

# OHIO VIRTUAL ACADEMY



# A NOTE FROM OUR HEAD OF SCHOOLS

Dear OHVA Parents and Community Stakeholders,

Once again, we are excited to share our insight into the many dimensions of Ohio Virtual Academy. The 2019-2020 school year was certainly one for the record books. While many schools had to change their normal structure due to the shutdown for COVID-19, OHVA kept moving forward. We did our best to continue as usual and work with our students to keep some normalcy during a very trying time.

Through our Annual Report we hope that you will find that OHVA is a school that cares about its students. Helping our students become successful learners is our key mission. Ohio Virtual Academy served approximately 15,000 students during the 2019-2020 school year. As we have since the beginning, our staff championed with parents to bring academic success to our students. Our theme for 2019-2020 was to Be Connected, Be Aware, Be Impactful and Bring Hope to Our Students. We worked tirelessly to be the school of choice that met the needs of our students. This meant working to understand the needs first and then working in tandem with parents to provide the support necessary to advance our students.

Included in this report are the different initiatives that were provided to accomplish our goals, as well as student success stories from OHVA families. We are honored by the trust parents have placed in our school and count it an honor to be a partner in the education process. We are reminded daily of the fact that we can provide an outstanding educational experience for everyone who attends Ohio Virtual Academy. We understand that the reasons students enroll in OHVA vary, but we are proud that so many families join with us to accomplish the academic goals they set for their students.

This edition of the Ohio Virtual Academy Annual Report seeks to provide an understanding of our academic achievements, student activities, finances and demographics for the 2019-2020 school year.



 Be Connected

 Be Aware

 Be Impactful

 Bring Hope to Our Students



While striving to meet all benchmarks set by the Ohio Department of Education, Ohio Virtual endeavors to provide a high level of education for our students. While acknowledging the challenge we face to meet the expectations of the ODE, we continued to improve on our academic plan. Our desire for continuous improvement in our student's proficiency will continue in years to come, even as the expectations from the Ohio Department of Education are changing. There are still challenges to be met, but the students, parents and staff worked together to grow academically. Even though the school year was interrupted by COVID-19 and we were unable to complete the End of the Year State Testing, we continued to move forward in our academic growth knowing that our students would reap the benefits.

We continued to use Title 1 and state funding to serve our students with an academic plan that provided a differentiated approach. This included continuing to provide top-notch curriculum and support to help students grow academically. Funds from these grant programs were used to provide supplemental programs such as our iSupport team who worked with our most struggling students. This program has demonstrated much success. It is one way we demonstrate being Champions for our learners. Again, professional development for our teachers was provided to help staff understand and demonstrate quality instructional practices, data collection, and how to use this data to drive student achievement. Our yearly professional development also provided insight on how to provide encouragement and support for all students, as well as holding high expectations for them. Understanding the need to support our families was a key focus during 2019-20.

We continue to work fervently for our students and used many tools and interventions to help meet student's individual needs. Student needs were met through the continuous use of high-level instruction through ClassConnect sessions. Staff goals were set to meet with students in large, small and individual sessions to help remediate and provide academic instruction in reading, writing, math, history and science.

During the 2019/2020 school year OHVA continued to use well received programs developed throughout the past years. Our Credit Recovery program helped to provide specific guidance and support for students who entered high school behind in credits to graduate. Many of our High School students took advantage of the College Credit Plus and earned college credits while earning high school credits. Several OHVA students graduated high school with an Associate's Degree from their local colleges. We also continued to move toward the *Every Student Succeeds Act* by preparing our students to be Career and College ready through our state approved Career Readiness Pathways. Our program also gave Middle School Students the opportunity to participate in High School Courses and begin the CRE (Career Readiness Education) experience by exploring career opportunities. Fourth through Eighth grades provided a synchronous teaching model which allowed students to work from the K12 curriculum content with OHVA teachers providing instruction to the students. Satellite teachers helped provide interventions to our students in 3rd grade to provide the necessary instruction to seek promotion. Our youngest students in kindergarten through 2nd grades focused on reading interventions and growth.

As always it has been a great privilege serving the Ohio Virtual Academy families. The OHVA team looks forward to navigate the changes Ohio is experiencing in education, and we are excited to continue our partnership with the students and parents who are enrolled with us. I hope you find the remainder of this report provides you with an overview of Ohio Virtual Academy and you will witness the pride that we have in our institution.

Dr. Kristin Stewart, Ph.D.



Ohio Virtual Academy Senior Head of School





# WHY WE EXIST

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 Destinations Career 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.



**EVERY** student enrolled at OHVA shall achieve at least one year’s academic growth each school year.

# KINDERGARTEN – GRADE 2

During the 2019-20 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. K-2 fully embraced the 7 Mindsets social and emotional curriculum and adopted a theme for the school year directly from 7 Mindsets “Everything is possible”. At OHVA we believe we must raise the expectations for our students and believe in their ability to do extraordinary things through imagination and creativity with the result of academic success.

## “Everything is Possible”

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 grades they can read to learn. The foundation of our K-2 instructional program is building relationships with students and learning coaches. That is why we begin the school year with our 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 academically 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-2<sup>nd</sup> 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 math, 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 2019-20 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. During the 2019-20 school year we continued to have a 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.

***11,393 progress monitoring sessions, which allowed us to track weekly reading growth of our students reading below target.***

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. 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 11,393 progress monitoring sessions which allowed us to track weekly reading growth of our students reading below target. All K-2 students were assessed using AIMS+ upon enrolling with a 98% completion rate which allowed us to place them in the appropriate K12 curriculum level and small group instruction.

Our academic growth in reading instruction showed Kindergarten students enrolled in the Fall at 38% on-target and we ended the school year with a 20% increase of scores to 58% of our Kindergarten students on target for the Spring AIMS+ benchmark. Of those students who did not move to the on-target range 55% moved up an instructional level. Our first-grade students enrolled in the Fall at 49% on track and we ended the school year with an 18% increase of scores to 67% on target for the Spring AIMS+ benchmark. Of those first-grade students who did not move to the on-target range 52% moved up an instructional level. Our second-grade students enrolled in the Fall at 53% on-target and we ended the school year with a 4% increase of scores to 57% on-target for the Spring AIMS+ benchmark. Of those second-grade students who did not move to the on-target range 40% moved up an instructional level.

At K-2 we have offered a Summer Reading Program for many years to all K-2 students, but during the last three summers, 2018-2020 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 and engage in web-based reading lessons in Reading Eggs or RAZ kids. This strategic offering worked well with a weekly average participation of 150 students attending Class Connect and completing web-based reading activities.



The 2019-20 school year had a very different ending for all students, but we were able to add a fun twist and continue our tradition of Kindergarten Recognitions virtually. All kindergarten students received a package in the mail with a red felt graduation cap and certificate of achievement. Many of our kindergarten students wore their red felt caps to class throughout May. Our kindergarten team of teachers hosted our first round of virtual Kindergarten Recognitions for a total of 18 online celebrations with great success. The online celebrations allowed for family members to login across the country to join in the celebrations with students and Learning Coaches to celebrate this significant milestone of completing a student's first year of formal academic instruction. It is always such a joy to see all our kindergarten students with red OHVA graduation caps and beaming smiles!



## GRADES 3-5

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. 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 reinforce skills with the students during daily instruction at home. Teachers focused on small group targeted instruction based on the grade level standards, correlating these with lessons in the OLS curriculum during their weekly class connect sessions. Grades 4 and 5 received a new integrated ELA curriculum and new math curriculum which provided more opportunities for skill practice, interactive online activities, and lesson differentiation.



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 by participating in student led conferences to take ownership of their academic growth. 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 (TGRG). The Ohio Department of Education recognizes the MAP assessment as an alternative assessment to demonstrate reading proficiency and we are proud to be able to offer our 3<sup>rd</sup> grade students this option. 86% of our 3<sup>rd</sup> grade students met the state determined, MAP RIT score of 194 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 96% 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. The data from the assessments gave teachers information to determine what skills to concentrate their focus on during class and the ability to align them to adaptive supplemental programs for students.



The Satellite Reading teachers were able to work with our 3<sup>rd</sup> grade emergent readers who were determined to be “not on track” by the MAP Diagnostic Assessment. These highly qualified reading teachers worked with small groups of students daily on reading fluency, comprehension, and writing and provided appropriate intervention strategies for them to facilitate their growth. 59% of our 3<sup>rd</sup> grade students were able to meet the TGRG cut score requirement of 46 on the fall OST reading assessment. Due to the cancellation of the Spring EOY assessment, we did not get spring data. Principals were given the discretion to use student data to make determinations for promotion to 4<sup>th</sup> grade. We were able to promote 99% of our 3<sup>rd</sup> Grade students based on these guidelines.

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.



Students participated in monthly 7 Mindsets assemblies to develop social emotional learning. The monthly 7 Mindset themes were reinforced by teachers in daily classes. Our K-5 Counselor held small group sessions to support students struggling with anxiety and emotionally impactful family circumstances. Parents were sent quarterly newsletters from the counseling department with helpful resources.

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

The 2019-2020 academic year was another wonderful year of growth and opportunities in our Middle School! We served approximately 4000 students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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. We added Career Explorations (CTE) for our 8<sup>th</sup> Grade students to open their horizons towards career choices they might not have previous exposure to. Additionally, a combination of online and offline academic work times serves 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.

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



Our 8<sup>th</sup> Grade Recognition in June 2020 was again held in an online format. We were able to recognize more than 450 students in our live session and were able to mail hard copy certificates to all successful 8<sup>th</sup> Grade students. We were able to recognize current 8<sup>th</sup> Grade National Junior Honor Society members and induct new members from 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. Many of these students were present and shared how proud they were of this accomplishment in their student slides. We also were able to highlight students who have been at OHVA since Kindergarten and we were able to recognize those in attendance.

*We are enormously proud of our success at the Middle School and look forward to the future together!*

*Our Middle School motto is "We are THE Middle School. It Can Be Done!"*

*This drives our culture, our goals, and our day to day operations. We appreciate our families and their choice of THE Ohio Virtual Academy Middle School!*



# HIGH SCHOOL

The 2019 – 2020 school year was a year of professional growth for the Ohio Virtual Academy High School. Unlike the previous school year, the high school experienced consistent enrollment, and due to this, the high school team was able to support and grow our teachers and students through an effective and comprehensive instructional program. Ultimately, the high school has developed a cohesive teaching team motivated by a student-centered culture and consistent student achievement.

One highlight was the weekly peer mentoring group called Impact Academy, which was a National Honor Society student-led initiative. This group was created to assist 9<sup>th</sup> 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. During second semester, the Impact Academy also held a leadership training for 9<sup>th</sup> graders. This allowed students to take on more of a leadership role within Impact Academy.

**The Time is Now!**  
**H.O.P.E. Helping Others to**  
**Persevere and Excel!**



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 weekly homeroom sessions with students focused around the 7 Mindsets, a social emotional curriculum. 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.

In addition, high school teachers and staff focused on preparing students for the End of Course exams in Algebra I, Geometry, 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. Unfortunately, due to the COVID-19 Pandemic, all Ohio State testing was cancelled in the spring.



To grow teachers and staff, professional development focused on effective instruction. Monthly professional development was based on a domain within the Effective Educator Framework. Teachers attended sessions weekly, which mostly showcased OHVA staff and teachers sharing best practices. They also went through a process of reflection on their instruction using the Effective Educator domains. Finally, Dr. Stewart spoke to everyone on a monthly basis with encouragement on impacting our students.

Moreover, a unique 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 electives and career tech classes. Teachers also held targeted small group 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 2019-2020 school year. During the fall semester, students earned credit for 67.8% of the attempted high school courses. In the spring, students earned credit for 77.3% of the attempted high school courses. Earned credits will directly impact the OHVA High School goal of students graduating and moving on from OHVA with hope for their future.



# DESTINATIONS CAREER PROGRAM



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 2019-2020 academic year, students took career and pathway exploration courses in the middle and high school, and the second cohort of pathway students began the program. We also had our first cohort of Destinations graduates! Pathway students took courses related to specific career fields and 57 Industry Recognized Credential tests were administered. Ten pathway students participated in our virtual mentorship program where they were paired up with individuals from industry within their career field of interest.

The Destinations Career Program team is proud of the success and growth of the program during the 2019-2020 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.



**DESTINATIONS  
CAREER ACADEMY**



# GRADUATION 2020

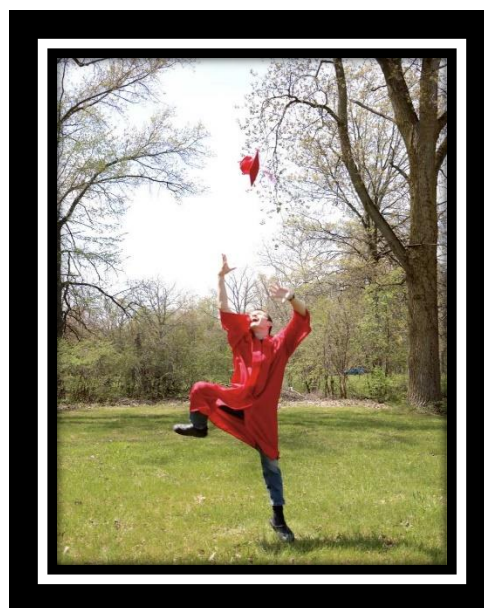
We celebrated the Class of 2020 on June 6<sup>th</sup>. After we unfortunately had to cancel our face to face ceremony, we celebrated on our original graduation date, by having three virtual celebrations throughout the day. Using the ON24 platform, OHVA staff were able to celebrate live with students, family members and friends, who joined together to congratulate the students on their success.

It was exciting to have Dr. Timothy Conrad, professor at both Ashland University and New York University, as our keynote speaker for the ceremony. We were happy to welcome an OHVA graduate to perform the opening with the Star-Spangled Banner. We also heard from four student speakers, including our Student Council President, the President of our National Honor Society, and our class Valedictorian and Salutatorian. They reflected on their time at OHVA, especially the way they were prepared for unlimited possibilities. Finally, we were happy to welcome an OHVA Alumni to speak about her experiences after graduating from OHVA.

Within our Class of 2020, we had 45 students graduate with an Ohio Honors Diploma; 30 students that qualified for Early Graduation; and 90 students that graduated in August through the help of OHVA's free summer school program. In addition, OHVA had 14 graduates that completed both an Ohio High School Diploma and an Associate Degree using the College Credit Plus Program.

In addition to our three virtual celebrations, we celebrated our graduates with several events throughout the spring semester, including our Senior Send Off Day, our virtual Senior Awards Ceremony and our senior Zoom lunches. We also provided our seniors both a shirt and a yard sign. To further support our seniors, OHVA staff participated in our Adopt a Senior initiative, and provided notes of encouragement and congratulations through the semester.

The Staff, Administrative Team, and Board of Trustees of Ohio Virtual Academy are excited to see what the future holds for our graduates. Congratulations to the Class of 2020. We can't wait to see what you do next!





# FAMILY SPOTLIGHT

## *The Richardson's Road to Excellence*

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The Richardson family has been a part of OHVA since their oldest son Anthony was in first grade. Why did they choose Ohio Virtual Academy? As a kindergartener Anthony had been bullied in their local brick and mortar school, and Tiaunna wanted to have the structure, curriculum and teacher support that the school provided. "OHVA gives the benefits of homeschool, but with the reassurance and accountability of being in a public school."

Fast forward to the end of the 19-20 school year. Anthony just completed his junior year, and his two younger brothers Aidan and Avery completed their ninth and seventh grade years, respectively. Aidan explains, "OHVA works for me," and Avery enjoys the interaction with other students in Class Connect.

Anthony has participated in [College Credit Plus](#) (CCP) and is engaged in OHVA's Career Technical Education known as [Destinations](#). For Anthony, his interest in the Destinations Pathway started through an OHVA elective course in Game Design. Now he is active in Destination's IT Pathway for Programming and Software Development. Tiaunna is thankful that Anthony can do both – develop essential marketable skills that can pave a way for job opportunities during and after college and pursue a college degree as well. Anthony believes that OHVA has helped him develop time management skills to juggle schoolwork, CCP, a part-time job, and writing and performing Christian rap.

All the Richardson boys are dedicated students. However, learning and growing doesn't always come easily. What advice do they share with other students? "Go to Class Connects, Help Sessions, contact your teachers, and get the help you need," says Aidan. Anthony shares that, "I never feel uncomfortable to ask questions about assignments.



The teachers are fun to be around and give really great support." Avery grins and explains that new students should, "Use all your resources, including your Learning Coach!"

Outside of school time, both Anthony and Aidan work at a fast food restaurant, and the family sets aside time for community service. Beyond first-rate academics, Tiaunna and her husband Anthony have been able to invest in their sons, to "weigh in" as character is developed. As parents, their primary goal is to see them grow to be, "Good men, godly men."

Tiaunna is thankful for special opportunities for her boys to meet and talk with Ohio Senators, and, "to be excited about what they can uniquely experience about OHVA." In her many years as a Learning Coach, Tiaunna has helpful advice to share. "Online learning is fundamentally different from brick and mortar schooling. Don't expect it all to be perfect. Give yourself a good month to get into a groove." Tiaunna also serves as a parent representative on the OHVA Board of Trustees. She shares, "I appreciate the ways OHVA invests in teachers to ensure excellence." She encourages parents to, "Trust Ohio Virtual Academy and K12. When changes are made, they are for the benefit of the students and the school."

Trust works both ways. Ohio Virtual Academy trusts the dedication of families and the hard work of our students. Students, teachers/staff, and parents – we are committed to our unique OHVA partnership. Together we will see outstanding young people develop in academics and in character. Like Anthony, Aidan, and Avery, we are confident they will impact our world.

# HOPE AND KINDNESS INITIATIVE

## 2019-2020

OHVA is committed to spreading hope and kindness across our communities, our state and our world. [Our Hope & Kindness Initiative](#) was launched in the fall of 19-20, and our students, staff and families were quickly engaging to share a smile, a kindness card, a helpful act, “just because” of the unique value of each person. Little did we know how much Hope & Kindness would be needed as the year progressed and the COVID-19 pandemic developed. In the spring OHVA held an Online Hope & Kindness Showcase. You can [view a portion of that here](#)

### Enjoy a few of the acts of Hope & Kindness below:

*“A super young lady went above and beyond when my husband lost his pocket watch and she found it. It was returned to us and we offered her a reward. She kindly said no but we insisted. She gave us a card instead from her school. So we gave her money and instead of using for herself or her family she went to a local McDonalds and paid for as many meals as she could in the drive thru. The only thing she treated herself and her brother to was a cheeseburger. it was so nice to see such good in the world. The young lady is a freshman this year at OHVA.”*

*“My Girl Scout troop made Birthday cards for my Grandma’s 85th birthday. She’s in a nursing home, and the nurses wheeled her to the window and 8 out of 14 of my girl scout sisters sang happy birthday to her. I cried but it was so wonderful I miss her.”*

*“I held the door open for people, picked up litter, and help around my neighborhood. I received my kindness by the wonderful word thank you.” ~OHVA 10<sup>th</sup> Grader*



*“Spread kindness. Spread love. Spread hugs. It’s easy to do. Just do it!” ~ OHVA 5<sup>th</sup> Grader*  
*“My dad and I saw this elderly person in a wheelchair leaving a store. We helped hold the door open and helped him with the steps so he could leave.” ~ OHVA 4<sup>th</sup> Grader*

*We are so thankful that OHVA is great place to belong – a place where hope and kindness are shared.*

Quotes from the Online Hope and Kindness Showcase submissions:  
<https://sites.google.com/view/ohvahopeandkindnessinitiative/home>



# 2019 – 2020 REPORT

The Performance and Accountability Plan included with each charter contract contains measures and metrics for academic performance. Using multiple measures of academic data, the schools may meet the standards by not being outperformed by the comparison group. In terms of academic reporting requirements tied to the governing authority's annual report to the sponsor and the sponsor's annual report to the Ohio Department of Education, there is insufficient data to show that the school was outperformed by the comparison group in accordance with the P&A Plan. As such, for these reporting requirements, the Council will be noting the school did meet the standards. Please note, this determination only applies to these specific reporting requirements.



# FINANCIAL OVERVIEW 2019-2020

## Sources of School Revenue

State Funding	\$	87,613,010	88.3%
Federal Grants	\$	11,318,941	11.5%
Local Grants / Program Initiatives	\$	230,000	0.2%
Other Miscellaneous	\$	13,773	0.0%
<b>Total Revenue</b>	<b>\$</b>	<b>99,175,724</b>	<b>100.0%</b>

## Expenses

Salaries	\$	24,097,869	24.3%
Fringe Benefits	\$	8,778,880	8.9%
Purchased Services	\$	24,192,103	24.4%
Materials and Supplies	\$	41,888,547	42.3%
Depreciation	\$	11,212	0.0%
Other Expenses	\$	128,557	0.1%
<b>Total Expenses</b>	<b>\$</b>	<b>99,097,168</b>	<b>100.0%</b>
<b>Surplus</b>	<b>\$</b>	<b>78,556</b>	

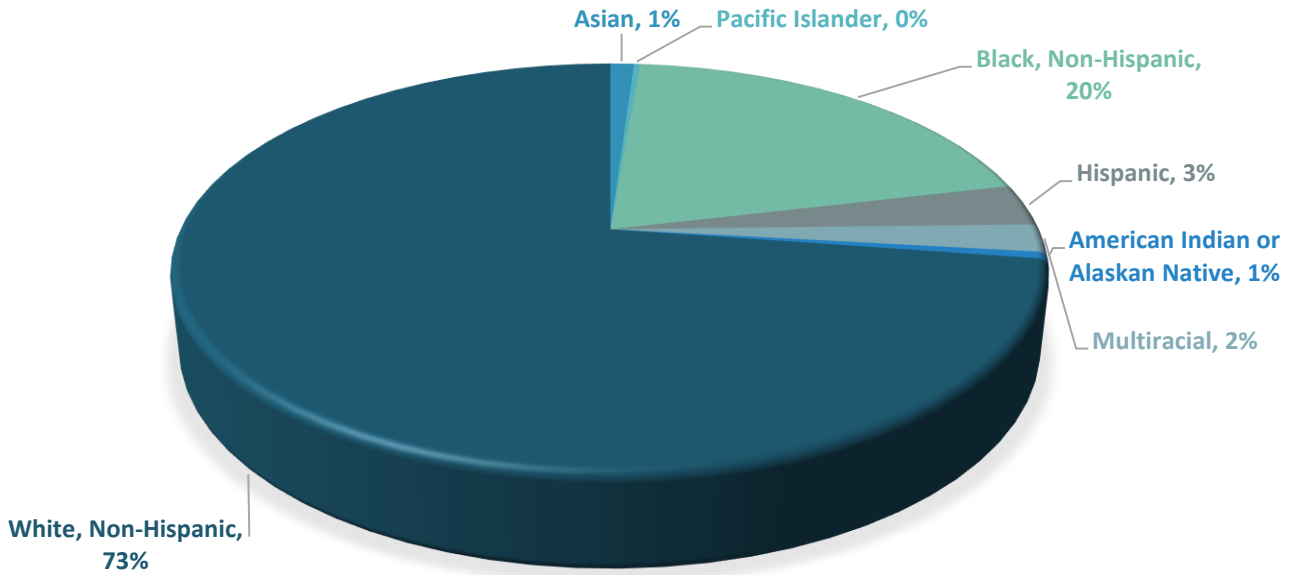
\* Amounts included in this report are unaudited and subject to change.

## Expenditures Related to Classroom Instruction

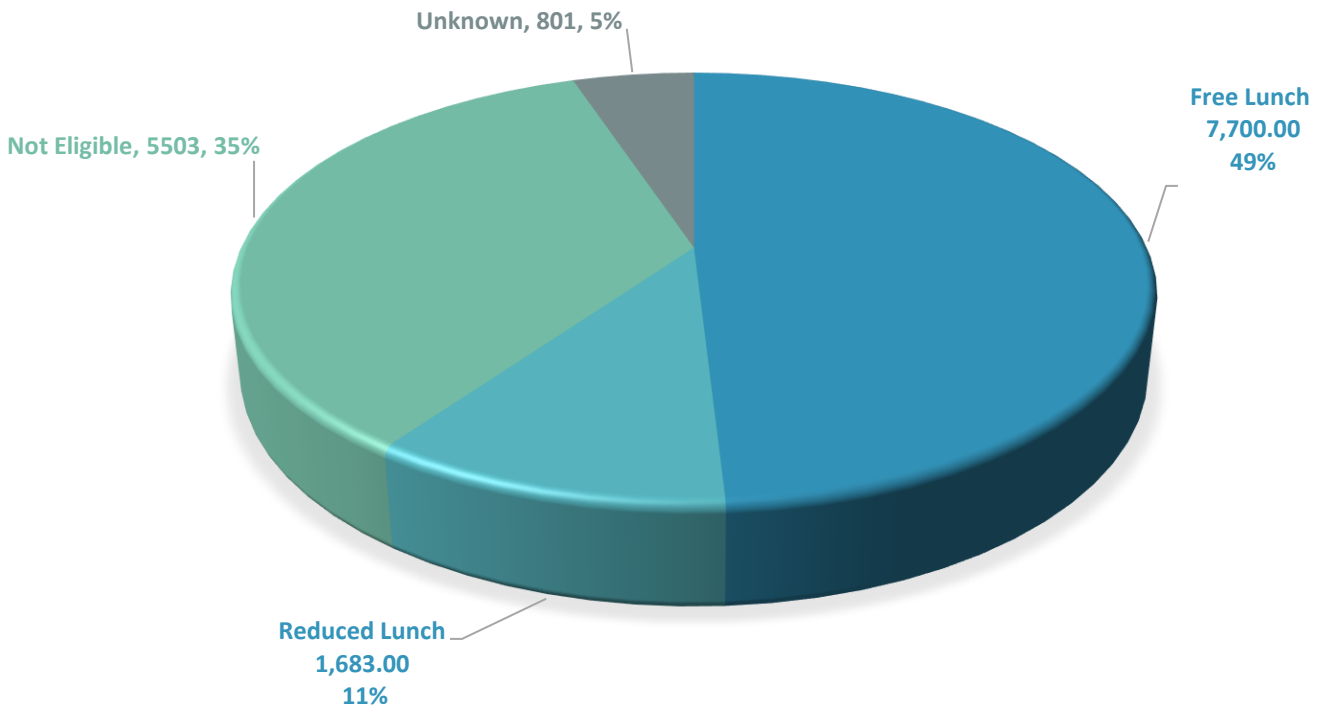
Teacher Salaries, Benefits & Education-Rel	\$	29,107,831	34.5%
Student On-Line Curriculum	\$	21,964,478	26.0%
Student Computers, Internet and Technolo	\$	12,425,764	14.7%
Student Instructional Materials	\$	9,642,681	11.4%
Pupil Support Salaries, Benefits & Educatic	\$	7,734,002	9.2%
Special Education Services	\$	3,588,264	4.2%
<b>Total Expenditures for Classroom Instructio</b>	<b>\$</b>	<b>84,463,020</b>	<b>100.0%</b>
<b>% Classroom Instruction Expenditures to Total Expenses</b>			<b>85.2%</b>

# OUR STUDENTS

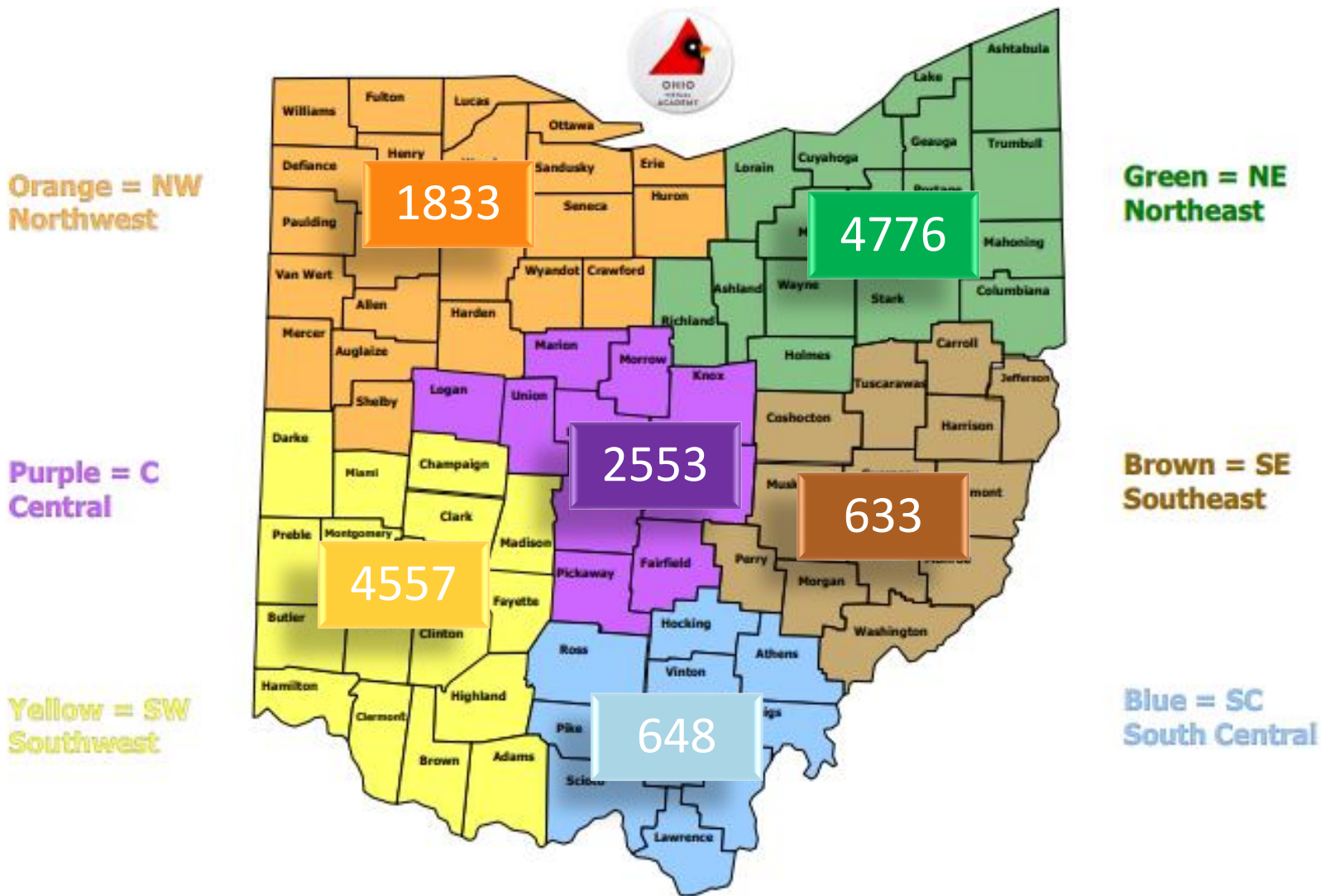
## Ethnicity



## Economics



# ENROLLMENT IN OHIO REGIONS



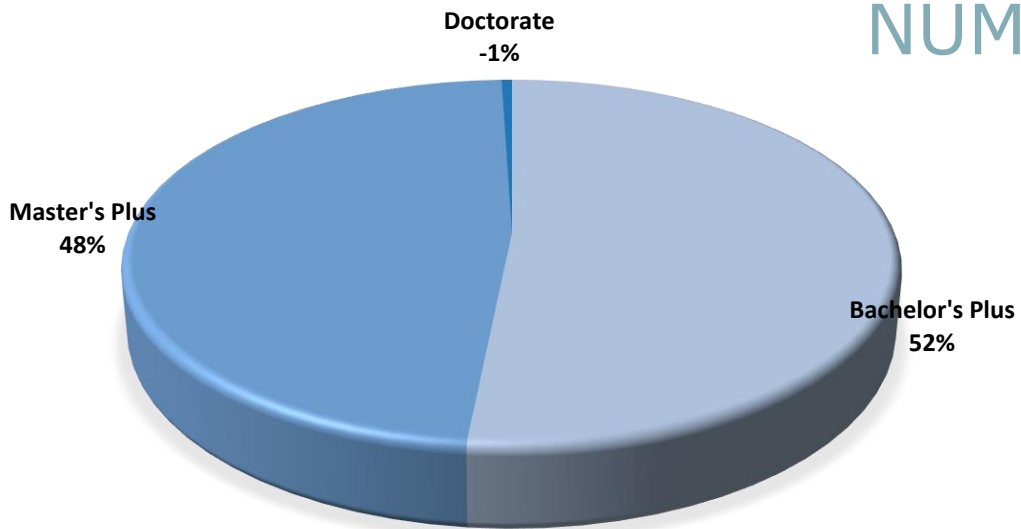




# OUR FACULTY and STAFF

## Faculty Degrees

BY THE  
NUMBERS



Highly Qualified  
Teachers



## 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
- Stephen Vasquez: Board Member
- Susan Lippens: Board Member
- Gina Lopez: Board Member
- Benjamin Lochbihler: Board Member
- Tiaunna Richardson: Board Member
- Sarah Zimmerman: Board Member

## OHVA Administration

- Kristin Stewart, Senior Head of School
- Kyle Wilkinson: Academic Compliancy Administrator
- Emily Rogers: Operations Manager
- Allison Bentley: Assistant Principal and Academic Data Analyst
- Courtney Rahe: EMIS Coordinator
- Heidi Ragar: Manager, At Risk Services
- Kathy Pine: Student Support Administrator
- Susie Ebie: School Community Relations Administrator / Family Support
- Shana VanGrimbergen: Title and Federal Grants Coordinator
- Amy Booth: Professional Development Coordinator
- Johna McClure: Manager, Special Education
- Christy Echevarria: Assistant Special Education 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: Dean of Middle School Students
- Marie Mueller: 9th Grade Principal
- Andrea Zawisza: 10th Grade Principal
- Andrew Smerekanich: 11th Grade Principal
- Megan Daley: 12th Grade Principal
- Lauren Logan: Destinations Program/CTE Dean

## Charter Sponsor

- Lenny Schafer - Executive Director, Ohio Council of Community Schools

### OHIO VIRTUAL ACADEMY

1690 Woodlands Dr. Suite 200, Maumee, OH 43537-1622

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 2019-2020 school year are published in the 2019 Ohio Council of Community Schools Annual Report, available after November 30 at

[www.ohioschools.org](http://www.ohioschools.org)

