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Oakstone Community School Annual Report
2022 - 2023

Oakstone Community School
October 25, 2023

5747 Cleveland Avenue
Columbus, OH 43231-2831
614-865-3413

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:

Marla Oppenheimer, President
Kevin Bacon, Vice-President
Sherry Chapin, Secretary
Scott Duffy
Eric Yitz Frank

School Opening Year:
2004-2005

Number of Students: 222 enrolled (FTE 211.30), attendance rate was 94.0%

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 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. OCS received results of the Special Education Rating on October 3, 2022 for the 2020-21 data. Results indicated the following:

Indicator 3b –

Reading Proficiency Rate - Grade 4	40%	(target = 21.86%)
Reading Proficiency Rate - Grade 8	50%	(target = 10.97%)
Reading Proficiency Rate - HS	54.17%	(target = 17.84%)
Reading Participation in Alternate Assessments	17.09%	(target = >1.0%)
Math Participation in Alternate Assessments	18%	(target = >1.0%)
Math Proficiency Rate - Grade 4	30%	(target = 26.83%)
Math Proficiency Rate - Grade 8	38.89%	(target = 13.94%)
Math Proficiency Rate - HS	23.53%	(target = 6.77%)

It should be noted that OCS received a “Meets Requirements” on the Special Education Rating and that we did not have any “actions” against us.

However, it should also be noted that OCS also receives a Special Education Profile. This year, the profile required actions for areas that were found to be “not met”. OCS did not “meet” the participation in alternate assessment rate (less than 1% of students participate), as we had 18% qualify and allowed them per their IEP to still take the alternate assessment. Additionally, we did not “meet” our graduation rate as a result of allowing students on IEPs to remain in school to work toward his/her transition goals, rather than making them graduate at 12th grade. The state required OCS to create action plans to address these two areas. OCS’s action plans were approved by the state and no further actions are needed.

** It should be noted that all students who attend OCS are students with an IEP and per Federal Law, students on an IEP may continue to receive instruction according to his/her IEP until the age of 22.*

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 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:

Ohio introduced a new grade card format in FY22 and has added another component for the FY23 school year. As always, information within the grade card is reflective of data from the previous school year. OCS received their FY23 grade card in September 2023. Information outlined in the grade card provided the following:

Achievement Component: 2 stars

The achievement component measures students' academic achievement using each level of performance on Ohio's State Tests. The Performance Index measures the test results of every student. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state. The performance indicators measure is the percentage of students who scored proficient or higher on state tests. The performance indicator measure is not factored into the overall achievement component rating. However, OCS utilizes this information to help determine areas of both strength and weakness with regard to our students for all areas tested.

Areas of strength for OCS as identified on this report card include proficient or above areas in the following categories: Third grade ELA and Math (60% each), Fourth grade ELA and math (both 60%), Fifth grade ELA (60%), ELA II (56%), US History (63.2%), Government (72.7%), US History (68.2%), and Biology (58.3%).

Areas of weakness for OCS as identified on this report card demonstrating less than 50% proficiency on tests include: Fifth grade math (33.3%), Fifth grade science (46.7%), Sixth grade ELA (35.7%), Sixth grade math (42.9%), Seventh grade ELA (46.7%), Seventh grade math (28.6%), Eighth grade ELA (26.7%), Eighth grade math (8.3%), Eighth grade science (46.7%), Algebra I (34.8%) and Geometry (35.3%).

Progress Component: 3 stars

The progress component measures the academic performance of students compared to expected growth on Ohio's state tests. OCS students demonstrated significant evidence in achieving more progress than expected in the following areas: Biology and Seventh grade math. OCS students demonstrated less than expected growth in Fourth grade (all tests).

Gap Closing & Graduation Component: 3 stars, 1 star

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. OCS demonstrated the following with regard to English Language Arts and mathematics achievement: 74% students with disabilities in ELA compared to the state target of 53.2%, and 62% students with disabilities in math compared to the state target of 48.4%. In graduation, OCS had a 62.1% four

year graduation rate and 58.3% for the five year graduation rate. It should be noted however that 100% of OCS students met their state graduation requirements but deferred their diploma to continue working on the transition plan of their IEP.

Early Literacy Component - (new this year): 1 star

The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

- Proficiency in Third Grade Reading (NC - not enough students to count)
- Promotion to Fourth Grade (NC - not enough students to count)
- Improving K-3 Literacy (25%) - this area measures previous students who were not on track who moved to being on track in reading.

Special Accomplishments/Achievements:

- \$304,000 in scholarships awarded to three graduating seniors
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Required Subsections:

A. The performance standards by which the success of the school was evaluated by the sponsor during the 2022-23 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 2022-23 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 2022-23 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.
- In person instruction during the Pandemic for the 2020-21 school year, as well as remote learning for those with medical needs.
- Intervention based tutoring/services to students significantly and negatively impacted by COVID or other crisis situations.

D. The School's financial status during the 2022-2023 school year:

OCS began fiscal year 2023 (July 1, 2022 through June 30, 2023) with a cash balance of \$527,083. A summary of cash basis receipts and expenditures follows:

	<u>2022-2023</u>
Receipts	
State Foundation	\$ 6,211,042
State Funding - Casino	13,964
State Funding - Catastrophic Cost Reimbursement	53,153
Federal Reimbursements - Medicaid in Schools	23,252
Federal Grants	226,100
Interest	7,785
Other	<u>4,838</u>
	6,540,134
Expenditures	
Salaries	1,423,544
Fringe Benefits	389,414
Purchased Services	4,766,979
Materials and Supplies	70,355
Capital Outlay	35,515
Other	<u>2,175</u>
	6,687,982
Net of receipts and expenditures	(147,848)
Beginning Cash Balance	527,083
Ending Cash Balance	<u>\$ 379,235</u>

Receipts

In fiscal year 2023, community schools continued to be funded utilizing a cost based approach which is calculated on the enrollment of the school and average education costs across the state. State foundation receipts come through the Ohio Department of Education (ODE) and included: Base cost funding \$1,408,788, Student Wellness and Success funding (purpose restricted) \$79,545, special education funding \$5,127,431, English Language Learner funding \$2,319, and facilities funding \$103,018. The state foundation was then reduced by a 10% holdback of special education funding of \$512,743 to fund catastrophic special education costs in schools across the state. The School's FY 23 foundation line item was increased by \$2,683 for FY 22 state foundation and by \$250 for college credit plus refunds owed to the School by ODE.

Casino revenue received in FY 23 totaled \$13,964.

Federal reimbursements from the Medicaid in Schools Program totaled \$23,252, which included interim reimbursements for FY 22 and FY 23.

Federal receipts included \$226,100 in Title VI-B IDEA, ARP IDEA, Title II-A, Title I SES, and ARP ESSER SAS grant funding.

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 (including speech, OT, and psychology), summer services, wellness services, sponsor fees, audit and related service fees, attorney fees, insurance, rent, technology, interpreting, program support, fees for our Medicaid in Schools billing agency, agreed upon procedures services for the Medicaid in Schools Program, accounting services, ITC services, staff professional development, benefit services, meeting and position advertisements, college credit plus fees, website hosting, etc.

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

OCS ended the fiscal year with \$379,235 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, 2023, and will be audited by an Independent Public Account in coordination with 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 24, 2023, projected a positive cash balance through fiscal year 2027.