

Autism Model School

2025-2026 Annual Education Report

Key Contents

This report includes the following items required by the Ohio Department of Education and Workforce:

- Statewide achievement assessment results (pgs. 3, 13)
- Performance framework 11.6 results (pgs. 9-12)
- Sponsor statement for compliance rating (pg. 5)
- Financial status/FY26 financial report (pgs. 5, 7-8)

Highlights from a Stellar School Year

New Neighbors on the Way

We've got new neighbors—the [Toledo Lucas County Library \(TLCL\)](#). They're investing millions of dollars to build an operations center, branch location, and used-book retail shop. This 8-acre development is coming to life across the fence from our back playground.

Students and staff have had front row seats. They've watched work crews demolish buildings, level the ground, and put up steel beams. TLCL has been a great partner and included our team in planning meetings and construction site tours.



So what's next? A ribbon cutting ceremony is planned for December. Classrooms will soon be able to visit the brand new building during the day. We're excited about other potential opportunities for our students. Whatever the days ahead bring, we'll tell you all about it in next year's report. ■

Collaboration Snapshots

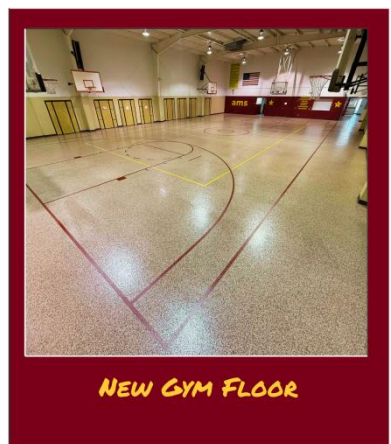
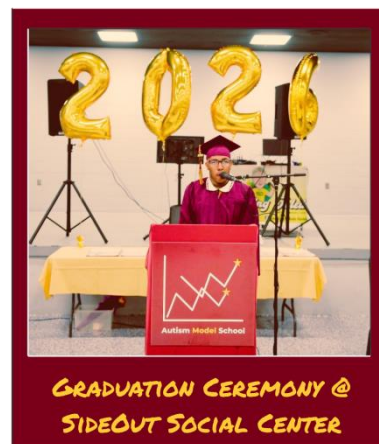
[Collaboration](#)—it's one of our core values. And the 2025-2026 school year was packed with examples...

- We launched the [Post-Graduate Internship Program](#)—an opportunity for AMS graduates to build work skills, gain confidence, and earn a paycheck in a supportive environment.
- Our [Pre-Apprenticeship Program](#) received state approval. Students in grades 9-12 took part in work-based learning activities focused on hospitality and tourism. Aut-to-Be Awake, a beverage and snack service, is one example.
- We partnered with Bittersweet's [Supported Employment Program](#) for autistic adults. Work crews showed up every Tuesday, rain or shine! These dedicated individuals completed a range of tasks such as interior cleaning and grounds keeping.

- Staff and students gave in a big way. Donating food items to the pantry at **Fairgreen Presbyterian Church**. Fairgreen has been highly supportive of families who've experienced food related needs.



- We teamed up with **Bowling Green State University** to publish a study. AMS students used low-tech and high-tech supports to learn to prepare meals. The study highlighted the importance of considering a student's preferences when providing task supports. And it was the first publication featuring **IDAPT**, our built-from-scratch job and life skills training software!
- The second annual **Student Talent Show** put a spotlight on our students' creativity, artistry, and enthusiasm.
- *Enchanted Forest*, our **Spring Prom**, returned to the gym for the first in several years. Many local sponsors made this dance a shining success.
- Our Class of 2026 **Graduation Ceremony** and **End-of-Year Celebration** were held in the newly renovated **SideOut Social Center**. There was record turnout at this perfect venue!
- Just as the school year came to a close, we gave our gym a major glow up. The original floor—which was cracking in several places—was completely replaced. This project was funded in part through a grant from the **Ohio Bureau of Worker's Compensation**.

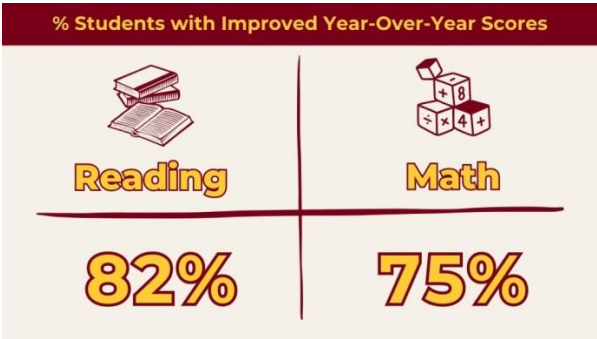


Academic Progress & Performance

While the school's focus is on **personalized instruction** tailored to each student's goals, broader measures of academic progress and performance are also used to evaluate our program.

Map Growth Assessment

A subset of students are given the **NWEA Map Growth Assessment** each fall.¹ Year-over-year scores in areas such as reading and math are calculated to measure student growth. Check out the percentage of test takers who improved reading and math in the table below.



STAR Summer Learning Program

The 2025-2026 school year officially kicked off in July with the **Skills Training and Academic Recovery (STAR) program**. Nearly 70 students participated in STAR, which provides a bridge between the close of one school year and the start of the next.

State Report Card

The school does not feel the **State Report Card** is an appropriate way to measure the growth and achievement of our target student population—100% of whom qualify for special education services and are diagnosed with autism or another developmental disability. See appendix for more details.



¹ Reading sample data: of 17 students included, 14 increased RIT score compared to their 2025 test. Math sample data: 20 students included, 15 increased RIT score compared to 2025 test. 2 students were tested but removed from the sample due to extensive absenteeism that resulted in them not receiving a similar amount of instruction; 14 students were flagged by NWEA for "rapid guessing," which impacted the validity of their assessment.

What Parents are Saying

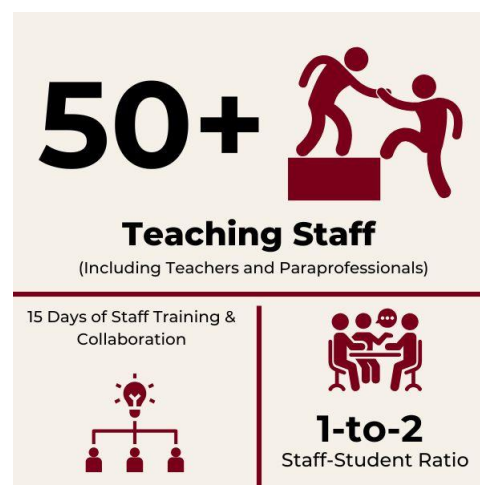
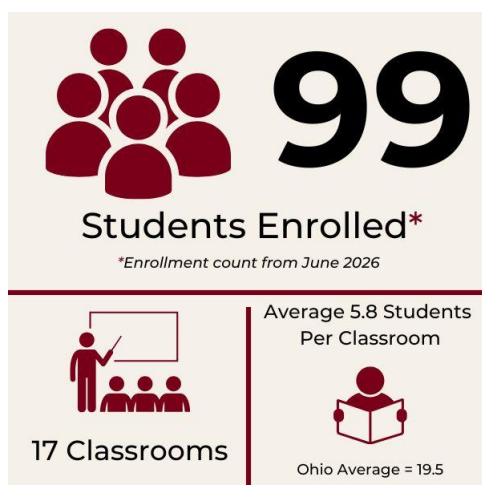
At the end of every school year we ask families to tell us how we're doing. Survey results for the 2025-2026 program year were excellent. Over **98% of parents said they'd recommend the school to others**. We also asked parents what words or phrases they'd use to describe the Autism Model School. Here are some quotes:

- "Safe, happy, loved."
- "Individualized education, happy and caring staff, fun staff, patient."
- "Life changing for my child."
- "Engaging, safe, great communication."
- "A hidden gem. A blessing in disguise."
- "Best environment all around for our child to learn and experience real life skills."
- "Awesome. Outstanding staff and a big family."



Numbers & Figures

Check out these infographics from the year that was...



Statement from Our Sponsor

The Educational Service Center of Lake Erie West (ESCLEW) served as a sponsor for the Autism Model School during the 2025-2026 school year. ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant with all laws and rules.

Financials

Massa Financial Solutions served as the school's treasurer and fiscal sponsor. AMS received an Auditor of State Award for maintaining transparent financial records. The table below provides an overview of the school's income and expenditures at the close of the fiscal year. For more financial details, see the appendix.

Autism Model Community School End-of-Year Budget (June 30th, 2026)	
Income	Expenses
 State Revenues \$ 5,013,872	 Personnel \$ 3,700,968
 Federal Support \$ 500,182	 Programs \$ 588,667
 Grants & Donations \$55,225	 Facilities/Administration \$ 350,153
\$ 5,569,279	\$ 4,639,788

We're grateful for everyone who gave to AMS. Through the generosity of our partners—including foundations, local companies, and individuals—we improved our facilities. And brightened the lives of students and staff. See all the ways to make a difference by visiting amstoledo.org/give



Learn more by visiting 

amstoledo.org

Appendix

All the extra stuff...



- **Additional Financial Reports**
- **Annual Compliance Summary Report (ESCLEW)**
- **State Report Card Details**

FY26 Income Statement²

Time Period: July 1st, 2025 – June 30th, 2026



Income		
Source	Subtotal	Details
State Foundation Payments/Federal Grants	\$ 5,514,054	Per pupil funding from OH Dpt. of Education and Workforce
Grants & Donations	\$ 55,225	Federal revenue, foundation/corporate grants, private donations
Total Income	\$ 5,569,279	

Expenses		
Category	Subtotal	Description
Personnel	\$ 3,700,968	Salaries/benefits for all staff (teachers, administrators, van drivers)
Programs	\$ 588,667	Supplies and technology for programming
Facilities/Administrative	\$ 350,153	Rent, utilities, and other associated costs
Total Expenses	\$ 4,639,788	

² Unaudited.

FY26 Balance Sheet³

Statement of Net Position; June 30th, 2026



Assets

Current Assets		
Cash and Cash Equivalents	\$ 2,457,098	
Total Current Assets		\$ 2,457,098
Capital Assets		
Capital Assets - Net	\$ 1,921,609	
Total Capital Assets		\$ 1,921,609
Total Assets		\$ 4,378,707

Liabilities and Net Position

Current Liabilities		
Accounts Payable	\$ 3,936	
Accrued Expenses	(\$ 115,871)	
Withholdings Payable	\$ 21,279	
Total Current Liabilities		(\$ 90,656)
Long-Term Liabilities		
Loan Payable - Vans	\$ 21,619	
Total Current Liabilities		\$ 21,619
Net Position		
Net Position - Operating	\$ 4,447,744	
Total Net Position		\$ 4,447,744
Total Liabilities and Net Position		\$ 4,378,707

³ Unaudited.

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.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
134122	5 Years	07/01/2025	06/30/2030	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	Linell Weinberg, Bruce Weinberg, Mark Greenblatt, Lisa Marsalek, Jim Rothschild, Nirav Parikh, Isaac Demarest, Kim Veizer, Kathy Cott-Johnson			
Mission Statement	The Autism Model School in partnership with parents and the community provides a nurturing environment and develops the full potential of students who are differently abled within the Autism Spectrum Disorders using a multi-disciplinary approach addressing individual needs			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	19	19	K	2
Male	81	81	1	1
Race/Ethnicity	%	#	2	0
American Indian/Alaskan Native	0	0	3	4
Asian/Pacific Islander	3	3	4	4
Black, Non-Hispanic	30	30	5	6
Hispanic	11	11	6	4
Multiracial	6	6	7	11
White, Non-Hispanic	50	50	8	8
Historically Underserved	%	#	9	4
Economically Disadvantaged	73	73	10	17
English Learner	0	0	11	10
Migrant	0	0	12/13/23	29
Students with Disabilities	100	100	Total	100

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2025-2026				
Overall Rating	Falls Below Standard				
Achievement Component	Falls Below Standard				
Performance Index	Falls Below Standard				
Chronic Absenteeism	Falls Below Standard				
Progress Component	N/A				
Gap Closing Component	Falls Below Standard				
Gifted Performance Indicator	N/A				
Graduation Component	Falls Below Standard				
4-Year Graduation Rate	N/A				
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	N/A				
PBIS	Meets Standard				
PI vs Similar School #1& #2	Falls Below Standard				
PI vs Similar School #2	N/A				
School Academic Achievement Targets and Metrics	2025-2026				
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	Falls Below Standard				
9-12 EOC ELA II	Falls Below Standard				
9-12 EOC Geometry	Falls Below Standard				
9-12 EOC American US History	Falls Below Standard				
9-12 EOC American US Government	Falls Below Standard				
9-12 Credit Earning Rate	Exceeds Standard				
School Academic Growth Targets and Metrics	2025-2026				
Nationally-Normed Assessment Growth K-12 Reading	Exceeds Standard				
Nationally-Normed Assessment Growth K-12 Math	Exceeds Standard				
Nationally-Normed Assessment Growth K-12 Reading or Math	Exceeds Standard				
<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	2025-2026				
Ratio Assets to Liabilities	Exceeds Standard				
Unrestricted Days Cash	Exceeds Standard				
Current Year Enrollment Variance	Exceeds Standard				
Debt Management	N/A				
Total Expense Variance	Exceeds Standard				
Sponsor Financial Reporting	Meets Standard				
Audit Findings	Exceeds Standard				
Enrollment Sustainment	N/A				
Sustainability	N/A				
School Governance Performance Targets and Metrics	2025-2026				
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	Approaches Standard				
Compliance/Organizational & Operational Performance Targets and Metrics	2025-2026				
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	Exceeds Standard				
Out of School Suspension 9-12	Exceeds Standard				
Mission Specific	Exceeds Standard				
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

School Compliance Summary

Special Education	The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Autism Model School compliance rate is 55 %, The Autism Model School was exempt from a documentation review.
Legal	Autism Model School was placed on a Compliance Correction Action Plan due to non-compliance with applicable state and federal laws, rules, and regulations in the 2025–2026 school year.
Corrective Action Plan (CAP)	Autism Model School was placed on corrective action for failure to complete two inspections by qualified mechanics for all motor vans, as required by Rule 3301-83-19(A)(4) of the Ohio Administrative Code during the 2025-2026 school year.

School Performance Summary	
Areas of Strength	Autism Model School demonstrated a strong commitment to student success, compliance, and community engagement throughout the 2025–2026 school year. The school successfully welcomed its first kindergarten student since before COVID and responded proactively to ensure staff were trained and assessments were administered appropriately. Student records were well organized, and evidence confirmed that services, accommodations, and modifications were implemented as outlined in students' plans. The school maintained full staffing throughout the year, with several paraprofessionals pursuing licensure, reflecting a commitment to professional growth. Staff interviews highlighted a supportive, family-like culture that fosters collaboration and positive outcomes for students. Strong board engagement, successful family-centered events, and a focus on consistent programming and transition planning further demonstrate the school's dedication to supporting students and families. In the area of special education, Autism Model School demonstrated consistency by submitting all Special Education files in a timely manner for the April 2026 review. The school maintained a stable performance on the IDEA Monitoring Rubric, showing a slight increase to 55% compliance this year. Evaluation teams successfully ensured that ETR summaries were written in language understandable to parents across the reviewed files. There was also strong evidence of parental involvement, as families were consistently provided the opportunity to participate in ETR planning meetings. Furthermore, the school excelled in assembling qualified teams for IEP meetings, ensuring all necessary stakeholders were present. Finally, the transition plans for eligible students showed strength in establishing measurable postsecondary goals based on age-appropriate assessments
Areas for Improvement	As Autism Model School continues to grow, there are opportunities to further expand enrollment and build on the successful reintroduction of its kindergarten program. The school may also benefit from continuing to strengthen transition planning by developing additional community partnerships that provide students with increased vocational, employment, and post-secondary experiences. In the area of special education, the review identified a need for more specific descriptions of educational needs in ETRs to ensure the IEP team can develop actionable goals. Several IEP goals lacked clearly defined behaviors and improperly blended multiple skills into a single goal, which deviates from DEW Universal Supports. Additionally, the school must ensure that statements of specially designed instruction clearly describe skill content and specify the exact location of service delivery. Modifications within the IEPs require more detail regarding the specific type and extent of support provided to the student. Lastly, progress reporting needs improvement to ensure all required components, such as on-track status and data specifically aligned to annual goals, are consistently included.
Prospects for Renewal	Probable

The Autism Model School's overall rating of 1 Star resulted from an evaluation of three State Report Card components⁴:

- **Achievement**—measure of how well students performed on state tests (1 Star)
- **Gap Closing**—measure of the reduction in educational gaps for student groups (1 Star)
- **Graduation**—measure of the percentage of students that graduate within 4 or 5 years (1 Star)

For three other categories, the Autism Model School did not have enough students to meet the minimum criteria for evaluation. Therefore, we were not rated on these components:

- **Progress**—measure of the growth students are making based on their past performance (Not Rated)
- **Early Literacy**—measure of reading improvement and proficiency for students in kindergarten through third grade (Not Rated)
- **College, Career, Workforce, and Military Readiness**—measure of how prepared Ohio's students are for future opportunities (Not Rated)

⁴ To view additional data and details for the categories we were rated on, click on the component names displayed in the bullet points.