

Oakstone Community School Annual Report
2018-2019

Oakstone Community School
October 23, 2019

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

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:

Jason Warner, President
Sherry Chapin, Vice-President, Secretary
Kelli Reavling-Cobb
Jere Corven
Thaddeus Boggs

School Opening Year:
2004-2005

Number of Students: 258 enrolled (2018-19), average attendance = 246 and attendance rate was 94.3%

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%

The Ohio Department of Education and Office of Exceptional Children provides an annual special education rating to each school. The annual Ohio Special Education 2018-19 Rating for Oakstone Community School is **“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	67.72%	24.68%
Math	52.38%	29.00%
TGRP	56.25%	30.00%

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

- Disproportionality in discipline rates 4 points
- 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 NR

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

Names of Assessments Given:

- Ohio 3rd Grade ELA
- Ohio Alternate Assessment (AASWD)
- Ohio State Assessments: ELA, Math, Science and Social Studies
- Ohio End of Course Exams: ELA I, ELA II, Alg. I, Geometry, Biology, US History, US Government
- 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) annual local report card (LRC) grades districts on the following scales: Achievement, Progress, Gap Closing, Graduation Rate, Improving At-Risk K-3 Literacy Readers, and Prepared for Success.

It is important for us to inform our families and stakeholders that OCS's results on the 2018-19 report card indicated that we have made steady progress and, in some areas, more significant gains. 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.

OCS recognizes that the state grade card (LRC) is an imperfect measure of all student success. However, OCS continues to strive for increased progress with regard to our LRC each year. Of the six total components on the LRC, I would like to highlight a few of the components for you. Two of these components are achievement metrics (Achievement and Gap Closing). Achievement metrics measure student performance against grade level learning standards. These metrics only measure where a student performs, not how much they may have grown over time. Most of our students come to us needing remediation. Our current scores in achievement metrics indicate that our students are making progress within our environment and programs. More specifically, results on performance index scores as well as value added increased from last year's report card. In addition to achievement metrics, two other components are progress metrics (Progress and Improving At-Risk K-3 Readers). The Progress component for the 2018-19 LRC provides that OCS students have increased in the following areas; overall, lowest 20% in achievement, and students with disabilities. This year the Improving At-Risk K-3 Readers component had too few students in the sample size resulting in a NR (or no record) grade.

Regarding the graduation component of the LRC, OCS continues to follow federal law which provides that students on an IEP are eligible for educational services until they turn 22. Currently, the state of Ohio is only grading districts on a four or five year graduation rate. OCS continues to ensure that every student is working toward the goals outlined in his/her transition plan in the IEP and therefore may not graduate within the LRC time frame. It is important to note that OCS continues to strive for student readiness with regard to graduation. Results on the 2018-19 LRC provide that OCS had 40.0% of the seniors graduated in 4 years and 63.2% in 5 years.

Special Accomplishments/Achievements:

- Eighteen (15) OCS High School students took college classes through College Credit Plus for the 2018-19 school year
- Four (4) 2019 OCS graduates were awarded scholarships and went to college (Scholarship Totals = \$658,500)

Required Subsections:

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2018-19 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 2018-2019 school year:
- 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 2018-19 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 2018-2019 school year:

OCS began fiscal year 2019 (July 1, 2018 through June 30, 2019) with a cash balance of \$539,383. A summary of cash basis receipts and expenditures follows:

	2018-2019
Receipts	
State Foundation	\$ 7,119,194
State Funding - Casino	13,685
Federal Reimbursements - Medicaid in Schools	47,394
Federal Grants	107,275
Interest	19,732
Other	14,990
	<u>7,322,270</u>
Expenditures	
Salaries	1,143,665
Fringe Benefits	302,481
Purchased Services	5,735,387
Materials and Supplies	49,892
Capital Outlay	22,103
Other	1
	<u>7,253,529</u>
Net of receipts and expenditures	68,741
Beginning Cash Balance	539,383
Ending Cash Balance	<u>\$ 608,124</u>

Receipts

State foundation receipts come through the Ohio Department of Education (ODE) and include: Opportunity Grant (per student funding totaling \$1,490,371), targeted assistance (\$23,306), K-3 literacy funding (\$10,054), special education weighted funding (\$5,542,184), facilities funding (\$48,299), a FY18 graduation bonus (\$2,258), and a FY18 3rd grade reading bonus (\$2,288). The FY 19 foundation line item was increased by \$434 for FY 18 state foundation adjustments by ODE.

Casino revenue received in FY 19 totaled \$13,685.

Federal reimbursements from the Medicaid in Schools Program totaled \$47,394, which included final settlement for FY 16 (\$34,351).

Federal receipts included \$107,275 in Title VI-B IDEA and Title II-A 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), worker's compensation insurance, and unemployment benefits and insurance.

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, audit fees, attorney fees, bank fees, insurance, rent, technology, program/administrative support, payroll processing support, human resources, fees for our Medicaid in Schools billing agency, agreed upon procedures services for the Medicaid in Schools Program, ITC services, staff professional development and memberships, benefit services, meeting and position advertisements, college credit plus fees, interpreter services, website hosting, etc.

The remainder of the expenditures were for materials and supplies, equipment, and other.

OCS ended the fiscal year with \$608,124 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, 2019, 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 November 30 and that it be updated by May 31 of each year. The five year forecast approved by the Board on May 22, 2019, projected a positive cash balance through fiscal year 2023.