

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

II. Academic Performance

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

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

III. Non-Academic Performance

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

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

IV. Legal Compliance

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

V. Corrective Action Plan (CAP)

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

VI. Performance Summary

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