

Oakstone Community School Annual Report
2015-16

Oakstone Community School
October 14, 2016

5747 Cleveland Avenue
Columbus, OH 43231-2831
614-458-1085

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:

Dave Huelsman, President
Jason Warner, Vice-President
Sherry Chapin, Secretary
Dave Lambert
Jere Corven
Thaddeus Boggs

School Opening Year:
2004-2005

Number of Students: 290 enrolled (2015-16), average attendance (276)
and attendance rate was 94.8%

Grade Levels Served: K-12, 23

Mission of School:

Oakstone Community School (OCS) promotes the education of students with Autism Spectrum Disorder (ASD) and other disabilities by providing an innovative and individualized program focusing on accessing the general education curriculum to develop academic competency. Using empirically based curriculums, instructional strategies, and behavior techniques, students develop necessary academic precursor skills and self-management skills. Along with academics, related services and fine arts, the focus is on reducing the impact of the core deficit areas. Students learn and work collaboratively within the community as they develop respect for themselves and others in a school that provides a unique, dynamic and interactive environment. OCS focuses in on the strengths of each student as they gain academic competency and develop personal responsibility.

Percentage of Students on IEP: 100%

On August 5, 2016, Sue Zake, PhD, Director Office of Exceptional Children sent OCS a letter stating “Oakstone Community Schools 2015 Special Education rating: Meets Requirements; required actions: None.” There were a total of 28 points able to be earned and OCS is proud to say we earned all 28 points.

Additionally within the special education report the performance results for OCS students with disabilities were also provided for the areas of reading, math, and Third Grade Reading Proficiency (TGRP) for those students who are proficient or above. The state targets included in the Special Education rating report are an average of the performance results of all students with disabilities across the state of Ohio. The actual performance of OCS students is then compared to this average. Please see a summary of the OCS special education annual rating “Meets Requirements” below.

	OCS	State Target
Reading	81.87%	38.56%
Math	72.96%	34.19%
TGRP	46.15%	38.56%

In other areas of the report, the total number of points available was 4:

- Disproportionality in discipline rates NR
- Disproportionality in special education 4 points
- Disproportionality in specific disability categories 4 points
- Initial evaluation timelines 4 points
- Secondary transition planning 4 points
- Correction of Noncompliance 4 points
- Submission of valid, reliable and timely data, 4 points
- IDEA audit findings 4 points

* The entire special education annual rating report is available upon request.

Names of Assessments Given:

Ohio Achievement Assessment (OAA)

Ohio Alternate Assessment (AASWD)

Ohio AIRast, ELA, Math, Science and Social Studies

Ohio Airast End of Course Exams: ELA I, ELA II, Alg. I, Geometry, Biology, US History, US Government

Ohio Graduation Test (OGT)

California Achievement Test (CAT)

Ohio Diagnostic Assessments (K-3); Reading, Math, Writing

Summative and Formative Assessments

Developmental Reading Assessment (DRA) - Reading Assessment

Qualitative Reading Inventory (QRI) – Reading Assessment
Math Diagnostics (McGraw-Hill) – Math assessments
Kindergarten Readiness Assessment (KRA)
American College Testing (ACT Plan)
American College Testing (ACT)
Stanford Achievement Test (PSAT) (formerly known as Scholastic Aptitude Test)
Stanford Achievement Test (SAT) (formerly known as Scholastic Aptitude Test)

District/School Grade Card Breakdown:

The Ohio Department of Education’s (ODE) yearly report card has changed significantly. Districts are now graded on the following scales; Achievement, Progress, Gap Closing, Graduation Rate, K-3 Literacy, and Prepared for Success. The statistical formula used by the state to analyze grade card data is based on a modified type of bell curve, requiring a sample of your population to be typical learners. As 100% of OCS students have a disability, the statistical analyses on the grade card will most likely always fluctuate and often result in an “F” grade. Yet, the special education rating report demonstrates that OCS students score significantly higher as compared to other students with disabilities across the state.

It should be noted that OCS received excellent ratings on its grade card until 2011 and continue to receive excellent ratings from our sponsor in the areas of finance, and student and staff record keeping. Regardless of having a past history of excellence and our students demonstrating success when fairly compared to other learners with disabilities, OCS continues to produce inconsistent grades from year to year as determined by the state report card ratings.

It is important for us to inform our families and stakeholders that although OCS’s results on the 2015-16 report card were less than we had hoped, it is consistent with results from other schools across the state. The impact of testing changes and their subsequent results have produced a widespread discussion around this year’s report card. OCS will continue to hold our students academically accountable as well as support all of our students to do their absolute best. Additional test taking strategies, academic support, and professional development are being offered to help support areas where OCS was found to have deficits.

Regarding the graduation component of the grade card, federal law provides that students on an IEP are eligible for educational services until they turn 22. Currently, the state of Ohio is grading districts on a four or five year graduation rate. If our students, their parents, and the IEP team determine it is in the best interest of the student to receive services until they turn 22 rather than graduating in four or five years, due to our lower student enrollment and high volume of students who fall under this option, OCS receives an “F” on the graduation component of the grade card. It should be noted that on the special education rating report, OCS received the highest number of points available under the Secondary Transition Supports.

The GAP closing section shows how well schools are meeting the performance expectations of our most vulnerable populations of students in the areas of: ELA, Math, and Graduation. Ratings are determined by the performance of groups of students (for our school they are: all students, white students, and students with disabilities). The performance of these student groups are then compared to state goals. It should be noted that OCS student population is 100% students on an IEP, therefore our subgroups will never compare to traditional school's subgroups equally.

Special Accomplishments/Achievements:

- Constant Quality Award – Ohio Coalition for Quality Education – (2009-2012)
- Excellent Rating Award – Commendation from ODE (3 years)
- 20 OCS High School students are currently taking college classes
- Four 2016 OCS graduates were awarded scholarships and five went to college (2 Wittenberg totaling \$176,600, 1 Otterbein \$64,400, 1 Columbus State \$72,000 and 1 University of Cincinnati)

Required Subsections:

A. The performance standards by which the success of the school was evaluated by the sponsor during the 2015-16 school year (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests, as well as the additional accountability measures agreed upon by the sponsor):

- Passage of state mandated testing
- Other testing in accordance with student's IEP
- Graduates earning the minimum number of academic units required by the school
- School works to meet the state's standards for passing
- Disability Proficiency
- Special Ed. Disproportionality
- Special Ed. Execution
- Special Ed. Compliance

B. The method of measurement that was used by the sponsor to determine progress toward those goals during the 2015-2016:

- Local Report Card results
- Additional Accountability Measures in Sponsor Contract
- Site Visits
- Student records inspection
- Special Ed. Rating Report

C. The School’s activities toward and progress in meeting those contractually stated goals during the 2015-16 school year include but are not limited to:

- Differentiated instruction with individual students in small groups.
- Direct instruction in remediating the core deficits of autism including; enhancing social skills, teaching self-management and independence, and increasing efficacy of processing skills.
- Promoting cognition by use of general education materials as well as modified learning materials, including but not limited to; Reading Mastery, A. L. L., McGraw-Hill Math Ladders, and Unique Learning Systems.
- Activities geared toward mediating interactions between students and the environment to build normalized repertoires.
- Instruction enabling students to communicate with others by using picture schedules and assistive technology.

D. The School’s financial status during the 2015-2016 school year:

OCS began fiscal year 2016 (July 1, 2015 through June 30, 2016) with a cash balance of \$300,423. A summary of cash basis receipts and expenditures follows:

	<u>2015-2016</u>
Receipts	
State Foundation	\$ 7,873,220
State Funding - Casino	13,683
Federal Grants	140,273
Interest	1,198
Other	14,054
	<u>8,042,428</u>
Expenditures	
Salaries	1,083,915
Fringe Benefits	238,769
Purchased Services	6,677,361
Materials and Supplies	8,670
Capital Outlay	14,905
Other	155
	<u>8,023,775</u>
Net of receipts and expenditures	18,653
Beginning Cash Balance	300,423
Ending Cash Balance	<u>\$ 319,076</u>

Receipts

State foundation receipts come through the Ohio Department of Education (ODE) and include: Opportunity Grant (per student funding totaling \$1,623,385), targeted assistance (\$18,492), K-3 literacy funding (\$17,010), economic disadvantaged funding (\$8,665), special education weighted funding (\$6,152,268), career tech funding (\$633), facilities funding (\$41,273), a FY15 graduation bonus of \$1,593, and a FY15 3rd grade reading bonus of \$1,227. The FY 16 receipts also included \$8,673 from ODE for adjustments to FY 15 state foundation.

Casino revenue received in FY 15 totaled \$13,683.

Federal receipts included \$140,372 in Title VI-B IDEA grant funding. No state grants were received.

Expenditures

Salaries and fringe benefit expenditures were for OCS employees and included salaries, retirement (STRS or SERS), Medicare, insurance (including health, dental, vision, disability, and life), workers compensation insurance, and unemployment benefits and insurance. Salary expenditures also included a separation payment of \$91,354 to a former administrator as part of a separation agreement.

Purchased Service expenditures included: educational services from the Children's Center for Developmental Enrichment for students placed in full inclusion or intense learning programs at a private school, related services, summer services, sponsor fees paid to our sponsor, the ESC of Central Ohio, audit fees, attorney fees, bank fees, insurance, rent, support services (technology, program/administrative support, payroll processing, human resources, staff training and support, and data entry), Medicaid revalidation fee, agreed upon procedures services for the Medicaid in Schools Program, ITC services, staff professional development and memberships, benefit services, meeting advertisements, etc.

The remainder of the expenditures was for materials and supplies and equipment.

OCS ended the fiscal year with \$319,077 in cash.

The financial information above is on the cash basis of accounting. The school is required to report its financial statements on the GAAP basis of accounting, which includes accruals for non-cash assets, liabilities, etc. Draft GAAP basis statements will be available for review after November 27, 2016, and will be audited by the Auditor of State's Office.

The Ohio Revised Code also requires that the school prepare a five year forecast each fiscal year by October 31 and that it be updated by May 31 of each year. The five year forecast approved by the Board on May 25, 2016, projected a positive cash balance through fiscal year 2020.