

# ANNUAL PERFORMANCE REPORT

## Pinnacle Academy

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

As an Ohio community school sponsor, The ESC of Lake Erie West has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

### I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000543	9 Years	07/01/2014	06/30/2023	K-8
Address	860 E 222 <sup>nd</sup> St. Euclid, OH 44143			
Contact	Phone: (216) 731-0127		Fax: (216) 731-0688	
Website	<a href="https://www.nhaschools.com/schools/Pinnacle-Academy/en">https://www.nhaschools.com/schools/Pinnacle-Academy/en</a>			
Leadership	Katie Strick			
Governing Authority	National Heritage Academies			
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	54.7	365	K	89
Male	45.3	302	1	83
Race/Ethnicity	%	#	2	64
American Indian/Alaskan Native	.4	3	3	80
Asian/Pacific Islander	.4	3	4	62
Black, Non-Hispanic	95.7	638	5	61
Hispanic	.7	5	6	69
Multiracial	.3	2	7	81
White, Non-Hispanic	2.4	16	8	78
Historically Underserved	%	#	9	X
Economically Disadvantaged	84.3	562	10	
English Learner	0	0	11	
Migrant	N/A	N/A	12	
Students with Disabilities	11.4	76	Total	

## II. Academic Performance

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

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

### III. Non-Academic Performance

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

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

### IV. Legal Compliance

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

### V. Corrective Action Plan (CAP)

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

## VI. Performance Summary

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