

Educational Service Center of Central Ohio

Community School Application

Renewal Process

The purpose of the renewal process is to give guidance to both sponsor and operator of expectations set by the Educational Service Center of Central Ohio (ESCCO) Board of Education. All contracts executed by the ESCCO Board of Education will have a description of legal requirements. Additional requirements defined by the sponsor will be documented in the contract and available for review. The evaluation of the renewal application is based on multiple sources of evidence collected of multiple years. A scoring rubric will be used to evaluate the application that includes an evaluation of the high stakes review results that align to the performance framework in the contract. Guidelines and protocols used for the evaluation methods as well as the time period under evaluation will be documented.

Educational Service Center of Central Ohio

Charter Renewal Application

Name of School: Oakstone Community School
Mailing Address: 5747 Cleveland Ave. Columbus, OH 43231
School IRN Number: 000679
Phone Number: 614-458-1085
Fax Number: 614-865-9649
Grades served: K -12, 23
Number of locations: One

Superintendent: Heather Kronewetter
Phone Number: 614-458-1085 ext: 2002
Fax Number: 614-865-9649
Email Address: hkronewetter@oakstonecs.org

Treasurer: Johanna Gladman
Phone Number: 614-899-2838
Fax Number: 614-865-9649
Email Address: jgladman@oakstonecs.org

Governing Board President: Jason Warner
Address: 830 E. Starr Ave. Columbus, OH 43201
Phone Number: 330-819-4640
Email Address: jwarner@oakstonecs.org

<u>Board Members:</u>	Name	Phone Number	Email Address
	Sherry Chapin	614-296-3267	schapin@oakstonecs.org
	Thaddeus Boggs	614-813-2461	tboggs@oakstonecs.org
	Jere Corven	614-774-1555	jcorven@oakstonecs.org
	Kelli Reavling-Cobb	614-853-9317	krcobb@oakstonecs.org
	David Lambert	614-975-7614	dlambert@oakstonecs.org

Section I

Provide the enrollment and staff projections for the **past five years as well as your projections for the next three.**

	<u>Enrollment</u>	<u>Number of Staff Members</u>
<u>Past 5 Years</u>		
2017-2018	269	22
2016-2017	265	22
2015-2016	297	20
2014-2015	286	21
2013-2014	268	34
<u>Next 3 Years</u>		
	<u>Enrollment Projections</u>	<u>Staff Member Projections</u>
2018-2019	252	22
2019-2020	255	24
2020-2021	265	24

- Include any important information related to possible discrepancies in numbers such as adding grade levels, removing grade levels, changing buildings, etc.

Section II

Academic Performance – Include data reflecting the last 3 school years.

- *Describe how the Charter School has met or made reasonable progress towards initially established goals defined in the current contract. If the Charter School's goals were revised; discuss why and how the modified goals provided a better fit with the overall mission of the Charter School. Concise explanations should be supported by quantifiable data and a brief narrative whenever possible.*

Oakstone Community School (OCS) serves a student population which is 100% on Individualized Education Plans (IEPs) and approximately 86% of the students have autism. Due to the nature of our student's disabilities, academic progress can be harder to identify than typical state level report cards show. OCS's sponsor contract (July 1, 2017 – June 30, 2019) identified the following goal to address academic achievement and accountability: *Improve student proficiency rates in core academic subject areas* (Exhibit 1, sponsor contract). Based on IEP progress reports, OCS is making reasonable progress in meeting this goal.

There have been no modifications to the goal, yet there were adjustments to the academic accountability measures in which OCS was approved to demonstrate its progress. Please see the attached accountability measures currently approved and used by the sponsor for OCS.

- *Provide any other relevant data used to analyze and interpret student level, student cohort, and school-wide progress towards academic goals. Include summative and formative test scores or other testing outcomes. Please include names of test as well as dates administered. Please be clear in the metrics reported (e.g. “2.3 years of growth in reading measured by the DRA” and not just a score of 2.3). Examples of tests and other relevant normed data can include state tests, grade level dependent tests such as KRAL, diagnostics for Third Grade Guarantee, MAP, PSAT, SAT, ACT, etc.*

The following data was used to analyze and interpret student (grade band) and school-wide progress towards the academic goal established in OCS’s sponsor contract. Each student enrolled in OCS for grades KG – 5th are provided entry level reading and math academic placement tests which are then administered one to two more times, once in the middle of the school year and a second time at the end of the school year. For reading, students are given a developmental reading assessment (DRA), as well as a curriculum screening which is through the Reading Mastery program. For math, students are provided the McGraw-Hill math inventory for their current grade level and subsequent grade levels (prior or after) depending on his/her score (70% accuracy or above warrants the next grade level assessment). All student data is tracked to determine individual student progress/regression from year to year. Additionally, data is used to determine whether students will remain in their original placement group, or whether they would be better supported in a different group based on their mid-year evaluation. For students in grades 6-12, reading, writing and math assessments are given utilizing the Analytical Reading Inventory (ARI), Write Source writing inventory, and the McGraw-Hill and Glencoe math assessments per content area (Algebra I, Geometry, Algebra II, etc.). If a student in this grade band works below grade level and requires remediated reading and math, OCS utilizes the Reading Mastery program, and Math Ladders assessments to evaluate and assess progress.

In addition to diagnostic and curriculum based assessments, state level assessments are also utilized to identify student level progress. Such assessments are as follows: Kindergarten Readiness Assessment (KRA), reading, math, and writing Diagnostics for K-3rd grades and compliance with the Third Grade Reading Guarantee, Ohio’s State Assessments for 3-8th grade in ELA, Math, and Science, as well as End of Course Exams for 7 – 12th graders in Algebra I, Geometry, ELA I, ELA II, US History, US Government, and Biology.

Include rationale for using that particular test

DRA - OCS uses this assessment because it is a widely accepted book leveling tool that considers the nuances of reading development in young children. It clearly shows progress and growth as aligned with the developmentally appropriate progress made by the typical student in these grade levels and it allows us to select books to use for instructional purposes that meet each child's needs. It also addresses fluency (rate and accuracy) and comprehension skills.

ARI – Analytical Reading Inventory - The ARI is an assessment that looks both at fluency (reading rate and accuracy) and reading comprehension. Additionally, it differentiates for the assessor the type of comprehension that each question assesses: literal, inferential, or vocabulary based.

Reading Mastery - Reading Mastery is a systematic, direct instruction model of reading instruction. It explicitly teaches skills and regularly assesses them for mastery of learning.

McGraw-Hill Math Inventory Placement Test – These tests are tools to assist teachers in making placement decisions with the McGraw-Hill Mathematics series for Kindergarten through fifth grade. Additionally, the McGraw-Hill Glencoe series (1-3) are used for sixth through eighth grades and individually for HS concepts of Algebra I, Geometry, Algebra II, Calculus and higher level math concepts which are also used for placement purposes.

Math Ladders – Math Ladders is a program for students that need additional practice in the fundamental skills and concepts of mathematics. The assessment is aligned and utilizes the Common Core (CCSS-M) standards that are the basis for the instruction of mathematics from Kindergarten through the end of 5th grade. Students are frequently assessed to determine prior knowledge along with “gaps” within each content standard.

Math Ladders utilizes formative assessment tools such as teacher created pre-assessments and McGraw-Hill curriculum placement tests. Each student is given an individualized course of study focusing on the specific areas that need to be targeted. Student progress is monitored daily and pacing is individually based utilizing substantial data recording. When a student can demonstrate mastery of a mathematical skill they will move to the next target area in their individualized course of study. Students will be asked to complete a curriculum based assessment McGraw-Hill periodically throughout the school year to monitor their progress and level of retention.

Write Source – OCS utilizes this assessment because of its ability to breakdown a student’s understanding of the basic elements in writing (i.e. grammar, usage), proof-reading and editing abilities (i.e. identify spelling and punctuation errors), and individual student writing samples. More specifically when assessing student writing samples for a given prompt, each grade level assessment follows a rubric which ranges from four - five categories and assesses such components as: ideas, organization, voice, word choice, sentence fluency and conventions. Within each of the categories the student is provided a score from a five-point scale, with one being the lowest and five being the highest.

- *Provide status on the State Report Card referencing all measures and indicators over multiple years.*

OCS demonstrated the following on its 2017-18 state report card:

- Achievement: Performance Index (71%), Indicators Met (22.7%)
- Gap Closing: Annual Measurable Objectives (73%)
- K-3 Literacy: K-3 Literacy Improvement (21.4%)
- Progress: Value Added – Overall (F), Gifted (NR), Students with Disabilities (F), Lowest 20% in Achievement (C)
- Graduation Rate: 4 year (50.0%), 5 year (45.5%)
- Prepared for Success: F
- Value Added: D

OCS demonstrated the following on its 2016-17 state report card:

- Achievement: Performance Index (69%), Indicators Met (9.5%)
- Gap Closing: Annual Measurable Objectives (0.0%)
- K-3 Literacy: K-3 Literacy Improvement (30%)
- Progress: Value Added – Overall (F), Gifted (NR), Students with Disabilities (F), Lowest 20% in Achievement (C)
- Graduation Rate: 4 year (36.4%), 5 year (68.2%)
- Prepared for Success: F
- Value Added: D

OCS demonstrated the following on its 2015-16 state report card:

- Achievement: Performance Index (68.2%), Indicators Met (25.0%)
- Gap Closing: Annual Measurable Objectives (0.0%)
- K-3 Literacy: K-3 Literacy Improvement (Not Rated)
- Progress: Value Added – Overall (F), Gifted (Not Rated), Students with Disabilities (F), Lowest 20% in Achievement (Not Rated)
- Graduation Rate: 4 year (22.7%), 5 year (70.0%)

- Prepared for Success: D
- Value Added: NR

OCS demonstrated the following on its 2014-15 state report card:

- Achievement: Performance Index (80.0%), Indicators Met (50.0%)
- Gap Closing: Annual Measurable Objectives (100.0%)
- K-3 Literacy: K-3 Literacy Improvement (Not Rated)
- Progress: Value Added – Overall (A), Gifted (Not Rated), Students with Disabilities (A), Lowest 20% in Achievement (Not Rated)
- Graduation Rate: 4 year (60.0%), 5 year (50.0%)
- Prepared for Success: Coming 2016
- Value Added: NR

OCS demonstrated the following on its 2013-14 state report card:

- Achievement: Performance Index (75.6%), Indicators Met (31.8%)
- Gap Closing: Annual Measurable Objectives (5.1%)
- K-3 Literacy: K-3 Literacy Improvement (22.7%)
- Progress: Value Added – Overall (F), Gifted (Not Rated), Students with Disabilities (F), Lowest 20% in Achievement (D)
- Graduation Rate: 4 year (22.2%), 5 year (36.8%)
- Prepared for Success: Coming 2016
- Value Added: NR

- *Explain the strategies that are in place to ensure that students with special needs (i.e. students who have IEP;s, students who have Section 504 Accommodation Plans, those at risk of failure, and/or those not making reasonable progress and are provided an opportunity and reasonable accommodations to meet their individualized academic goals. This includes English Learners (EL).*

OCS students all have individualized education plans (IEPs), as OCS serves 100% of students with disabilities. Moreover, approximately 86% of the student population are those with autism. OCS's board of trustees adopted the state of Ohio's model policies and procedures as its foundation for regulating special education services and programming. Additionally, OCS contracts with outside vendors to provide related services (occupational, speech and language and physical therapy), and research based behavioral and social programming.

Section III

Financial Solvency

- *How frequently are the school budget and financial records reviewed by the Governing Board?*

The Finance Committee reviews bank reconciliations and monthly financial report, which includes budget versus actual analysis, at monthly meetings. The full board then approves those reports at monthly meetings based on a recommendation from the finance committee. The full board reviews and approves appropriations (which also includes projected revenues) annually and when updates are needed throughout the fiscal year due to changes in projected/necessary expenses or revenues (typically 3-6 times per fiscal year). In addition, the full board reviews the annual budget in October each year and the five-year forecast in October and May each fiscal year.

- *Discuss the school's financial controls and procedures for the management of financial resources.*

The Fiscal Officer processes all financial transactions, except for all payroll and benefit transactions which are processed by an outside vendor via contract. All activity is posted in our state software through our ITC, MetaSolutions. The majority of revenue transactions are directly deposited into our bank accounts from the Ohio Department of Education (foundation revenue, federal grants), the Ohio Department of Taxation (casino revenue), or our bank (interest income). OCS does receive some revenue via check (i.e. donations, SERS refunds, other misc. items) and those are posted and deposited after receipt. We do not receive any cash receipts.

Approximately 20% of budgeted expenditures are related to salary and benefits. All classroom salary employees have an employment contract. The school currently has one administrative employee paid on an annual salary set by the Superintendent and not on an employment contract. Salaries for the Superintendent and Fiscal Officer are set by the Board via contract or board action. The Superintendent sets the salary of all other employees based on staff performance, experience level, responsibilities, etc., but also based on resources available. The human resources/payroll services provider enters the staff information, contract amounts, employee calendars, etc. at the beginning of the contract year and then processes payroll prior to the 15th and 30th of each month. The fiscal officer reviews all payroll and benefit transactions when posting to the

financial records after each payroll is processed and when reconciling all accounts each month.

Approximately 79.5% of budgeted expenditures are for purchased services. Approximately 98% of those expenditures are via contracts the board approves. Some of these contracts are awarded based on competitive bidding and some are awarded based on the exact services not being available from other service providers. The Fiscal Officer prepares purchase orders based on contracted rates/services. The vendors bill in accordance with the contracts. The fiscal officer compares invoices with the board approved contracts and prepares the checks for payment. All checks require two signatures. Authorized signatories include the Board President, Vice President, Superintendent, and Fiscal Officer. After the checks are prepared, the voucher package (including the check, purchase order, invoice, and any other supporting documentation) is presented for review and signature. The signers then review the voucher package to ensure the amounts, vendors, etc. match up prior to signing.

The remaining expenditures are generally processed through the school's traditional purchasing procedures. This procedure requires a purchase requisition approved by the Superintendent be submitted to the Fiscal Officer for the issuance of a purchase order. Once the purchase order has been issued, the purchase can move forward by ordering the goods or scheduling services. After the goods or services are received, the Superintendent notifies the Fiscal Officer so that payment can be issued once an invoice is received. The Fiscal Officer would then prepare the check for payment and present the voucher package for check signature and review.

At the end of each month, the Fiscal Officer prepares the bank reconciliation ensuring all activity has been posted in the school's financial records and that the accounts are reconciled. The reconciliation and monthly financial detail report is then prepared for review and sign off by a finance committee member and for inclusion in the monthly financial package. The Fiscal Officer also prepares the monthly financial reports summarizing all financial activity for the month and year to date. The monthly bank reconciliation and financial reports are then approved by the board.

- *Attach a copy of the most recent independent audit with any findings as well as how they were addressed.*

See attached.

- *Attach a copy of the most current 5-year forecast.*

See attached.

- *Does the Charter School allocate and commit resources in ways that ensure it achieves its mission? Please offer documentation or describe how the resources have been used or leveraged to further the school's mission.*

The school's unique population results in a challenging mission due to each student having individual student goals based on their IEP, but also wanting to achieve our overall school goals and mission. The Superintendent and District representatives work with each student's IEP team to determine the most appropriate placement. This decision then helps to determine the necessary staff levels and requirements to provide services for students who will be directly served by OCS. The unique needs of our students require the School to constantly evaluate our curriculum and supply needs as well as the use of technology and access to social activities. In addition to determining necessary resources for students directly served by OCS, the Superintendent must also negotiate with outside vendors for services to be provided in accordance with the IEP of each student and the associated costs. These decisions are made based on meeting the student's IEP requirements within the resources the school has. The Superintendent works closely with the Fiscal Officer in analyzing the impacts of staffing and contracting decisions as well as the impacts of accepting new students or impacts of student withdrawals. The Superintendent and Fiscal Officer also work with the outside human resources vendor in recommending any changes to benefits offered to employees if necessary.

In addition to the expenses that directly relate to the school's mission and the IEP's of our students, the school must also consider and maintain resources available for other school specific and general operation activities such as EMIS data entry, professional development and memberships, sponsor fees, audits, bank fees, insurance, rent, etc. Many of these fees are set by contract or have very limited opportunity for negotiation to reduce rates.

The Fiscal Officer continuously analyzes the school's budget (revenue, expenditures, and projected cash at year end) and updates the Superintendent frequently on changes and also updates the finance committee and board whenever there are significant changes.

- *Will the school's facilities meet the needs of the school for the next 5 years? Describe your current leasing or purchasing situation and include your monthly rental/mortgage payment.*

Based on current enrollment and staffing projections, the currently leased space will continue to meet the needs of the school for the next five years. The school currently leases classrooms and offices in a building used for school and vocational programming. The lease also grants access to other areas of the building (including parking lot, outdoor/playground space, kitchen/cafeteria, café, resource room, therapy room, conference/break room, etc.) when not in use by the lessor. In addition, lease of this space gives our population ready access to related services and vocational programming, as well as allowing our team to utilize the program/admin support and technology services currently provided by the lessor via a separate contract. The space available for lease does limit our ability to serve more students.

Our current lease payment is \$234,426.50 annually or \$19,535.54 per month. The lessor offered a discount of 2% if the rent was paid in full for the fiscal year. The school took advantage of this option reducing the total lease to \$229,737.97 or \$19,144.83 per month, a savings of \$4,688.53. The school utilized the services of a property firm to research the fair market value of the leased space to ensure rates paid were appropriate for leased space and other provisions.

Section IV

Governance

- *Please list all board members and the length of time they have served.*

Jason Warner	5 years 10 months
Sherry Chapin	5 years
David Lambert	4 years 3 months
Jere Corven	3 years 10 months
Thad Boggs	2 years 8 months
Kelli Reavling-Cobb	6 months

- *Describe how the Sunshine/Public Notices are provided for all public meetings.* OCS posts a calendar and a list of meeting dates on its board website: <http://ocsboard.org>. No other requests for specific notice have been received.

Additionally, email notification is sent 5-7 days prior to the meeting to the primary contact person for all enrolled students.

- *Describe ethics/open meetings/Sunshine Law training for board members. How are new board members onboarded to this process?*

Training on open meetings, ethics, and the Sunshine Law is provided by OCS legal counsel at a Board meeting each school year. The training takes place either in person, or via phone conference during regular session. Board members must participate in the training, or provide evidence of training through a separate entity each school year.

Onboarding

The minimum number and general qualifications for Governing Authority membership are specified by the Oakstone Community School Code of Regulations and Oakstone Community School's Sponsor Contract Exhibit 3, Governance and Administrative Plan.

The GOVERNING AUTHORITY shall have no fewer than five (5) voting members. Members are appointed for five year terms. A vacancy on the GOVERNING AUTHORITY shall be filled by appointment by a majority of the remaining members. A quorum shall consist of one half of the whole GOVERNING AUTHORITY. The act of a quorum of members present at meeting will be the act of the GOVERNING AUTHORITY unless a greater number is required under provision of law or the Code of Regulations. Board members' desired qualifications include business, financial, or legal expertise, experience in education, community development, or organizational management, and personal characteristics of integrity and creativity. Board members should have a commitment to the school and its students and be willing to develop an understanding of the theoretical framework of the school, special education, and the school's social, political, and legal environment. The GOVERNING AUTHORITY will seek a membership that is diverse in experience, race, and gender.

Responsibilities: The identification and engagement of qualified board member candidates is the responsibility of each board member while the Board President or designee manages and administers the overall process. Member candidate orientation and instruction is typically delegated to the Board President or designee member and a board member sponsoring the candidate.

Goals: The desired number of members and membership expertise is defined by the board from time to time through deliberation during regularly scheduled board meetings under agenda items previously and publicly announced for that purpose. These deliberations set the expectations for short and long term board member recruitment goals.

Process: The following process items are completed subsequent to the identification and engagement of a candidate board member by a sponsoring board member. The process items are completed based on the schedule and availability of the participants.

- The candidate begins attending board meetings to gain an understanding of typical board procedures and subject matter.
 - The candidate meets with at least one Officer of the Board and other board members as desired to gain mutual understanding of the board's and the candidate's fit and expectations.
 - The candidate meets with school administration as desired to gain understanding of the nature and needs of the school, our students, and the community.
 - The candidate and the sponsoring board member attend at least two detailed orientation and instruction meetings conducted by an Officer of the Board and attended by the sponsoring board member and the candidate.
 - The candidate successfully completes FBI/BCI background check and conflict of interest statement
 - The sponsoring board member nominates the candidate to the board for deliberation and vote.
-
- *Describe the composition of the board and its structure. Are any parents on this Board?*

Board Composition:

Governing Authority membership currently consists of six members, three of which are parents of children currently enrolled in OCS. The officers are a President, Vice President, and Secretary, all elected annually. While current board practice provides participation at will (effective membership) to the Superintendent and Fiscal Officer to all board committees the OCS Code of Regulations & Sponsor Contract exhibit 3, specifies membership of the Fiscal Officer and Superintendent on the Finance Committee and Superintendent on the Curriculum/Accountability Committee.

Section V

Enrollment

- *How does a student enroll at the Charter School? Please include copies of forms/applications.*

After the review of a student's IEP by an OCS administrator and the parent, a placement option is determined and offered if available (grade level, classroom type, supports needed) or the student is put on a waitlist until one becomes available. If the student and parent choose to enroll, the following is required for admission: Current IEP/ETR (or psychological/medical diagnosis for Initial Evaluation), birth certificate, proof of residency (current gas or electric bill), release of records for previous school district(s), custody/guardianship paperwork if applicable, medical statement (including immunization records), and emergency medical form (parent contact for emergencies).

- *Describe the waiting list and how it is administered?*

OCS complies with ORC 3314.06(F) which states:

The community school will admit the number of students that does not exceed the capacity of the school's programs, classes, grade levels, or facilities.

When a placement becomes available for a particular grade level or program, OCS will give placements with first priority as follows:

1. Students who attended the previous year
2. Students residing in Columbus Public School District
3. Siblings of students who attended the previous year

If further openings are available, a lottery will be held to identify which students will be offered placement.

Students will be removed from the waitlist as follows:

1. When enrolled in OCS
2. When a placement in OCS has been offered, and declined
3. When at least (3) attempts to contact the Parent/Guardian about possible enrollment have been unsuccessful.

- *Describe how board evaluates racial and ethnic balance.*

The School will attempt to achieve or continue, as the case may be, racial and ethnic balance reflective of the community it serves. Notwithstanding the admissions procedures of the School, in the event that the racial composition of the enrollment of the School is in violation of a federal desegregation order, the

School shall take any and all corrective measures to comply with desegregation order. The School Governing Authority must assess the Racial and Ethnic Balance of the School within the first two (2) months of the calendar year in order to make necessary adjustments to any marketing plans currently used by the School in order to attempt to be reflective of the community it serves

To help the School progress toward the accomplishment of its goal of diversity and compliance with the requirements of ORC 3314.03, the School will continue to plan and to implement procedures and programs that will achieve racial and ethnic balance of students and staff in the School so that it is reasonably comparable to that of the community it serves.

Students, the community and staff are encouraged to assist in developing plans and procedures which the Governing Authority can support and adopt.

A review of the School population and racial and ethnic balance is completed in January of each year for review by the Governing Authority. The school will pull data from local and city school report cards for which the School draws students to determine racial balance for each subgroup. This information is reviewed and evaluated by the Governing Authority during the February meeting. The Governing Authority shall either approve the balance as being reflective of the community the School serves or shall approve changes to the School's marketing plan in order to draw in more diverse students.

Section VI

Additional Documents

- *Provide a copy of your most recent Site Visit Report.*
- *Provide a copy of your most recent status report on corrective action plan (if applicable).*
- *Provide a copy of your most recent Annual Review*