

# **OHIO VIRTUAL ACADEMY**



**2017-2018  
Annual Report**

## A NOTE FROM THE HEAD OF SCHOOL

*At Ohio Virtual Academy we continue to demonstrate our core value that students come first! Throughout the year we understand that our choices and decisions impact our students, therefore we make sure that we keep our students first when making them. OHVA continues to prove its compliance with the accountability put forth by the Ohio Department of Education, while continuing to provide a strong academic program that can help students soar, catch-up, or move ahead. We support our students in all areas and continue to help them find the best way to learn and grow.*

*Our overarching theme this year continued to be that of HOPE. It is the goal of all OHVA staff members to be available in any way possible to help students reach their full potential. Often life can cause barriers to making progress. It is the mission of every staff member to do whatever we can to help our students find hope in every day accomplishments, and to help students know that they will have a successful future. We believe in our students and families and want students to accomplish the goals they set for the year and beyond. We feel it is our responsibility to provide the support needed for our students to accomplish success. The staff at OHVA work hard to develop a relationship with families so that the difficult conversations might come easily because the trust has been already built within the staff/family dynamics.*

*Hope can be easily lost, and we work hard to keep the idea of a strong future alive. Whether the student is working to gain academic skills, work in advanced coursework or try to simply decide his or her course of action, OHVA wants to be available to help.*



**We continue to provide many individual pathways for our students to reach their goals; College Credit Plus, Career Technology Education, traditional courses or Honors Pathways, to find a diploma at the end of their academic career. From Kindergarten to Senior year it is our desire to provide guidance and support, along with the family, to help our students achieve. Our iSupport teachers and Intervention Specialists worked with our most struggling students to help them reach their grade level goals. Our teachers and support staff worked with all students to make sure they were able to move to the next level and continue to reach their goal of graduation.**

*We appreciate our families and students who have put their trust in Ohio Virtual Academy. We have and will continue to support them and provide whatever is needed to accomplish success.*

**Dr. Kristin Stewart, Ph.D.**



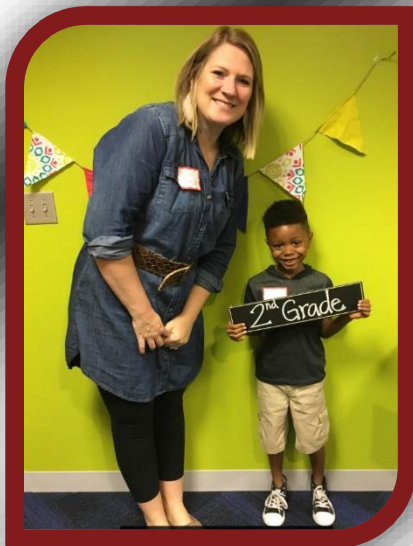
**Ohio Virtual Academy Senior Head of School**



## K-2 BUILDS A FOUNDATION OF LEARNING

During the 2017-18 school year Kindergarten – 2<sup>nd</sup> grade students, parents, general education teachers, Intervention Specialists, and Instructional Support/reading teachers partnered together to build relationships and provide consistent academic support for our youngest students at OHVA. Consistency: Steady, Reliable, Dependable was our K-2 theme for the school year and we were able to put it into daily practice as we worked together towards academic success. Our OHVA grade on the K-3 Literacy Report Card 2018 was a solid C. This literacy component looks at how successful a school is at getting struggling readers on track to proficiency in third grade.

At the K-2<sup>nd</sup> grade student level, we are building strong readers. Our students are learning to read so that when they reach the upper elementary grades they can read to learn. The foundation of our K-2 instructional program is building relationships with students and learning coaches. That is why we begin the school year with our 45 Meet Your Teacher events across the state of Ohio where students and parents have the opportunity to meet their OHVA teacher face to face at a park, library, or community center. K-2 teachers know that our Learning Coaches are an integral part of the students' daily instruction. We continue building these relationships throughout the school year through 1:1 student, teacher, and learning coach conferences.



We use state required assessments to track our students' academic growth. At the kindergarten level, students took the Kindergarten Readiness Assessment. This is a face to face assessment that measures Ohio's Early Learning and Development Standards that are the basis for Kindergarten Readiness. It has six components: social skills, mathematics, science, social studies, language and literacy, and physical well-being and motor development. At the 1<sup>st</sup> and 2<sup>nd</sup> grade level we completed face to face writing and math diagnostic assessments providing critical instructional information for teachers and parents.



AIMSweb, an online assessment tool, provides us with a good baseline of where a student is academically in the areas of reading and math. This is also used as our alternate state diagnostic assessment tool for reading. Every K-2 student is assessed three times throughout the school year; fall, winter, and spring. If a student scores below or well below target they are required to attend synchronous instruction to support the student at their academic level and their K12 curriculum is adjusted in the areas of math, phonics and language arts to meet the student's specific needs. Teachers provide daily classroom instruction in the areas of phonics and language arts in order to develop strong readers who can read fluently, comprehend what they read, and ultimately become strong writers.

---

**Our OHVA K-2 teachers enjoy team teaching in order to provide students with differentiated instruction and small group sessions in the area of phonics and fluency.**

---

Our teachers meet together once a week in teacher-based teams to review students' progress monitoring results and to discuss individual interventions for students who may need additional support. During the 2017-18 school year, our Instructional Support/reading teachers provided daily reading classes for those students scoring well below target. This allowed us to provide students with an additional layer of academic support as needed. To meet the requirements of the Ohio Department of Education's Third Grade Reading Guarantee the Instructional Support teachers focused on phonics, reading fluency and comprehension.

In a combined effort, K-2 teachers completed weekly progress monitoring of 783 students who were working below grade level in reading, which accounted for 48% of our total student population. Our percentage of students' progress monitored was 5% higher than in the 16-17 school year. This weekly progress monitoring allowed us to see if students were making consistent growth in their areas of weakness and adjust their instruction accordingly. We were able to see success with 45% of these students who were reading below grade level who met their grade level reading passing rate by spring according to AIMSweb benchmark targets. Overall in K-2, 76% of count students met their grade level reading passing rate at the end of the 1<sup>st</sup> semester and 74% of count students met their grade level reading passing rate at the end of the 2<sup>nd</sup> semester. In addition to looking at whether students met their grade level reading passing rate, we set individual reading growth targets for students. These tiered targets

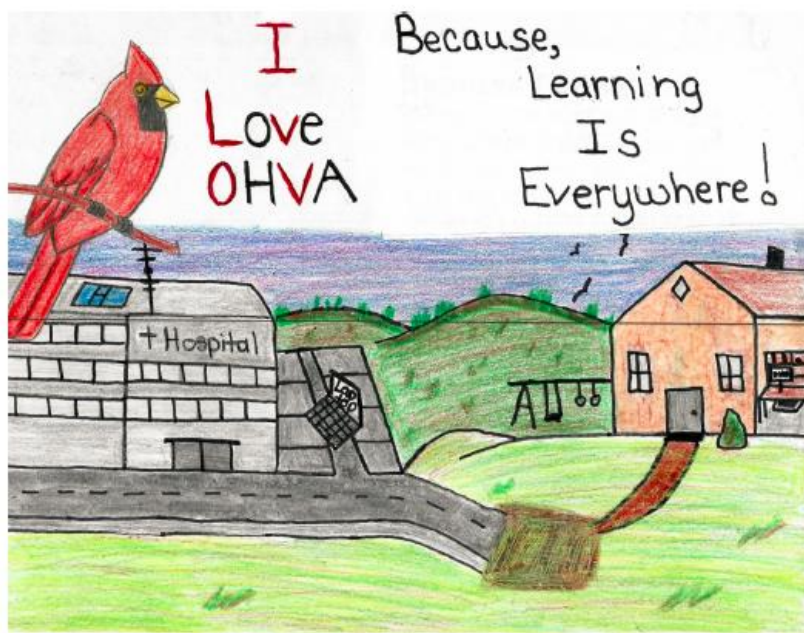
were set to measure the reading growth of all students, from those starting at the highest levels to those starting at the lowest levels. This helped us work toward closing the achievement gap for students working below grade level targets and measure continued growth for our students working on or above grade level targets. 65% of students met their individual reading growth target in the 1<sup>st</sup> semester and 68% of students met their individual reading growth target in the 2<sup>nd</sup> semester according to AIMSweb growth targets.

At K-2 we have offered a Summer Reading Program for many years to all K-2 students, but during the 2018 summer we found great success and had the highest student participation ever. We were very strategic and only offered the Summer Reading Program to students reading below grade level. These students were strongly encouraged to attend a weekly Class Connect, engage in web-based reading lessons in Reading Eggs or RAZ kids, and complete Flip grid videos. This strategic offering worked well with a weekly average participation of 140 students attending Class Connect and completing activities.

At the K-2 level, we also had the privilege of offering an advanced learner program. During the 2017-18 school year, ALP students had the opportunity to meet twice a month with their grade level peers and work on project-based instruction, reading comprehension, the writing process, brainstorming, discussion, research, peer editing, and oral presentation. This format allowed students to use higher level thinking skills and strategies with other students who were also working above grade level.

Our kindergarten team likes to end our school year with Kindergarten Recognitions. We host locations across the state where we provide face to face opportunities for students, Learning Coaches, family, and friends to come together to celebrate this significant milestone of completing a student's first year of formal academic instruction. It is quite a sight seeing all of our kindergarten students with red OHVA graduation caps and beaming smiles.





*Comment:*

*My picture shows a hospital & a house. There is a yard and swing set outside the house. Inside the house it shows a desktop computer. In the parking lot of the hospital a Laptop. Showing that you can do school work just about anywhere you can access the internet. I love the flexibility of being able to do school work about anywhere, and that I don't have to stay inside just to learn. I added the hospital, because my little sister is very ill & we spend a lot of our time in hospitals. I Love OHVA because learning is everywhere.*

### 3-5 ENGAGES STUDENTS WITH STANDARDS-BASED INSTRUCTION

The 3-5 team focused on strong academic instruction from the curriculum in Math, English Language Arts and Composition aligned to Ohio's New Learning Standards. Fourth grade students engaged in weekly social studies instruction and fifth grade attended weekly science instruction. Students completed and submitted writing

---

The teachers worked with students to strengthen their composition writing skills as well as their ability to respond to a written response question across the curriculum.

---

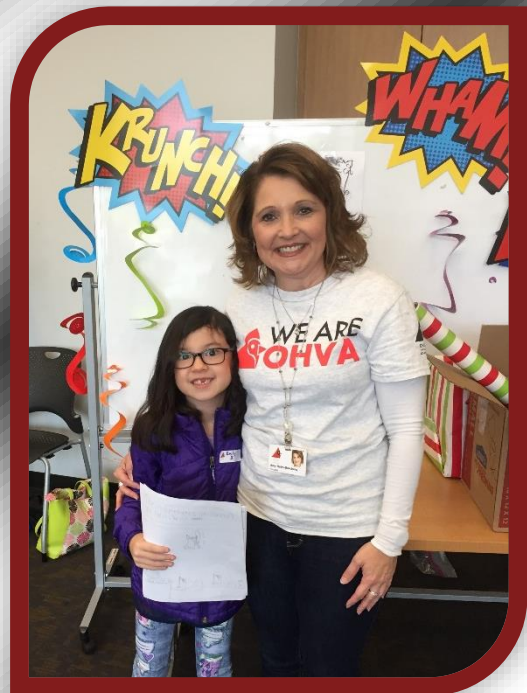
assignments throughout the year to which they received direct teacher feedback. Learning Coaches were also given the scoring rubric and writing resources to more effectively work with the students during daily instruction at home. Units from the Composition Curriculum were taught in live class connect sessions to guide students through the writing process. Teachers focused on instruction in the grade level



standards, correlating these with lessons in the OLS curriculum during their weekly class connect sessions.

Third through fifth grade students were given the MAP diagnostic assessment in math and reading to measure their academic growth through the school year. The results of the fall assessment determined each student's specific academic goals that helped form each student's instructional path. Students knew their specific math and reading goals for the year. Our third-grade students that scored "on-track" for the MAP reading assessment were able to be promoted based on the guidelines of the Third Grade Reading Guarantee. The Ohio Department of Education recognizes the MAP assessment as an alternative assessment to demonstrate reading proficiency and we are proud to be able to offer our 3<sup>rd</sup> grade students this option. 86% of our 3<sup>rd</sup> grade students met the state determined, MAP RIT score of 196 by the spring measure.

Students in grades 3-5 completed four interim assessments in math and reading. These were given during Class Connect after an instructional cycle of state standards were taught. The assessments took place approximately every 5 weeks with an average 92% participation rate. These assessments covered the concepts/lessons taught during the previous weeks and were very similar to a unit test. Students experienced computer enhanced questions on these assessments similar to the format on the state EOY assessments. By assessing our students at different intervals throughout the year, teachers and learning coaches gained critical information about what standards students were mastering and with which they were struggling. With the data from the assessments, teachers were able to determine what skills to concentrate their focus on during class and align these to adaptive supplemental programs for students.





SOS Skills Academy was offered daily for one hour in the late afternoon to give students additional academic support in reading and math. Academic content standards were the focus of these grade level class connect sessions.

---

Keyboarding skills were taught and practiced once a week to help prepare our students for success on the computer-based state assessments.

---

The Satellite Reading teachers were able to work with our 3rd grade emergent readers who have been determined to be “not on track” with their reading level by the MAP Diagnostic Assessment. These highly qualified reading teachers worked with small groups of students daily on reading fluency, comprehension, and writing. Under the guidance of these teachers, students were able to demonstrate growth. We earned a C on the K-3 Literacy Report Card by using the MAP assessment to identify students that were off track in the fall and provide appropriate intervention strategies for them to facilitate their growth. 62% of our 3<sup>rd</sup> grade students were able to meet the TGRG (Third Grade Reading Guarantee) cut score requirement of 44 on the fall OST reading assessment. Based on the results of the spring OST (Ohio State Test) assessment for reading, 76% of the enrolled third grade students included in the state report card were able to achieve the state determined cut score of 44 or the scaled score of 672.

Instructional Support teachers provided small group instruction to students in the areas of math and reading. They were able to meet weekly with students to provide academic support based on academic assessment data from state tests and Interim Assessments. These highly qualified teachers provided students with specific interventions to strengthen areas of academic weakness in order to move the student forward towards mastery of grade level content standards.



## MIDDLE SCHOOL: TAKING PRIDE IN ACADEMIC GROWTH

### **We are THE Middle School. It Can Be Done!**

The 2017-2018 academic year was a time of intense growth for our Middle School! We began the year with approximately 1500 students and ended with more than 3400!! We were thankful to be able to be a 'soft place to land' for so many displaced students and their families. We also grew from a staff of 72 to finishing the year with 123 General Education teachers, Intervention Specialists, School Counselors, FAST Team, and Support Staff.

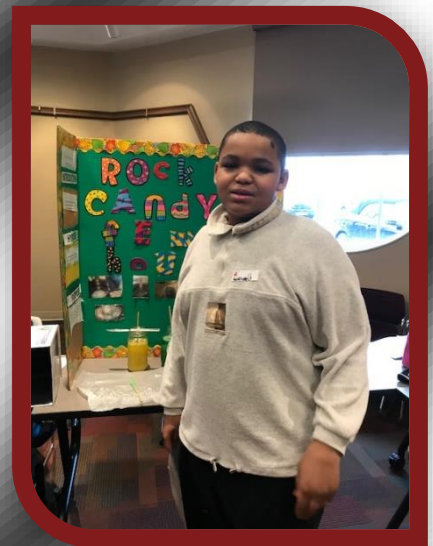
We continued our academic track of an entirely grade based system, modeled after the OHVA High School program.

---

**Building this bridge for our students from Middle School to High School and beyond is a vital piece to their educational journey.**

---

Student grades were based on individual student's progress in the Online Middle School (OMS), monthly writing samples, classroom assignments, as well as mathematics practice problems. Monthly writing samples included instruction in our live Class Connect sessions, student work samples, and constructive, growth-producing teacher feedback. Highly Qualified (HQT) Teachers continued to provide quality Class Connect sessions weekly in Math, ELA, Science, and History. Sessions were offered in both large group and small group settings, as academically appropriate for individual students. As part of our extended day program, students were offered additional support through Math Zones, Grammar Zones, History Zones, and Science Zones. These extra support sessions provided students the



opportunity to work one-on-one with HQT staff. Students with Special Needs are additionally supported by our Intervention Specialists in small group and/or 1:1 instructional setting. Further academic support was provided by our dedicated iSupport team in both Math and ELA.

Our Middle School students were also sustained by School Counselors for College Credit Plus (CCP), High School Credit students, High School transition, as well as college and career planning. National Junior Honor Society was also a part of OHVA Middle School. Students were selected based on the national requirements which incorporate the five pillars of scholarship, service, leadership, citizenship, and character. As a result of the continued outstanding efforts of our Middle School Team – staff, families, and students – an intense focus on data-driven instruction, and the comprehensive set of programs and supports offered to our students, we continued to grow academically.

Our 8<sup>th</sup> Grade Recognition in June 2018 was the largest in OHVA history – upwards of 600 family members were in attendance to celebrate our students' matriculation to High School. We were able to recognize 42 current

8th grade National Junior Honor Society members and induct 94 new members from 5th, 6th, 7th and 8th grade. We had 59 students who have been at OHVA since kindergarten and we were able to recognize those in attendance. We were able to remember our two students who passed away this year. We had 57 of our Middle School teachers in attendance. Our recognition speaker was Representative Dorothy Pelanda. Nine of our Middle School teachers also offered special reflections and encouragement to our students.

We are enormously proud of our success at the Middle School and look forward to the future together! Our Middle School motto is "We are THE Middle School. It Can Be Done!" This drives our culture, our goals, and our day to day operations. We appreciate our families and their choice of THE Ohio Virtual Academy Middle School!





## HIGH SCHOOL: "THE TIME IS NOW! – H.O.P.E. – HELPING OTHERS TO PERSERVERE AND EXCEL!"

The 2017 - 2018 was a year of growth for high school. The slogan for the school year, "The Time is Now! – HOPE – Helping Others to Persevere and Excel" embodied the 7 Mindset culture of focusing in on the present and creating HOPE for others. The team developed a homeroom session focused around the 7 Mindsets, social-emotional curriculum. Staff and students met on a weekly basis to explore one of the 7 Mindsets. This half hour time block created a safe space for students to work on their own personal goals, so they can make progress towards a happy and successful high school career and life after graduation.

During the spring semester transition, the High School saw a very large growth in enrollment. We extended our enrollment and added in additional start dates. We brought on approximately 2,000 additional HS students during this transition. We also hired additional staff to help us support these new students. Our National Honor Society members held a weekly peer mentoring group to help all these new students with the transition to OHVA. These sessions were led by the NHS members and transitioned from orienting students to OHVA to the 7 Mindset curriculum. This provided a way for students to feel supported and they became a part of the OHVA community.



In the midst of the large influx of enrollment in the middle of the school year, the high school continued to focus on preparing students for the End of Course exams in Algebra I, Geometry, English 9, English 10, American History, Government, and Biology.

Many supports were put in place for our students. Our iSupport team worked with individual and small groups of students who earned a limited (1) or basic (2) rating on the End of Course exams, as well as supporting students who would be taking the test for the first time. Teachers continued to become experts in the End of Course

testing blueprints and provided instruction that addressed the tested skills and content in a manner that invoked excitement for the curriculum as well as a love of life-long learning.

The team developed a class connect schedule that was structured in a way in which teachers could meet students where they are academically. The morning hours of each school day were reserved for general instruction. The afternoons were dedicated to meeting with small groups and individual students, and the instruction was targeted to address specific skills and standards with students who struggled in these specific areas. This allowed teachers and staff to support students in a more individualized manner, and students were supported in a meaningful way that propelled growth as well as excitement and confidence in regards to the material they were learning.

As a result of this targeted instruction, the high school saw continued student success during the 2017-2018 school year. Students produced high success rates within our program in the High School. During the fall semester, 78.5% of students were successful in their courses. In the spring, 75.3% of high school students earned credit for the courses in which they were enrolled. This showed the dedication of our staff and students as they were able to continue to focus on the success of the student during our high enrollment time. Having this focus has positively affected the graduation rate and future success of our students for years to come.

## GRADUATION 2018



On June 2nd in Canal Winchester, Ohio, thousands of family members, friends, and OHVA staff came together to celebrate the Ohio Virtual Academy Graduating Class of 2018. The Class of 2018 consistently displayed will, drive, perseverance, and strong academics throughout the year. They are the embodiment of success within a



graduating class. It was and is always an honor to spend this special day with our graduates.

We were excited to have State Representative Kyle Koehler as our keynote speaker for the ceremony. Three student speakers that included the class Valedictorian, Salutatorian, and the Student Council President. All the speakers reminded the Class of 2018 that while they may have chosen what many consider to be a “different” path within education, they chose it for a reason and that there is an unlimited success in each of their futures.

Highlights for the Class of 2018 included 55 seniors graduating with Honors Diplomas, 37 students that qualified for Early Graduation and the 65 students who were able to graduate in August utilizing the free summer school program. OHVA also had 10 students that graduated with not only a High School Diploma but an Associate Degree through the use of the College Credit Plus Program. The teachers, staff, administration, guests and the Board of Trustees at The Ohio Virtual Academy, are excited to see what the future holds for each of our graduates. OHVA is extremely proud of the Class of 2018 and wishes them the best as they move into their next chapters in life. Well done, Class of 2018!



#### **OHVA INTRODUCES THE DESTINATIONS CAREER PROGRAM**

During the 2017-2018 academic year, students were introduced to the Destinations Career Program at OHVA. Destinations gives students a chance to get a head start on preparing for college and careers. Students engage in hands-on, real-world activities to prepare for life after high school in the occupational area of their choice through our career technical education (CTE) courses. As students move through the program, they can apply the skills they have learned in professional settings through



work-based learning opportunities. Destinations students at OHVA will belong to BPA (Business Professionals of America), a career-based club, where they will participate in skills competitions and connect with students from around the state with similar interests.

---

**This past spring, the Ohio Department of Education approved additional CTE programs in Business, Finance, Marketing, and Information Technology for OHVA to offer for the 2018-2019 academic year.**

---

This year, many students took a Business and IT Explorations course to help them decide which path may fit their interests as they look to pursue one of the Destinations programs in the upcoming year.

### **BOOSTERS BRING HOPE F2F**

**OHVA Boosters are volunteers** dedicated to supporting OHVA students, families and staff. Booster Learning Coaches/parents provide additional opportunities for families to connect, share experiences, and build a positive school community. Ohio Virtual Academy Boosters promote school spirit and mentor new families in the school's social media groups for Learning Coaches. The Booster leaders serve in what used to be the school's PAC, Parent Advisory Committee. These dedicated volunteers are on a mission to make *OHVA a great place to belong*.

#### **Booster Mission:**

*The OHVA Booster Program fosters parent and family engagement, partnering parent/Learning Coach volunteers with the school to promote leadership, school pride, outreach, and networking to support each family's success in Ohio Virtual Academy.*

In 17-18, Boosters were excited to bring more F2F (face-to-face) opportunities for OHVA families and spread hope as they hosted activities to support and encourage families across the state. This was a first for the volunteers, who participated in online training to learn the ropes of hosting F2F in the school. Booster events displayed right alongside other F2F



activities on the [online calendar](#). Through Title I Parent-Family Engagement funds, Boosters were equipped with a “F2F Kit” that provided them with some nifty tools, paperwork, and a t-shirt to help identify them as the OHVA Host at an outing.

Boosters have been a positive force in Ohio Virtual Academy for many years. Their efforts include teacher/staff appreciation, Give a Boost (help for the needy), and Cabin Leader sponsorships for the 5<sup>th</sup>- 8<sup>th</sup> Grade Camp. With a steady track record of encouragement and hope, Boosters are looking forward to expanding their efforts for F2F activities for 18-19. If you’re interested in joining this impactful group, [you may sign up here](#).

### FAMILY SPOTLIGHT: NEIL’S STORY

Neil is an amazing **speller**. Not only did he win the regional spelling bee in Ohio Virtual Academy for his area, and won the Scripps regional bee, but he also went on to the National Scripps Spelling Bee in Washington, DC and represented OHVA. [Read about his success here](#).

Neil is an amazing **artist**. Through Ohio Virtual Academy networking and support, Neil and his family have been able to connect with local artists to improve and grow his art skills. The photo below shows Neil’s beautiful artwork, and the ribbons demonstrate his accomplishments at their county fair.

Neil is also a **special education student** in the school. Kristina shares, “Our son is not only Autistic, with ADHD, but he has a Microtia ear, or malformed ear.” Neil participates in a monthly school bowling activity and is looking forward to sharing about Microtia Awareness Day, which



takes place on November 9. Kristina is thrilled that this opportunity gives him the platform to be a leader and improve speech skills. As a member of the OHVA's National Junior Honor Society, this also fulfills some of those requirements.

Neil also has a dairy allergy and has trouble gaining weight. With the flexibility of schooling at home, they can meet his dietary needs to improve his health. One of the first letters he had to write for an OHVA composition class was a request letter. He wrote to a fast food restaurant and asked them to carry rice milk and dairy-free cheese. He included the statistics on how many people are sensitive to allergens in the US. Neil's mother stated, "It's those type of creative assignments that have helped our son with his academics."

"The social skills groups that Neil attended have taken on hard-hitting topics, like suicide, being safe when using technology, and bullying." Neil was able to share that he had experienced being bullied in his previous school setting, and he was able to get his emotions and feelings out about all of these subjects.

***"Most importantly, our son's IEP Team is respectful, professional, and honest. They collaborate...truly collaborate with me...to design goals and benchmarks for him. They actually implement the IEP," wrote Kristina.***



Kristina shares, "I'm by no means a model Learning Coach. There are things that I should know, being a "Veteran" of OHVA, that I'm still learning, including learning about resources available to us." The Staseks are proud of Neil, but also share that they have challenges, too. He is very social and sometimes will try to "goof off in class."

Kristina speaks of what OHVA staff call **wrap around support**. "Teachers, intervention specialists, Transition Liaisons, school counselors, and administrators have all been there for us." She is confident that "All of these experiences for his art and leadership roles are only boosting our son's future, as well as his esteem. He never would have had any of this in any other educational setting. These are unprecedented for us, and paired with his motivation to learn, have been the reason for his success."



## FAMILY SPOTLIGHT: THE GARRABRANTS

After almost a 2-year process to investigate school options, Angela and Matthew Garrabrant enrolled 4 of their children in Ohio Virtual Academy for the 15-16 school year. After three years in OHVA, Angie has seen encouraging growth in her children, 12<sup>th</sup>, 8<sup>th</sup>, 5<sup>th</sup> and 3<sup>rd</sup> grades.

In November, Luke, their senior, spoke with confidence to a large group of e-schoolers at the [Online Learning Day at the Ohio State House](#). Luke introduced Representative Andrew Brenner and presented him with the Golden Apple Award as a champion for supporting school choice and online schools. Angie has seen Luke's leadership skills develop as he served as a Junior Cabin Leader at OHVA's Camp for 5<sup>th</sup> – 8<sup>th</sup> grade students, and while still in high school, he worked in management at a local grocery store. Through College Credit Plus and OHVA he became familiar with technology tools and organization skills to enable him to be well prepared for full time college.



**What about the other Garrabrant children?** Angie tells us that, “All of my children were completely different in how they learned. Some were independent learners and some needed extra support.” Angie has worked closely with OHVA teachers, and encouraged all of her students to reach out, message teachers and ask questions. “They learned how to ask questions and communicate in their own words.” The teachers have been helpful to provide more support and timely answers when needed. As an example, Fern’s 1<sup>st</sup> grade teacher gave Angie a daily to-do list to help reading skills grow. Fern’s reading skills grew from reading 11 words per minute to over 100 words per minute her first year with OHVA. “The teacher knew just what was needed for Fern,” Angie shared, “and now she loves to read.” They appreciate that teachers are accessible and respond to her students.

**How does the Garrabrant family manage multiple learners in their home, including preschoolers and young ones?** “We are not pajama learners,” Angie said,

“Everyone gets ready for the day, dressed and ready to learn in Class Connects.” They have a schedule with a start and stop time each day, which benefits her students, and helps Angie to manage other family responsibilities. Angie found freedom to realize that it’s okay for her to not know all the content and to rely on teachers for instruction and content knowledge. They make time to attend OHVA face-to-face (F2F) events and meet progress expectations so that they can attend activities with confidence, knowing they are on track with their academics.

**How does this OHVA family stay successful?** Angie encourages OHVA families with words of wisdom, “Always keep in mind why you’re doing OHVA. Keep your focus and eye on your goals. It doesn’t matter if you have one or 5, the support from OHVA teachers and staff provide encouragement for you. To them, you are more than your ID#. There are also ways to network with other parents. You are not alone, and that helps everything.”





# 2017 -2018 Report

2017-2018 Performance Index

**70.7** out of 120 - 58.9%

2016-2017 Performance Index

**72.1** out of 120 - 60.1%

**2** (8.7%)

17-18 State Indicators Met

**13** (57%)

17-18 State Indicators Improved upon out of 23

	2017-2018		2016-2017	
	Points	Grade	Points	Grade
Overall	1.213	D	1.175	No Score Given
Achievement	1.125	D	1.313	D
Progress	1.00	F	1.00	F
Gap Closing	1.00	F	0	F
Graduation Rate	1.00	F	.75	F
K-3 Literacy	2.75	C	3.50	B
Prepared for Success	.500	F	.500	F



**2017-2018 Chronic Absenteeism Indicator**

2013-2016 4 Year Graduation Rate – **61.1%**

2012-2016 5 year Graduation Rate – **61.1%**

2013-2016 4 Year Graduation Rate – 57.1%

2012-2016 5 year Graduation Rate – 58.2%

State Indicators	15-16	16-17	17-18 (Goal 80%)	Difference
3 Reading	49.40%	56.90%	55.00%	-1.90
3 Math	46.90%	53.40%	40.30%	-13.10
4 Reading	51.00%	57.60%	56.00%	-1.60
4 Math	49.10%	53.60%	50.40%	-3.20
5 Reading	56.60%	57.00%	58.30%	1.30
5 Math	39.40%	32.70%	31.40%	-1.30
5 Science	50.50%	42.10%	48.40%	7.30
6 Reading	50.30%	53.50%	47.50%	-6.00
6 Math	34.10%	46.40%	32.30%	-14.10
7 Reading	48.70%	49.70%	55.70%	6.00
7 Math	38.50%	40.80%	42.40%	1.60
8 Reading	36.30%	34.20%	37.40%	5.20
8 Math	32.40%	35.60%	33.40%	-2.20
8 Science	44.70%	46.00%	49.90%	3.90
HS English I	66.40%	61.60%	64.50%	2.80
HS English II	54.70%	58.60%	60.80%	2.10
HS Algebra I	50.30%	48.60%	52.9%	4.3
HS Geometry	49.90%	20.80%	43%	22.2
HS Biology	62.30%	59.00%	61.4%	2.40
HS Government	69.60%	66.30%	72.4%	6.10
HS History	69.60%	68.30%	68.7%	0.40
EOC Retake Improve	NA	NA	42.9%	Met Goal

Value Added - By Grade	4th	5th	6th	7th	8th
2017 Reading Mean	3.11	-3.81	-0.86	-6.09	-5.12
2018 Reading Mean	0.9	-7.9	-4.3	-7.4	-7.1
2017 Math Mean	-5.74	-10.23	0.08	-1.16	-18.75
2018 Math Mean	-8.4	-17.6	-1.3	-2.3	-22.3

## Key:

Dark Green = Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.

Light Green = Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.

Yellow = Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.

Orange = Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.

Red = Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

1690 Woodlands Dr. Suite 200, Maumee, OH 43537-1622—Grades K-12—Lucas County



## FINANCIAL DEMOGRAPHICS

### Sources of School Revenue

State Funding	\$ 72,489,214	92.2%
Federal Grants	\$ 5,899,270	7.5%
Local Grants / Program Initiatives	\$ 225,000	0.3%
Other Miscellaneous	\$ 26,498	0.0%
<b>Total Revenue</b>	<b>\$ 78,639,982</b>	<b>100.0%</b>

### Expenses

Salaries	\$ 17,359,528	22.1%
Fringe Benefits	\$ 6,197,116	7.9%
Purchased Services	\$ 44,772,404	56.9%
Materials and Supplies	\$ 9,564,845	12.2%
Depreciation	\$ -	0.0%
Other Expenses	\$ 746,089	0.9%
<b>Total Expenses</b>	<b>\$ 78,639,982</b>	<b>100.0%</b>
<b>Deficit</b>	<b>\$ 0</b>	

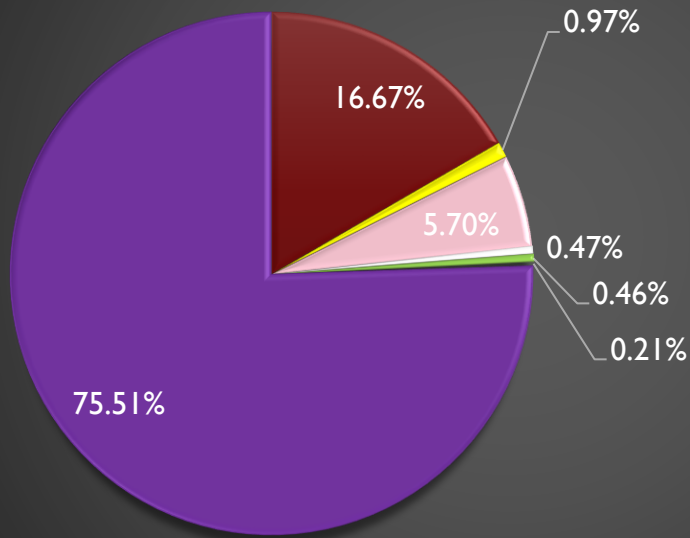
\* Amounts included in this report are unaudited and subject to change.

### Expenditures Related to Classroom Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$ 23,317,970	34.1%
Student On-Line Curriculum	\$ 18,181,922	26.6%
Student Instructional Materials	\$ 9,619,623	14.1%
Student Computers, Internet and Technology	\$ 9,177,584	13.4%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$ 4,880,008	7.1%
Special Education Services	\$ 3,241,681	4.7%
<b>Total Expenditures for Classroom Instruction</b>	<b>\$ 68,418,788</b>	<b>100.0%</b>
<b>% Classroom Instruction Expenditures to Total Expenses</b>		<b>87.0%</b>

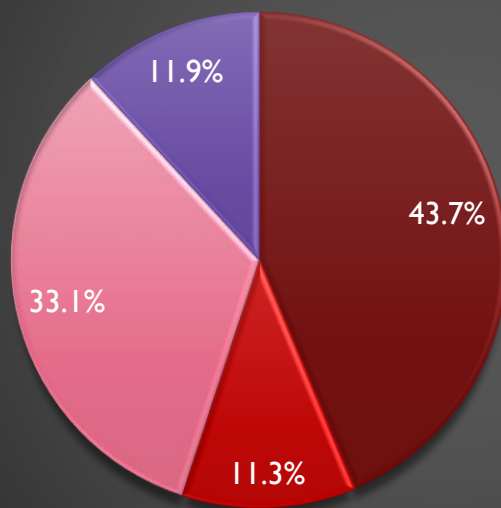
## STUDENT DEMOGRAPHICS

### Ethnicity



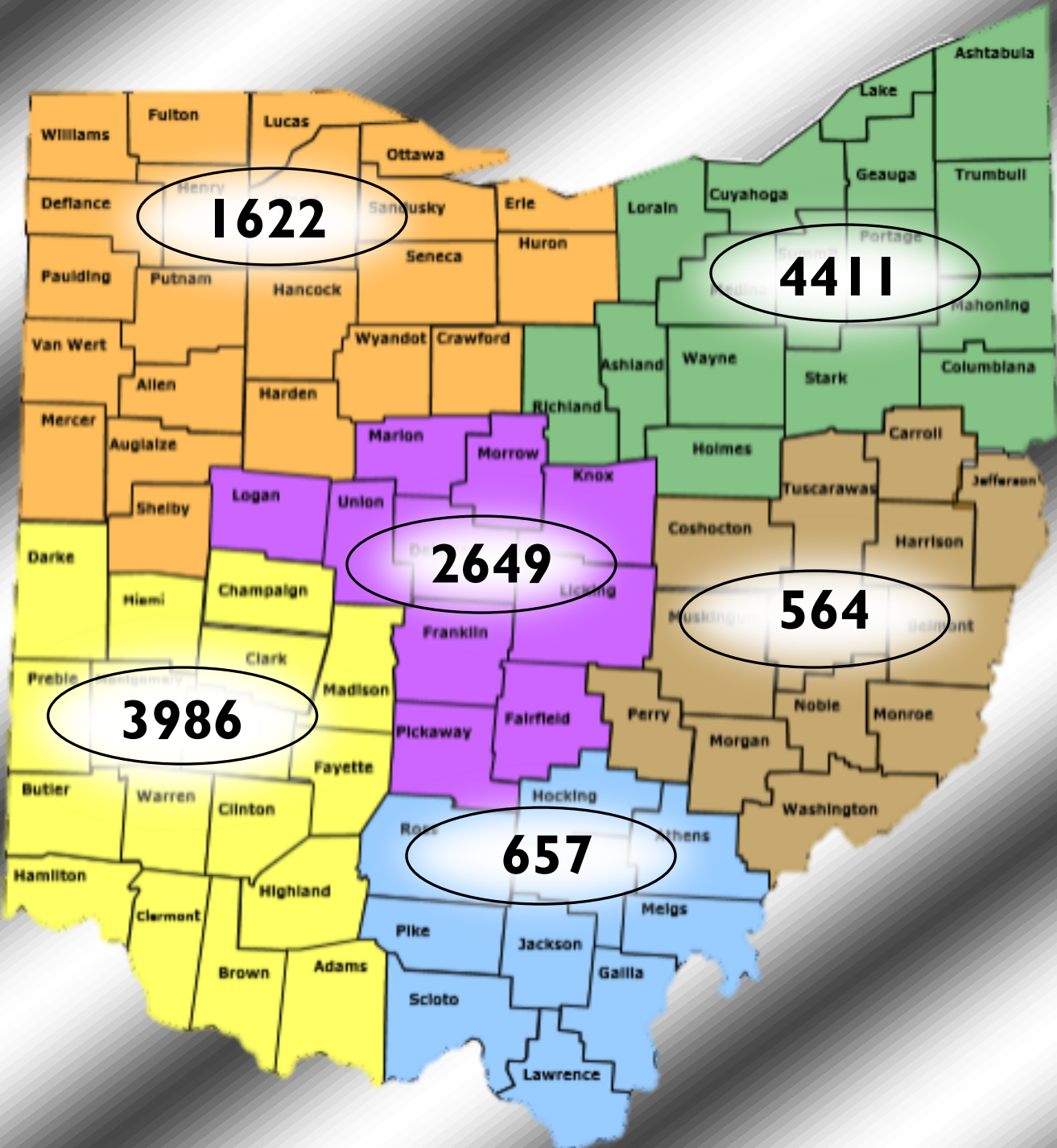
- African American
- Asian
- Hispanic
- American Indian or Alaskan Native
- Mutli-racial
- Native Hawaiian or Pacific Islander
- White, Non-Hispanic

### Economics



- free lunch
- reduced lunch
- not eligible
- Unknown Eligibility

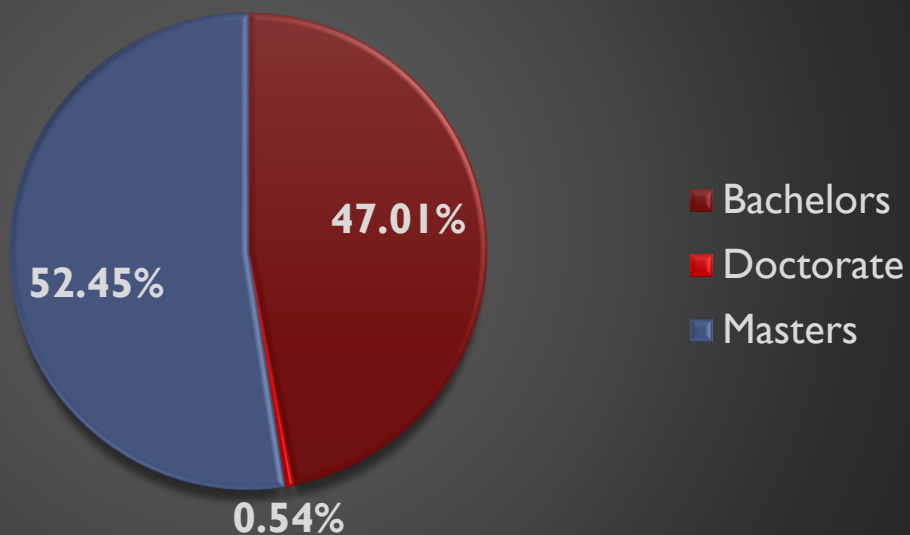
## STUDENT ENROLLMENT IN OHIO REGIONS



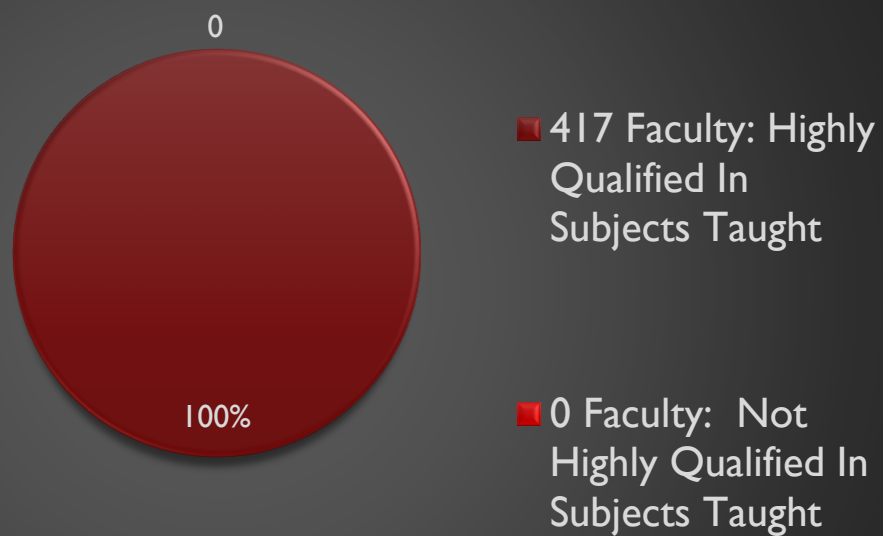


## FACULTY & STAFF

### Faculty Degrees



### Highly Qualified Teachers



## BOARD OF TRUSTEES

***Matt Norton: President***  
***Sarah Zimmerman: Vice President***  
***Jacob Moeller: Board Treasurer***  
***David Kalman: Board Member***  
***Kelly Arndt: Board Member***  
***Adam Davenport: Board Member***  
***Jason Levine: Board Member***  
***Susan Lippens: Board Member***  
***Gina Lopez: Board Member***  
***Stephen Vasquez: Board Member***  
***Jennifer Wise: Secretary***



**OHIO**  
VIRTUAL  
ACADEMY

## OHVA ADMINISTRATION

***Kristin Stewart, Senior Head of School***  
***Kate Diu, Treasurer/Finance Director***  
***Heidi Ragar, Manager, At Risk Services***  
***Johna McClure, Manager, Special Education***  
***Susie Ebie, School/Community Relations Coordinator***  
***Emily Rogers, Operations Manager***  
***Debbie Wotring, K-2 Principal***  
***Amy Helm-Borchers, 3-5 Principal***  
***Laura Houser, Middle School Principal***  
***Marie Mueller, 9<sup>th</sup> Grade Principal***  
***Amy Booth, HS Assistant Principal***  
***Andrea Brostek, 10<sup>th</sup>/11<sup>th</sup> Grade Principal***  
***Kyle Wilkinson, 12<sup>th</sup> Grade & Credit Recovery Principal***  
***Courtney Rahe, EMIS Manager***  
***Allison Bentley, Academic Data & Compliance Coordinator***  
***Lauren Scott, Professional Development Coordinator***

## CHARTER SPONSER

***Lenny Shafer - Executive Director, Ohio Council of Community Schools***



# OHIO VIRTUAL ACADEMY

## Purpose Statement

***Our Approach: Student-Centric. Innovative.***

***Our People: Passionate. Engaged.***

***Our Students: Inspired. Empowered. Educated.***

## OHIO VIRTUAL ACADEMY

1690 Woodlands Dr. Suite 200,  
Maumee, OH 43537-1622  
Phone: 419-482-0948 Fax: 866-339-9071

<https://OHVA.K12.com>

