

ANNUAL REPORT 2024-25



a note from our

HEAD OF SCHOOLS

Dear OHVA Parents and Community Stakeholders,

We are excited to share our annual report of the 2024/2025 school year. Our school continued to be a popular choice by Ohio parents. In 2025 we had approximately 16,000 students attend Ohio Virtual Academy. This enrollment demonstrates that OHVA has become a viable option for many of our students in Ohio. We are excited, yet humbled, by the trust parents have placed in our school. We cherish the fact that we can partner with parents to provide an outstanding educational experience for our students.

This edition of the Ohio Virtual Academy Annual Report provides you with an understanding of our school's academic achievements, student activities and finances for the 2024/2025 school year.

Our dedicated staff has been able to serve our students in a variety of ways including continuing to provide strong curriculum and support to help students grow academically. Our wrap-around services were used to provide our students with supplemental programs and academic support through small group and one-on-one instruction.



Our staff worked hard to identify the needs of our students by using science-based programs to help identify student placement and provide the most targeted instruction possible. We continued to use data driven instruction to help students close the learning gaps that continue to be a concern throughout our country.

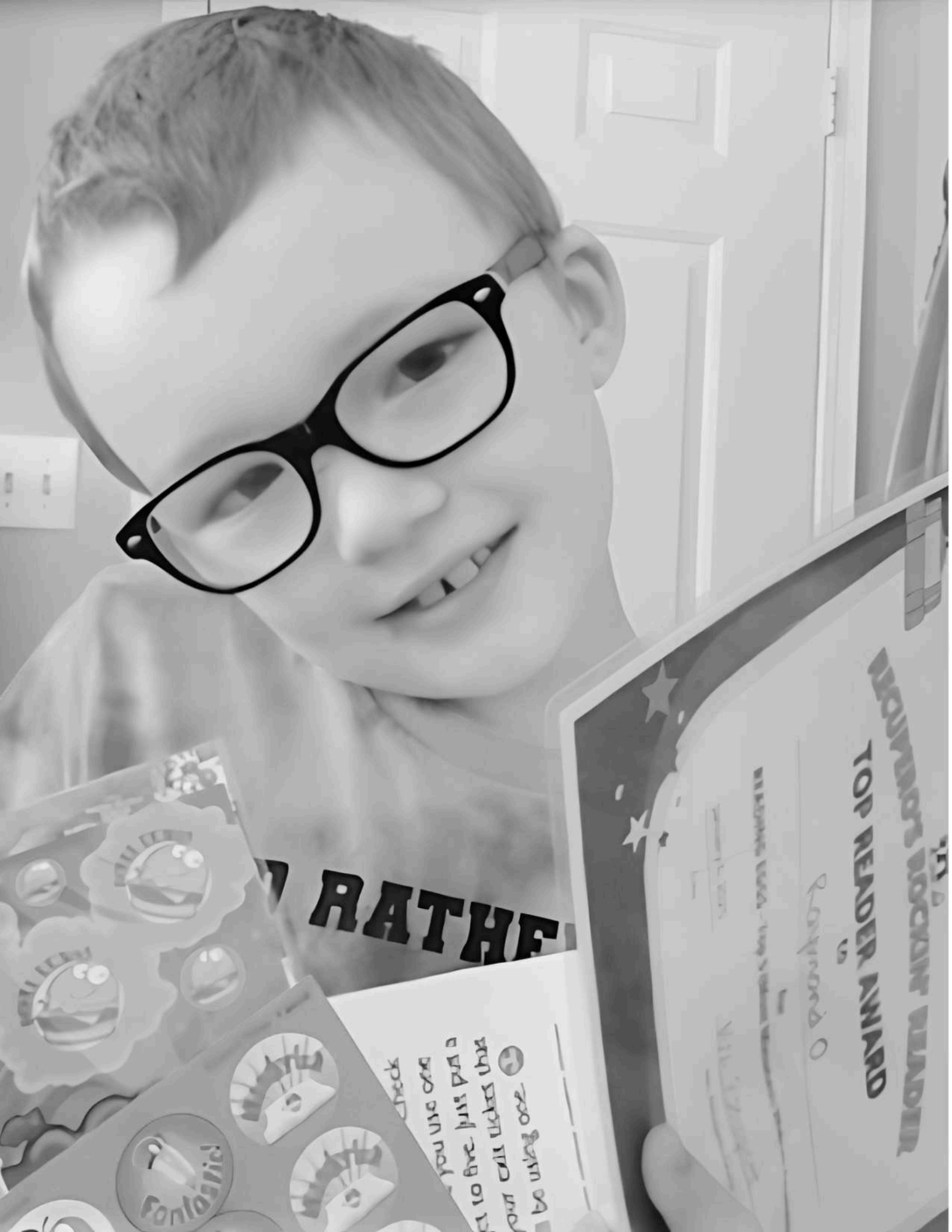
We continued to use funds for support staffing, in all needed areas alongside academic support. These select staff members continue to help provide their distinctive expertise along with our highly qualified special education staff to provide support for our students with specific academic needs. We were also able to address mental health concerns through partnerships and curriculum to support our students and help them to grow emotionally. OHVA continues to believe that wrapping our services around our students and families will provide the needed strength for supporting academics.

We are extremely excited to share that we continue to see academic growth for our students, especially those who have continued enrollment with OHVA year-over-year. While Schools across the nation continue to struggle to gain ground in academics and engagement, OHVA is seeing growth.

We continued to work passionately to serve our students and continue to find ways to strengthen our program. Teachers continued throughout the year to meet with their students to engage in learning opportunities. They continue to build on their own skills as educators to make sure that students are continuing to receive the best we have to offer.

Dr. Kristin Stewart, PH.D

SENIOR HEAD OF SCHOOLS



RATHER

HONORARY READING AWARD
TOP READER AWARD

Raymond O.

Check
you use one
to five. Just put a
star on each one
you can use one
to five.

OUR WHY

Ohio Virtual Academy is an innovative online school with passionate educators dedicated to empowering students through an education experience tailored to each student's needs.

ACCOUNTABLE

The Career Learning Program at OHVA helps students in grades 9 – 12, get ahead with courses in Business and Information Technology. Dual Enrollment program lets qualified students earn college credits on select courses.

RESPECTFUL

Ohio-certified teachers guide progress and tailor teaching to student needs. Individualized Learning Plans target each student's strengths and weaknesses.

ENGAGED

Engaging, highly interactive curriculum enriches and inspires. Social events, extracurricular activities, and clubs bring students together.



KINDERGARTEN - GRADE 2

Debbie Wotring

ADMIN

At K-2, we recognize the importance of building relationships in our virtual environment. Our continued academic success is built on a full team approach, including the learning coach, general education teacher, Intervention Specialist, administration, school counselor, and advisor working together with the student. It is important to identify early that we are a team and cultivate those relationships as we begin the formative years of a student's academic career. Our K-2 Meet The Teacher Events are the starting point for the school year. We hosted 20 locations across the state where our families could meet our OHVA teaching team face-to-face and learn more about our BIG K-2 Goals. We continue building those relationships throughout the school year in daily Class and teacher check-in calls, where it is a team approach to develop individualized learning goals. We want the student and learning coach to participate in and understand the learning goals and what the student should master by the end of the school year. Our K-2 staff also build relationships within our book study learning communities. Over 60% of our team participated in book studies, reading Emotional Poverty, Overcoming Dyslexia, and The Boy Who Was Raised as a Dog.





The 2024-25 school year provided us with a new online learning platform, Engageli. We also implemented a new evidence-based, Science of Reading, ELA curriculum that was taught during our on-track classroom lessons. The students and teachers continued to enjoy our Orton-Gillingham small group lessons for students who were working below grade level in reading. 100% of our K-2nd grade teachers are Orton-Gillingham trained through IMSE, which allows us to implement a multi-sensory reading instructional approach in the classroom. In addition, 95% of K-2 teachers are trained through IMSE in Phonological Awareness. At the heart of every K-2 school day is Social Emotional Learning instruction including K-2 SEL standards, Zones of Regulation, and 7 Mindsets. SEL offered our students the opportunity to build a sense of community and empathy for one another as they share with their peers. Our school counseling team hosted 7 Mindset assemblies along with providing a full school counseling program designed to meet K-2 student needs at each grade level.

Our academic growth utilizing AIMSweb+ demonstrated a 99% completion rate, which allowed us to place students in the appropriate small group instructional level and Stride curriculum. We had 38% of our kindergarten students enrolled in Fall on target for reading. We ended the school year with a 27% growth increase in scores to 65% of our Kindergarten students on target for the Spring AIMS+ benchmark. Our first-grade students enrolled in Fall at 46% on target in reading, and we ended the school year with a 15% increase in scores to 61% on target for the Spring AIMS+ benchmark. Our second-grade students enrolled in Fall at 80% on target, and we ended the school year with a 5% increase in scores to 85% on target for the Spring AIMS+ benchmark. We ended the year with a total of 70% of our K-2 students on target on their Spring AIMSweb+ for an average growth across grade levels of 25% and 95% of our K-2 students showing reading growth.

It is our OHVA tradition to host Kindergarten Celebrations at the end of May. All kindergarten students receive a red felt graduation cap and certificate of achievement from our OHVA Boosters. Our kindergarten teaching team hosts virtual celebrations for her class community to celebrate this significant milestone. It is always such a joy to see all our kindergarten students with their red OHVA caps and joyful smiles.

Our K-2 Summer Reading Program helps keep our lowest readers reading and avoids a summer learning regression. We average 225 students in attendance weekly. We strategically only invite those students who were not on target in their reading at the end of the school year, utilizing this opportunity for those who need it the most. Students attend a grade level class for 7 weeks and receive 2 books in the mail. Outside of class, students completed lessons in Reading Eggs to help fill in deficits in their reading skills.

At OHVA, we believe in wrap-around support for all students and that full team approach is also carried out in K-2. We believe in supporting our students in their social-emotional learning as well as their academic learning to reach academic success. At K-2, our focus will always be building relationships and growing strong readers!





GRADES 3-5

Amy Borchers

ADMIN

Targeted Instruction: The 3-5 team emphasized targeted academic instruction in Math and English Language Arts aligned with Ohio's Learning Standards. Our instructional approach follows a full inclusion model, where general education teachers and intervention specialists collaborate to support students. All reading teachers are trained in Orton Gillingham, working daily with students to enhance phonological awareness, language structure, vocabulary, fluency, reading comprehension, and writing skills. Math instruction emphasizes fact fluency, number sense, and grade-level specific standards. Fifth-grade students participate in a week of live science instruction each month, reinforcing Ohio's science standards and preparing for the spring OST. Our integrated ELA and math curriculum provides numerous opportunities for skill practice, interactive online activities, and lesson differentiation.



MAP Growth Assessments: Students in grades three through five completed the MAP diagnostic assessment in math and reading to measure academic growth in the fall, winter, and spring. The fall assessment results determined individual growth goals, with students participating in student-led conferences to take ownership of their learning. The Ohio Department of Education recognizes the MAP assessment as an alternative measure to demonstrate grade-level reading proficiency, and we are proud to offer this option to our 3rd-grade students. By spring, 70% of our 3rd graders met the state-determined MAP RIT score of 196.

Reading Program: Reading teachers focused on emergent readers identified as “not on track” by the MAP Diagnostic Assessment. These highly qualified teachers, all trained in Orton Gillingham, provided daily interventions in fluency, phonological awareness, decoding, vocabulary, and comprehension. Tier II students met in small groups at the beginning of the day for targeted reading interventions, preparing them for success in live classes. The team used the Reading Fluency Benchmark Assessment to monitor the progress of Tier II students and those with Reading Improvement and Monitoring Plans (RIMPs). The state-determined TGRG cut score on the OST is a reading sub-score of 50 or a scaled score of 700. In fall, 45% of our 3rd graders met the cut score, while 40% of those tested in spring did as well.

Reading Improvement and Monitoring Plans: Required by the Ohio Third Grade Reading Guarantee, RIMPs are implemented for any 3rd-grade student scoring below the state-determined cut score on the fall MAP Reading Growth Assessment. These plans outline specific reading deficiencies, intervention tools, and progress monitoring documentation. Additionally, all 4th and 5th-grade students scoring below Proficient on the spring reading OST require a RIMP until they achieve proficiency. These students also receive reading interventions. Third graders with a RIMP had the opportunity to participate in the Stride tutoring program to meet the high-dosage tutoring requirement. We extended this opportunity to our 3rd graders through an intensive summer reading program held for two weeks in June.

Student Data: Our 3-5 team is data-driven, using student mastery, demonstrated growth, and skill deficits to inform instruction. Instructional teams meet weekly during Teacher Based Team (TBT) meetings to discuss assessment data, class assignments, engagement, and social-emotional needs. This structured opportunity allows for team discussions around effective support plans for students across all growth areas. Small groups for targeted instruction remain fluid throughout the year, driven by student growth data.

Social-Emotional Learning: Students participated in monthly 7 Mindsets assemblies focused on developing social-emotional learning. Monthly themes were reinforced by teachers in daily classes. We continued using the Zones of Regulation curriculum, with students meeting with Intervention Specialists in social skills groups. This served as Tier 2 support and intervention for our 3-5 students. Counselors held small group sessions to support students dealing with anxiety and emotionally impactful family circumstances. Parents received quarterly newsletters with helpful resources, and counselors established a webpage with numerous support options for families. Our counselors are essential to our team approach in supporting the academic, social, and emotional growth of each child in grades 3-5.

Strong Relationships for Student Success: The 3-5 team recognizes the importance of building strong relationships with students and their impact on growth. Our classrooms feature positive affirmations of a Growth Mindset and a supportive, safe learning environment. Our mission statement, "Together We SOAR," emphasizes support, opportunity, achievement, and relationships as critical components for the holistic development of each student.

Professional Development: Teachers set personal instructional goals to enhance classroom strategies that facilitate student learning and academic growth. They utilized an actionable effective educator rubric based on Ohio's OTES guidelines for self-evaluations, informal observations, and peer feedback reviews. Throughout the school year, opportunities were provided to share best practices during professional development and team meetings. Teachers also had opportunities to attend external classes and seminars to foster professional growth. Thanks to grant funding, we trained new reading teachers and Intervention Specialists in Orton Gillingham, strengthening our reading instruction for all 3-5 students and supporting the implementation of the Science of Reading.

Together we SOAR in 3-5! Support. Opportunity. Achievement. Relationships







MIDDLE SCHOOL

Sam Lathan

ADMIN

- Enrollment in Middle School grew higher than ever before, even more than COVID. With our increased student numbers, we were also able to add three new teaching PODs, one at each grade level, with Math, Science, ELA, History and an 8th grade CTE teacher.
- Middle School had the opportunity to start the Science of Hope training last year and start to incorporate what we've learned into our classes and give them opportunities to set goals in classes and work with SC's on WOOPs. We met four times with Sara Stockwell's team throughout the year.
- We are continuing to focus on engagement at the middle school level as we work through Each Child on Track with the state. We have refined our referral process for admin support and tracking.









HIGH SCHOOL

**Andrew Smerekanich, Marie Mueller,
Andrea Zawisza, Amy Muehlenbruch**

ADMINS

Enrollment:

Ohio Virtual Academy's high school enrollment saw steady growth during the 2024–2025 academic year. Starting with 5,884 students in August 2024, the high school program experienced a consistent increase in enrollment, reaching a total of 6,336 students by May 2025. This upward trend reflects the continued demand for flexible, high-quality online education options across Ohio. OHVA's commitment to personalized learning, certified teachers, and a broad range of academic and extracurricular opportunities has made it an attractive choice for families seeking a supportive virtual learning environment for their high school students

MAP Testing:

The High School uses the MAP assessment to monitor student growth in math and reading throughout the school year. Typically, students take this assessment three times annually—at the beginning, middle, and end of the year.





However, during the 2024–2025 school year, we administered the MAP assessment only twice, at the beginning and end of the year, due to the elimination of the mid-year testing window while piloting a new online state testing program. Our goal was to test at least 95% of our students during each session. We successfully met this goal at the beginning of the year with a 95% completion rate, and achieved a 90% completion rate at the end of the year.

Summer School Success:

Ohio Virtual Academy's 2025 summer school program served as a vital resource for students in grades 9–12, helping them recover credits and stay on track for graduation. A total of 224 high school students participated, with access to 39 different course options tailored to meet a variety of academic needs. The program also ensured support for diverse learners by providing both special education and English language learner services. In addition, OHVA offered three advanced summer courses to approximately 60 rising 9th grade students, allowing them to earn high school credit early. This opportunity helped students free up space in their future schedules for additional electives or to participate in College Credit Plus courses later in their high school careers.

OHVA's 2025 summer school program achieved an 80% overall passing rate, continuing a positive trend over the past four years and marking a 3.1% increase from Summer 2024. A total of 551 students participated, which is 240 fewer than the previous year, a positive indicator that more students are successfully completing coursework during the regular school year and requiring less credit recovery. The continued success of the summer program contributed to 43 additional high school students graduating and moved 4 more students to credit sufficiency. Notably, the rising 9th grade students enrolled in the accelerated summer courses achieved a 100% passing rate, maintaining the strong performance this group has shown consistently in recent years.

School Safety Coordinator:

For the 24-25 school year, OHVA introduced a School Safety Coordinator position to strengthen our commitment to student and staff well-being. The coordinator leads our Threat Assessment which will be known as Care and Response Team (CART), develops and implements safety policies and crisis response procedures, and collaborates with staff to address safety concerns. This role has enhanced our ability to provide a safe, supportive learning environment for all students.

School Dances:

Ohio Virtual Academy (OHVA) kicked off the 2024–2025 school year with a vibrant fall Glow Dance in November, bringing together approximately 350 students for a fun and energetic evening. The event set a positive tone for the year, giving students a chance to connect and build community outside of the virtual classroom. In May, OHVA continued the tradition of celebrating the end of the school year with a formal dance, held at a new venue in Hilliard, Ohio. Once again, around 350 students attended, enjoying a memorable evening that mirrored the experiences of traditional brick-and-mortar schools. Both events showcased OHVA's commitment to providing meaningful social opportunities for its students.





CAREER LEARNING - CTE

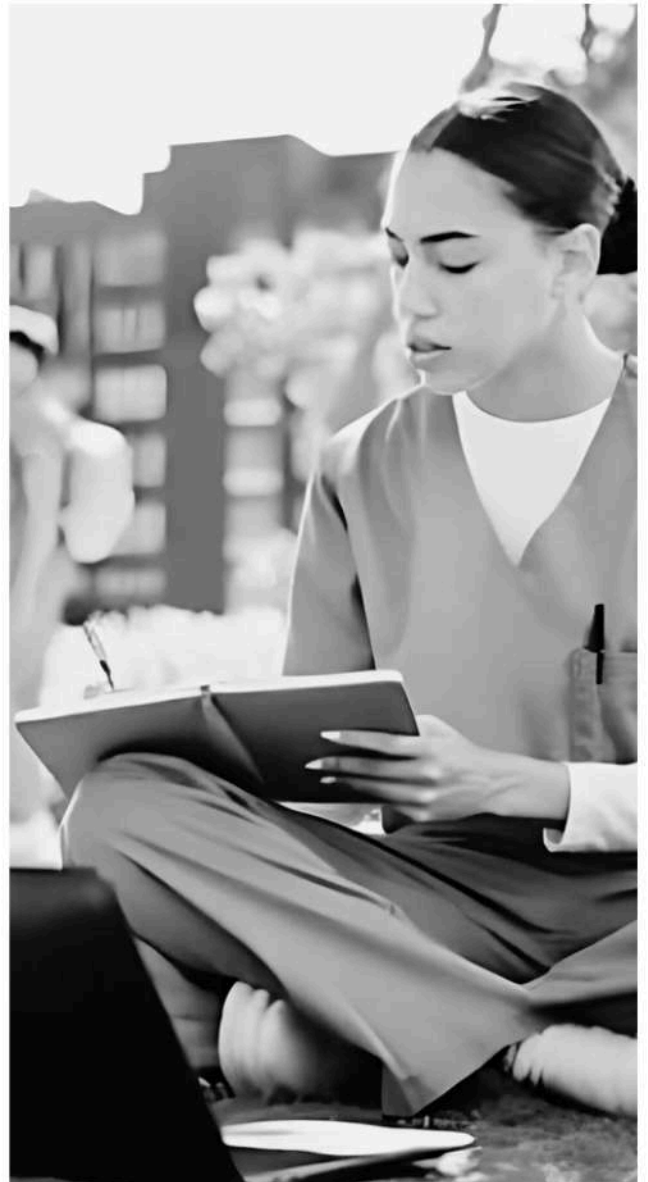
Cheryl Morris

ADMIN

Career Technical Education at Ohio Virtual Academy
SKILLUPOHVA
Find Your Passion. Plan Your Success. Own Your Future.

The Career Learning Program remains dedicated to equipping students with the knowledge, skills, and experiences necessary to make informed decisions about their futures. Following the successful launch of The Year of CTE in 2023–2024, the 2024–2025 school year has emphasized measurable growth in career awareness, exploration, and readiness across all grade levels. With increased participation in career-focused initiatives, expanded integration of individualized learning plans, and strengthened partnerships with industry and higher education, the program continues to align student interests and abilities with real-world opportunities.

During the 2024–2025 academic year, our seventh cohort of state approved Career Technical Education (CTE) pathway students began the program and our sixth cohort of CTE pathway students graduated. Culinary Arts, Animal Science Management and Cybersecurity joined the CTE Pathway offerings.





As part of our CTE program, students can take courses related to specific career fields, participate in student organizations, accumulate work-based experiences, earn industry credentials, and learn from professionals in their field.

Career exploration courses saw an enrollment of over 3,445 students and the CTE Pathway Program saw an enrollment increase from the previous year, with a record enrollment of 409 students. Impressively, 953 Industry Recognized Credentials were earned, demonstrating OHVA students are attaining skills that reflect Ohio's workforce needs and values. Multiple work-based learning events were held, ranging from career fairs and virtual industry speakers, to resume building workshops, along with industry challenge experiences. Many of our students participated in an internship or work placement related to their pathway that allowed application of learned classroom skills in an authentic workplace setting. These experiences resulted in 46,874 work-based learning hours attained.

In the 2024-2025 school year, out of the 1,110 students who graduated, 369 students earned 12pts of credentials, which gave them the opportunity to graduate using additional graduation options. Cardy club continued offering mini PBL lessons while boosting its curriculum by collaborating with the Early Childhood Education Pathway students.

As part of our CTE program, students can take courses related to specific career fields, participate in student organizations, accumulate work-based experiences, earn industry credentials, and learn from professionals in their field.

Early Childhood Education Pathway candidates developed lessons and gained invaluable teaching experience with Cardy Club in addition to observations at YMCA Early Learning Centers. Career awareness continued to expand with an updated website and the release of an OHVA CTE Pathway Digital Guidebook. In addition, 2 BPA students qualified for nationals and traveled to Florida. The Career Learning Program remains focused on continuous improvement and long-term impact. By expanding access to career-connected learning, strengthening alignment with workforce needs, and personalizing student pathways, the program ensures that every learner is better prepared for success beyond graduation. Looking ahead, the program will continue to build on this momentum, leveraging data, partnerships, and innovation to provide students with the skills and confidence needed to thrive in college, career, and life.



Engineering Pathway
Instructor
OHVA

Mark White

CTE Teacher of the Year, Co-Winner

Reason for Nomination:

Mark White has consistently demonstrated exceptional dedication, flexibility, and leadership in our school community. Mark stepped up this fall to fill an urgent vacancy as our Engineering teacher when we were unable to hire a qualified candidate. Not only did he take on this new role without hesitation, but he also brought innovation and renewed energy to the program. Mark quickly assessed the program's needs and identified meaningful ways to expand and enhance its impact. He established local competition opportunities for the Engineering CTSO and created a partnership that allows students to earn valuable work-based learning hours. In addition, he is currently guiding his students through the Lead4Change program to help them develop durable skills they can apply both now and in the future.

Stories, Achievements & Extra Highlights: Mark is actively working on building partnerships to expand his advisory council and increase work-based learning opportunities for his students. He has been collaborating with the Director for Workforce Partnerships from Ohio's Council on Community Colleges to explore opportunities within the Semiconductor

STATE LEADERSHIP CONFERENCE



SPECIAL EDUCATION

Christy Echevarria

ADMIN

The Special Education Department at OHVA contains 243 team members, that consists of Intervention Specialists, School Psychologists, Speech Pathologists, Transition Liaisons, SPED Registrars, 504 Coordinators, Related Services Team, Behavior Specialists, Special Education Social Emotional Counselors, Para Professionals, and SPED Assistant Coordinators. It truly takes a team effort to be able to support the number of special education students that we have the privilege of serving each year.

During the 24-25 school year, the highest special education student population was 2,609. The 504 department saw an increase from 917 in May 2024 to 1076 in May 2025. These teams held thousands of 504, IEP, ETR, and Manifestation Determination meetings. Other meetings held were focused on providing services for students while in foster care or while hospitalized. All of these various meetings ensure that we are properly servicing the student and meeting their needs in order for them to make progress.



During the 2024-2025 school year, we began our participation in Each Child on Track Program through the Ohio Department of Education and Workforce, and State Support Team 1.. This program brings together team members from 8th grade through High school to help identify key areas and interventions to improve our Graduation and Dropout rates. The team meets regularly to review data and discuss possible intervention. The team presented their data and progress during a meeting of various schools across Ohio. This initiative is not specific to students with disabilities, but the school as a whole.

The department also met all compliance indicators on the 2024 Ohio Department of Education Special Education Annual Rating. These areas related to timely evaluations, identification of students with disabilities, and secondary transition. On the 2024-2025 Special Education Profile we met requirements in the areas of Alternate Assessment Participation, Participation in 4th grade ELA/Math, Participation in High School ELA/Math, Proficiency Gap in 4th ELA/Math, Proficiency Gap in 8th ELA/Math, and Proficiency Gap in High School ELA/Math.

During the 24-25 school year, we began to work with Para Professionals to help support our Intervention Specialists, students, and families. These Para Professionals have already made a large impact on our staff and students. They help provide small group instruction with the support of the Intervention Specialists. Because of this, we can provide more targeted instruction to more students. They also help make connections with students and families. We are excited to see this grow in the future.



GRADUATION

Class of 2025

Graduation:

On Sunday, June 1st, we proudly celebrated the achievements of the Class of 2025 at the Celeste Center in Columbus, where 589 graduates gathered for a memorable ceremony. This event provided an opportunity for OHVA staff to honor students alongside their family members and friends, all coming together to commend the graduates on their remarkable success.

Among the accomplishments of the Class of 2025, we proudly recognize that 49 students graduated with an Ohio Honors Diploma, 30 students qualified for Early Graduation, and 43 students completed their studies in August through OHVA's summer school program. Notably, 11 graduates obtained both an Ohio High School Diploma and an Associate Degree or equivalent credit hours through the College Credit Plus Program.





ENGAGEMENT SPOTLIGHT

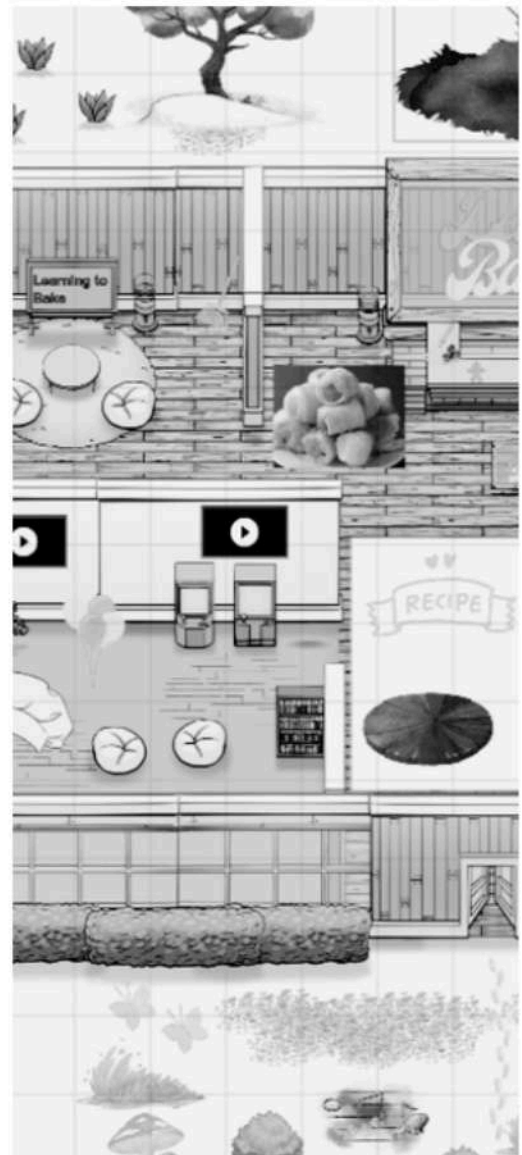
Susie Ebie

ADMIN

Three Ingredients + The Zone = Exponential Fun & Engagement for Students

What foods can you make with just Three Ingredients? That was the challenge that the Three Ingredients Club tackled in 24-25. Middle School and High School students participated in the innovative OHVA Club, led by teacher Anne Palmer Zimmerman. Our club classroom was bursting at the seams, and with Anne's creativity and the support of the national K12 Zone, The Three Ingredients Club began to hold their club meetings in a Zone space with a specially designed virtual kitchen perfect for the club's needs.

She shares, "The OHVA 3 ingredient club was established because food is more than just nourishment—it is a connection to family, tradition, and culture, which is why students need a space to share these meaningful experiences with one another.





Due to the high interest in the club, Anne needed to take the club to a new level that would allow more participants. Her excitement to create a working virtual kitchen inspired her to set aside any nerves of holding the club in this new Zone platform, and the result was a tremendous success.

The club truly focuses on using only 3 ingredients to create something to share with their family. The club cooks and bakes with a variety of 3 ingredients, giving all students the chance to learn practical skills using math, ELA, and health skills within the kitchen while exploring different techniques and flavors, no matter their background or experience level.

What drives Ms. Palmer-Zimmerman's passion for her club creation? She explains, "In today's communities, food is a universal need that brings people together, and this club is designed to celebrate that connection. We want to empower students of all ages with skills to provide something for their families. Using just three ingredients encourages students to create something to share on a low budget while also making the most of what they may already have at home. In a world where diversity is one of our greatest strengths, students need a safe and welcoming club where they are able to share the foods, stories, and cultural practices that define their families and communities."

The success of Three Ingredients Club inspired even more Zone spaces in other K12 schools across the nation. We anticipate more of our OHVA clubs to explore new creative spaces in the Zone in the upcoming year. Community, innovation and passion. That's a "Three Ingredient" recipe for success in OHVA.

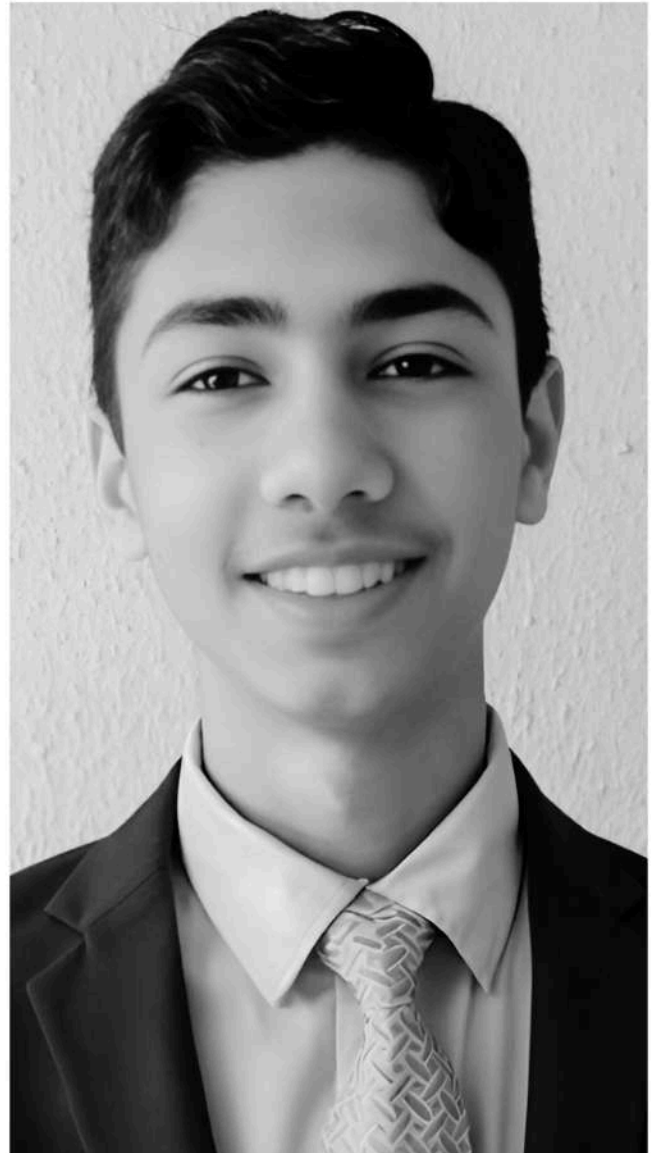
FAMILY SPOTLIGHT

Pathakamuri Family Spotlight:

FROM KINDERGARTEN TO CHIEF STUDENT OFFICER

Thirteen years ago, a kindergartener named Jerome Pathakamuri began his education with the Ohio Virtual Academy (OHVA). Today, he has not only graduated but has also been named K12's very first Chief Student Officer—a national leadership role that allows him to represent students, create media content, and showcase what online learning is really like.

For Jerome, this milestone is more than just a title. It reflects years of dedication and, family support. He breaks down his thirteen years at OHVA into 2 categories, “One – flexibility and 2 – growth. “I think the opportunities in online school are so understated and so underrepresented,” he shares. “You can do so much. It’s crazy. In no school would you be able to have access to the clubs that we have, or something like Esports, to be able to compete against schools across the country nationally. You don’t have that in the average high school. To be able to have that has been amazing.”



Family First

The family's connection to OHVA began when Jerome asked about homeschooling. His parents, Nicole and Joseph, explored their options and discovered online public schooling with Ohio Virtual Academy. They investigated more and Nicole shares, "It was a match."

Nicole, mother and Learning Coach, grew up in Canada, "It's been fun learning things like American history with the kids." She prioritizes each day to manage their home and their schooling. The family is able to integrate online schooling with their faith and family values.

As the oldest of five boys—Justin (9th grade), Jonas (8th grade), Joshua (2nd grade), and Julien (age 3)—Jerome has inspired his younger brothers through his example. Justin and Jonas also serve on K12's Student Advisory Council, where they contribute videos, share input, and help amplify the student perspective. Justin and Jonas are thankful that OHVA allows them the time to do things they enjoy doing together, like soccer. Jonas appreciates that the school works for those who are introverted or extroverted. Justin appreciates that the family can travel occasionally to India to visit extended family, combining cultural enrichment with academic progress.

A Foundation for Future Success

Jerome and his brother Justin benefited from OHVA's Career Learning (CTE) program, participating in Business Professionals of America. Their involvement fostered leadership skills that will take them well beyond high school. All of the older students motivate each other with a friendly sibling rivalry, motivating each other to do their best on school work and required state tests.

Jerome's experiences at OHVA have given him a strong foundation of resilience, initiative, and leadership. As he now prepares to attend Franciscan University of Steubenville to study business and marketing, he carries forward the lessons and skills that shaped him throughout his years at OHVA.

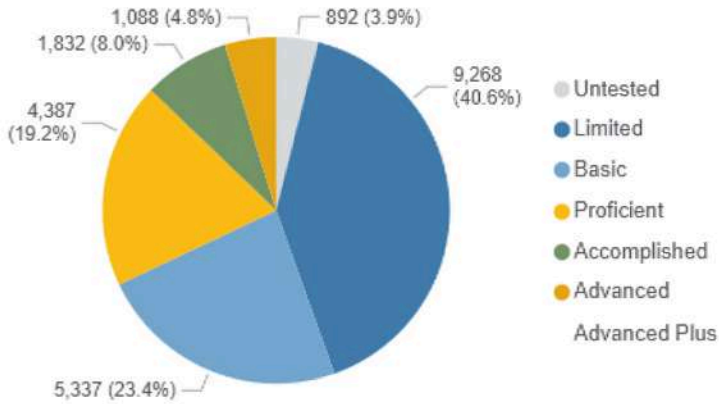
Leading the Way

In his new role as Chief Student Officer, Jerome advocates for his peers, represents student voices nationwide, and shines a light on the value of online education. His path from kindergartener to student leader demonstrates not only his own determination but also the power of family support and innovative education models like Ohio Virtual Academy.

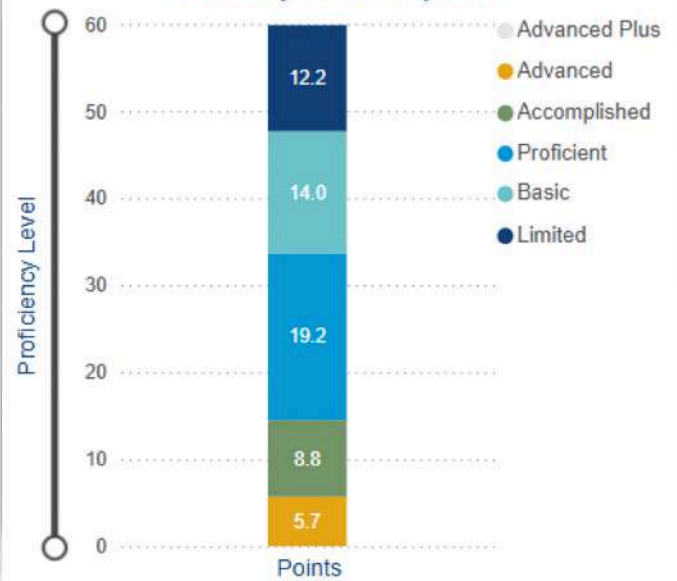


2024 - 2025 REPORT

Tests by Proficiency Level



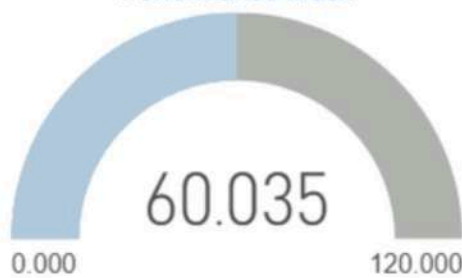
Points by Proficiency Level



Performance Index Percent

53.9

Performance Index



Maximum Performance Index Score

111.332

WEIGHTED GRADUATION RATE

74.2%

Measure	Measure Percentage	Weight of Measure			Weighted Percentage
4-Year Graduation Rate	72.1%	X	60%	=	43.3%
5-Year Graduation Rate	77.4%	X	40%	=	31.0%
Weighted Graduation Rate					74.2%

Graduation Component

The Graduation Component Rating is assigned based on the weighted graduation rate. The weighted graduation rate combines the four- and five-year graduation rates into a single rate. When a school or district has both a four- and five-year rate, the four-year rate is weighted at 60% and the five-year rate is weighted at 40%.

FINANACIAL HIGHLIGHTS

Sources of School Revenue

State Funding	\$	126,231,773	90.3%
Federal Grants	\$	12,804,221	9.3%
Local Grants / Program Initiatives	\$	285,511	0.2%
Other Miscellaneous	\$	400,379	0.3%
Total Revenue	\$	139,721,885	100.0%

Expenses

Salaries	\$	36,441,748	27.0%
Fringe Benefits	\$	15,843,380	11.7%
Purchased Services	\$	37,064,973	27.4%
Materials and Supplies	\$	45,360,200	33.6%
Depreciation	\$	19,839	0.0%
Other Expenses	\$	303,311	0.2%
Total Expenses	\$	135,033,451	100.0%

Surplus **\$ 4,688,434**

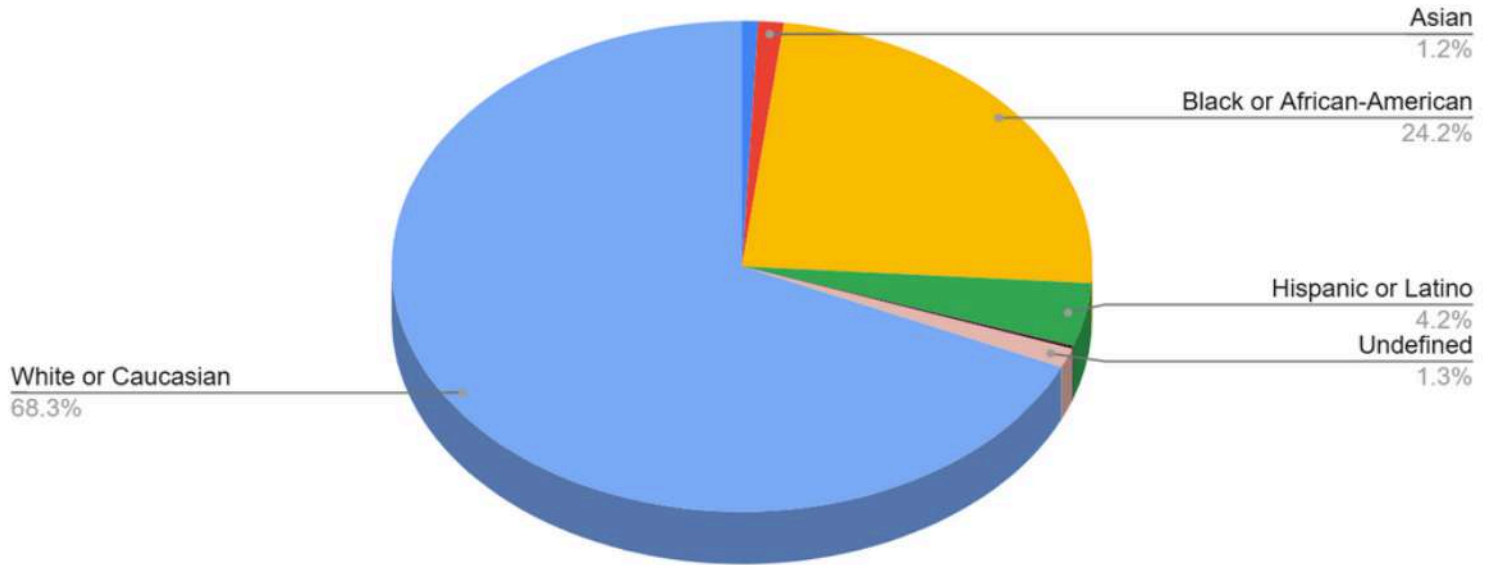
* Amounts included in this report are unaudited and subject to change.

Expenditures Related to Classroom Instruction

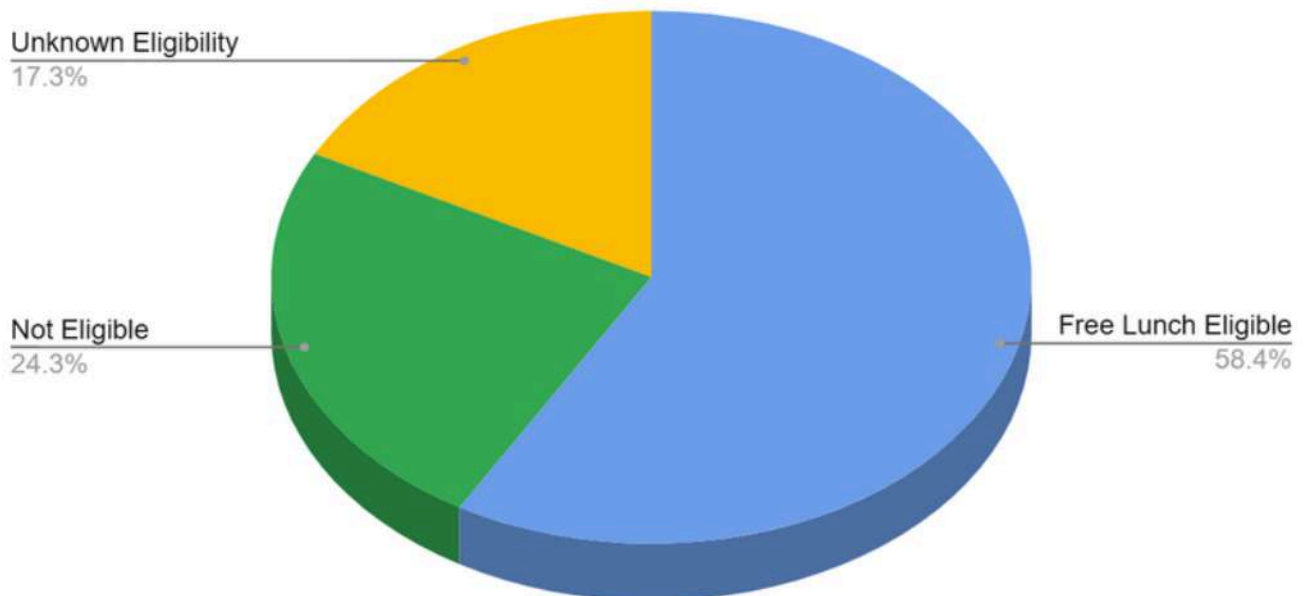
Teacher Salaries, Benefits & Education-Related Expenses	\$	49,416,618	44.5%
Student On-Line Curriculum	\$	27,142,942	24.4%
Student Computers, Internet and Technology	\$	14,253,178	12.8%
Student Instructional Materials	\$	5,943,156	5.3%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$	8,950,705	8.1%
Special Education Services	\$	<u>5,414,810</u>	4.9%
Total Expenditures for Classroom Instruction	\$	111,121,409	100.0%
% Classroom Instruction Expenditures to Total Expenses			82.3%

OUR STUDENTS

ETHNICITY



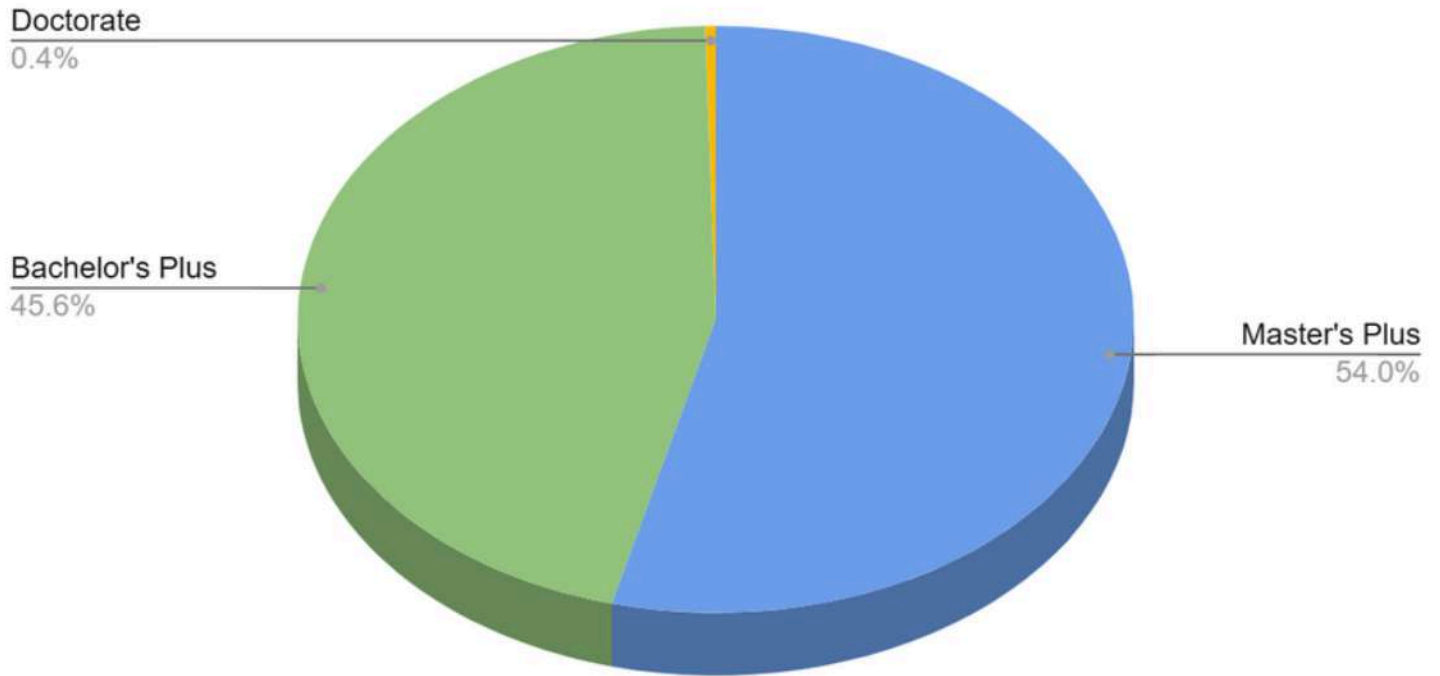
ECONOMIC



ENROLLMENT IN OHIO REGIONS



FACULTY DEGREES



BOARD OF TRUSTEES

- Stephen Vasquez: President
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- Kristin Stewart: VP, Head of School
- Kyle Wilkinson: Director of Academics
- Emily Rogers: Sr. Operations Manager
- Johna McClure: Special Programs Director
- Courtney Rahe: EMIS Manager
- Heidi Ragar: Manager, At Risk Services
- Megan Daley: K-12 Principal, Student Support Administrator
- Susie Ebie: School Community Relations Administrator / Family Support
- Shana Van Grimbergen: Title and Federal Grants Coordinator
- Amy Booth: Professional Development Coordinator
- Christy Echevarria: Manager, Special Education
- Sharon Annis: Data and Project Management
- Debbie Wotring: K-2 Principal
- Amy Helm-Borchers: 3-5 Principal
- Sam Lathan: Middle School Principal
- Marie Mueller: 9th Grade Principal
- Andrea Zawisza: 10th Grade Principal
- Amy Muehlebruch - 11th Grade Principal
- Andrew Smerekanich: 12th Grade Principal
- Lauren Logan: Career Readiness Education Program Administrator
- Cheryl Morris: Career Readiness Education Academic Administrator
- Carrie Mohre: School Safety Coordinator

CHAPTER SPONSOR

Kristin Katakis, M.Ed.
Northwest Ohio Regional Representative
Ohio Council of Community Schools

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 & Workforce 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 2024-2025 school year are published in the 2024-2025 Ohio Council of Community Schools Annual Report, available after November 30 at www.ohioschools.org



OHIO VIRTUAL ACADEMY

1690 Woodlands Dr. Suite 100, Maumee, OH 43537-1622

Phone: 419-482-0948

Fax: 866-339-9071

<https://OHVA.K12.com>

