for ensuring a comprehensive evaluation.</p> <p>For IEPs, SDI statements need to be more specific regarding instructional format, such as identifying whether services will be delivered in small group, one-on-one, or whole group settings, to provide clarity and support service delivery that is responsive to individual student needs.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Canton

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 133306 | 8 Years | 07/01/2017 | 06/30/2025 | K-8 |
| Address | 1620 Market Avenue S Canton, OH 44707 | | | |
| Contact | Phone: (330) 458-0393 | | Fax: (330) 458-0518 | |
| Website | https://summitacademies.org/canton-elementary/ | | | |
| Leadership | Sarah Kwasnicka, Principal, Kelly Addressi, Admn Asst, Kristi McDermitt, Instructional Coach, Shana DeBerte, Data Coach, Shanna Martin, BIS | | | |
| Governing Authority | Tiffany Biedenbach, Jacqueline Trainor, Rachel Murphy, Jennifer Rainey, Angela Stevens, Lindsey Henry | | | |
| 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 | 44 | 63 | K | 15 |
| Male | 56 | 81 | 1 | 10 |
| Race/Ethnicity | % | # | 2 | 17 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 15 |
| Asian/Pacific Islander | 0 | 0 | 4 | 18 |
| Black, Non-Hispanic | 18 | 26 | 5 | 18 |
| Hispanic | 4 | 6 | 6 | 14 |
| Multiracial | 28 | 40 | 7 | 17 |
| White, Non-Hispanic | 50 | 72 | 8 | 20 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 144 | 10 | |
| English Learner | 0 | 0 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 63 | 90 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Falls Below Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Approaches Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Exceeds Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>Summit Academy Community School for Alternative Learners - Canton maintained a steady special education compliance rate of 67% for the 2024–25 school year, which is consistent with the 67% rate achieved during the 2023–24 school year.</p> <p>Due to a strong documentation verification score of 83% in the 2023–2024 school year, Summit Academy Community School for Alternative Learners - Canton was exempt from documentation review during the 2024–2025 cycle.</p> |
| Legal | Summit Academy Community School for Alternative Learners – Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School for Alternative Learners – Canton was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Summit Academy Community School for Alternative Learners – Canton demonstrated notable success in enrollment growth and retention during the 2024–25 school year. With enrollment reaching 149 students for the 2025–26 school year, the school has surpassed its projected goal of 145, and interest from families continues to increase. High levels of student retention further reflect the school’s welcoming environment and supportive approach, with only minimal student departures due to relocation, graduation, or personal educational choices.</p> <p>Equally significant is the school’s 100% staff retention rate for the upcoming year, highlighting a positive, collaborative work environment in which educators feel supported and valued. The return of a former staff member further underscores the strength of the school’s professional culture and stability—key factors in maintaining instructional consistency and promoting student success. The use of an aligned, state-approved curriculum ensures that academic offerings meet Ohio Department of Education and Workforce standards and provide a solid foundation for student growth.</p> <p>The school also fostered strong family partnerships and meaningful community engagement. Events such as family nights and open houses consistently drew high participation, demonstrating the school’s commitment to building an inclusive and supportive school culture. These efforts strengthened connections between families and the school, contributing to enhanced student achievement and a greater sense of community.</p> <p>In the area of special education, Summit Academy Community School for Alternative Learners - Canton demonstrated strong special education practices during the 2024–25 review. The Evaluation Team Reports (ETRs) consistently showed active parent participation, clear descriptions of students’ educational needs, and thorough documentation by a qualified group of professionals. Justifications for eligibility determinations were clearly articulated and aligned with compliance standards. The Individualized Education Programs (IEPs) also reflected a high standard of quality. Strengths included well-developed Present Levels of Performance (PLOPs) and measurable goals that addressed both academic and functional needs. The documentation of Specially Designed Instruction (SDI) clearly outlined the location, amount, and frequency of services. Additionally, the IEPs included appropriate use of assistive technology, supports for school personnel, and comprehensive Least Restrictive Environment (LRE) statements. Each IEP team was composed of qualified professionals, ensuring that decisions were made collaboratively and in the best interest of each student.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Summit Academy Community School for Alternative Learners – Canton has identified the need to strengthen the consistency and fidelity of its Positive Behavioral Interventions and Supports (PBIS) framework to further enhance school culture and student behavior. While the foundational elements of PBIS are established, increasing buy-in from both staff and students is essential to achieve full implementation across all classrooms.</p> <p>Additionally, the school is focused on improving the cohesion of its Multi-Tiered System of Supports (MTSS) by better integrating behavior and attendance processes alongside academic interventions. Although academic MTSS blocks are implemented with fidelity, the school recognizes the need for more structured alignment of team processes, including coordination of all school improvement team meetings. Enhancing these systems will support a more comprehensive and unified approach to student success. Furthermore, expanding family supports related to attendance remains a priority, as improving student attendance is critical to maximizing instructional time and fostering consistent academic growth.</p> <p>In the area of special education, while there are strong practices in place, some areas require additional attention to ensure full compliance. In the ETR process, intervention statements should include all required components, and informed parental consent must be fully documented, ensuring that the planning form matches ETR Part 1. Additionally, not all areas related to the suspected disability were consistently addressed, and summaries of assessment results need to be written clearly and understandably for parents.</p> <p>In the IEPs, some goals need to be revised to include measurable components that clearly define expected student outcomes. The Specially Designed Instruction (SDI) sections must be individualized and tailored to each student, avoiding generic or identical descriptions across multiple documents. Finally, progress reports were sometimes missing key components required to accurately reflect student growth and goal attainment.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

| 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 |

| 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 |

| 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 |

| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Lorain

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 133322 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 2140 E 36 th St. Lorain, OH 44055 | | | |
| Contact | Phone: (440) 277-4110 | | Fax: (440) 277-4112 | |
| Website | https://summitacademies.org/lorain-elementary/ | | | |
| Leadership | Jasmine Rengh, Director | | | |
| Governing Authority | Regina Kynard, Heather LaMore, Jennifer Marhevka, Rebecca Wisniewski | | | |
| Mission Statement | Summit Academy Schools build hope, success, and well-being through education and advocacy for students with special needs. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 43 | 30 | K | 4 |
| Male | 57 | 40 | 1 | 6 |
| Race/Ethnicity | % | # | 2 | 7 |
| American Indian/Alaskan Native | 3 | 2 | 3 | 11 |
| Asian/Pacific Islander | 0 | 0 | 4 | 9 |
| Black, Non-Hispanic | 8 | 6 | 5 | 2 |
| Hispanic | 26 | 18 | 6 | 17 |
| Multiracial | 6 | 4 | 7 | 11 |
| White, Non-Hispanic | 57 | 40 | 8 | 3 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 100 | 70 | 10 | |
| English Learner | 3 | 2 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 60 | 42 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Meets Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Falls Below Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | N/A | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Falls Below Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Falls Below Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Approaches Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Falls Below Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Exceeds Standard | | | | |
| Out of School Suspension 4-8 | Falls Below Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Community School for Alternative Learners – Lorain compliance rate is 81%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review Summit Academy Community School for Alternative Learners – Lorain had 44% of their documentation verified in the Fall of 2024, down from 61% last year.</p> |
| Legal | Summit Academy Community School for Alternative Learners – Lorain was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School for Alternative Learners - Lorain was not placed on Corrective Action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Summit Academy Community School for Alternative Learners - Lorain demonstrates several key strengths that contribute to its supportive and effective learning environment. The school's move to a newly renovated building has created a more positive and functional space, strengthened staff and student culture, and increased visibility within the broader community. These improvements have fostered school pride and supported future enrollment efforts. The school cultivates a strong, collaborative staff culture, with educators working together to share strategies and support one another in meeting students' diverse needs. This collaboration is further enhanced through an ongoing partnership with the local State Support Team, which provides professional guidance and resources to support instructional improvement. Community engagement is also a priority, with meaningful partnerships that enrich student experiences and extend learning beyond the classroom. Family communication is consistent and proactive, building trust and encouraging strong home-school collaboration. The school maintains a clear focus on academic growth by using regular data review and analysis to inform instruction, identify areas for improvement, and celebrate student progress. This commitment to data-driven decision-making ensures that each student receives targeted, personalized support to reach their full potential.</p> <p>In the area of special education, Summit Academy Community School for Alternative Learners – Lorain has made significant strides in its compliance efforts, achieving an impressive 81% overall compliance rate, up from 76.19% last year. The school demonstrates particular strengths in its ETR process by providing targeted interventions, engaging parents, and ensuring comprehensive assessment summaries with a qualified team for both ETR and IEP evaluations. Additionally, their IEPs clearly define Present Levels of Performance (PLOPs), set measurable goals that directly address students' needs, and detail Specially Designed Instruction (SDI), including specifics on amount, location, and frequency. Accommodations and Least Restrictive Environment (LRE) considerations are also thoroughly addressed, reflecting the school's ongoing commitment to individualized and compliant educational planning.</p> |

School Performance Summary

Areas for Improvement

Summit Academy Community School for Alternative Learners Lorain is actively addressing key areas for growth to further enhance student success. A primary focus is improving discipline and classroom management, particularly in grades four through eight, to establish a more consistent and structured environment that supports positive behavior and minimizes instructional disruptions. While the school has demonstrated a strong commitment to academic growth, improving overall student achievement remains a critical priority. Efforts are underway to refine instructional strategies, increase student engagement, and provide more targeted interventions. To support these goals, the school is working to improve the structure and effectiveness of academic support blocks, ensuring these periods are used intentionally to meet individual student needs. Addressing staffing needs is also essential; recruiting and retaining qualified educators will help ensure instructional continuity and build on the school's collaborative culture. With continued professional development, support from the State Support Team, and a data-informed approach, the school is well-positioned to make meaningful progress in these areas.

In the area of special education, the school has seen a decrease in data verification compliance this year, dropping from 61% last year to 44% this year. Key areas for improvement are that the school can enhance its focus on making up compensatory minutes, documenting accommodations consistently, and rigorously monitoring student progress in alignment with each student's IEP. Addressing these areas will help boost compliance rates and ensure that students' educational needs are being met comprehensively and in a timely manner.

Prospects for Renewal

Probable

ANNUAL PERFORMANCE REPORT

Summit Academy Community School for Alternative Learners – Xenia

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 132761 | 5 Years | 07/01/2020 | 06/30/2025 | K-12 |
| Address | 1694 Pawnee Dr. Xenia, OH 45385 | | | |
| Contact | Phone: (937) 372-5210 | | Fax: (937) 372-5250 | |
| Website | https://summitacademies.org/xenia/ | | | |
| Leadership | Marissa Raux, Principal | | | |
| Governing Authority | Brian Roth, Faustino Zapata, Jennifer Frey, Andrew Davenport, Michael Dailey | | | |
| Mission Statement | Summit Academy Schools builds hope, success, and well-being through education and advocacy for children with special needs. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 38 | 55 | K | 9 |
| Male | 62 | 89 | 1 | 5 |
| Race/Ethnicity | % | # | 2 | 11 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 4 |
| Asian/Pacific Islander | 1 | 2 | 4 | 9 |
| Black, Non-Hispanic | 6 | 8 | 5 | 9 |
| Hispanic | 0 | 0 | 6 | 11 |
| Multiracial | 10 | 15 | 7 | 16 |
| White, Non-Hispanic | 83 | 119 | 8 | 12 |
| Historically Underserved | % | # | 9 | 15 |
| Economically Disadvantaged | 100 | 144 | 10 | 21 |
| English Learner | 0 | 0 | 11 | 12 |
| Migrant | 0 | 0 | 12 | 10 |
| Students with Disabilities | 64 | 92 | Total | 144 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Approaches Standard | | | |
| Performance Index | Falls Below Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Meets Standard | Exceeds Standard | | | |
| Gap Closing Component | Falls Below Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Approaches Standard | Falls Below Standard | | | |
| 4-Year Graduation Rate | Falls Below Standard | Falls Below Standard | | | |
| 5-Year Graduation Rate | Exceeds Standard | Falls Below Standard | | | |
| Early Literacy Component | Falls Below Standard | Falls Below Standard | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | Falls Below Standard | Falls Below Standard | | | |
| College, Career, Workforce & Military Readiness | N/A | Falls Below Standard | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Approaches Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | Approaches Standard | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |

| | | | | | |
|---|----------------|-----|--|--|--|
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |
|---|----------------|-----|--|--|--|

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Approaches Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Approaches Standard | Approaches Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | Approaches Standard | Falls Below Standard | | | |
| Mission Specific | Meets Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Community School Alternative Learners – Xenia’s compliance rate is 77.27%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Summit Academy Community School Alternative Learners – Xenia had a 61% compliance rate on their documentation.</p> |
| Legal | Summit Academy Community School Alternative Learners – Xenia was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Community School Alternative Learners – Xenia was not placed on corrective action for the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>During the 2024-25 school year, Summit Academy Community School for Alternative Learners - Xenia demonstrated several areas of strength.</p> <p>Substantial strides were made in establishing an effective Multi-Tiered System of Supports (MTSS) framework. Through thoughtful planning, collaboration, and a commitment to continuous improvement, the MTSS structure began to take clearer shape, leading to more targeted interventions and supports for students across all tiers. This foundational work has laid the groundwork for more consistent and sustainable implementation moving forward.</p> <p>Another notable success this year was the significant decrease in chronic absenteeism rates compared to the previous year. This improvement can be attributed to the intentional efforts of the administration and staff to build positive, consistent relationships with students and families who had previously shown patterns of absenteeism. These efforts helped foster a stronger sense of belonging and engagement, contributing to improved attendance and school connectedness.</p> <p>In the area of special education, Summit Academy Community School Alternative Learners – Xenia has shown impressive growth, improving its compliance score to 77.27%, up from 70% last year. Key strengths in the ETR process include well-documented interventions, active parent participation, and clear descriptions of educational needs, supported by a highly qualified team. The IEPs stand out for their detailed transition plans, measurable goals, and effective accommodations. Additionally, strong documentation of SDI, functional needs, and LRE justifications reflects the school’s commitment to inclusive and individualized support. This progress highlights their dedication to continuous improvement and student success.</p> |

School Performance Summary

| | |
|------------------------------|---|
| Areas for Improvement | <p>Summit Academy Community School for Alternative Learners - Xenia has demonstrated opportunities for growth that may contribute to overall continuous improvement.</p> <p>While the foundation of the MTSS framework has been effectively established, continued refinement is needed, particularly around the progress monitoring of interventions. The administration team is encouraged to support staff in more consistent and structured implementation of progress monitoring with greater fidelity to ensure TBT data discussions are meaningful, interventions are impactful, and adjustments are made based on timely student data.</p> <p>Out-of-school suspensions in grades 4–12 were higher this year compared to the previous year. The team is encouraged to focus on the consistent, school wide implementation of Behavior Leadership strategies and the Positive Behavioral Interventions and Supports (PBIS) framework. Strengthening these systems will be essential to creating a proactive, supportive environment for all students and reducing exclusionary discipline practices.</p> <p>In the area of special education, while Summit Academy Community School Alternative Learners – Xenia has made notable progress, there are areas for improvement to further enhance compliance. The data verification score decreased from 67% to 61%, highlighting the need for more consistent documentation. In the ETR, some files were missing parent information in Part 1, and assessment summaries need to be written in language easily understood by parents. On the IEP side, goals did not fully address academic needs; although prioritization was noted, many students had only one goal without clear justification. Additionally, assistive technology recommendations should be individualized rather than uniform across students.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy School for Alternative Learners – Warren Middle and Secondary

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000616 | 4 Years | 07/01/2024 | 06/30/2028 | 8-12 |
| Address | 1461 Moncrest Dr. NW Warren, OH 44485 | | | |
| Contact | Phone: (330) 399-1692 | | Fax: (330) 399-1768 | |
| Website | https://summitacademies.org/warren-middle-secondary/ | | | |
| Leadership | Erin Bradley-Principal, Daniel Stella-Dean of Students, Samantha Musser-Administrative Assistant, Allison Garisto-Data Coach, Melissa Weaver-IEP Coordinator, Maria Winbush-Behavior Specialist, James Ihnat-Lead IS | | | |
| Governing Authority | Joe Gagliano, Amber Bodrick, Kendra Godiciu, Nicole Forte, Eric Jones | | | |
| 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 | 29 | 20 | K | X |
| Male | 71 | 49 | 1 | |
| Race/Ethnicity | % | # | 2 | |
| American Indian/Alaskan Native | 0 | 0 | 3 | |
| Asian/Pacific Islander | 0 | 0 | 4 | |
| Black, Non-Hispanic | 7 | 5 | 5 | |
| Hispanic | 4 | 3 | 6 | |
| Multiracial | 12 | 8 | 7 | |
| White, Non-Hispanic | 77 | 53 | 8 | |
| Historically Underserved | % | # | 9 | |
| Economically Disadvantaged | 100 | 69 | 10 | |
| English Learner | 0 | 0 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 68 | 47 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Falls Below Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Falls Below Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | Falls Below Standard | | | | |
| 4-Year Graduation Rate | Falls Below Standard | | | | |
| 5-Year Graduation Rate | Falls Below Standard | | | | |
| Early Literacy Component | N/A | | | | |
| Proficiency in 3rd Grade | N/A | | | | |
| Promotion to 4 th Grade | N/A | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | Meets Standard | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | Falls Below Standard | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | Falls Below Standard | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Approaches Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Falls Below Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Meets Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | N/A | | | | |
| Out of School Suspension 4-8 | Exceeds Standard | | | | |
| Out of School Suspension 9-12 | Approaches Standard | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | Summit Academy School for Alternative Learners - Warren Middle and Secondary was selected for ongoing check-ins during the 2024–25 school year in place of a formal file review and documentation verification, due to a strong past performance and overall compliance with special education requirements during the previous 2023–24 school year, resulting in a one-year exemption. |
| Legal | Summit Academy School for Alternative Learners Warren Middle and Secondary was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy School for Alternative Learners Warren Middle and Secondary was not placed on corrective action during the 2024 – 2025 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>Summit Academy School for Alternative Learners Warren Middle and Secondary experienced measurable growth in school culture and professional collaboration throughout the 2024–25 school year. Teachers and administrators fostered mutual respect through consistent teamwork and open communication, building meaningful relationships across the building. In addition to daily collaboration, the school prioritized staff morale by organizing team-building opportunities outside of the classroom.</p> <p>The school also made significant progress in Positive Behavioral Interventions and Supports (PBIS). Through focused, data-driven Building Leadership Team (BLT) meetings, the school emphasized consistency in PBIS implementation across all classrooms. A key component of this advancement was the collaboration with the State Support Team (SST) consultant, who partnered with the school’s behavior specialist to expand her leadership capacity within the PBIS framework. These efforts directly contributed to a more supportive and structured learning environment for all students.</p> <p>Increased community engagement and enhanced instructional practices were also notable achievements during the year. Students participated in community service initiatives, strengthening connections with their community while fulfilling service hour requirements. Internally, instructional teams benefited from strengthened Teacher-Based Team (TBT) structures, with bi-weekly, data-focused meetings fostering instructional alignment and effective interventions. Additionally, targeted coaching expanded to include a broader range of staff, further supporting professional growth and student success.</p> <p>In the area of special education, throughout the school year multiple check-ins were conducted to monitor ongoing compliance and provide support as needed. The school continues to provide compliant services across all areas. There were no reported issues with IEP or ETR timelines, documentation, or service delivery. Additionally, there were no outstanding compensatory service minutes. All components of special education programming were found to be appropriately implemented and documented.</p> |

School Performance Summary

| | |
|------------------------------|--|
| Areas for Improvement | <p>Summit Academy School for Alternative Learners Warren Middle and Secondary has identified key areas for continued improvement to enhance student learning outcomes and overall school success. A primary focus moving forward is strengthening tiered instruction, with particular emphasis on ensuring students successfully transfer skills acquired through intervention series into their core Mathematics and English Language Arts classes. Aligning specialized instruction with general education coursework is essential to closing academic gaps and supporting long-term student achievement.</p> <p>Additionally, the school is committed to improving student attendance and enrollment, both of which are critical to fostering a stable and engaged learning environment. While overall attendance rates have shown improvement, consistent growth across all grade levels remains a priority. This goal may be achieved through the development of student incentives and recognition programs designed to promote daily attendance. Concurrently, the school is working to strengthen enrollment efforts by building partnerships with local counseling agencies and medical offices, ensuring prospective students are connected to an educational environment tailored to meet their unique learning needs.</p> <p>In the area of special education, while no specific compliance concerns were identified during the 2024–25 school year, continued attention to timely documentation, individualized goal development, and ongoing data collection is encouraged to sustain strong performance. The school is advised to maintain current practices and remain vigilant in monitoring service delivery and compliance to ensure continued success.</p> |
| Prospects for Renewal | Probable |

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Akron

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 000298 | 5 Years | 07/01/2020 | 06/30/2025 | 9-12 | |
| Address | 464 S Hawkins Ave. Akron, OH 44320 | | | | |
| Contact | Phone: (330) 434-2343 | | Fax: (330) 434-5295 | | |
| Website | https://summitacademies.org/akron-secondary/ | | | | |
| Leadership | Ralph E. Grant – Principal; Sarah Pavis – IEP Coordinator; Mary Reville (Trojan) – LIS/Instructional Coach | | | | |
| Governing Authority | Jacqueline Trainor, David Lang, Gretchen Himes, Jennifer Rainey, David Ames | | | | |
| 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 | 29 | 17 | K | X | |
| Male | 71 | 41 | 1 | | |
| Race/Ethnicity | % | # | 2 | | |
| American Indian/Alaskan Native | 0 | 0 | 3 | | |
| Asian/Pacific Islander | 0 | 0 | 4 | | |
| Black, Non-Hispanic | 41 | 24 | 5 | | |
| Hispanic | 0 | 0 | 6 | | |
| Multiracial | 10 | 6 | 7 | | |
| White, Non-Hispanic | 48 | 28 | 8 | | |
| Historically Underserved | % | # | 9 | | 24 |
| Economically Disadvantaged | 100 | 58 | 10 | | 15 |
| English Learner | 0 | 0 | 11 | | 12 |
| Migrant | 0 | 0 | 12 | | 7 |
| Students with Disabilities | 79 | 46 | Total | 58 | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Falls Below Standard | | | |
| Performance Index | Approaches Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Meets Standard | | | |
| Gap Closing Component | Approaches Standard | Approaches Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Exceeds Standard | Meets Standard | | | |
| 4-Year Graduation Rate | Meets Standard | Meets Standard | | | |
| 5-Year Graduation Rate | Exceeds Standard | Meets Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Meets Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | N/A | N/A | | | |
| Nationally-Normed Assessment Achievement K-8 Math | N/A | N/A | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Approaches Standard | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Exceeds Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Exceeds Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Approaches Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Exceeds Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | N/A | N/A | | | |
| Out of School Suspension 4-8 | N/A | N/A | | | |
| Out of School Suspension 9-12 | Exceeds Standard | Exceeds Standard | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | Due to a strong past performance and overall compliance with special education requirements during the previous 2023–24 school year, Summit Academy Secondary School – Akron was granted a one-year exemption from formal file checks and documentation reviews for the 2024–25 school year. Instead, ongoing check-ins were conducted to monitor compliance and support continued high-quality service delivery. |
| Legal | Summit Academy Secondary Akron was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Secondary School - Akron was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Summit Academy Secondary School – Akron demonstrated significant growth in school culture, student behavior, and academic support during the 2024–2025 school year. The school’s consistent implementation of restorative practices and logical consequences resulted in zero out-of-school suspensions for the second consecutive year. This proactive, relationship-centered approach has strengthened student accountability, improved behavior, and fostered a more inclusive and respectful learning environment. Both staff and families have observed positive changes in student engagement and social-emotional development as a result.</p> <p>The school also achieved success in academic interventions through the effective use of the Multi-Tiered System of Supports (MTSS) and the integration of digital tools. With full buy-in from both staff and students, these tools have enabled real-time progress monitoring, targeted skill development, and increased student ownership of learning. As a result, academic performance and student confidence have improved, reinforcing a school culture where academic achievement and behavioral growth are supported collaboratively.</p> <p>Summit Academy Secondary – Akron achieved 100% staff retention, sustained high levels of parent involvement, and celebrated its fourth consecutive year of full special education compliance. Through small class sizes, individualized instruction, and strong family partnerships, the school has cultivated a close-knit, supportive environment where every student is known and valued. Increased parent participation in school events reflects the deepening connection between families and the school, further enhancing student success.</p> <p>In the area of special education, according to the check-ins conducted several times over the course of the school year, Summit Academy Secondary School – Akron continues to provide compliant services across all monitored areas. The school has no outstanding compensatory service minutes, no late IEPs or ETRs, and no reported documentation concerns. The staff have demonstrated consistency in maintaining timelines, procedures, and service delivery expectations.</p> |

School Performance Summary

Areas for Improvement

Summit Academy Secondary – Akron has identified the need to strengthen in-class Positive Behavioral Interventions and Supports (PBIS) to ensure greater consistency across all classrooms. While the school has made notable progress in cultivating a positive, trauma-informed culture, efforts are now focused on enhancing individualized PBIS strategies within each learning environment. Expanding classroom-level supports is expected to reduce minor infractions, promote student independence, and lessen reliance on administrative staff to address lower-level behaviors—further reinforcing the school’s commitment to a respectful and supportive climate.

In addition, the school seeks to improve instructional consistency by ensuring that all teachers and intervention specialists implement the provided research-based curriculum and instructional strategies with fidelity. The school also plans to increase opportunities for cross-curricular collaboration. These initiatives aim to boost student engagement, deepen interdisciplinary learning connections, and support academic growth across all subject areas.

In the area of special education, while the school is doing well overall, check-in reviews indicated that accommodations are not consistently documented across instructional settings, with documentation primarily focused on state and district testing. To strengthen compliance and ensure ongoing support for students, teams are encouraged to routinely document the provision of accommodations in day-to-day instructional settings.

Prospects for Renewal

Probable

Previous Academic Performance

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

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

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

| 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 |

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Canton

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000300 | 5 Years | 07/01/2020 | 06/30/2025 | 9-12 |
| Address | 2400 Cleveland Avenue NW Canton, OH 44709 | | | |
| Contact | Phone: (330) 453-8517 | | Fax: (330) 453-8924 | |
| Website | https://summitacademies.org/canton-secondary/ | | | |
| Leadership | Valerie Hughes, Director and Heather Singer, Superintendent | | | |
| Governing Authority | Tiffany Biedenbach, President, Jennifer Rainey, Vice President, Rachel Murphy, Secretary, Jacqueline Trainor, Angela Stevens, Lindsey Henry | | | |
| 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 | 47 | 35 | K | X |
| Male | 53 | 40 | 1 | |
| Race/Ethnicity | % | # | 2 | |
| American Indian/Alaskan Native | 0.01 | 1 | 3 | |
| Asian/Pacific Islander | 0.03 | 2 | 4 | |
| Black, Non-Hispanic | 15 | 11 | 5 | |
| Hispanic | 0.04 | 3 | 6 | |
| Multiracial | 9 | 7 | 7 | |
| White, Non-Hispanic | 75 | 51 | 8 | |
| Historically Underserved | % | # | 9 | |
| Economically Disadvantaged | 100 | 75 | 10 | 20 |
| English Learner | 0 | 0 | 11 | 19 |
| Migrant | 0 | 0 | 12 | 16 |
| Students with Disabilities | 61 | 46 | Total | 75 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Falls Below Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Falls Below Standard | | | |
| Progress Component | Meets Standard | Approaches Standard | | | |
| Gap Closing Component | Falls Below Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Meets Standard | Falls Below Standard | | | |
| 4-Year Graduation Rate | Meets Standard | Falls Below Standard | | | |
| 5-Year Graduation Rate | Approaches Standard | Meets Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | N/A | N/A | | | |
| Nationally-Normed Assessment Achievement K-8 Math | N/A | N/A | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Approaches Standard | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | Approaches Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Meets Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Meets Standard | Exceeds Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Meets Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Meets Standard | N/A | | | |
| Sustainability | Falls Below Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Meets Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | N/A | N/A | | | |
| Out of School Suspension 4-8 | N/A | N/A | | | |
| Out of School Suspension 9-12 | Falls Below Standard | Exceeds Standard | | | |
| Mission Specific | Exceeds Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>Summit Academy Secondary School - Canton has demonstrated notable progress in special education compliance. The ESC of Lake Erie West conducted a file review, and the school's compliance rate increased from 67% in the 2023-24 school year to 81% in the 2024-25 school year. This improvement reflects stronger alignment with state requirements and enhanced quality in IEP and ETR documentation.</p> <p>The school also made significant gains in documentation verification, improving from 47% in the 2023-24 school year to 63% in the 2024-25 school year. This upward trend highlights efforts to improve record-keeping accuracy and fidelity to required special education practices.</p> |
| Legal | Summit Academy Secondary School - Canton was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Secondary School - Canton was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|---|
| Areas of Strength | <p>During the 2024–25 school year, Summit Academy Secondary School – Canton demonstrated significant progress in fostering a positive, student-centered learning environment through the effective implementation of the Positive Behavioral Interventions and Supports (PBIS) framework. Teachers consistently applied PBIS practices to document and manage student behavior, promoting accountability and reinforcing positive conduct throughout the school. Consequently, the school experienced a substantial reduction in disciplinary incidents, reflecting improved student engagement, increased staff consistency, and the impact of restorative practices designed to support student growth.</p> <p>Efforts to strengthen school culture and morale were also notable achievements. Through intentional relationship-building, open communication, and regular staff appreciation activities, the school cultivated a more connected, motivated, and engaged community. Student-centered events and celebrations further contributed to a positive atmosphere, enhancing the well-being of both staff and students and fostering stronger daily interactions.</p> <p>The school's successes extended beyond internal improvements, with multiple district and community recognitions highlighting excellence in academics, student progress, and extracurricular achievements. These awards reflect the dedication of staff and students and underscore Summit Academy Secondary School – Canton's commitment to providing an inclusive, supportive, and achievement-oriented environment where all students can thrive academically, socially, and emotionally.</p> <p>In the area of special education, in the ETR process, interventions were clearly documented, parents actively participated, and all areas related to the suspected disability were addressed. The ETRs included clear descriptions of educational needs, and the evaluation teams consisted of qualified professionals.</p> <p>Within the IEPs, transition plans were developed appropriately, PLOPs were well written, and measurable goals targeted both academic and functional needs. The SDI statements included specific details for location, amount, and frequency of services. Least Restrictive Environment (LRE) considerations were addressed, and a qualified IEP team participated in development.</p> |

School Performance Summary

| | |
|------------------------------|--|
| Areas for Improvement | <p>Summit Academy Secondary School – Canton has identified the need to strengthen classroom management and instructional practices to better support student learning. Inconsistent application of behavior expectations and routines has contributed to off-task behavior in some classrooms. Enhancing management strategies will create a more structured environment, increase instructional time, and encourage positive student conduct. Additionally, improving differentiation will ensure instruction meets the diverse needs of all learners—particularly students with Individualized Education Programs (IEPs) or significant learning gaps—thereby promoting equitable access and academic growth.</p> <p>The school has also recognized the importance of increasing parent involvement and student engagement as part of its continuous improvement efforts. Limited communication and collaboration with families have, at times, affected student motivation and accountability beyond the classroom. Strengthening these connections is expected to enhance student engagement, foster greater academic ownership, and cultivate a more supportive, involved learning community that reinforces student success both inside and outside the classroom.</p> <p>In the area of special education, in the ETR, planning forms and Part 1 documents must align, accurately reflecting parental consent. Summaries of assessment results need to be written in language understandable to parents, and justifications for eligibility must include how the disability affects the student in the general education classroom.</p> <p>Within the IEPs, all sections must be completed thoroughly, with no missing information or dates. Progress reports must include all required components to ensure they clearly communicate student performance and growth.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

| | |
|---|-----|
| 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 |

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – Youngstown

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|----|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served | |
| 000303 | 4 Years | 07/01/2024 | 06/30/2028 | 8-12 | |
| Address | 2800 Shady Run Rd. Youngstown, OH 44502 | | | | |
| Contact | Phone: (234) 228-8235 | | Fax: (234) 228-8239 | | |
| Website | https://summitacademies.org/youngstown-secondary/ | | | | |
| Leadership | Ashley Martin, Principal, Rebecca Phillips, Dean of Students/Performance Coach, Clark Cretella, Behavior Specialist, Sarah Herb, Instructional Coach, Brittani Giglio, IEP Coordinator, Jessica Schell, IEP Coordinator, Michael Neilson, Admin Assistant | | | | |
| Governing Authority | Eric Jones, Amber Bodrick, Kendra Godiciu, Joseph Gagliano, Nicole Forte | | | | |
| Mission Statement | The mission of Summit Academy Schools is to build hope, success and well-being through education and advocacy for students with special needs. | | | | |
| Student Demographics | | | Enrollment | | |
| Gender | % | # | Grade | # | |
| Female | 48 | 43 | K | X | |
| Male | 52 | 47 | 1 | | |
| Race/Ethnicity | % | # | 2 | | |
| American Indian/Alaskan Native | 0 | 0 | 3 | | |
| Asian/Pacific Islander | 0 | 0 | 4 | | |
| Black, Non-Hispanic | 39 | 35 | 5 | | |
| Hispanic | 7 | 6 | 6 | | |
| Multiracial | 8 | 7 | 7 | | |
| White, Non-Hispanic | 44 | 40 | 8 | | 17 |
| Historically Underserved | % | # | 9 | | 21 |
| Economically Disadvantaged | 100 | 90 | 10 | | 19 |
| English Learner | 1 | 1 | 11 | | 17 |
| Migrant | 0 | 0 | 12 | | 16 |
| Students with Disabilities | 98 | 88 | Total | | 90 |

School Academic/Non-Academic Performance

| | | | | | |
|---|----------------------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
| Overall Rating | Falls Below Standard | | | | |
| Achievement Component | Falls Below Standard | | | | |
| Performance Index | Falls Below Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Falls Below Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | Falls Below Standard | | | | |
| 4-Year Graduation Rate | Falls Below Standard | | | | |
| 5-Year Graduation Rate | Falls Below Standard | | | | |
| Early Literacy Component | N/A | | | | |
| Proficiency in 3rd Grade | N/A | | | | |
| Promotion to 4 th Grade | N/A | | | | |
| Improving K-3 Literacy | N/A | | | | |
| College, Career, Workforce & Military Readiness | Meets Standard | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | Falls Below Standard | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | Falls Below Standard | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | Meets Standard | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
|--|----------------------|--|--|--|--|
| Ratio Assets to Liabilities | Falls Below Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Falls Below Standard | | | | |
| Total Expense Variance | Falls Below Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Falls Below Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Meets Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Exceeds Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Meets Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | N/A | | | | |
| Out of School Suspension 4-7 | N/A | | | | |
| Out of School Suspension 8-12 | Falls Below Standard | | | | |
| Mission Specific | N/A | | | | |

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

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

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

School Performance Summary

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

ANNUAL PERFORMANCE REPORT

Summit Academy Transition High School – Cincinnati

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|---|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000608 | 6 Years | 07/01/2019 | 06/30/2025 | 9-12 |
| Address | 5800 Salvia Ave. Cincinnati, OH 45224 | | | |
| Contact | Phone: (513) 541-4000 | | Fax: (513) 541-4075 | |
| Website | http://summitacademies.org/schools/Cincinnati-high | | | |
| Leadership | Erwin McIntosh Principal | | | |
| Governing Authority | Walter Henry, Josephine Howard, Anita Miller-Henderson and Cherish Edwards | | | |
| 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 | 24 | 11 | K | X |
| Male | 76 | 34 | 1 | |
| Race/Ethnicity | % | # | | |
| American Indian/Alaskan Native | 0 | 0 | 2 | |
| Asian/Pacific Islander | 0 | 0 | 3 | |
| Black, Non-Hispanic | 49 | 22 | 4 | |
| Hispanic | 2 | 1 | 5 | |
| Multiracial | 9 | 4 | 6 | |
| White, Non-Hispanic | 40 | 18 | 7 | |
| Historically Underserved | % | # | 8 | |
| Economically Disadvantaged | 100 | 45 | 9 | |
| English Learner | 0.02 | 1 | 10 | |
| Migrant | 0 | 0 | 11 | |
| Students with Disabilities | 86.67 | 39 | 12 | |
| | | | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Meets Standard | Approaches Standard | | | |
| Achievement Component | Falls Below Standard | Approaches Standard | | | |
| Performance Index | Falls Below Standard | Approaches Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | N/A | Meets Standard | | | |
| Gap Closing Component | Exceeds Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | Exceeds Standard | Approaches Standard | | | |
| 4-Year Graduation Rate | Meets Standard | Falls Below Standard | | | |
| 5-Year Graduation Rate | Exceeds Standard | Meets Standard | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | Approaches Standard | | | |
| PBIS | Falls Below Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | N/A | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | N/A | Falls Below Standard | | | |
| 9-12 EOC Algebra I | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Biology | Falls Below Standard | N/A | | | |
| 9-12 EOC ELA II | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Geometry | Falls Below Standard | N/A | | | |
| 9-12 EOC American US History | Meets Standard | N/A | | | |
| 9-12 EOC American US Government | Falls Below Standard | N/A | | | |
| 9-12 Credit Earning Rate | Meets Standard | Meets Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Meets Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Meets Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Meets Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Meets Standard | Falls Below Standard | | | |
| Unrestricted Days Cash | Falls Below Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Falls Below Standard | Falls Below Standard | | | |
| Debt Management | Exceeds Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Falls Below Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Approaches Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Approaches Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | N/A | N/A | | | |
| Out of School Suspension 4-8 | N/A | N/A | | | |
| Out of School Suspension 9-12 | Meets Standard | Meets Standard | | | |
| Mission Specific | Meets Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>Due to strong special education compliance during the 2023–24 school year, Summit Academy Transition High School – Cincinnati was exempt from a formal file check in the 2024–25 school year. A documentation review was conducted instead to ensure continued compliance.</p> <p>The school has maintained consistent performance in documentation practices, earning a 68% compliance rate—matching last year’s performance</p> |
| Legal | Summit Academy Transition High School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | Summit Academy Transition High School – Cincinnati was not placed on corrective action during the 2024–25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Summit Academy Transition High School – Cincinnati demonstrated a significant strength in maintaining high teacher retention, which reflects the strong sense of climate and culture established within the building. Staff feel valued, supported, and connected, fostering stability and consistency for students. This positive environment not only enhances collaboration among educators but also contributes to sustained student success.</p> <p>In the area of special education, Summit Academy Transition High School – Cincinnati has maintained consistent performance in documentation practices, earning a 68% compliance rate—matching last year’s performance. The school has demonstrated a strong commitment to upholding documentation expectations and ensuring service delivery is aligned with IEP requirements.</p> <p>Due to strong special education compliance during the 2023–24 school year, Summit Academy Transition High School – Cincinnati was exempt from a formal file check in the 2024–25 school year. A documentation review was conducted instead to ensure continued compliance.</p> |
| Areas for Improvement | <p>As Summit Academy Transition High School – Cincinnati merges with the elementary building and becomes Summit Academy School – Cincinnati, it will be important for the school to focus on the transition into a new building while effectively merging two staffs into one cohesive team. Continued attention to building relationships, establishing shared expectations, and fostering a unified school culture will be essential to ensure a smooth transition and long-term success.</p> <p>In the area of special education, as the school moves forward, teams should strengthen systems for collecting and reporting student progress on a quarterly basis, ensuring all IEP compliance components are fully met. Additionally, current caseload and workload distribution must be evaluated. The IEP Coordinator is managing a full caseload, and the second Intervention Specialist is responsible for both a full caseload and teaching a core subject. This heavy workload may impact service quality. It is strongly recommended that the school prioritize hiring an additional Intervention Specialist to better balance staff responsibilities and sustain high-quality student support.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

The Autism Academy of Learning

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 143297 | 8 Years | 07/01/2019 | 06/30/2027 | K-23 |
| Address | 110 Arco Dr. Toledo, OH 43607 | | | |
| Contact | Phone: (419) 865-7487 | | Fax: (419) 865-8360 | |
| Website | http://www.theautismacademy.org/home.html | | | |
| Leadership | Mark Lafferty-Superintendent/Principal | | | |
| Governing Authority | Sommer Clayborne, Eric Yacks, Kimberly Watson, Brian McCarty, Bridgett Ely, Elizabeth Pasker, Howard Quinn | | | |
| Mission Statement | <i>The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.</i> | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 20% | 11 | K | 0 |
| Male | 80% | 44 | 1 | 0 |
| Race/Ethnicity | % | # | 2 | 3 |
| American Indian/Alaskan Native | 0% | 0 | 3 | 4 |
| Asian/Pacific Islander | 2% | 1 | 4 | 2 |
| Black, Non-Hispanic | 44% | 24 | 5 | 2 |
| Hispanic | 0% | 0 | 6 | 6 |
| Multiracial | 10% | 6 | 7 | 4 |
| White, Non-Hispanic | 44% | 24 | 8 | 5 |
| Historically Underserved | % | # | 9 | 6 |
| Economically Disadvantaged | 71% | 39 | 10 | 8 |
| English Learner | 0% | 0 | 11 | 3 |
| Migrant | 0% | 0 | 12/13/23 | 12 |
| Students with Disabilities | 100% | 55 | Total | 55 |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Falls Below Standard | | | |
| Achievement Component | Falls Below Standard | Falls Below Standard | | | |
| Performance Index | Falls Below Standard | Falls Below Standard | | | |
| Chronic Absenteeism | Meets Standard | Falls Below Standard | | | |
| Progress Component | N/A | N/A | | | |
| Gap Closing Component | Exceeds Standard | Falls Below Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | N/A | N/A | | | |
| Proficiency in 3rd Grade | N/A | N/A | | | |
| Promotion to 4 th Grade | N/A | N/A | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Falls Below Standard | Falls Below Standard | | | |
| PI vs Similar School #1 | Approaches Standard | N/A | | | |
| PI vs Similar School #2 | Approaches Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Exceeds Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Exceeds Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | Exceeds Standard | Exceeds Standard | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Falls Below Standard | Exceeds Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Falls Below Standard | Exceeds Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Falls Below Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|----------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Approaches Standard | Falls Below Standard | | | |
| Current Year Enrollment Variance | Exceeds Standard | Exceeds Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Meets Standard | Approaches Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Meets Standard | Falls Below Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Falls Below Standard | Falls Below Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Accuracy of Records Submissions | Meets Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Exceeds Standard | | | |
| Out of School Suspension 4-8 | Approaches Standard | N/A | | | |
| Out of School Suspension 9-12 | Falls Below Standard | N/A | | | |
| Mission Specific | Meets Standard | N/A | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | | |

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. The Autism Academy of Learning’s compliance rate for Fall 2024 was 58%, reflecting a slight improvement from 56% during the 2023–24 school year. A second review was completed in Spring 2025, during which the compliance rate increased to 75%. This brings the combined average compliance rate to 67% for the 2024–25 school year.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. The school has maintained a documentation verification compliance rate of 84% for both the 2023-24 and 2024-25 school years.</p> |
| Legal | The Autism Academy of Learning was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | The Autism Academy of Learning was on a Special Education Corrective Action Plan during the 2024-25 school year. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>The Autism Academy of Learning demonstrated meaningful growth and commitment to student success throughout the 2024–2025 school year. Staff cultivated a warm, trusting environment built on strong relationships, while classroom observations highlighted student engagement in hands-on vocational experiences that promote skill-building and independence. The school maintained close collaboration with families, especially during key student transitions, and showed measurable improvement by utilizing approved curriculum tasks and successfully completing its corrective action plan. The administration worked closely with its sponsor, and efforts are underway to implement school-wide benchmarking assessments and expand the board to strengthen leadership and support continued growth.</p> <p>In the area of special education, The Autism Academy of Learning demonstrates several strengths in its special education processes. The ETR process benefits from strong parent participation. IEPs are well-crafted, featuring measurable goals that address academic needs and clearly specify the location, amount, and frequency of SDI. Appropriate accommodations and modifications are identified and documented, contributing to effective and individualized student support.</p> |
| Areas for Improvement | <p>While The Autism Academy of Learning has made notable progress in several key areas, continued improvement could focus on fully implementing a school-wide benchmarking system to drive consistent, data-informed instruction. Additionally, strengthening governance through the onboarding of new board members and continuing the search for qualified intervention specialists will be essential to ensure strong leadership, strategic planning, and full compliance in special education services.</p> <p>In the area of special education, The Autism Academy of Learning has areas that require attention to enhance compliance and effectiveness in its special education processes. In the ETR, intervention statements need to specify adequate progress, and planning forms and actual assessments must align. Parent information was missing from ETR Part 1, and all areas from Part 1 should be summarized in Part 2. Additionally, Part 2 of the ETR lacked a description of educational needs and a justification statement on how the disability affects progress in the general education curriculum. In the IEP, PLOPs lacked essential details, methodology for SDI was not included, and assistive technology listed did not meet proper criteria.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

The Intergenerational School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 133215 | 8 Years | 07/01/2017 | 06/30/2025 | K-8 |
| Address | 11327 Shaker Blvd. Suite 200E Cleveland, OH 44104 | | | |
| Contact | Phone: (216) 721-0120 | | Fax: (216) 721-0126 | |
| Website | https://www.igschools.org/east/ | | | |
| Leadership | Brooke King – Executive Director Aziz Ahmad - Principal | | | |
| Governing Authority | Lynn Carpenter, Stacy Miller, Joanna Lopez-Inman, Richaun Bunton, Danielle Clark, Brad Norton, Bob Nicolay, Carolyn Wald | | | |
| 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 | 54 | 119 | K | 13 |
| Male | 46 | 100 | 1 | 24 |
| Race/Ethnicity | % | # | 2 | 22 |
| American Indian/Alaskan Native | 0 | 0 | 3 | 26 |
| Asian/Pacific Islander | 0.46 | 1 | 4 | 28 |
| Black, Non-Hispanic | 91 | 199 | 5 | 28 |
| Hispanic | 3.65 | 8 | 6 | 19 |
| Multiracial | 5 | 10 | 7 | 25 |
| White, Non-Hispanic | 0.46 | 1 | 8 | 34 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 68 | 149 | 10 | |
| English Learner | 0 | 0 | 11 | |
| Migrant | 0 | 0 | 12 | |
| Students with Disabilities | 16 | 36 | Total | |

School Academic/Non-Academic Performance

| Traditional Ohio State School Report Card | 2023-2024 | 2024-2025 | | | |
|---|----------------------|----------------------|--|--|--|
| Overall Rating | Approaches Standard | Approaches Standard | | | |
| Achievement Component | Approaches Standard | Approaches Standard | | | |
| Performance Index | Approaches Standard | Approaches Standard | | | |
| Chronic Absenteeism | Falls Below Standard | Meets Standard | | | |
| Progress Component | Approaches Standard | Approaches Standard | | | |
| Gap Closing Component | Falls Below Standard | Meets Standard | | | |
| Gifted Performance Indicator | N/A | N/A | | | |
| Graduation Component | N/A | N/A | | | |
| 4-Year Graduation Rate | N/A | N/A | | | |
| 5-Year Graduation Rate | N/A | N/A | | | |
| Early Literacy Component | Approaches Standard | Approaches Standard | | | |
| Proficiency in 3rd Grade | Falls Below Standard | Falls Below Standard | | | |
| Promotion to 4 th Grade | Exceeds Standard | Exceeds Standard | | | |
| Improving K-3 Literacy | N/A | N/A | | | |
| College, Career, Workforce & Military Readiness | N/A | N/A | | | |
| PBIS | Meets Standard | Meets Standard | | | |
| PI vs Similar School #1 | Exceeds Standard | N/A | | | |
| PI vs Similar School #2 | Exceeds Standard | N/A | | | |
| School Academic Achievement Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | Falls Below Standard | | | |
| 9-12 EOC Algebra I | N/A | N/A | | | |
| 9-12 EOC Biology | N/A | N/A | | | |
| 9-12 EOC ELA II | N/A | N/A | | | |
| 9-12 EOC Geometry | N/A | N/A | | | |
| 9-12 EOC American US History | N/A | N/A | | | |
| 9-12 EOC American US Government | N/A | N/A | | | |
| 9-12 Credit Earning Rate | N/A | N/A | | | |
| School Academic Growth Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | Approaches Standard | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | Falls Below Standard | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | Approaches Standard | N/A | | | |

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

School Academic/Non-Academic Performance

| School Fiscal Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
|--|---------------------|----------------------|--|--|--|
| Ratio Assets to Liabilities | Exceeds Standard | Exceeds Standard | | | |
| Unrestricted Days Cash | Exceeds Standard | Exceeds Standard | | | |
| Current Year Enrollment Variance | Approaches Standard | Meets Standard | | | |
| Debt Management | Meets Standard | N/A | | | |
| Total Expense Variance | Exceeds Standard | Exceeds Standard | | | |
| Sponsor Financial Reporting | Exceeds Standard | Exceeds Standard | | | |
| Audit Findings | Exceeds Standard | Exceeds Standard | | | |
| Enrollment Sustainment | Exceeds Standard | N/A | | | |
| Sustainability | Exceeds Standard | N/A | | | |
| School Governance Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| Board Engagement | Approaches Standard | Meets Standard | | | |
| Required # of Reg. Board Meetings | Meets Standard | Meets Standard | | | |
| Required # of Board Members | Meets Standard | Meets Standard | | | |
| Proper Meeting Notice | Meets Standard | Meets Standard | | | |
| Required Board Member Training | Meets Standard | Meets Standard | | | |
| Board Member Attendance | Meets Standard | Meets Standard | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2023-2024 | 2024-2025 | | | |
| On-Time Records Submissions | Approaches Standard | Meets Standard | | | |
| Accuracy of Records Submissions | Exceeds Standard | Exceeds Standard | | | |
| Five-Year Forecast Submission | Meets Standard | Meets Standard | | | |
| Annual Budget | Meets Standard | Meets Standard | | | |
| Annual Report | Meets Standard | Meets Standard | | | |
| Emergency Management Plan | Meets Standard | Meets Standard | | | |
| Out of School Suspension K-3 | Meets Standard | Meets Standard | | | |
| Out of School Suspension 4-8 | Meets Standard | Falls Below Standard | | | |
| Out of School Suspension 9-12 | N/A | N/A | | | |
| Mission Specific | Approaches Standard | N/A | | | |

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

| School Compliance Summary | |
|-------------------------------------|---|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. The Intergenerational School's compliance rate is 48% (fall) and 52% (spring), down from 62% during the 2023-24 school year.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. TIS has achieved a 41%(Fall) and 50% (spring) completion rate in documentation verification, down from 67% in the spring and 42% in the fall of the 2023-24 school year.</p> |
| Legal | The Intergenerational School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year. |
| Corrective Action Plan (CAP) | The Intergenerational School was placed on a Compliance CAP during the 2024-25 school year due to non-compliance in the previous school year and satisfied the terms of the CAP. |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>The school established a positive and collaborative culture, particularly following the merger, with staff working cohesively to support both students and one another. Classroom observations reflected effective classroom management, with teachers actively circulating to assist students and foster an environment that encouraged participation. Additionally, the school used data effectively to inform instruction. Teachers engaged in team-based discussions to group students by need and implemented targeted supports such as push-ins, Learning Partners, and Peer Tutors. These practices provided responsive academic support and contributed to meaningful student growth.</p> <p>In the area of special education, The Intergenerational School demonstrates notable strengths in its special education processes. The ETR process ensures strong parent participation and consent, with clear descriptions of students' educational needs. IEPs are well-crafted, addressing both academic and functional goals while specifying the location, amount, and frequency of SDI. Accommodations are clearly outlined, and data is effectively collected and analyzed to inform instruction. Additionally, a qualified team collaborates to support the development and implementation of IEPs, ensuring comprehensive and effective student support.</p> |
| Areas for Improvement | <p>Math proficiency remains lower than in English Language Arts, and challenges such as the lack of an aligned middle school math curriculum and limited common planning time warrant further attention. Additionally, implementing mastery-based learning practices could support student progress by allowing individuals to advance at their own pace and fully grasp key concepts before moving on. Strengthening this approach would promote more personalized learning and contribute to improved academic outcomes.</p> <p>In the area of special education, The Intergenerational School has several areas for improvement in its special education processes. In the ETR, interventions need more detail, including specifics on timing, duration, and results, and all areas of related disability must be thoroughly addressed. The summary of assessment results should be presented in a way that is easily understandable by parents, and eligibility justifications must include any suspected disabilities. In the IEP, transition plans should adhere to the Indicator 13 checklist, PLOPs must be comprehensive, and goals should focus on a single item to enhance clarity and effectiveness. Additionally, SDI statements must specify either small group or 1:1 instruction, not both. Compliance rates also highlight concerns, with overall file compliance decreasing from 62% last year to 48% this fall and 52% this spring, and documentation compliance fluctuating significantly, dropping from 67% in the spring to 41% this fall and 50% this spring.</p> |
| Prospects for Renewal | Probable |

Previous Academic Performance

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

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

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

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

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

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

Previous Non-Academic Performance

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

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

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

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

ANNUAL PERFORMANCE REPORT

Winterfield Venture Academy

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

| School Information | | | | |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN | Contract Term | Contract Start Date | Contract End Date | Grades Served |
| 000546 | 4 Years | 07/01/2024 | 06/30/2028 | K-8 |
| Address | 305 Wenz Rd. Toledo, OH 43615 | | | |
| Contact | Phone: (419) 531-3285 | | Fax: (419) 531-3637 | |
| Website | https://www.nhaschools.com/schools/Winterfield-Venture-Academy/en | | | |
| Leadership | Felecia Letcher, Principal | | | |
| Governing Authority | Kathy Kirby, Martha Kleinberg, Terry McLeary, Helen Cabianca, Patricia Stephens | | | |
| Mission Statement | Winterfield Venture Academy exists to transform the lives of children and enrich our community by delivering high-quality education choice to Toledo families. | | | |
| Student Demographics | | | Enrollment | |
| Gender | % | # | Grade | # |
| Female | 50.3% | 185 | K | 49 |
| Male | 49.7% | 183 | 1 | 45 |
| Race/Ethnicity | % | # | 2 | 37 |
| American Indian/Alaskan Native | 0.5% | 2 | 3 | 31 |
| Asian/Pacific Islander | 0.3% | 1 | 4 | 47 |
| Black, Non-Hispanic | 87.5% | 322 | 5 | 34 |
| Hispanic | 4.6% | 17 | 6 | 36 |
| Multiracial | 0% | 0 | 7 | 42 |
| White, Non-Hispanic | 7.1% | 26 | 8 | 47 |
| Historically Underserved | % | # | 9 | X |
| Economically Disadvantaged | 90.8% | 334 | 10 | |
| English Learner | 0.8% | 3 | 11 | |
| Migrant | 0% | 0 | 12 | |
| Students with Disabilities | 18.5% | 68 | Total | |

School Academic/Non-Academic Performance

| | | | | | |
|---|-----------|--|--|--|--|
| Traditional Ohio State School Report Card | 2024-2025 | | | | |
|---|-----------|--|--|--|--|

| | | | | | |
|--|----------------------|--|--|--|--|
| Overall Rating | Approaches Standard | | | | |
| Achievement Component | Approaches Standard | | | | |
| Performance Index | Approaches Standard | | | | |
| Chronic Absenteeism | Falls Below Standard | | | | |
| Progress Component | Meets Standard | | | | |
| Gap Closing Component | Falls Below Standard | | | | |
| Gifted Performance Indicator | N/A | | | | |
| Graduation Component | N/A | | | | |
| 4-Year Graduation Rate | N/A | | | | |
| 5-Year Graduation Rate | N/A | | | | |
| Early Literacy Component | Approaches Standard | | | | |
| Proficiency in 3rd Grade | Falls Below Standard | | | | |
| Promotion to 4 th Grade | Exceeds Standard | | | | |
| Improving K-3 Literacy | Falls Below Standard | | | | |
| College, Career, Workforce & Military Readiness | N/A | | | | |
| PBIS | Meets Standard | | | | |
| PI vs Similar School #1 | N/A | | | | |
| PI vs Similar School #2 | N/A | | | | |
| School Academic Achievement Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Achievement K-8 Reading | Falls Below Standard | | | | |
| Nationally-Normed Assessment Achievement K-8 Math | Falls Below Standard | | | | |
| 9-12 EOC Algebra I | N/A | | | | |
| 9-12 EOC Biology | N/A | | | | |
| 9-12 EOC ELA II | N/A | | | | |
| 9-12 EOC Geometry | N/A | | | | |
| 9-12 EOC American US History | N/A | | | | |
| 9-12 EOC American US Government | N/A | | | | |
| 9-12 Credit Earning Rate | N/A | | | | |
| School Academic Growth Targets and Metrics | 2024-2025 | | | | |
| Nationally-Normed Assessment Growth K-12 Reading | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Math | Approaches Standard | | | | |
| Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP | N/A | | | | |
| <i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i> | | | | | |

School Academic/Non-Academic Performance

| | | | | | |
|--|----------------------|--|--|--|--|
| School Fiscal Performance Targets and Metrics | 2024-2025 | | | | |
| Ratio Assets to Liabilities | Meets Standard | | | | |
| Unrestricted Days Cash | Falls Below Standard | | | | |
| Current Year Enrollment Variance | Falls Below Standard | | | | |
| Total Expense Variance | Exceeds Standard | | | | |
| Sponsor Financial Reporting | Exceeds Standard | | | | |
| Audit Findings | Exceeds Standard | | | | |
| School Governance Performance Targets and Metrics | 2024-2025 | | | | |
| Board Engagement | Approaches Standard | | | | |
| Required # of Reg. Board Meetings | Meets Standard | | | | |
| Required # of Board Members | Meets Standard | | | | |
| Proper Meeting Notice | Meets Standard | | | | |
| Required Board Member Training | Meets Standard | | | | |
| Board Member Attendance | Meets Standard | | | | |
| Compliance/Organizational & Operational Performance Targets and Metrics | 2024-2025 | | | | |
| On-Time Records Submissions | Exceeds Standard | | | | |
| Accuracy of Records Submissions | Exceeds Standard | | | | |
| Five-Year Forecast Submission | Meets Standard | | | | |
| Annual Budget | Meets Standard | | | | |
| Annual Report | Meets Standard | | | | |
| Emergency Management Plan | Meets Standard | | | | |
| Out of School Suspension K-3 | Meets Standard | | | | |
| Out of School Suspension 4-8 | Meets Standard | | | | |
| Out of School Suspension 9-12 | N/A | | | | |
| Mission Specific | N/A | | | | |

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

| School Compliance Summary | |
|-------------------------------------|--|
| Special Education | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Winterfield Venture Academy's compliance rate is 57%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Winterfield Venture Academy had 94% of their documentation verified.</p> |
| Legal | <p>Winterfield Venture Academy was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.</p> |
| Corrective Action Plan (CAP) | <p>Winterfield Venture Academy was placed on a Compliance CAP during the 2024-25 school year due to non-compliance in the previous school year and satisfied the terms of the CAP.</p> |

| School Performance Summary | |
|-----------------------------------|--|
| Areas of Strength | <p>Throughout the 2024–2025 school year, Winterfield Venture Academy has demonstrated a strong commitment to cultivating a positive, engaged, and growth-oriented school community. With a well-implemented PBIS plan in place, behavioral incidents remain low, contributing to a positive school culture. Family engagement has been robust, supported by a series of inclusive events such as the Bullying Prevention Month kickoff, Red Ribbon Week, and a festive Harvest Festival. Under the leadership of interim-principal Felecia Letcher, the school is experiencing a renewed focus on collaboration, culture-building, and shared goals aimed at continuous improvement. The principal's dedication to supporting staff and understanding Ohio's report card system reflects a leadership approach rooted in presence, partnership, and progress. Winterfield Venture Academy has also made significant strides in improving student attendance through thoughtful incentives, family outreach, and resource provision. On the academic front, the school is strengthening intervention systems and building staff capacity to analyze student data, ensuring instruction is both targeted and effective. In addition, Winterfield maintains meticulous student records, demonstrating a strong commitment to compliance and operational excellence.</p> <p>In the area of special education, Winterfield Venture Academy demonstrated its commitment to supporting all students by providing targeted interventions for those performing below grade-level standards. Parents and guardians were actively involved in the Evaluation Team Report (ETR) planning meeting, ensuring they could provide informed consent before evaluations commenced. These evaluations addressed all suspected areas of disability, and a comprehensive summary of assessment results was clearly outlined in the ETR. A qualified team of professionals, along with the parent, collaboratively determined whether the child met the criteria for a disability. Individualized Education Program (IEP) goals were specifically designed to address the student's academic needs and included statements detailing specially designed instruction and related services, specifying both the location and frequency. The IEP also identified assistive technology, accommodations, and modifications essential for the child's engagement and progress in the general education curriculum, with meetings consistently involving a qualified team to support effective planning and implementation.</p> |
| Areas for Improvement | <p>While Winterfield Venture Academy has made impressive progress in fostering a positive school culture and improving attendance, there are areas for continued growth. Expanding targeted professional development opportunities for teachers, particularly around data analysis and intervention strategies, could further enhance academic outcomes for all students. Additionally, while the school has successfully engaged families, increasing opportunities for deeper academic involvement—such as through workshops or more frequent communication regarding student progress—could strengthen the home-school partnership. Finally, further focus on establishing long-term, sustainable systems for tracking and improving school climate and academic performance would support continued success and growth.</p> <p>In the area of special education, Winterfield Venture Academy's ETR and IEP processes show great potential for growth, with opportunities to refine certain areas to better support students' needs. Clarifying and succinctly describing educational needs in the ETR would enhance its effectiveness and ensure more targeted interventions. Including a clear justification for eligibility decisions will strengthen transparency and build trust among stakeholders. Providing detailed present levels of performance related to daily academic and functional tasks will lay a stronger foundation for developing measurable, impactful goals. Focusing on creating measurable annual goals that address functional needs will further align the IEP with the child's unique strengths and challenges. By specifying specially designed instruction, support for school personnel, and inclusion details, the IEP can better promote student success and engagement within the general education environment.</p> |
| Prospects for Renewal | <p>Probable</p> |