

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	Falls Below 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