

**MODIFICATION NO. 1
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
The Autism Academy of Learning (“Governing Authority” or “School”)**

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2019; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;

NOW THEREFORE, the parties modify the Contract as follows:

1. Article IV, Section 4.1.

- a. In the first sentence of the section add “3313.6024” and “3313.818” in the appropriate numerical order.
- b. In the first sentence of the section remove “3319.074.”
- c. In the fifth paragraph of the section replace “and 3313.614,” with “3313.614, 3313.617, 3313.618, and 3313.6114.”
- d. The rest of Section 4.1 remains as original written in the Contract.

2. Article IV, Section 4.3. Insert the following as a new Section 4.3:

In-Service Training. Each person employed to work in the School as a nurse, teacher, counselor, school psychologist, or administrator shall complete a minimum of four (4) hours of in-service training at least once every two (2) years. In-service training shall include training on the School’s harassment, intimidation and bullying policy; child abuse prevention and intervention; school safety and violence prevention; dating violence prevention; substance abuse prevention; the promotion of positive youth development; and youth suicide awareness and prevention.

3. Article V, Section 5.3. In the second paragraph of the section replace the words “the annual” with “any required.”

The rest of Section 5.3 remains as originally written in the Contract.

4. **Article VII, Section 7.2.** In part (d), division (ii) of the section insert "with responsibility for fiscal operations or authorization to spend money on behalf of the School" after the word "School."

The rest of Section 7.2 remains as originally written in the Contract.

5. **Article VIII, Section 8.1.** Remove the third sentence from the second paragraph of the section.

The rest of Section 8.1 remains as originally written in the Contract.

6. **Article XI, Section 11.15.** Insert the following as a new paragraph at the end of the section: "The School shall notify the Sponsor of any impending merger at least sixty (60) days prior to the effective date of the merger. In the event of a merger, this Contract shall not be assigned to the sponsor of any surviving entity."

The rest of Section 11.15 remains as originally written in the Contract.

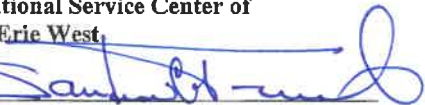
7. **Attachment 6.13** shall be replaced in its entirety with the attached.

8. **Attachment 11.6** shall be replaced in its entirety with the attached.

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

Educational Service Center of Lake Erie West

By: _____



(Signature)

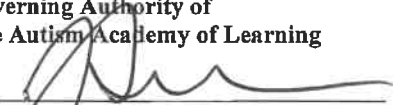
Its: Superintendent

with full authority to execute this Contract for and on behalf of Sponsor and with full authority to bind Sponsor.

Date: 1-30-2020

Governing Authority of The Autism Academy of Learning

By: _____



(Signature)

Its: President

with full authority to execute this Contract for and on behalf of Governing Authority and with full authority to bind Governing Authority.

Date: 10-17-19

ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

Student Attendance and Truancy

The Autism Academy of Learning sets high expectations for consistency in school attendance to allow for maximum student learning and maintenance of skills. Additionally, regular attendance is important for the development of positive work habits, positive behavior, and minimal regression of a wide variety of skills. The AAL is committed to encouraging its students and families to take full advantage of the educational opportunities it provides to every student.

Attendance is required of all student enrolled at the Academy during the days and hours that the Academy is in session. Attendance need not always be within the Academy's facilities, but a student will be considered in attendance if present at any place where school is in session (e.g., field trip). Students will be considered tardy if they arrive to school more than 10 minutes past their scheduled start time.

Excused Absences. Absences due to the following reasons will be excused:

- Personal physical or mental illness
- Illness in the family if student is age 14 or older
- Quarantine of the home
- Death of a relative
- Medical or dental appointment
- Observance of religious holiday
- College visitation
- Court subpoena
- Necessary work at home due to absence of parents/guardians
- Instruction at home from a person qualified to teach the branches of education in which instruction is required
- Emergency or other set of circumstances which, in the judgment of the Principal, constitute a good and sufficient cause for absence

If a student is absent for the sole purpose of traveling out of state to participate in an Academy-approved enrichment activity or extracurricular activity, the Academy shall count that absence as an excused absence, up to a maximum of 24 hours per school year. The student must complete any classroom assignments he or she misses due to the absence. If the student will be absent for 24 or more consecutive hours, classroom teachers must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Notification and Documentation. Parents/guardians/caregivers (hereafter, "parents") are to notify the Academy as early as possible of student absence or tardiness. Upon return to school, the student must provide the Academy a written note from a parent explaining the cause for absence or tardiness, even if the Academy was contacted by phone. If a written note is not provided, the student's absence will be marked as unexcused. The Principal reserves the right to verify such statements and to investigate the cause of each individual absence.

Students who are absent for three or more consecutive school days due to illness must provide a doctor's note. Students are required to submit a written statement from a physician or mental

health professional in order for absences to be excused if the student misses seven or more school days due to illness within one grading period. Any such absences not substantiated will be counted as unexcused and the student will be subject to applicable truancy proceedings. However, any student who, due to a medically documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under applicable federal or state law.

Recordkeeping. The Principal shall be responsible for keeping accurate, up-to-date student attendance records of all students of the Academy and for ensuring the Academy has accurate contact information for the student's family. Teachers will maintain and verify written logs of daily attendance of students within their classrooms. These records will then be reviewed and signed by the Principal and kept in chronological order in the main office.

Truancy and Absence Intervention. The Principal may act as the Academy's attendance officer or may designate an Academy employee or third party to act in this capacity.

Excessively absent. A student will be deemed "excessively absent" if the student is absent with a nonmedical excuse or without a legitimate excuse from school for 38 or more hours in a month or 65 or more hours in a school year. If a student is excessively absent, the attendance officer will notify the student's parents in writing within seven days after the date that triggered the notice requirement. At the same time, the Academy may take any of the intervention strategies outlined below to encourage attendance.

Habitually truant. A student will be deemed "habitually truant" if the student is absent from school without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in a school month, or 72 or more hours in a school year. Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or
3. the student has received an age and schooling certificate.

If a student is deemed habitually truant, the Principal shall assign the student to an absence intervention team ("AIT") within seven school days of the absence that surpasses the threshold for habitual truancy. Within 14 school days after the assignment to the AIT, the AIT shall develop an intervention plan for that student to reduce or eliminate further absences. Each plan shall be based upon the individual needs of the student but shall state that the attendance officer shall file a complaint with juvenile court within 61 days after the plan is implemented if the student refuses to participate in, or fails to make satisfactory progress on, the intervention plan. Within seven days of making the plan, the School shall make reasonable efforts to provide the student's parent written notice of the plan.

Absence Intervention Team. The Principal will establish the AIT. Membership of the team will vary based upon the needs of the individual student but must include: two representatives from the Academy, at least one of whom knows the student, and the student's parent. The AIT may also include a school psychologist, counselor, social worker, or representative of a public or

nonprofit agency designed to assist students and their families in reducing absences. The Principal will make at least three meaningful, good faith attempts to secure the participation of the student's parent. If the parent responds, but is unable to participate for any reason, the Academy will inform the parent of the right to participate by designee. If the student's parent fails to respond within seven school days, the Academy will investigate whether the failure to respond triggers mandatory reporting requirements and instruct the team to develop a plan for the student.

The attendance officer must file a complaint in juvenile court if, at any time during the implementation phase of the absence intervention plan or other intervention strategies, the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours in a school month, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

Educational program. If the Board determines a student has been truant and the parent has failed to cause the student's attendance, the Board may require the parent to attend an educational program established pursuant to rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling school attendance.

Intervention Strategies. The Board will develop intervention strategies for all students who are excessively absent or habitually truant to encourage attendance. These strategies will be developed through consultation with the judge of the local juvenile court, with students' parents, and appropriate state and local agencies. These strategies will include the following actions, to the extent applicable:

- Providing an absence intervention plan for any student who is excessively absent from school;
- Providing counseling for a student who is habitually truant;
- Requesting or requiring a parent to attend parental involvement programs and/or truancy prevention mediation programs;
- Notification with the register of motor vehicles; and
- Taking any and all legal action permissible or required under Ohio law.

Reporting. As soon as practicable, the Academy shall report to the Ohio Department of Education upon any of the following occurrences:

- When notice is sent to a parent that a student is excessively truant.
- When a student is deemed habitually truant.
- When a student who has been adjudicated an unruly child for being a habitual truant violates the court order regarding that adjudication.
- When an absence intervention plan has been implemented for a student.

Mandatory Withdrawal. Any student who fails to participate in 72 consecutive hours of learning opportunities without legitimate excuse will be automatically withdrawn. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form.

Whenever a student withdraws from the Academy, the student's teacher shall ascertain the reason for withdrawal. The teacher shall immediately inform the Principal of the fact of the withdrawal and its reason. If the child withdrew because of a change in residence, the Academy shall also ascertain the location of the student's next residence. The Principal shall forward a card showing the essential facts regarding the child and the child's new residence to the superintendent of the district to which the child has moved.

If the Academy receives information that the child withdrew for a reason other than a change of residence and is not enrolled in and attending another school, the Principal shall notify the registrar of motor vehicles and the local juvenile judge of the withdrawal and failure to enroll in and attend another school. The Academy shall give this notice in writing and in the manner required by the registrar's rules within two weeks after the withdrawal and failure to enroll in and attend another school.

Date Adopted: _____



November 22nd, 2019

The Autism Academy of Learning provides non-classroom learning opportunities through field trips vocational programs for students who are of age. Our procedure for monitoring attendance for these non-classroom opportunities is by staff filling out an attendance sheet prior to leaving the building and upon returning documenting what students are here and not here.

Sincerely,

Jim Jones, M.Ed.
Principal



Performance Accountability Framework Attachment 11.6

School Name:	The Autism Academy of Learning
School IRN#:	143297
Building Principal/Director	Jim Jones
Board President	Jim Sworden
Start Date of Current Contract	July 01, 2019
End Date of Current Contract	06/30/2024
Management Company	N/A
School Mission:	The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.

A.01	ACADEMIC PERFORMANCE STANDARD	CHRONIC ABSENTEEISM
------	-------------------------------	---------------------

It is important for Ohio’s students to be in class every day ready to learn. Ohio defines chronic absenteeism as missing ten percent or more of the school year for any reason. A child who is not in school is a child who is missing out on his or her education. Beginning in 2018, the Chronic Absenteeism Improvement Indicator was included in the Academic Performance measures .Schools meeting this goal will have achieved one of the measures indicated below:

1. Meeting or exceeding the annual Ohio goal (11.5 percent for 2019-2020);
- OR
2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:
 - If your current chronic absenteeism rate is between 12.6% - 36.7%, your goal will indicate a 1.1% improvement;
 - If your current chronic absenteeism rate is between 36.6% - 99% your goal will indicate a 3% improvement

Goal: The Autism Academy will meet the annual goal for each respective year related to chronic absenteeism.

	2017-2018	2018-2019	2019-2020
GOAL	NA	NA	38.3%
ACTUAL	NA	41.3%	NA
RATING	NA	NA	

EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL

EXPLANATION OF GOAL	The Autism Academy of Learning will continue to monitor attendance issues and follow the policies outlined in the AAL student handbook to achieve desired attendance rate.
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	Meeting with parents and discussing attendance issues and setup a plan to help the student increase attendance.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

A.02	ACADEMIC PERFORMANCE STANDARD		PERFORMANCE INDEX
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The Performance Index measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.</p>			
<p>Goals set for this standard must address number of points earned out of 120. In the “Explanation...” box you will include the numeric increase. In the “Strategies...” box list the strategies you will use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio’s State Tests.</p>			
<p>Goal: The Autism Academy will earn a 64 out of 120 by the end of the contract date by concentrating on moving students out of the limited to the basic range in ELA.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	62 out of 120	63 out of 120	64 out of 120
ACTUAL	70 out of 120	59.3 out of 120	N/A
RATING			
<p>EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL</p>			
EXPLANATION OF GOAL	<p>With 43% of the student population scoring in the limited range, the school will focus on moving those students up.</p>		
STRATEGIES TO MEET THE GOAL	<p>Specific strategies will be used focusing on those students in the limited range to increase their performance and move into the basic range. Staff will continue to work 1:1 with students in ELA and develop IEP goals each year to help students progress.</p>		
<p>THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR</p>			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
<p>END OF YEAR PERFORMANCE SUMMARY:</p>			
<p></p>			

A.03	ACADEMIC PERFORMANCE STANDARD	INDICATORS MET
------	-------------------------------	----------------

The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.

The Indicators Met measure represents student performance on state tests. They are based on a series of up to 26 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 27 possible indicators.

Goals set for this standard must address the numeric increase of indicators met. In the "Explanation..." box you will include the numeric increase. If the numeric measure increases by +2 or less, the % of growth in either math or ELA must also be indicated and described. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

Goal: The Autism Academy of Learning will meet 9 out of 14 indicators on the Ohio Special Education Profile.

	2017-2018	2018-2019	2019-2020
GOAL	7	8	9
ACTUAL	10	8	N/A
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL Data used for this goal is from the 2017-2018 and 2018-2019 Ohio Special Education Profile, which used data from 2016-2017 and 2017-2018 school year.

STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET Teachers will work 1:1 with students in the areas of Math and Reading. Students will work on math strategies to better remember math facts and counting.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

A.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS
------	-------------------------------	----------

Progress looks closely at the growth that all students are making based on their past performances. There are four measures within the component: progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students statewide.

A goal set for this standard must identify the amount of growth for one of the four individual measures listed above (This will be indicated by a positive change in the "Single Year Index" number.) In the "Explanation..." box you will include the numeric increase. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

Goal: The AAL will continue to increase Reading proficiency rate to 60% by focusing on this area in each student's IEP.

	2017-2018	2018-2019	2019-2020
GOAL	20%	40%	60 %
ACTUAL	33.3%	60.71%	NA
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Data is based off 16/17 school year Special Education Profile Indicator 3c. The school will look to gradually increase the proficiency rate from 20% to 60% by the end of the 19-20 school year.
STRATEGIES TO MEET THIS GOAL	Goals will be created during each students IEP meeting in the area of Reading building off previously learned skills. 1:1 instruction with students.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

A.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING
------	-------------------------------	-------------

Schools must close the gaps that exist in the achievement between “all Ohio Students” and those groups who are more vulnerable. The Gap Closing component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation rate. Gap Closing compares the academic performance of nine student groups (American Indian/Alaskan Native; Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; Multiracial-White, Non-Hispanic; economically disadvantaged; Students with Disabilities; English Learners) against the performance of a 10th group: all students in Ohio.

A goal set for this standard must address the increase in overall gap closing (Indicated by a decrease in the gap.). In the “Explanation...” box you will indicate the numeric change. In the “Strategies...” box you will include a description of the strategies you will use to meet this goal. This goal must relate to one or more of the nine subgroups of students(listed above) and must indicate the targeted area of math, ELA or graduation rate for the selected subgroup.

Goal: The AAL will continue to increase Math proficiency rate to 14% by focusing on this area in each student’s IEP.

	2017-2018	2018-2019	2019-2020
GOAL	10%	12%	14%
ACTUAL	12.5%	26.92%	NA
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	The school will look to increase the percentages by 2% each year and achieve a goal of 14% by 19-20 school year. Ohio Special Education Rating Indicator 3c is used to determine goal. Due to the variation year to year for the school, the goal percentages were set low. Data used is from the Special Education Profile which reflects data from the 2017-2018 school year for the 2018-2019 data and the 2017-2018 data is from the 2016-2017 school year.
STRATEGIES TO MEET THIS GOAL	With the school’s population being 100% special needs, the school will focus on working with students by developing IEP goals in Math that allow the students to build off their knowledge and increase their performance. We will continue to use the Brigance to monitor and asses student progress in Math.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

--

A.06	ACADEMIC PERFORMANCE STANDARD	GRADUATION RATE
------	-------------------------------	-----------------

The Four-Year Graduation Rate counts as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate counts those students who graduate within five years of entering ninth grade for the first time.

The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four-year graduation rate; and 40%- the letter grade for the five-year graduation rate.

A goal set for this standard must list an increase in the overall graduation rate percentage. In the "Explanation..." box, schools must identify one of the two specific measures targeted (4-year or 5-year) and the increase in percentage. In the "Strategies..." box, specific strategies being implemented to increase this rate should be listed.

Goal: 100% of the 5 students expected to graduate from the AAL during 2019/2020 school year will graduate.

	2017-2018	2018-2019	2019-2020
GOAL	N/A	N/A	5
ACTUAL	N/A	N/A	N/A
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	The Autism Academy is 100% special education and students have the option to graduate when they turn 18 or on their 22nd birthday. By being this type of school it is hard to define whether someone is going to graduate in 4 or 5 years, but rather by their age.
---------------------	---

STRATEGIES USED TO MEET THIS GOAL	Continue to ensure that students are prepared and are meeting school and state requirements by the designated time parents/guardians decide to graduate.
-----------------------------------	--

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READERS
------	-------------------------------	-------------------------------

Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. Improving at-risk K-3 Readers looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

The measure and component relate to Ohio’s Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. Specifically, this measure tracks the following:

1. Students who were not on track in reading last year in kindergarten and now are on track in first grade;
2. Students who were not on track in reading last year in first grade and now are on track in second grade;
3. Students who were not on track in reading last year in second grade and now are on track in third grade; and
4. Students who were not on track in reading last year at the beginning of third grade who scored “Proficient” on Ohio’s third grade English language arts test.

Improving at-risk K-3 Readers scoring uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio’s state third grade English language arts test given to third-graders twice during the school year.

A goal addressing this standard must identify the expected increase in the overall percentage. In the "Explanation..." box, the school should state which one of the four items listed above will be targeted for improvement. In the “Strategies...” box you will describe the targeted strategies aimed at meeting this goal.

Goal: The AAL will increase percentage of students moving from off track to on track by 2% using the state report card to measure progress.

	2017-2018	2018-2019	2019-2020
GOAL	1%	1.5%	2%
ACTUAL	NR	NR	Not Available
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	The school will attempt to get 2% of the eligible student population on track by working with students in the k-3 grade band. Percentage of students moving from not on track to on track. Percentages were determined based on the fact that the school has not reported any eligible and if the school were to have eligible students the percentage would be small.
STRATEGIES USED TO MEET THIS GOAL	1:1 instruction with students. Brigance Early Childhood Developmental Inventory will be used to assess progress. Special Education Annual Rating. To improve fluency and comprehension staff will work with students on doing repeated readings, sight words and being able to answer who, what, when, where questions while reading.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
-------	------------------------------	----------------------	-------------------------

END OF YEAR PERFORMANCE SUMMARY:

--

A.08	ACADEMIC PERFORMANCE STANDARD	PREPARED FOR SUCCESS		
<p>The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. Using multiple measures to determine college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.</p> <p>A Prepared for Success letter grade is based on how well the students performed on these six measures: ACT or SAT remediation-free scores; an Honors Diploma; twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields; at least one Advanced Placement test score of 3 or higher; International Baccalaureate test scores of 4 or higher; and earning at least three College Credit Plus credits.</p> <p>A goal for this standard must identify the increase in the overall percentage of the school's "Prepared for Success" score. In the "Explanation..." box you will identify one of the six measures listed above as a target area. In the "Strategies..." box you will list specific strategies you will utilize to positively impact the targeted area you have chosen.</p> <p>Goal: The Autism Academy of Learning will meet the secondary transition indicator on the Special Education Report Card every year.</p>				
	2017-2018	2018-2019	2019-2020	
GOAL	Met	Met	Met	
ACTUAL	Met	Met	Not Available	
RATING				
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL				
EXPLANATION OF GOAL:	Data is based off 16/17 for 2017-2018 and 17/18 for 2018-2019 school years.			
STRATEGIES USED TO MEET THIS GOAL	School will annually update students post secondary goals at IEP meetings and prepare students for the path that is determined. IEPs will be checked against the Indicator 13 checklist to make sure all transition components are included.			

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

A.09	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE
<p>Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.</p> <p>Goals set for this standard must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.</p> <p>Goal: The AAL will maintain that 100% of the student population takes part in the Brigance, Alternate, or Standardized assessment over the course of the year.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	100%	100%	100%
ACTUAL	100%	100%	NR
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL:	Other valid and reliable assessments as indicated in Attachment 6.4		
STRATEGIES USED TO MEET THIS GOAL	Assessment results will serve as verification that student population completed corresponding assessment. Making sure all students are registered for the correct assessments each school year.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

A.10	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE-SPECIFIC SUBGROUP
<p>Schools serving specific subgroups of students (e.g., schools serving at-risk students) must identify additional measures and targets relevant to the particular subgroup served to evaluate student performance beyond the gap closing measures.</p>			
<p>Goals set for this standard must include the subgroup of students being targeted, the name of the assessment and the percentage of increase for the specific subgroup. In the "Explanation..." box, schools should include a brief description of the assessment and the increase in scores expected for that specific sub-group of students. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change for the sub-group of students.</p>			
<p>Goal: The Autism Academy will have 90% of all students achieve a satisfactory rating for performance in the area of Reading by the 4th quarter grade card.</p>			
<p>Goal: The Autism Academy will have 90% of all students achieve a satisfactory rating for performance in the area of Math by the 4th quarter grade card.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	Not Available	90% Reading 90% Math	90% Reading 90% Math
ACTUAL	Not Available	90% Reading 85% Math	Not Available
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	Student grade cards were used to assess the progress made in the areas of Reading and Math.		
STRATEGIES USED TO MEET THIS GOAL	1:1 instruction with students IEP goals focusing on math and reading in areas where the student needs improvement. Progress will be monitored over the course of the school year by looking at progress reports issued every 12 weeks.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

--

A.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL
------	-------------------------------	------------------

In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.

The method for use on Ohio’s Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to six criteria. Statistically speaking, these are the "nearest neighbors" of the selected district. Recognizing that community schools are unique, goals in this area should identify performing at rates “higher or equal to” at least two “similar” schools in one (each) of the following areas reported on the LRC: Performance Index; Progress; Gap Closing; Improving at-risk K-3 Readers; or Graduation Rate. “Similar” schools should be comparable in percent poverty, and percent minority students.

Goals set for this standard must identify the two areas for comparison and the verbiage “higher than or equal to”. In the chart below, “similar schools” will be listed in the far left column with the data to show similarity (percent poverty and percent minority student) Next, you will enter the LRC data to show comparability (your choice of two LRC measures).

Goals #1 The Autism Academy will perform at rates higher than or equal to MODEL in Gap Closing.
#2 The Autism Academy will perform at rates higher than or equal to Summit Academy in Performance Index.

	2017-2018	2018-2019	2019-2020
GOAL	N/A	Autism Academy -Performance Index 70.6 Gap Closing 75% M.O.D.E.L. – Performance Index 68.1 Gap Closing 43% Summit Academy- Gap Closing 10% Performance Index 54.6	#1 See Below #2 See Below
ACTUAL	N/A	Autism Academy – Performance Index 70.6 Gap Closing 75% M.O.D.E.L. – Performance Index 68.1 Gap Closing 43% Summit Academy- Gap Closing 10% Performance Index 54.6	
RATING			

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA

	% POVERTY	% MINORITY	Gap Closing	Performance Index
Autism Academy of Learning	47.7	36.7	2.2%	59.3
M.O.D.E.L	68.3	28.9	12.5%	63.6
Summit Academy	100	48.3	18.5%	49.9

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

NA.01	NON-ACADEMIC PERFORMANCE STANDARD	MISSION SPECIFIC GOAL
-------	-----------------------------------	-----------------------

State the School's Mission: The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.

This goal must include mission-specific performance measures and targets.

Goal: Over the course of the school year, the students will show an increase in reading and math skills as determined by. progress reports.

	2017-2018	2018-2019	2019-2020
GOAL	80%	88%	89%
ACTUAL	90%	94%	Not Available
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	The Autism Academy will have 88% of its student population show an increase in basic skills for the 2018-2019 school year. Classroom observations and progress reports completed every 12 weeks will provide evidence of student skill development.
STRATEGIES USED TO MEET THIS GOAL	The AAL will focus on meeting the needs of students through the development and implementation of goals identified within the student's IEP.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

NA.02	NON-ACADEMIC PERFORMANCE STANDARD		PARENT SATISFACTION
<p>The ESCLEW recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.</p> <p>Goals in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <u>and</u> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p> <p>Goal: The Autism Academy of Learning will receive a 93% satisfied rating on the annual parent survey. The Autism Academy of Learning will complete parent phone calls as a reminder to parents to complete the survey.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	91%	92%	93%
ACTUAL	94%	94%	94%
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	The Autism Academy of Learning will receive a 93% satisfied rating on the annual parent survey.		
STRATEGIES USED TO MEET THIS GOAL	<p>As identified in the AAL's Annual Report using parent surveys to determine satisfaction. Administration and Board will discuss survey results to address any changes that might need to be made during the school year to improve the next years survey.</p> <p>To ensure goal is met, administration will work on making sure communication is good with parents and making sure parents receive answers from teachers and administration in a timely manner. The Autism Academy of learning will complete parent phone calls to remind parents to complete the survey. Also, parents will be continually updated on their student progress through daily notes and progress reports.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

--

NA.03	NON-ACADEMIC PERFORMANCE STANDARD	GOVERNING BOARD PERFORMANCE
-------	-----------------------------------	-----------------------------

The ESCLEW expects a sponsored community school to comply with all rules and regulations regarding a Governing Board. To this end, it is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.

Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.

Goal: The governing board of the Autism Academy of Learning will have 80% attendance at all board meetings.

	2017-2018	2018-2019	2019-2020
GOAL	80%	80%	80%
ACTUAL	83%	79%	Not Available
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	The Governing Board for the Autism Academy of Learning will have 80% attendance at all board meetings.
STRATEGIES USED TO MEET THIS GOAL	The Governing Board will provide documentation of attendance through board minutes.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

--

NA.04	NON-ACADEMIC PERFORMANCE STANDARD	ORGANIZATIONAL/OPERATIONAL
-------	-----------------------------------	----------------------------

Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected organizational/operational outcomes. Goals must measure the organizational and operational performance of the school with specific annual metrics and targets.

Goals set for this standard should be the ON-TIME and ACCURACY PERCENTAGES of compliance (requirements in statute), community school contract, governing authority, school, and financial requirement submissions within Epicenter. (If percentages are at 97% or above, maintenance is allowed.)

**Goals: The Autism Academy of Learning will submit required documents into Epicenter on-time.
The Autism Academy of Learning will accurately submit required documents into Epicenter.**

	2017-2018	2018-2019	2019-2020
GOAL	100% (On- Time) 96% (Accuracy)	100% (On-Time) 98% (Accuracy)	ON-TIME % - 100% ACCURACY % - 100%
ACTUAL	99% (On-Time) 93% (Accuracy)	ON-TIME % - 99% ACCURACY % - 98%	ON-TIME % - ACCURACY % -
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	The Autism Academy of Learning will maintain a 100% on time rating for Epicenter submissions for the 2018-2019 school year. The Autism Academy of Learning will maintain a 98% accuracy rating for Epicenter submissions for the 2018-2019 school year.
STRATEGIES USED TO MEET THIS GOAL	Monthly submissions will be monitored throughout the year checking for accuracy and timely submissions.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

--	--	--

END OF YEAR PERFORMANCE SUMMARY:

--

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL PERFORMANCE
-------	-----------------------------------	-----------------------

Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.

Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.

Goal: The school will continue to maintain a clean audit from the state of Ohio.

	2017-2018	2018-2019	2019-2020
GOAL	Clean Audit	Clean Audit	Clean Audit
ACTUAL	Clean Audit	NA	NA
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	The Autism Academy of Learning will receive a clean yearly audit by the Auditor of the State.
STRATEGIES USED TO MEET THIS GOAL	The Autism Academy of Learning will receive a clean yearly audit by the Auditor of the State.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:



NA.06	NON-ACADEMIC PERFORMANCE STANDARD		FINANCIAL SUSTAINABILITY
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial sustainability outcomes with clear and measurable metrics and targets. This refers to the ability of the administrators to maintain the organization over the long term.</p> <p>Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)</p> <p>Goal: The Autism Academy will maintain 57 students for each school year. Goal: The Autism Academy with maintain a cash reserve balance of at least 100 days for each respective school year.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	57 students 100 days cash reserve	57 students 100 days cash reserve	57 students 100 days cash reserve
ACTUAL	55	55	NA
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	<p>Through lotteries the school will maintain 57 students enrolled in the school. The School will be fiscally responsible to maintain a minimum of 100 days of cash on hand.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>Have enrollment lotteries after students graduate or leave to keep enrollment up. Monitoring of cash reserve will be done by monthly financial statements and presented to the board at each board meeting.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.07	NON-ACADEMIC PERFORMANCE STANDARD		STUDENT DISCIPLINE	
<p>Beginning with the 2019-2020 school year, schools are required to report and evaluate the number of out-of-school suspensions issued for students in grades pre-K through 3 on an annual basis. The ESCLEW expects each school's number of out-of-school suspensions to decrease each year as alternative methods of student discipline are implemented.</p> <p>A. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades K-3.</p> <p>B. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 4-8.</p> <p>C. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 9-12.</p> <p>Goal: The Autism Academy will continue to decrease the number of out-of-school suspensions for students by providing behavioral strategies to help cope with behaviors.</p>				
	2017-2018	2018-2019	2019-2020	
GOAL	N/A	N/A	K-3	0
			4-8	0
			9-12	3
ACTUAL	N/A	N/A	K-3	N/A
			4-8	N/A
			9-12	N/A
RATING				
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
	Previous year's out-of-school suspensions	This year's goal for out-of-school suspensions	Strategies to accomplish this goal	
K-3	0	0		
4-8	0	0		
9-12	4	3	Working with the students and helping them find coping mechanism that will help them deescalate. Helping staff better recognize when a student is becoming frustrated and when to approach a student before something happens.	
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR				
MONTH	EVIDENCE PRESENTED BY SCHOOL		TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

--	--	--	--

END OF YEAR PERFORMANCE SUMMARY:

--