2025-26 ANNUAL REPORT

OHIO VIRTUAL ACADEMY



a note from our

HEAD OF SCHOOL

Dear OHVA Parents and Community Stakeholders,

We are excited to share our annual report from the 2025-2026 school year. Ohio Virtual Academy continues to be an educational option that many families and students choose when selecting online education. This is demonstrated by our average enrollment of 16,500 for the 2025-2026 school year. We recognize that parents in Ohio have a choice in where their students attend school and know that OHVA plays an integral role in students' educational success. OHVA will always prioritize providing a place for students that is academically focused, support driven, engaging, and tailored to individual needs.



This edition of the Ohio Virtual Academy Annual Report provides you with high-level overview of our school's academic achievements, student activities and finances for the 2025-2026 school year.

OHVA's dedicated staff continue to push for overall school improvement by driving students to academic success through use of data informed instruction, targeted remediation programs, and pathways tailored to individual student needs. Our school continues to see improved academic outcomes in our K-5 literacy, graduation rate and internal growth measures. While academic success is a main priority, OHVA also knows how important it is to serve our students' non-academic needs. Our school counseling program was again nationally recognized for its RAMP certification due to the comprehensive planning/services it provides OHVA students. Additionally, OHVA continues to leverage community partnerships to provide additional opportunities to students as needed.

We continue to align the OHVA budget to our schoolwide priorities of academic achievement, school improvement, state accountability, student/family engagement and services that support the diverse needs of our student population. OHVA takes pride in providing every student with the opportunity to have assigned school support staff, access to student clubs/activities, academic remediation, accelerated learning, highly trained teachers, and various avenues leading to career, college, and workforce readiness.

Just like our students, OHVA is not a finished product, and we will strive for improvement every day.We exist to serve our students, knowing that our school is an avenue that can help prepare them for whatever path they choose after graduation. The school staff know the importance of relationships and look for every opportunity to connect with students to help them align and achieve their goals.

It remains a privilege to partner with families in educating their children and we look forward to another amazing school year serving students.

Kyle Wilkinson

OHVA HEAD OF SCHOOL


Affisure

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 Live 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 student's individual learning goals and what each 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 Hope Rising and The Anxious Generation.

The 2025-26 school year provided us with a new online learning platform, Canvas, that allowed our K-2 teachers to provide our students with grades for the first time. The students and teachers continued to enjoy our evidence-based, Science of Reading, ELA Wonders curriculum that was taught during our on-track classroom lessons and 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 and Zones of Regulation. SEL offered our students the opportunity to build a sense of community and empathy for one another as they share with their peers.


KINDERGARTEN

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+ as our assessment tool 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 Letter Naming (LN). We ended the school year with 65% of our Kindergarten students on target for the LN Spring AIMS+ benchmark and 97% of our K students showing growth. Our first-grade students enrolled in Fall at 49% on target in Oral Reading Fluency (ORF), we ended the school year with 66% on target for the ORF Spring AIMS+ benchmark, and 92% of our 1st grade students showing growth. Our second-grade students enrolled in Fall at 61% on target in Oral Reading Fluency (ORF), we ended the year at 70% on target for the Spring AIMS+ benchmark with 95% of our 2nd grade students showing growth. We ended the year with a total of 67% of our K-2 students on target on their Spring AIMSweb+ and 95% of our students showing growth in reading. We are proud to say that this growth in reading is reflected in our three-star rating on the K-3 Literacy State Report Card.

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 120 students in attendance weekly. We strategically only invite those students who were well below 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 8 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 weekly live science instruction, 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, 69% 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, 30% of our 3rd graders met the cut score, while 48% 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 and some fourth graders with a RIMP had the opportunity to participate in the Stride tutoring program to meet the high-dosage tutoring requirement.

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 data.

Engagement Support: We implemented a comprehensive student engagement intervention program designed to proactively address concerns related to class attendance, academic content completion, and teacher responsiveness. When students exhibited signs of disengagement in any of these areas, a multi-tiered support system was activated to provide targeted assistance. Through a collaborative partnership among administration, teachers, and advisors, we successfully re-engaged several students and families, helping them return to positive academic trajectories and meet attendance requirements. This strengthened support framework has proven effective in ensuring students can thrive within our learning environment, demonstrating the impact of early identification and coordinated intervention efforts.



Social-Emotional Learning: Students participated in monthly Character Strong 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 maintained 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, and informal observations. 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


VIRTUAL ACADEMY
Accountable

MIDDLE SCHOOL

Sam Lathan

ADMIN

We are THE Middle School. It Can Be Done! The 2025–2026 academic year was another exciting year of growth, innovation, and opportunity in our Middle School! We served more than 4,300 students across 6th, 7th, and 8th Grades. Our Middle School staff was comprised of more than 180 General Education teachers and Intervention Specialists, along with School Counselors, Advisors, iSupport, and additional support staff. We also welcomed Carmen Sawyer to Middle School leadership as our new Assistant Principal, strengthening the leadership and support available to our students, families, and staff

Our Middle School continued to evolve its instructional practices to meet the needs of our growing student population. During the 2025–2026 school year, we utilized Canvas, Engageli, and PowerSchool as our primary school platforms. Teachers made extensive use of ClassKick within live Engageli classes, allowing educators to view student work in real time, provide immediate feedback, monitor understanding, and increase opportunities for meaningful engagement during live instruction. Our combination of live instruction and independent academic work continued to provide students with flexibility while maintaining strong academic expectations and opportunities for teacher support.

We continued to provide a variety of academic supports to meet the individual needs of our students. General Education teachers and Intervention Specialists worked collaboratively to provide instruction, intervention, and additional layers of support for students.

Students receiving special education services were supported by Intervention Specialists through small-group and individualized instructional settings, while our iSupport team continued to provide targeted academic assistance. Our focus on student achievement remained grounded in data-driven instruction, ongoing monitoring of student progress, and collaboration among teachers and support teams.

Career exploration and preparation continued to be an important component of the Middle School experience. Our 8th Grade students continued to have opportunities to explore Career Technical Education pathways, helping them begin connecting their academic experiences to future career and high school opportunities. These experiences, along with continued college and career planning, helped our students begin looking toward their futures beyond Middle School.



Our School Counselors continued to provide valuable support for students through high school transition planning, college and career exploration, College Credit Plus opportunities, and social-emotional supports. Small-group opportunities allowed counselors to connect with students around academic, social, and emotional needs while helping students build the skills necessary for success in high school and beyond.

The Middle School also continued to provide opportunities for student leadership, service, and recognition through the National Junior Honor Society. NJHS students demonstrated an impressive commitment to service, accumulating 6,732 volunteer hours throughout the year. More than 174 students participated in NJHS, with 43 new members inducted during the year. Through the five pillars of scholarship, service, leadership, citizenship, and character, our NJHS students demonstrated the many ways Middle School students can make a positive impact in their school and communities.

Our Middle School team also continued to demonstrate excellence beyond the classroom. Emily Miller was nominated as a finalist for the OCCS Virtual Teacher of the Year and was recognized as the runner-up, highlighting the outstanding work and dedication of our educators and the quality of instruction taking place throughout our Middle School.

Assessment practices also continued to evolve as we looked for ways to provide greater accessibility and flexibility for our students and families. In spring 2025, we piloted remote testing with a select group of students as we prepared for the transition to a fully remote state testing model. This pilot provided valuable experience and helped our team prepare for expanded remote testing opportunities during the 2025–2026 school year.

Our 8th Grade students continued to be celebrated as they prepared to transition to high school. Through recognition events and opportunities to highlight student accomplishments, we celebrated the hard work, perseverance, growth, and unique experiences of our students. We are proud of every student who reached this important milestone and look forward to seeing all they accomplish in the years ahead.

We are enormously proud of another successful year 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 motto drives our culture, our goals, and our day-to-day operations. We appreciate our students, families, and staff and are grateful for their continued commitment to making THE Ohio Virtual Academy Middle School a place where students can learn, grow, lead, and succeed.



HIGH SCHOOL

Andrew Smerekanich, Marie Mueller, Andrea Zawisza, Amy Muehlenbruch

ADMINS

Enrollment: Ohio Virtual Academy demonstrated strong enrollment growth in the 2025–26 academic year, with high school enrollment increasing from 6,694 students in August 2025 to 7,101 students by year-end—an increase of approximately 800 students year-over-year. This sustained growth reflects a growing demand for flexible, high-quality online education. OHVA's commitment to personalized learning, certified instruction, and comprehensive academic and extracurricular offerings, continues to make it an attractive choice for families seeking a supportive virtual learning environment.

MAP Testing: The high school continued to use the MAP assessments for the 25-26 school year to monitor student growth in the areas of math and reading. Typically students will take the MAP assessments three times annually - at the beginning, middle, and end of the year. However, during the 2025–2026 school year, we administered the MAP assessment only twice, at the beginning and middle of the school year. The reason for eliminating the end of year session was due to extending our end of course testing window to accommodate our students who would benefit from remote testing. This also gave us the opportunity to pilot our end of course remote testing that we will be implementing for the 26-27 school year. Our MAP assessment goal for each session is to test 95% of our 9-11th grade students. Although we were able to meet that goal at the beginning of the year we were only able to test 88% of our students during our mid-year testing session.



Summer School Success: Ohio Virtual Academy's summer school program serves diverse student populations through multiple offerings. For students in grades 9–12, the program provides credit recovery to help students return to academic progress or earn final credits needed for graduation. We also offer summer remediation in mathematics and reading, as well as three accelerated courses designed for rising 9th graders to earn high school credit before entering high school. Additionally, the program supports diverse learners through specialized services, including special education and English language learner support for qualified students.

During Summer Term 2025–26, OHVA offered 36 credit recovery courses that filled 631 seats, with an overall passing rate of 84% among 9th–12th grade students—a 4% increase from the previous summer. Notably, 79 students completed the final courses required for graduation and earned their diplomas.

Additionally, OHVA provided 105 seats across three advanced courses for rising 9th grade students, enabling them to earn high school credit ahead of schedule. All 95 enrolled students successfully completed their courses and earned high school credit. This early credit opportunity allows students to free up scheduling space for additional electives or to pursue College Credit Plus courses during their time in high school.

The 2025–26 summer school program reflects a positive trajectory from previous years. Although enrollment increased by approximately 100 course seats compared to the previous summer, the number of students successfully passing courses and earning credit toward graduation increased significantly from previous years.

2026 Compared to 2025	2025 - # of courses			2026 - # of courses			YoY Diff
	Term A	Term B	Total	Term A	Term B	Total	2025-2026
Total Classes	287	264	551	324	307	631	+ 80
Total Passed	232	209	441	279	252	531	+ 90
Passing Rate	80.8%	79.2%	80.0%	85.8%%	82.1%	84.2%	+ 4.2%

K12 Zones: During the 2025–26 school year, high school teachers continued to offer clubs and classes through K12 Zones, a virtual learning platform designed to provide students with enriching educational experiences beyond traditional classroom instruction. By offering both curricular and extracurricular programming in this digital environment, the school creates opportunities for students to explore diverse interests, develop new skills, and engage with peers in a flexible, accessible format that complements their regular coursework.
requirements.







School Dances: To ensure our students enjoy a comprehensive high school experience, we host several dances throughout the academic year. On November 14th, approximately 274 high school students gathered in Hilliard, Ohio to kick off the 2025-26 school year with our annual fall dance, “Once Upon a Time”. The evening was filled with music, games, food and laughter as students had a chance to connect and build community outside the virtual classroom.

On May 15th, students had another opportunity to attend a school dance, this time in a more formal fashion. Approximately 329 OHVA high school students from across the state, dressed their best and hit “The Red Carpet” for a night of dancing, fun and making memories.

In addition to the two in-person dances, we also hosted a vibrant virtual dance experience toward the end of May, ensuring that all high school students had the opportunity to participate despite transportation or not being able to attend in person. The online event drew an impressive turnout, with many students logging in to enjoy the music, connect with classmates, and celebrate together in a fun, accessible format.





CPR/First Aid: In 2023, the High School Health and Physical Education Department launched a comprehensive initiative to provide First Aid, CPR, and AED training to both staff and students. This program was established with three primary objectives.

1. To equip students and staff with essential life-saving skills that enhance community safety.
2. To create meaningful in-person social and collaborative learning opportunities for students through a face-to-face school sponsored event.
3. To support students in meeting the OMJ and IRC graduation seal requirements.





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. Building on the momentum of The Year of CTE and the continued growth of career-focused programming, the 2025–2026 school year has emphasized measurable progress in career awareness, exploration, preparation, and readiness across all grade levels. Increased student participation in career experiences, expanded use of individualized learning plans, and strengthened partnerships with industry, community organizations, and higher education have provided students with greater opportunities to connect classroom learning to real-world pathways. Through these efforts, the program continues to empower students to identify their interests and strengths, explore diverse career options, develop essential employability skills, and take intentional steps toward college, career, and future success.

During the 2025–2026 academic year, our eighth cohort of state approved Career Technical Education (CTE) pathway students began the program and our seventh cohort of CTE pathway students graduated. Both the valedictorian and salutatorian of the Class of 2026 were CTE 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.

Career exploration and CTE Pathway participation continue to grow, reflecting increased student interest in career-focused learning opportunities. Impressively, 1409 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 41,316 work-based learning hours attained.

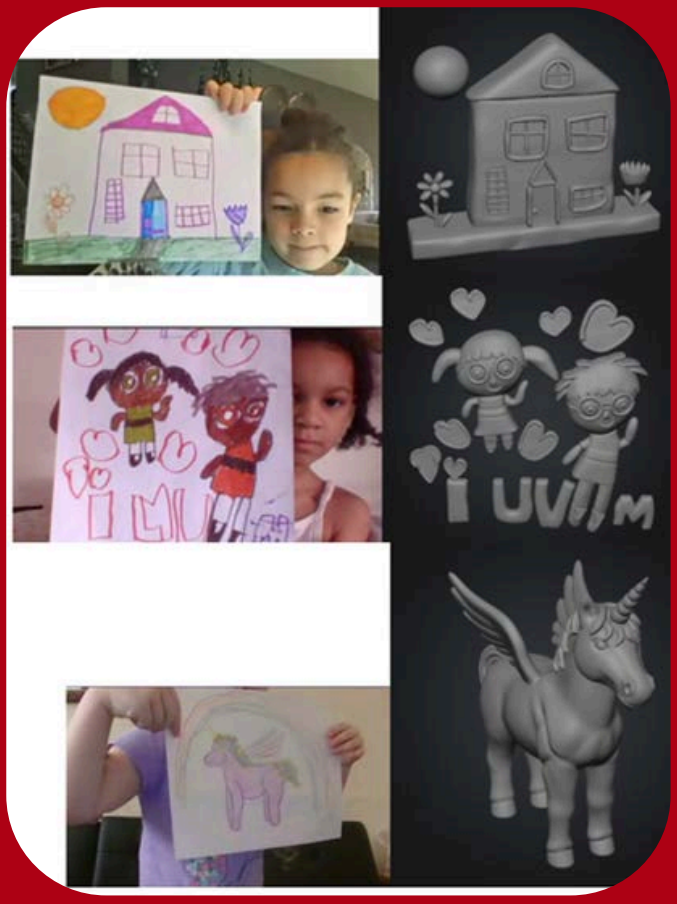
Cardy Club continued to provide meaningful career-connected learning experiences for elementary students through engaging mini PBL lessons and collaboration with CTE pathways. This year, CTE students expanded their real-world experience through internships and cross-grade projects, including Career Exploration Video Creators, where students produced professional-quality videos highlighting Ohio's in-demand careers for elementary learners. Early Childhood Education students gained authentic teaching experience through an internship modeled after postsecondary teacher preparation programs, completing observations, developing and teaching lessons, receiving mentor feedback, and reflecting on their growth. Engineering students participated in Bringing Shapes to Life, partnering with kindergarten ALP students to transform original drawings into 3D designs while developing technical modeling, collaboration, and problem-solving skills.

Student achievement also remained a highlight, with two BPA students qualifying for the National Leadership Conference. One student placed 4th in Digital Media Production, while another placed 14th in Linux Operating System Fundamentals. In addition, one student earned 10 industry certifications while attending the conference.

The Career Learning Program continues to grow by expanding access to authentic career experiences, strengthening connections across grade levels and pathways, and providing students with opportunities to apply their skills in real-world settings. Through internships, career exploration, hands-on projects, and CTSO opportunities, students are gaining the skills, confidence, and experiences needed for success beyond graduation.

SKILLUPOHVA






Accountable
ACADEMY

SPECIAL EDUCATION

Christy Echevarria

ADMIN

The Special Education Department at OHVA contains 220 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 25-26 school year, the highest special education student population was 3,883. OHVA had an 18.93% Special Education population during the 25-26 school year. The 504 department ended the school year with 1,145 students. 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 2025-2026 school year, we continued our participation in Each Child on Track Program through the Ohio Department of Education and Workforce, and State Support Team. 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 includes Principals, Special Education, School Counselors, EMIS, and Data Reporting. 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 compliance indicators on the 2025 Ohio Department of Education Special Education Annual Rating. These areas related to timely evaluations, identification of students with disabilities, and secondary transition. On the 2025 Special Education Profile we met in areas of 4th grade, 8th grade, and 8th grade proficiency gap in ELA and Math. We continue to meet requirements for Least Restrictive Environment and Secondary Transition. We also continue to meet the 1% participation rates for Alternate Assessment. Our gap closing graduation rate for students with disabilities went from 66.9% (last year 24-25 Report Card) to 71.2% (this year's report card). Our target on the Sped Profile is 68%. Which means we met that as well.

Our Transition Liaison team works with students with disabilities starting at age 14. They work to prepare students for life after OHVA. The transition team has provided a substantial level of support during the 2025-2026 school year to date. Collectively, staff delivered 9,472 transition services, including 1,355 targeted one-to-one sessions, 73 targeted small group sessions, and 63 targeted K12 Zone activities, demonstrating a strong emphasis on individualized student support and direct service delivery. Topics most covered were self-advocacy at school and work, budgeting, how to study for and obtain a driver's license or utilize public transportation, time management, post-secondary options, topics specific to seniors or a career profile, and many more. Additionally, transition liaisons provided instruction through 632 regular classroom lessons, extending transition planning and career readiness services to a broad student population.




KINDERGARTEN
Kindergarten
GRADUATE
CLASS OF
2026
READING
MATH
SCIENCE
STORIES

GRADUATION

Class of 2026

Graduation: On Sunday, May 31st, we gathered at the Celeste Center in Columbus to celebrate the extraordinary achievements of the Class of 2026. A record 633 graduates walked across the stage in person—our largest turnout to date. This momentous event brought together OHVA staff, families, and friends to honor the graduates and recognize their remarkable success.

Overall, we graduated 1,285 students in May with an additional 79 graduates earning their diploma at the conclusion of the summer term in August. Among the accomplishments of the Class of 2026, we proudly recognize that 30 students graduated with an Ohio Honors Diploma, 14 students qualified for Early Graduation, and 15 graduates obtained both an Ohio High School Diploma and an Associate Degree or equivalent credit hours through the College Credit Plus Program.





EMPOWERING CONNECTIONS

Susie Ebie

ADMIN

Empowering Connections: Celebrating Our OHVA Boosters

At Ohio Virtual Academy (OHVA), community is at the heart of everything we do. During the 2025–2026 school year, that sense of belonging grew stronger than ever, thanks to our incredible OHVA Boosters.
Our Boosters are a group of dedicated parent volunteers with students across all grade levels who give their time, energy, and heart to support our school family. Whether guiding a new parent or leading an event, these volunteers foster the welcoming, inclusive culture that makes OHVA a wonderful place to learn and grow.

Building Bridges Across Ohio

While learning happens virtually, our community spans the entire state. Boosters play a vital role in connecting families by organizing face-to-face outings across Ohio. These local meetups give students and parents meaningful opportunities to form real-world friendships, share experiences, and feel supported. The 2025–2026 school year saw a significant increase in Booster-led activities, expanding our reach and bringing families together – something we all care about deeply at OHVA.

Online Support and Leadership

In addition to hosting in-person gatherings, Boosters serve as peer mentors online. They provide daily support within the Learning Coach (LC) community and official school Facebook groups, offering practical advice, answering questions, and encouraging parents along their educational journey.

lBoosters provide meaningful feedback on the OHVA program during their annual online Summit. This gathering allows them to learn about upcoming school updates, collaborate directly with administrators, and brainstorm new ways to strengthen our statewide community. Many new ideas have been developed in Booster Summits, all making the OHVA community a place where parent voices are valued.

Safety and Recognition

Student safety is always a priority for us. Every Booster completes a background check prior to service. Once approved, volunteers receive an official Booster Kit containing a t-shirt and lanyard. This distinct uniform ensures they are easily and safely identified at outings, test sites and school events, creating a secure, welcoming environment for all participants.

With Sincere Gratitude

We are extremely thankful to our OHVA Boosters for their selfless service, leadership, and dedication throughout the past year. They exemplify the strong partnership between home and school, Learning Coaches and staff, proving every day that their passion makes OHVA a truly great place to belong. If you are interested in volunteering, visit OHVA Boosters for more information.



FAMILY SPOTLIGHT

The Blooms: Family Spotlight:

MAKING OHVA WORK FOR 21 YEARS

When John and Christine Bloom first looked into online schooling over two decades ago, virtual learning for school age students was mostly unheard of. Choosing an online path in 2005 was a big leap—one that took real confidence when well-meaning family and friends raised eyebrows and were not supportive. Today, as 21-year veteran Learning Coaches with Ohio Virtual Academy (OHVA), the Blooms look back on an incredible journey.

Over the years, John and Christine have balanced raising a family, running a business, and schooling four daughters with Ohio Virtual Academy. Victoria, Isabella, Elizabeth and Sophia. Three are now OHVA graduates, and Sophia enters high school for the 2026–2027 school year. What started as an uncertain step into new territory has turned into a meaningful learning lifestyle that helped four daughters become independent, practical and capable young women.



Schooling Outside the Brick and Mortar Box

The idea to try something different grew from John's own experience in traditional high school, where he felt too much time was lost to daily distractions. Wanting a more intentional learning environment for their kids, John and Christine started looking at alternative options. When Christine found OHVA, the family noticed the depth of the curriculum right away, especially compared with what the neighborhood kids were learning. During her very first week of kindergarten, their daughter Victoria was already learning about the seven continents. Seeing their daughter so engaged gave John and Christine the motivation and determination to stick with their decision.

Ohio Virtual Academy also changed over the years, with adding in more live instruction from teachers and adding more structure. The girls found that recorded lessons were a valuable tool that helped them replay content so that learning mastery happened. They could listen again to class time recordings and better understand lessons. When traditional schools scrambled to go virtual in 2020, the Blooms didn't miss a beat and continued learning seamlessly.

As OHVA developed, school social opportunities broadened. The girls participated in high school dances, meeting families and students across the state, attending farm outings, museums like COSI and Great Lakes Science Center, and of course OHVA's popular Zoo Days. Christine is an encouraging voice, helping other families and students get connected in the school, shares ideas on how to make the days work.



Real-Life Learning and Working

Alongside their studies, the girls worked with the family magic business. Summers were especially busy, performing at state fairs and experiencing history firsthand in places like Fort Ticonderoga and Salem, Massachusetts. The girls picked up life skills early on, using finance tools like QuickBooks, making pierogies by the thousands with Christine, managing fair food trucks and fireworks shows. Sometimes the days were very long, but learning was happening in and outside the digital classroom.

Beyond school lessons, time on stage helped the girls to develop poise and people skills, able to be well-spoken in a variety of environments. Each year John and Christine developed relationships with teachers and shared the unique hands-on skills their daughters were developing.

Leadership & Community

The girls served as Junior and Adult Cabin Leaders at OHVA Camp. As a senior, Isabella stepped into the Cardy costume at the Columbus Zoo, bringing smiles to hundreds of OHVA families there. Victoria and Isabella participated in the Ohio Attorney General's Youth Ambassador program.

The sisters have all been motivated to be responsible and hard working. Elizabeth, their 2026 graduate, has future plans to run her own business and follow in Victoria's footsteps. Sophia balances school lessons with part-time work with the family business as well. She is motivated to do her best in the midst of long days completing assignments and part time work with the family business. Each one has an attitude to serve, a willingness to support others when the need arises. They jump in to help at events and present themselves with kindness and excellence, and a great sense of humor, too.

Ready for Life

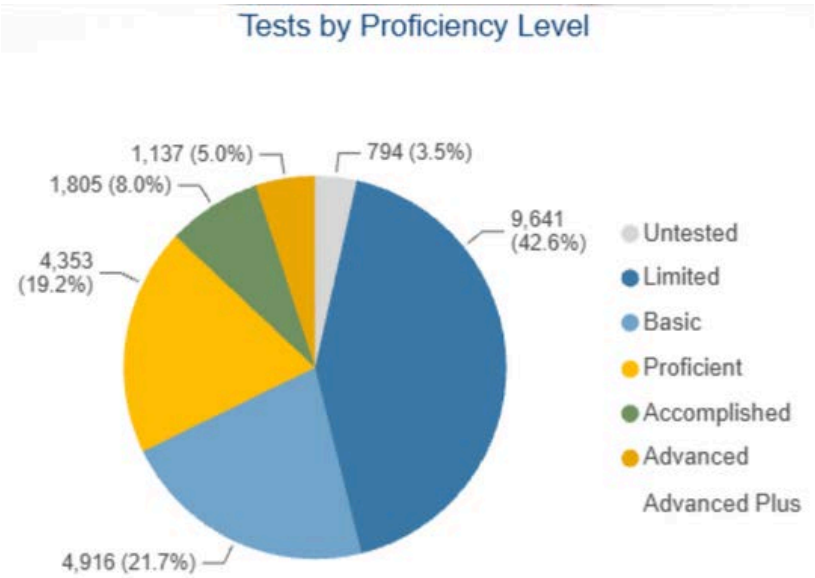
Sticking with online school for 21 years took real commitment. Christine guided daily learning and balanced quality academics with practical life and business skills. John was right by her side pouring real world skills into his daughters' growth, encouraging their daughters to think independently and learn in life. They were pioneers with virtual schooling. Their girls have learned and are learning by doing real life work. John and Christine have guided four young adults into the world with confidence and purpose.

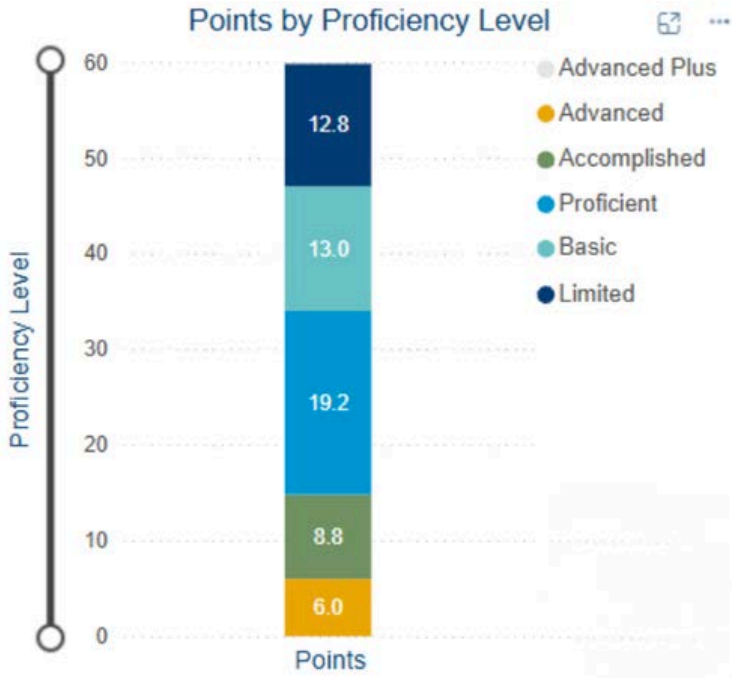
The girls have a no-nonsense approach to work, school and life, and they have a tight bond as a family learning and working together. This kind of dedication is not common. We are so proud to have the Bloom family choose OHVA year after year and share their success with our families.

I am incredibly grateful for the role OHVA has played in my life. I started there as a kindergartener, and I left as a graduate who was more confident, independent, and prepared to take on whatever came next. Even now, when I return for events or run into former teachers, that sense of family is still there. Those relationships and experiences have stayed with me, and I know they always will.

- Isabella









Performance Index Percent

53.6

Maximum Performance Index Score

111.491

WEIGHTED GRADUATION RATE

75.8%

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	75.1%	X	60%	=	45.1%
5-Year Graduation Rate	76.8%	X	40%	=	30.7%
Weighted Graduation Rate					**75.8%**

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	$	138,351,891	91.8%
Federal Grants	$	11,820,153	7.9%
Local Grants / Program Initiatives	$	313,734	0.2%
Other Miscellaneous	$	252,866	0.2%
Total Revenue	**$**	**150,738,645**	**100.0%**

Expenses			
Salaries	$	47,614,272	30.8%
Fringe Benefits	$	20,324,931	13.2%
Purchased Services	$	40,395,033	26.2%
Materials and Supplies	$	45,731,258	29.6%
Depreciation	$	-	0.0%
Other Expenses	$	324,123	0.2%
Total Expenses	**$**	**154,389,618**	**100.0%**

Deficit (School had prior year retained earnings)	**$**	**(3,650,973)**

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

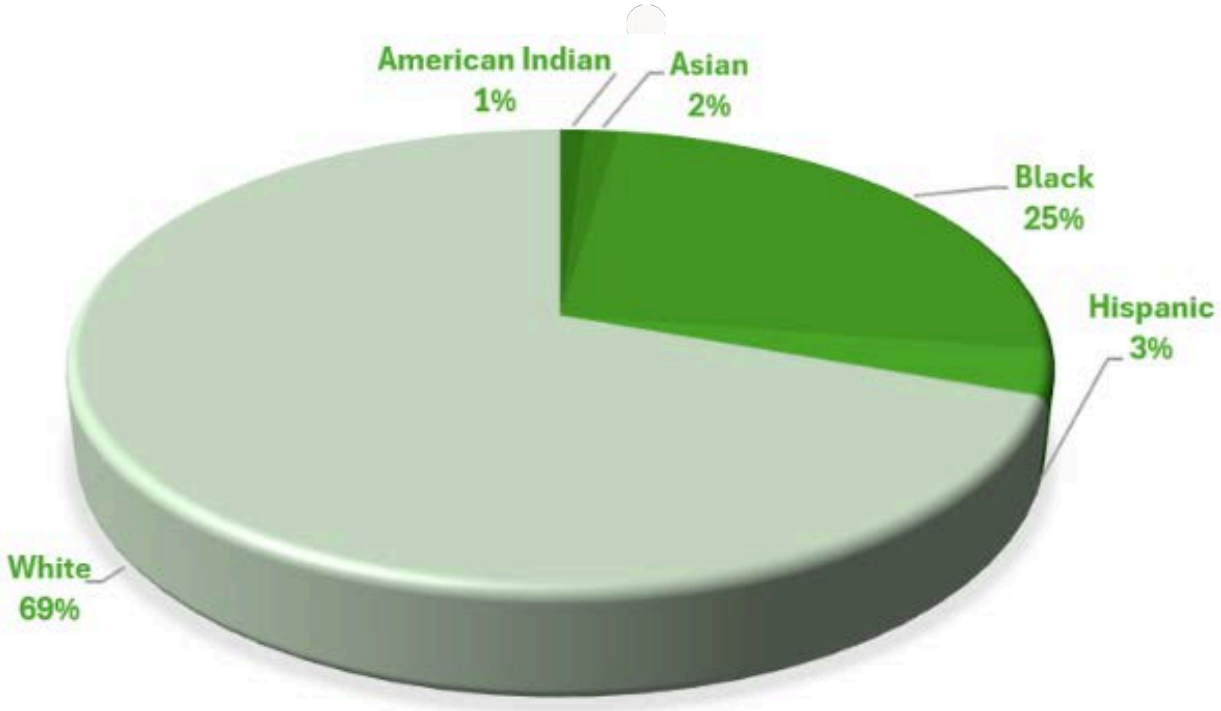
Expenditures Related to Classroom Instruction

Teacher Salaries, Benefits & Education-Related Expenses	$	62,365,806	48.4%
Student On-Line Curriculum	$	27,226,727	21.1%
Student Computers, Internet and Technology	$	15,730,273	12.2%
Student Instructional Materials	$	5,550,662	4.3%
Pupil Support Salaries, Benefits & Education-Related Expenses	$	12,031,313	9.3%
Special Education Services	$	5,858,043	4.5%
Total Expenditures for Classroom Instruction	**$**	**128,762,825**	**100.0%**

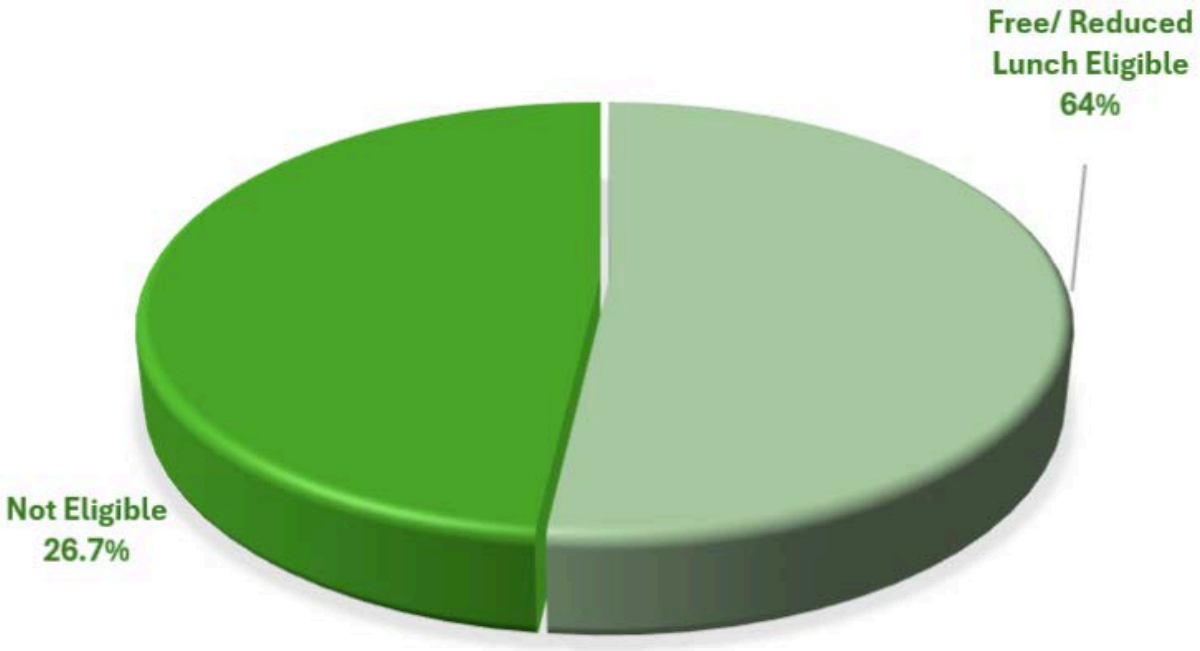
% Classroom Instruction Expenditures to Total Expenses **83.4%**

OUR STUDENTS

ETHNICITY



ECONOMIC

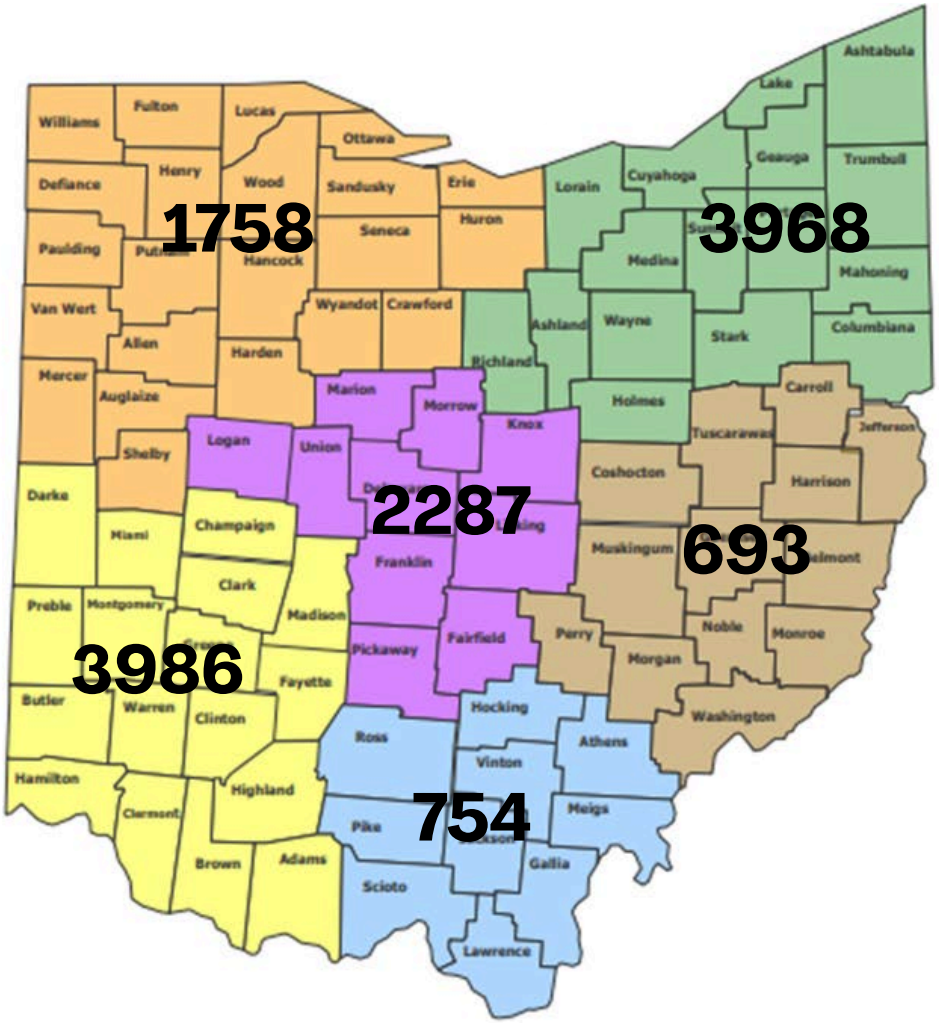


ENROLLMENT IN OHIO REGIONS

Orange = NW Northwest

Purple = C Central

Yellow = SW Southwest

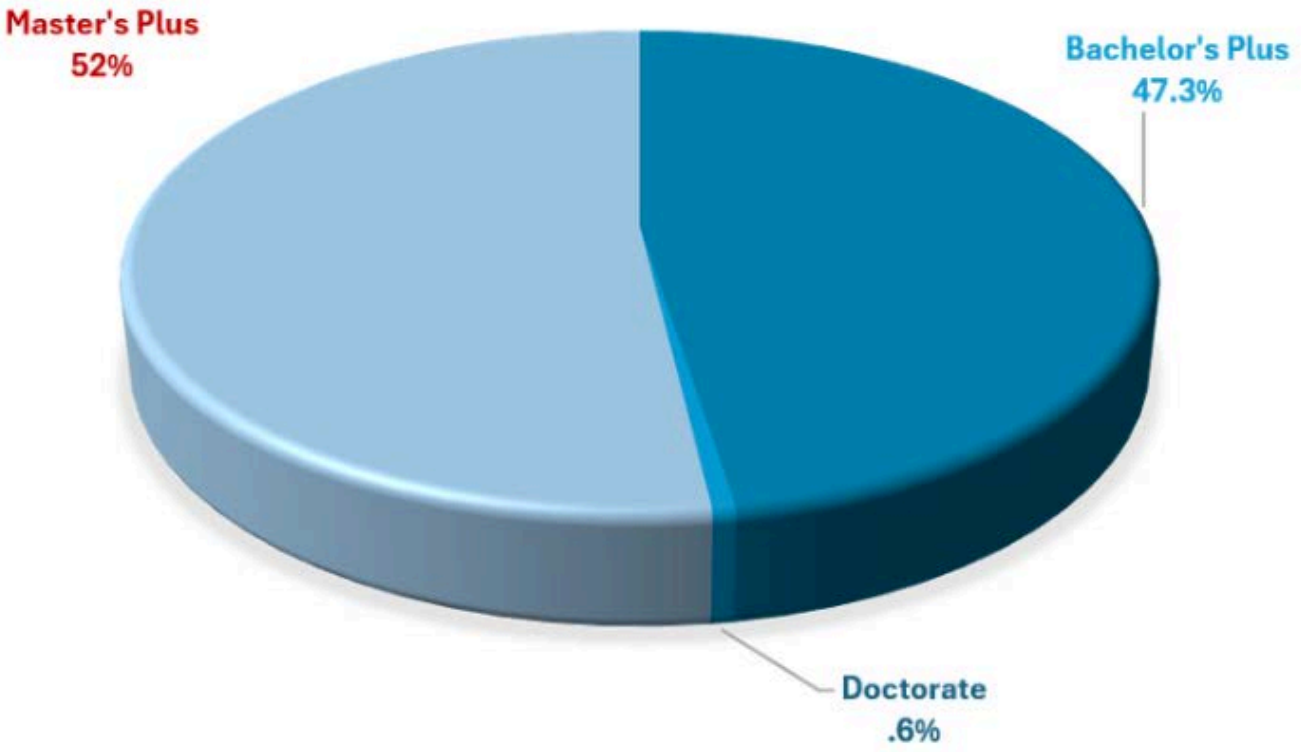


Green = NE Northeast

Brown = SE Southeast

Blue = SC South Central

FACULTY DEGREES



OHVA ADMINISTRATION

- Kyle Wilkinson: Head of School
- Marie Mueller: Director of Academics
- Emily Rogers: Director of Operations
- Johna McClure: Director of Special Programs
- 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: Special Education Manager
- Sarah Aubry: Special Education Assistant Manager
- Sharon Annis: Data and Project Management
- Debbie Wotring: K-2 Principal
- Lacee Milliken: K-2 Assistant Principal
- Kristina Day: K-2 Assistant Principal
- Amy Helm-Borchers: 3-5 Principal
- Lacy Jones: 3-5 Assistant Principal
- Peggy Landers: 3-5 Assistant Principal
- Sam Lathan: Middle School Principal
- Mindy Cvitkovich: Middle School Assistant Principal
- Carmen Sawyer: Middle School Assistant Principal
- Sharon Neisler: 9th Grade Principal
- Andrea Zawisza: 10th Grade Principal
- Amy Muehlebruch - 11th Grade Principal
- Andrew Smerekanich: 12th Grade Principal
- Carla Deliman: High School Assistant Principal
- Robin Harvey: Assistant Principal of Special Programs
- Lauren Logan: Career Readiness Education Program Administrator
- Cheryl Morris: Career Readiness Education Academic Administrator
- Carrie Mohre: School Safety Coordinator
- Tiffany Porter: School Compliance and Operations Manager

BOARD OF TRUSTEES

- Stephen Vasquez: President
- Susan Lippens: Vice President
- Jacob Moeller: Board Treasurer
- Adam Davenport: Board Secretary
- Kelly Arndt: Board Member
- Matt Norton: Board Member
- Gina Lopez: Board Member
- Patty Humbert: Board Member
- Benjamin Lochbihler: Board Member
- Bruce Boerst: Board Member
- Will Kreuz: Board Member

CHAPTER SPONSOR

Kristin Pallitta, 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.
www.ohioschools.org

OHIO VIRTUAL ACADEMY

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https://OHVA.K12.com

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