

OHIO VIRTUAL ACADEMY



**2018-2019
Annual Report**

A NOTE FROM THE HEAD OF SCHOOL

Hope. At Ohio Virtual Academy, hope is a promise that what is happening at this moment in time, need not define your future. Even though things happen in life that sometimes get us off track from our goals it doesn't mean that we can't move forward and reach our goal in the future. OHVA partners with families to move toward graduation and beyond. During the 2018-2019 school year OHVA supported our families academically in each department K-12. K-5th grades used small, targeted, instruction to help provide differentiated instruction to meet students where they were academically and to provide them with the skills they needed to move forward. Middle School and High School grew in numbers but worked hard not to lose the importance of instruction so students would achieve the state standards necessary to succeed. Each student has different needs and we strive, in partnership with parents, to meet those needs.

During the 2018-2019 School Year Ohio Virtual Academy saw many initiatives to help students reach their greatest potential. Our newest initiative Career Technical Education Program (CTE) saw great success. While small in numbers, our students shined during their credential exams. Our goal is to help students find a passion that will lead them to a successful future. Our Middle Schools students were able to join in during exploration lessons to begin finding their possibly future pathway as well. We also saw many of our Middle School students find success completing High School courses for credit and saw many High School students earn college credit through our College Credit Plus option. Students who came to OHVA credit deficient were able to regain ground toward graduation demonstrating that there is a place at OHVA for all students to find accomplishment.

All of our students began looking inward at their own mindsets through our 7 Mindset sessions. Believing one can succeed is half the battle. Our dedicated staff of Champions were present to help support the rest of the journey and help our students overcome whatever barriers they might have that would hinder getting the very best from their day at school.

It is with continued joy that we at OHVA work alongside our families to help our students succeed. We hope that you will see the dedication to our students in the following pages of our annual report.

Dr. Kristin Stewart, Ph.D.

Kristin L. Stewart

Ohio Virtual Academy Senior Head of School



K-2 BUILDS A SOLID FOUNDATION OF LEARNING

During the 2018-19 school year Kindergarten – 2nd 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. “Believe: YOU can make a difference in the lives of students and families” 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 2019 was a C. This literacy component looks at how successful a school is at getting struggling readers on track to proficiency by third grade.

At the K-2nd grade student level, we are building strong readers. Our students are learning to read so that when they reach the upper elementary grade 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 43 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 where it is a team approach to develop the student learning goals. We want the student and Learning Coach to participate and understand the learning goal and where the student should be by the end of the school year.

We use state required or approved 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. All K-2 students completed AIMSweb, an online assessment tool, which provides us with good baseline data 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-2nd grade student is benchmark

assessed three times throughout the school year: fall, winter, and spring. If a student scores below or well below target the student is 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 academic needs. Teachers provide daily small group instruction in the areas of phonics and language arts 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 to provide students with differentiated instruction and small group sessions with an emphasis on phonics and reading 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 2018-19 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. At OHVA we provide a full inclusion instructional model so as you enter any of our classrooms you will find our general education teachers and Intervention Specialists or our iSupport teachers and Intervention Specialists team teaching their students seamlessly.

K-2 has always provided a strong model of professional development for our team of teachers, but during the 2018-19 school year, we had a more strategic focus on a peer learning community. We began the school year with teachers reviewing one of

their class connect recordings and writing an instructional goal for an area they wanted to focus on throughout the school year. Teachers took their goals very seriously and worked very hard to show growth in their focused area. Throughout the school year teachers also reviewed peer class connect sessions providing feedback to the teacher they observed and learning instructional strategies while they completed the peer reviews. Lead teachers completed teacher observations, provided feedback, and shared out best practices with the grade level and K-2 team. Teacher best practices were selected to provide PD to the rest of the team. This peer collaboration learning model enhanced the principal formal evaluation process that was already in place. At K-2 we believe that the best type of professional development is teachers observing other teachers.

In a combined effort, K-2 teachers completed 10,573 progress monitoring sessions for 1,252 students which accounted for two-thirds of our student population. We consistently progress monitored 550 students every week throughout the school year allowing us to see if students were making continual growth in their areas of weakness and adjust their instruction accordingly. We were able to see academic success with 68% of our Kindergarten students reaching a proficient score and 73% growing at least one performance indicator by the end of the school year. This was a growth of 5% from the fall benchmark. We were able to see academic success with 75% of our first-grade students reaching a proficient score and 76% growing at least one performance indicator by the end of the school year. This was a growth of 2% from the fall benchmark. We were able to see academic success with 71% of our second-grade students reaching a proficient score and 74% growing at least one performance indicator by the end of the school year. This was a growth of 3% from the fall benchmark.

At K-2 we have offered a Summer Reading Program for many years to all K-2 students, but during the last two summers, 2018 and 2019 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 2018-19 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 hosted 20 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 such a joy to see all our kindergarten students with red OHVA graduation caps and beaming smiles!



3-5 FOCUSES ON ACADEMIC INSTRUCTION GOALS

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. 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. Students completed and submitted writing assignments throughout the year receiving direct teacher feedback to facilitate writing skills. 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 small group targeted 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 their individual 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 3rd grade students this option. 83% of our 3rd grade students met the state determined, MAP RIT score of 193 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 94% 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 which they were struggling with. 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.

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. 57% of our 3rd grade students were able to meet the TGRG cut score requirement of 45 on the fall OST reading assessment. Based on the results of the

spring OST assessment for reading, 71% of the enrolled third grade students included in the state report card, were able to achieve the state determined cut score of 45 or the scaled score of 677.

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.

Teachers set personal instructional goals to develop their classroom strategies facilitating the student learning experience and fostering academic growth.

They were given an actionable rubric that correlated with the Ohio OTES guidelines which was used to complete self-evaluations, administrator informal observations and peer reviews and feedback. There were opportunities given throughout the school year to share best practices during professional development and team meetings.



MIDDLE SCHOOL: TAKING PRIDE IN ACADEMIC GROWTH

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

The 2018-2019 academic year was another wonderful year of growth and opportunities in our Middle School! We served approximately 3800 students in 6th, 7th, and 8th Grades! THE Middle School staff was comprised of a team of more than 150 General Education teachers, Intervention Specialists, School Counselors, Advocates, iSupport, and Support Staff.

We continued our Middle School strategies of required Class Connect sessions in the 'four core' subjects of Math, ELA, Science, and History. Additionally, a combination of online and offline academic work times serve to appropriately prepare our students for High School and beyond. Student grades continued to be based on individual students' progress in the Online Middle School (OMS), monthly writing samples, classroom assignments, and mathematics practice problems. Sessions were offered in both large group and small group settings, as academically appropriate for individual students. Our iSupport team continued to support students with another layer of academic reinforcement in Math and ELA. Students with Special Needs are additionally supported by our Intervention Specialists in small group and/or 1:1 instructional settings.

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 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 8th Grade Recognition in June 2019 was held in an online format – the first time we have conducted the ceremony in this manner. This was in direct response to Learning Coach guidance and concerns about the ability to attend face-to-face sessions. We were able to recognize more than 300 students in our live session and were able to mail hard copy certificates to all successful 8th Grade students. We were able to recognize 53 current 8th Grade National Junior Honor Society members and induct 84 new members from 5th, 6th, 7th and 8th grade. Many of these students were present and shared how proud they were of this accomplishment in their student slides. We had 72 students who have been at OHVA since Kindergarten and we were able to recognize those in attendance. Our recognition speaker was Ms. Jenny Zavatsky, a former OHVA student who now teaches 6th Grade ELA here!

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!

**We are THE Middle School
OHVA Is the Best**

OHVA is a school that is one of a kind,
A school focused on kids so they keep us in mind.
The school doesn't have to convince we to stay,
I look forward to attending it every day.
OHVA is a school that wants you to succeed,
They give you the supplies and everything you need.
The school has teachers that are the best,
They are one of a kind and better than the rest.
The teachers really care and they want to see,
A successful year and the best you can be.
It changes some students, who are shy and recluse,
They never give up on anyone, they just refuse.
So if you want to be hip and you want to be cool,
OHVA is the choice it's the perfect school.
If you want the best, you are sure you can rely,
You won't be disappointed if you give OHVA a try.

HIGH SCHOOL: THE TIME IS NOW! –H.O.P. E – HELPING OTHERS TO PERSEVERE AND EXCEEL

The 2018 – 2019 school year was another year of growth for the Ohio Virtual Academy High School. During the first two months of the school year, the HS student population doubled. Due to this, we hired additional staff to help us support these new students. Although challenges were apparent, the students and teachers were able to overcome through perseverance and programs designed to create student success.

In a great student-led initiative, the National Honor Society members held a weekly peer mentoring group called the Impact Academy. This group was created to assist 9th grade students with the transition to High School and/or OHVA. These sessions focused around basic orientation to HS, the 7 Mindset curriculum, and peer tutoring. The Impact Academy provided a way for students to feel supported as they became a part of the OHVA High School community.

The slogan for the school year, “The Time is Now! – HOPE – Helping Others to Persevere and Excel” embodied the 7 Mindset culture of focusing on the present and creating HOPE for others. The staff held homeroom sessions focused around the 7 Mindsets, a 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 social and emotional aptitude, so they could make progress towards a successful high school career and life after graduation.

Furthermore, high school teachers and staff focused 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. The iSupport team worked with two groups of students. First, those who earned a limited (1) or basic (2) rating on the End of Course exams; and, second, those who would be taking a test for the first time. Subject teachers refined their courses and instruction



using End of Course testing blueprints to address the tested skills and content in a manner that invoked excitement for the curriculum as well as a love of life-long learning.

To assist teachers and staff, professional development focused on effective instruction. Each month was themed based on a domain within the Effective Educator Framework. Teachers attended professional development sessions weekly, which mostly showcased OHVA staff and teachers sharing best practices. Also, Dr. Stewart spoke to everyone on a monthly basis with encouragement on impacting our students.

Moreover, a class connect schedule was developed, so teachers could provide effective and focused instruction. The morning hours of each school day were reserved for general instruction. The afternoons were dedicated to meeting with small groups and individual students. Teachers used targeted instruction to address specific skills and standards, which supported students in a more meaningful way. This propelled growth, excitement, and confidence as students were increasingly successful in their studies.

As a result, the high school saw good progress in credits earned during the 2018-2019 school year.

During the fall semester, students earned credit for 69.6% of the attempted high school courses. In the spring, students earned credit for 73.8% of the attempted high school courses. Those earned credits will directly result in students graduating and moving on from OHVA with hope for their future.



GRADUATION 2019

We celebrated the Class of 2019 on June 1st, in Canal Winchester, Ohio. We were joined by nearly six thousand family members, friends, and OHVA Staff, who all came together to celebrate the Ohio Virtual Academy Graduating Class of 2019. It is an honor and a privilege to spend this day celebrating their successes.

We were excited to have Mr. Kevin Chavous, K12 President of Academics, Policy and Schools, as our keynote speaker for the ceremony. We also heard from two student speakers including our Student Council President and our class Salutatorian. Finally, we were excited to welcome an OHVA Alumni to speak about her experiences after graduating from OHVA. Our student speakers reflected on their time at OHVA and the impact that OHVA has made on preparing them for unlimited possibilities for their futures.



Within our Class of 2019, we had 58 students graduate with an Ohio Honors Diploma, 73 students that qualified for Early Graduation, and 92 students that graduated in August through the help of OHVA's free summer school program. In addition, OHVA had 13 graduates that graduated with both an Ohio High School Diploma and an associate degree through the use of the College Credit Plus Program.

The OHVA staff, Administrative team, and the Board of Trustees at Ohio Virtual Academy are excited to see what the future holds for our graduates. Congratulations to the Class of 2019- we can't wait to see what you do next!





The Destinations Career Program at OHVA teaches the career skills students need to be successful after high school. Whether students intend to go to college or plan to start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high-demand fields. Students have the opportunity to participate in student organizations, accumulate work-based experience, earn industry credentials, and learn from professionals in their field.

During the 2018-2019 academic year, students took career and pathway exploration courses, and the first cohort of pathway students began the program. The pathway students took courses related to specific career fields and were tested on their technical skill attainment in the spring. Ninety-five percent of our students passed the technical skill exams, with twenty-five percent of students scoring in the advanced range. One pathway student participated in an internship with a Web design company over the summer and has continued to work for the company after the internship period ended.

The Destinations Career Program team is proud of the success and growth of the program during the 2018-19 school year. The opportunities for Destinations students will continue to expand over the upcoming years with more in-depth explorations courses at the middle and high school levels and with additional pathway offerings to meet a wider range of our students' needs. In addition, business partnerships are being cultivated to provide students with real-world connections to their career fields and connect students with industry professionals in a variety of work-based learning situations.



OHVA Learning Coach Academy

~ Growing to Guide ~

Starting in the fall of 2018, OHVA Learning Coaches had a new opportunity to learn and grow alongside their students. During the school year, the [OHVA Learning Coach \(LC\) Academy](#) provided two modules, or levels of content so that parents could “Grow to Guide” their students.

Learning Coaches are busy people, so each module includes short videos that parents can view any time of day, and can be started, stopped, and viewed again and again as needed. Named with our cardinal in mind, Module 1 is “Ready to Launch!” and covers the basic introductory information that all Learning Coaches need – where to find the handbook, how to log attendance, find general resources, school activities and more. Module 2, “Ready to Fly!” progresses with a more detailed overview so that parents could learn about the grade bands from our principals, the internet reimbursement (supplement), Boosters, Title I, special education, and more.

In OHVA learning is a lifestyle for all of us, not just our students. As Learning Coaches participate in the LC Academy, they are better prepared and more confident to guide their student day to day.

What do our Learning Coaches think of the LC Academy?

- First timer here - thank you! Answered so many questions!!
- I love this. I have been a coach for years, but I still have days that have me doubt myself. It is nice to know that I am not alone.
- I wish I would have found time to do these sooner!!
- This was a very informative module!
- Module 2 was a very helpful tool for us LC's.
- This really helps us to know what to do and what is going on inside the school.

- Great informative videos.
- I see the available resources we can utilize.
- It was very informative! Thank you for putting this together!

How was our participation for our first year?

- We are off to a great start, with more than 4500 viewing the overview for the modules, and approximately 500 completing the first modules. Participants receive a Learning Coach Academy certificate and a school gift item as they complete each module. We expect participation to grow!

What is Next for the LC Academy?

There is more to come! We are excited to share Module 3 and 4 in the 19-20 school year. Module 3 “Ready to Grow” will provide an important overview of essential instructional domains or strategies and social emotional learning components from the 7 Mindsets program. Both of these are used by our staff for instruction and for student support. Sharing this level of knowledge with our parents is exciting! Module 4 “Ready to Soar” will focus on parent leadership. As parents progress through the modules and gain confidence, knowledge, and skills, they will be equipped to share what they have learned with other Learning Coaches in the school. We are committed to giving our best for our students and for our Learning Coaches.

Learning Coaches, you have an essential partnership role in helping your student achieve and succeed in OHVA, and we invite you to “Grow to Guide” with us in the Learning Coach Academy!



FAMILY SPOTLIGHT: THE CLARK FAMILY LIVES TO GIVE

Hayley Halloran-Clark has been an amazing and dedicated Learning Coach for 12 years. Much has changed over the years, but one thing remains true for the Clark family: they love the school!

Hayley is very engaged in OHVA and has served in OHVA Boosters for many years, with the last several serving as the Booster President. When asked why she spends hours serving others in the school, she explains, “I’ve always thought it was important to be involved in your child’s school, to be engaged and supportive. It’s what parents do.”

Most Learning Coaches in OHVA are already engaged in the day to day support for their student(s), but what drives Hayley to support Boosters? Her passion is clear. “The best part of Boosters is encouraging parents and connecting with them. The more we connect, the more we learn and can share with each other, and that makes things better for our children.” Hayley is an encourager! She is very active in our parent social media groups and supports brand new and veteran Learning Coaches each day.

Her years of wisdom and calm, practical advice helps
thousands of families in our school’s parent groups.

Ella and Hayley demonstrate the mindset of “Live to Give” in so many ways. Ella, a 7th grader in 18-19 is passionate about helping animals. She started years ago with her “900 Birthday Wishes” when she asked for donations for animal shelters, rather than gifts for herself. Who does that? Ella! Now in her teen years, she supports charities for animals, collects donations or uses funds from selling sewing projects to help animals in shelters. She even brightens the day for others with Surprise Smiles. Thinking of others is a lifestyle for the Clarks.

How has OHVA helped Ella and the Clark family? Hayley shares that Ella has had some learning challenges over the years, but the school support and teachers, which helped to identify Ella’s learning needs, have helped her to grow academically and succeed. With the encouragement from teachers, learning is a safe place to make mistakes and continue to press on and to grow from them.

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Ella has favorite classes teachers and loves to read now. Hayley has seen Ella develop life skills, improve her organization, and learn to take the initiative.

Hayley and her husband Chris ask their kids each year what they would like to do for school. Ella has chosen OHVA repeatedly, which Hayley explains, “Says a lot about the school.” Why does Ella choose Ohio Virtual Academy? She explains, “OHVA is helping to prepare me for college. The teachers really care about each student and they always go above and beyond to make sure the students really understand it. It’s not just about passing a test.”

OHVA students are so much more than a grade on a report card. We agree, Ella! We see the potential and the kindness in each one, and we’re excited to see what the world will look like as more and more impact our world. The Clark Family sets a beautiful example for us to “Live to Give” in their dedication to others – the human and the furry kind – and we’re grateful that we can share our learning journeys together.





2018 -2019 Report

2018-2019 Performance Index

65.4 out of 120 - 54.9%

2017-2018 Performance Index

70.7 out of 120 - 58.9%

2 (8.3%)

18-19 State
Indicators Met

2 (8.3%)

18-19 State Indicators
Improved upon out of 24

	2018-2019		2017-2018	
	Points	Grade	Points	Grade
Overall	1.138	D	1.213	D
Achievement	.938	D	1.125	D
Progress	1.00	F	1.00	F
Gap Closing	.75	F	1.00	F
Graduation Rate	1.00	F	1.00	F
K-3 Literacy	2.75	C	2.75	C
Prepared for Success	.500	F	.500	F



2018-2019
Chronic Absenteeism
Indicator

2015-2018 4 Year Graduation Rate – **60.9%**

2014-2018 5 year Graduation Rate – **63.1%**

2014-2017 4 Year Graduation Rate – 61.1%

2013-2017 5 year Graduation Rate – 61.1%

State Indicators	16-17	17-18 Goal 80%	18-19 (Goal 80%)	Difference
3 Reading	56.90%	55.00%	50.60%	-4.40%
3 Math	53.40%	40.30%	36.60%	-3.70%
4 Reading	57.60%	56.00%	49.00%	-7.00%
4 Math	53.60%	50.40%	46.10%	-4.30%
5 Reading	57.00%	58.30%	58.30%	0.00%
5 Math	32.70%	31.40%	31.30%	-0.10%
5 Science	42.10%	48.40%	37.60%	-10.80%
6 Reading	53.50%	47.50%	42.40%	-5.10%
6 Math	46.40%	32.30%	30.10%	-2.20%
7 Reading	49.70%	55.70%	52.60%	-3.10%
7 Math	40.80%	42.40%	30.70%	-11.70%
8 Reading	34.20%	37.40%	35.50%	-1.90%
8 Math	35.60%	33.40%	35.40%	2.00%
8 Science	46.00%	49.90%	41.10%	-8.80%
HS English I	61.60%	64.50%	47.20%	-17.30%
HS English II	58.60%	60.80%	46.70%	-14.10%
HS Algebra I	48.60%	52.9%	27.20%	-25.70%
HS Geometry	20.80%	43%	21%	-22.20%
HS Biology	59.00%	61.4%	50.10%	-11.30%
HS Government	66.30%	72.4%	55.40%	-17.00%
HS History	68.30%	68.7%	60.00%	-8.70%
EOC Retake Improve	NA	42.9%	33.00%	Met Goal

Value Added - By Grade	4th	5th	6th	7th	8th
2018 Reading Mean	0.9	-7.9	-4.3	-7.4	-7.1
2019 Reading Mean	-3.4	-7.0	-9.2	-8.5	-12.4
2018 Math Mean	-8.4	-17.6	-1.3	-2.3	-22.3
2019 Math Mean	-3.7	-19.6	-8.6	-2.4	-20.9

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.

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OHVA.K12.COM

FINANCIAL DEMOGRAPHICS

Sources of School Revenue

State Funding	\$	93,455,933	91.2%
Federal Grants	\$	8,751,635	8.6%
Local Grants / Program Initiatives	\$	225,000	0.2%
Other Miscellaneous	\$	24,461	0.0%
Total Revenue	\$	102,457,029	100.0%

Expenses

Salaries	\$	23,249,477	22.7%
Fringe Benefits	\$	8,698,361	8.5%
Purchased Services	\$	59,230,550	57.8%
Materials and Supplies	\$	11,176,911	10.9%
Depreciation	\$	1,246	0.0%
Other Expenses	\$	87,158	0.1%
Total Expenses	\$	102,443,703	100.0%
Deficit	\$	13,326	

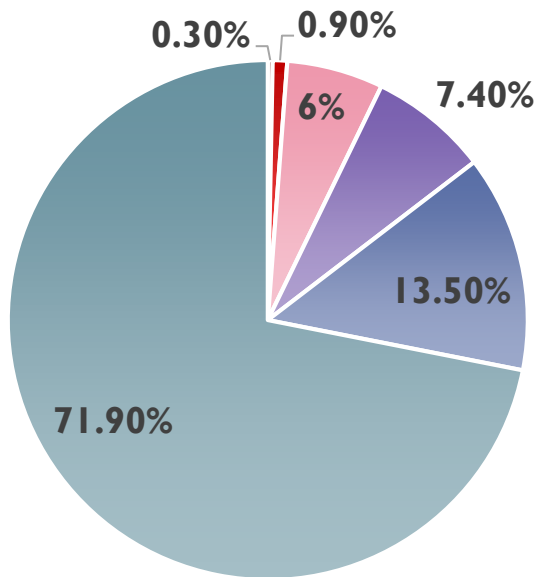
* Amounts included in this report are unaudited and subject to change.

Expenditures Related to Classroom Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$	30,060,803	33.8%
Student On-Line Curriculum	\$	24,076,141	27.1%
Student Instructional Materials	\$	12,647,663	14.2%
Student Computers, Internet and Technology	\$	10,790,590	12.1%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$	7,334,894	8.3%
Special Education Services	\$	3,995,730	4.5%
Total Expenditures for Classroom Instruction	\$	88,905,821	100.0%
% Classroom Instruction Expenditures to Total Expenses			86.8%

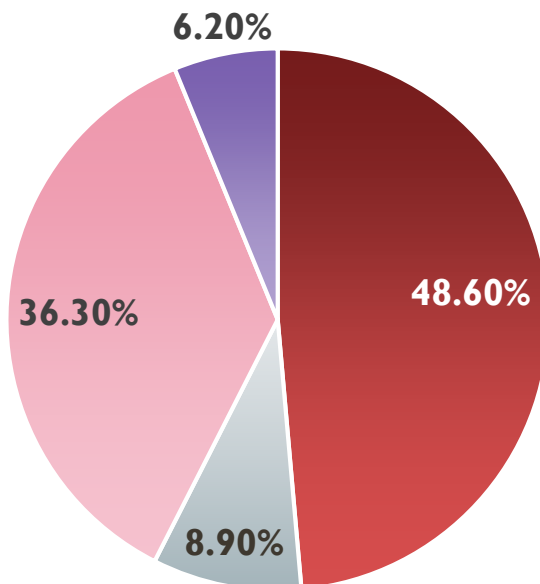
STUDENT DEMOGRAPHICS

Ethnicity



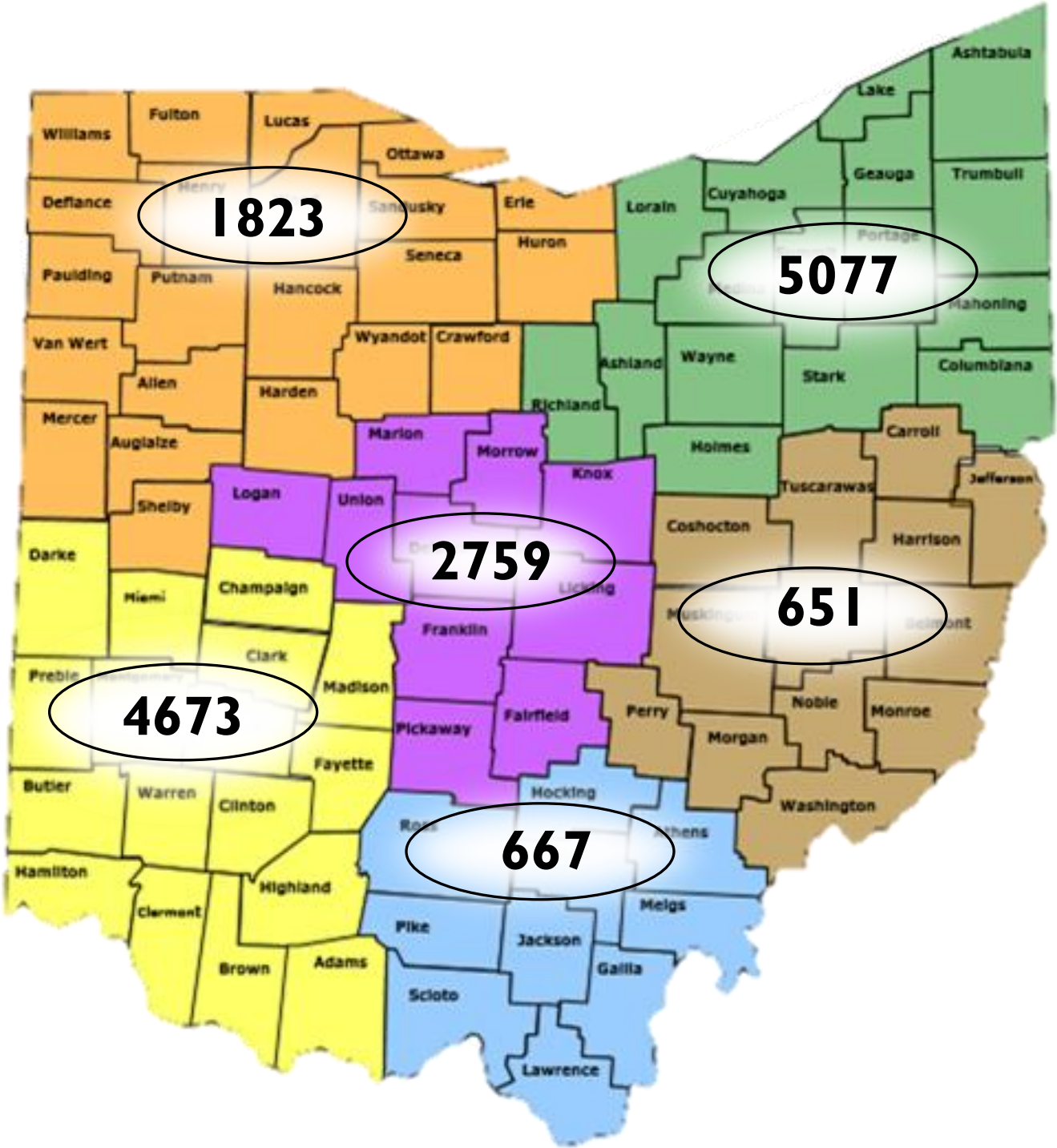
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- Multiracial
- Black, Non-Hispanic
- White, Non-Hispanic

Economics



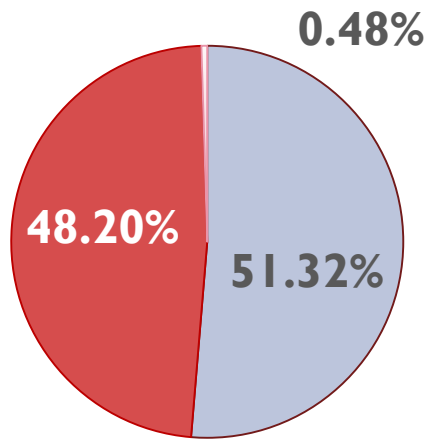
- Free Lunch
- Reduced Lunch
- Not Eligible
- Unknown Eligibility

STUDENT ENROLLMENT IN OHIO REGIONS



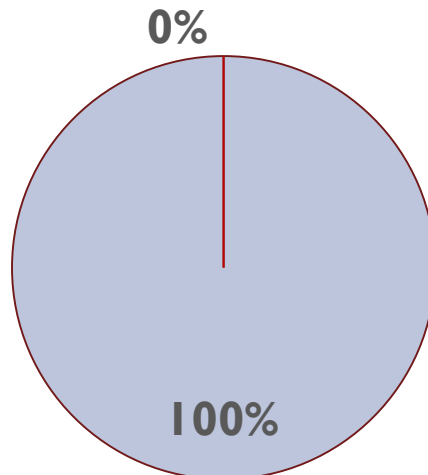
FACULTY & STAFF

Faculty Degrees



■ Bachelors ■ Masters ■ Doctorate

Highly Quailfied Teachers



■ 496 Faculty: Highly Qualified in Subjects Taught
■ 0 Faculty: Not Highly Qualified in Subjects Taught

BOARD OF TRUSTEES

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



OHIO
VIRTUAL
ACADEMY

OHVA ADMINISTRATION

Kristin Stewart, Senior Head of School
Kate Diu, Treasurer/Finance Director
Heidi Ragar, Manager, At Risk Services
Kathy Pine, Family Engagement Administrator
Susie Ebie, School Community Relations Administrator / Family Support
Courtney Rahe, EMIS Manager
Amy Booth, Academic Professional Development Coordinator
Allison Bentley, Assistant Principal & Academic Data Analyst
Peggy Ault, Federal Programs & Grants Coordinator
Johna McClure, Manager, Special Education
Christy Echevarria, Assistant Special Programs Manager
Emily Rogers, Operations Manager
Debbie Wotring, K-2 Principal
Amy Helm-Borchers, 3-5 Principal
Peggy Landers, Assistant 3-5 Principal
Laura Houser, Middle School Principal
Sam Lathan, Assistant Middle School Principal
Lauren Logan, CTE Principal
Marie Mueller, 9th Grade Principal
Andrea Brostek, 10th Grade Principal
Andrew Smerekanich, 11th Grade Principal
Kyle Wilkinson, 12th Grade & Credit Recovery Principal

CHARTER SPONSER

Lenny Schafer - 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

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Phone: 419-482-0948 Fax: 866-339-9071
<https://OHVA.K12.com>



Sponsor Statement: Ohio Council of Community Schools (OCCS) uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education Local Report Card and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements. The results of this monitoring for the 2018-2019 school year are published in the 2018 Ohio Council of Community Schools Annual Report, available after November 30 at www.ohioschools.org.