

Oakstone Community School Annual Report
2024 - 2025

Oakstone Community School
October 22, 2025

2655 Oakstone Drive
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
Carrie Beare
Michelle Williams

School Opening Year:
2004-2005

Number of Students: 179 enrolled (FTE 173.58), attendance rate was 82.8%

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 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 profile to each school. OCS received results of the Special Education Profile on May 5, 2025 for the 2023-24 data. Results indicated the following:

Indicator 3b – Standard Test Proficiency for SWD

Reading Proficiency Rate - Grade 4	88.9%	(target = 27.86%)
Reading Proficiency Rate - Grade 8	40.00%	(target = 16.97%)
Reading Proficiency Rate - HS	50.00%	(target = 23.84%)
Math Proficiency Rate - Grade 4	55.56%	(target = 32.83%)
Math Proficiency Rate - Grade 8	26.67%	(target = 19.94%)
Math Proficiency Rate - HS	18.52%	(target = 12.77%)
Reading Participation in Alternate Assessments	21.21%	(target = >1.0%)
Math Participation in Alternate Assessments	20.00%	(target = >1.0%)
Science Participation in Alternate Assessment	30.23%	(target = >1.0%)

Indicator 3c - Alternate Assessment Proficiency for SWD

Reading Proficiency Rate - Grade 4	100%	(target = 54.72%)
Reading Proficiency Rate - Grade 8	0%	(target = 45.44%)
Reading Proficiency Rate - HS	25.57%	(target = 48.61%)
Math Proficiency Rate - Grade 4	100%	(target = 33.60%)
Math Proficiency Rate - Grade 8	0%	(target = 38.67%)
Math Proficiency Rate - HS	42.86%	(target = 50.39%)

As the Special Education Profile has changed, any areas that are “not met” must now be addressed by the school in the form of an action plan. OCS did not meet our Alternate Participation indicator, as well as our Graduation indicator. The alternate assessment indicator states that no more than 1% of our student population will participate in the alternate assessment. At this time, because OCS enrolls only students with IEPs, many of whom meet the requirements for participation in the Alternate Assessment, we continue to be above the 1% participation threshold. Additionally, since our student population are 100% those with disabilities, many of our students continue to receive special education services past their 12th grade year to work on IEP goals related to their transition plan*. As a result, OCS continues to not meet the state threshold for the graduation rate. Administration created action plans which were approved by the state, evidence was provided for completion of action steps 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 State Test 3rd Grade ELA

Ohio Alternate Assessment (AASWD)

Ohio State Tests: 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

Ohio English Language Proficiency Assessment

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-L)

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:

As always, information within the grade card is reflective of data from the previous school year, except for graduation data which is two years prior. This is the 2024-25 grade card which was received in September 2025. The grade card data for 24-25 is outlined by 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 (NC because our population size was less than 10) however, it should be noted that all students in grade 3 were proficient or above. Fourth grade ELA (64.3%) and math (57.1%), Fifth grade ELA (61.5%), science (53.8%), Eighth grade science (55.6%), and HS ELA II (50%).

Areas of weakness for OCS as identified on this report card demonstrating less than 50% proficiency on tests include: Fifth grade math (38.5%), Sixth grade ELA (45.5%), Sixth grade math (36.4%), Seventh grade ELA (40%), Seventh grade math (26.7%), Eighth grade ELA (38.9%), Eighth grade math (31.3%), Geometry (23.1%) and US History (42.9%), and Biology (46.2%).

Areas of significant improvement were in 8th grade math where last year only 7.7% of students were proficient or above and this year 38.9% were proficient or above.

Progress Component: 3 stars

The progress component measures the amount of growth made by groups of students compared to students like them across the state. OCS students

Gap Closing Component: 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 met the annual goal/individual student group for both ELA achievement and Math achievement. OCS did not meet ELA, Math, or graduation growth goals.

Graduation Component: 1 star

The Graduation component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate. The weighted graduation rate combines the four and five-year graduation rates into a single rate. If a district has both graduation rates, the four-year rate is weighted 60% and the five-year is weighted 40%.

OCS four-year graduation rate was 47.1%, and the five-year graduation rate was 64.3% for a combined rate of 54.0%. It should be noted however that 68.4% 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: NC

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 (NC - not enough students to count) - this area measures previous students who were not on track who moved to being on track in reading.

Special Accomplishments/Achievements:

- \$1,166,000 in scholarships awarded to 8 graduating seniors
- 165 college credits earned between 7 graduating seniors during their education at Oakstone

Required Subsections:

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2024-25 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 2024-25 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 2024-25 school year include but are not limited to:
- Targeted instruction for individual students in areas of deficit such as; fluency, phonemic awareness, foundational math skills, etc.
 - 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., Attainment Special education Curriculum for HS Math, HS SS, and HS Science, McGraw-Hill, Glencoe, 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.
 - Wellness Funds for students to receive tutoring/social/behavioral and crisis intervention outside of the regular school day who in addition to their already provided interventions, are still in significant need.

A. The School's financial status during the 2024-2025 school year:

OCS began fiscal year 2023 (July 1, 2024 through June 30, 2025) with a cash balance of \$811,842. A summary of cash basis receipts and expenditures follows:

	2024-2025	
Receipts		
State Foundation	\$ 5,811,414	
State Funding - Casino	11,908	
State Funding - Threshold Cost Reimbursement	134,421	
State Grants	10,159	
Federal Reimbursements - Medicaid in Schools	38,506	
Federal Grants	264,832	
Interest	38,041	
Other	19,945	
	<u>6,329,226</u>	
Expenditures		
Salaries	1,553,011	
Fringe Benefits	435,507	
Purchased Services	4,329,164	
Materials and Supplies	45,735	
Capital Outlay	-	
Other	1,718	
	<u>6,365,135</u>	
Net of receipts and expenditures	(35,909)	
Beginning Cash Balance	811,842	
Ending Cash Balance	<u>\$ 775,933</u>	

Receipts

In fiscal year 2025, 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 and Workforce (ODEW) and included: Base cost funding \$1,294,623, Student Wellness and Success

funding (purpose restricted) \$72,550, special education funding \$4,619,287, English Language Learner funding \$1,300 (purpose restricted), facilities funding \$171,632, and equity supplement funding of \$112,827. The state foundation was then reduced by a 10% holdback of special education funding of \$461,929 to fund threshold special education costs in schools across the state. The School's FY 25 foundation line item was increased by \$1,019 for FY 24 state foundation adjustments and by a high quality instructional materials subsidy of \$104.

Casino revenue received in FY 24 totaled \$11,908.

Federal reimbursements from the Medicaid in Schools Program totaled \$38,506, which included the settlement for FY 24 as well as interim reimbursements for FY 25.

Federal receipts included \$264,832 in Title VI-B IDEA, Title I Non-competitive SSI, and Expanding Opportunities for Each Child (EOEC) 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, intense learning programs, or per credit courses 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, data services, 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, required public notices expenses, college credit plus fees, moving services, storage unit rental, shredding services, literacy coaching services, etc.

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

OCS ended the fiscal year with \$775,933 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, 2025, 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 four year forecast each fiscal year by August 31 and that it be updated by the last day of February each year. The forecast approved by the Board on May 21, 2025, and subsequently updated on August 13, 2025, projected a positive cash balance through fiscal year 2029.