

OHIO VIRTUAL ACADEMY



A NOTE FROM OUR HEAD OF SCHOOLS

Dear OHVA Parents and Community Stakeholders,

Ohio Virtual Academy is excited to share our insight into our many dimensions of what we do. The 2020-2021 school year was certainly a time when we never quite knew what was around the corner. While many schools had to change their normal structure due to the shutdown for COVID-19, OHVA kept moving forward with its strong academic and social programs. We saw exponential growth in size and academics. We did our best to continue to work with our students in a consistent manner to keep some normalcy during a very trying time. Our students, families, staff, and Board members never stopped moving forward.

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 20,000 students during the 2020-2021 school year. As we have since the beginning, our staff championed with parents to bring academic success to our students. Our theme for 2020-2021 was to Bring Hope to Our Students during a difficult time. 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. Even though e-schools were able to move forward in a normal cadence, and not face the disruption other schools were facing, our staff and student body often fought the same issues that everyone dealt with during a worldwide pandemic.

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 continue to be 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. The 2020-2021 school year brought many students through our doors for a vast array of reasons. We are proud that we were able to meet their social and emotional needs as well as the academic needs.



○ Be Connected

○ Be Aware

○ Be Impactful

○ Bring Hope to
Our 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 2020-2021 school year.

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, Advisor and Counseling teams, who worked with our most struggling students. These programs have 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 2020-2021. We were also extremely honored to receive the Purple Star designation for working with our Military families and for our Counseling team to earn the RAMP designation.

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 2020/2021 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 and Career Pathways and earned college credits while earning high school credits. Several OHVA students graduated high school with an associate 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 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. We were able to provide Esports and Band experience for our students as well.

As always it has been a great privilege serving the Ohio Virtual Academy families. The OHVA team looks forward to continuing navigating 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 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.



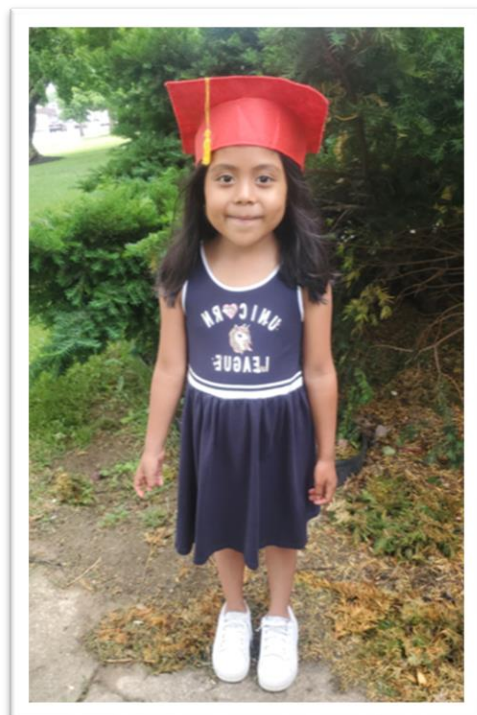
KINDERGARTEN – GRADE 2

The 2020-21 school year was one of exponential growth for K-2 as we served 5,700 students at our peak enrollment on October 1st. Many Learning Coaches brought their young students to OHVA because they knew we could provide solid consistent daily instruction for their students as we have been doing for so many years. Our K-2 theme word for 2020-21 was *connected* and this word served us well as we connected with so many families that were new to an online world. At K-2 it is important to us that we connect with one another—students, parents, general education teachers, Intervention Specialists, and Instructional Support/reading teachers. During this school year, we were also able to add to that connection our very own K-2 designated School Counselors to provide a much-needed layer of social, emotional, and mental health support for our students and families. This amazing team collaborates to build relationships and provide consistent academic support for our youngest learners at OHVA.

“Building Relationships and Building Strong Readers”

At the K-2nd grade 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. We love to start the school year with our Meet Your Teacher events where students and parents have the opportunity to meet their OHVA teachers. Our teachers hosted these virtually for our families this year. 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 in and understand the learning goals and what the student should achieve by the end of the school year.

We use state-approved assessments to track our students’ academic growth. At the kindergarten level, students took the Kindergarten Readiness Assessment. This assessment 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 baseline data of where a student is academically in the areas of reading and math. This is also used as our alternate state diagnostic assessment tool for reading.



Every K-2nd grade student is benchmark assessed three times throughout the school year; fall, winter, and spring. If a student scores on target to 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 2020-21 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.

At K-2 we believe that the best type of professional development is teachers observing other teachers.

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 entire K-2 staff. During the 2020-21 school year we had the exciting opportunity to hire and train two thirds new K-2 staff to match the increased student population. We strategically focus on a peer learning community. This school year we asked teachers to write both a professional and instructional goal. Teachers review one of their class connect recordings and write an instructional goal for an area they wanted to focus on throughout the school year. Teachers took their goals very seriously and worked 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, providing 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.

All K-2 students were assessed using AIMS+ upon enrolling with a 95% 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 36% on-target and we ended the school year with a 24% increase of scores to 60% of our Kindergarten students on target for the Spring AIMS+ benchmark. Of those students who did not move to the on-target range, 37% moved up an instructional level. Our first-grade students enrolled in the Fall at 42% on track and we ended the school year with a 15% increase of scores to 57% on target for the Spring AIMS+ benchmark. Of those first-grade students who did not move to the on-target range, 42% moved up an instructional level. Our second-grade students enrolled in the Fall at 55%

on-target, and we ended the school year with a 6% increase of scores to 61% on-target for the Spring AIMS+ benchmark. Of those second-grade students who did not move to the on-target range, 31% moved up an instructional level.

Our K-2 Summer Reading Program was another great success with an average weekly attendance of 262 students. We strategically invited those students who were not on target in their reading at the end of the school year. With our OCCS grant money, we were able to have two teachers host weekly grade level sessions for 9 weeks. Our teachers enjoyed being able to meet with the students throughout the summer. Having two consistent teachers contributed to the increase in student attendance. Our students were very engaged during the class sessions and offered great discussions and observations.



We ended the 2020-21 school year with our tradition of Kindergarten Recognitions with our second round of virtual events. 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 a total of 58 online celebrations with great success. The online celebrations allowed for family members to log in 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!

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.

At K-2 our Focus Will Always Be Building Relationships and Building Strong Readers



GRADES 3-5

The 3-5 team focused on targeted academic instruction in Math, English Language Arts and Composition aligned to Ohio's 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. Teachers focused on live small group targeted instruction aligned to the grade level standards utilizing the Online School Curriculum. Our integrated ELA and math curriculum provides many 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 growth goals that helped form their individual instructional path. Students knew their 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. The Ohio Department of Education recognizes the MAP assessment as an alternative assessment to demonstrate grade level reading proficiency and we are proud to be able to offer our 3rd grade students this option. 82% of our 3rd 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 Ohio standards were taught. The assessments took place approximately every 5-6 weeks with an average 97% 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 standards they were still working towards mastery. 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. After each interim assessment, teachers met as grade level subject areas teams to discuss the results of the assessment, determine remediation moving forward, and make any instructional changes needed to the curriculum map.

We are data driven in 3-5 and use student mastery, demonstrated growth and skill deficits, to determine our instruction. Each grade level follows an outlined curriculum map in math and ELA that aligns the Ohio standards to the Stride curriculum. The instructional teams meet weekly in TBT (Teacher Based Team) meetings to discuss assessment data, class exit tickets, engagement, and social-emotional data for their students. This allows them a scheduled opportunity to analyze and have team discussions to determine the appropriate academic path for their students as well as make sure the student has the proper supports in place. The small groups for targeted instruction remain fluid throughout the year and team discussions occur during TBT before a student is moved to a new instructional group.

The Satellite Reading teachers were able to work with our 3rd 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. In addition, 56% of our 3rd grade students were able to meet the TGRG reading cut score requirement of 46 on the fall OST assessment and 60% of those that tested in the spring were able to meet it. Principals were given the discretion to use student data to make determinations for promotion to 4th grade based on individual student data with evidence of growth. We were able to promote 99% of our 3rd 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 to move the student forward, towards mastery of grade level content standards. Our 3rd and 4th grade students who were determined well below grade level on the fall MAP reading diagnostic, were able to work weekly with an Orton Gillingham trained Instructional Support teacher for the course of the school year with OG based strategies in addition to the 3rd grade level content classes.



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 and the counselors set up a web page with numerous supports available to the families. We were also able to add an additional counselor to help support our students in 3-5. With two counselors, they were able to provide more targeted support to our students based on specific need by meeting in various small groups and even one on one when necessary. Our counselors are a critical part of the team approach to supporting the academic, social, and emotional growth of each child in 3-5.

We introduced the Zones of Regulation curriculum to our students meeting with their Intervention Specialists in social skills groups. Our behavior specialist also met with a group of general education students referred by their homeroom teachers for behavior support with the Zones curriculum. We used this as a Tier 2 support and intervention with our 3-5 students. The whole staff was trained on the curriculum and the corresponding vocabulary to reinforce this in class with those students using it to regulate behavioral emotions.

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. Teachers were also given opportunities to take classes and seminars outside of OHVA to develop their professional growth. Due to some grant money, we were able to offer opportunities to train more reading teachers and Intervention Specialists in Orton Gillingham Instruction at the close of the school year, strengthening the reading instruction we provide for our emergent readers.

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



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GRADUATE

2021



MIDDLE SCHOOL

The 2020-2021 academic year was another wonderful year of growth and opportunities in our Middle School despite extreme challenges going on for many of our families! We served approximately 5200 students in 6th, 7th, and 8th Grades! THE Middle School staff was comprised of a team of more than 150 General Education teachers, Intervention Specialists, School Counselors, Advocates, iSupport, and Support Staff.

We continued our Middle School strategies of required Class Connect sessions in the core subjects of Math, ELA, Science, History, and added Career Expectations (CTE) for our 8th Grade students to open their horizons towards career choices to which they might not have previous exposure to. 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 setting.

We Are THE Middle School!

It Can Be Done.

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



Our 8th Grade Recognition in June 2021 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 8th Grade students. We were able to recognize current 8th Grade National Junior Honor Society members and induct new members from 5th, 6th, 7th, and 8th grade. Many of these students were present and shared how proud they were of this accomplishment in their student slides. We 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!



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HIGH SCHOOL

The Ohio Virtual Academy High School experienced a successful year in 2020-21. Due to the COVID-19 Pandemic, the High School adapted to an increase in student enrollment and the team rose to the challenge to onboard both new students and new teachers. Ultimately, the team was able to provide students with a stable learning environment, which allowed them to grow academically.

One way the team supported students is through the weekly peer mentoring group called Impact Academy, a student-led initiative of the National Honor Society. The Impact Academy was created several years ago to assist 9th grade students with either the transition to high school or transition to OHVA from another school. These sessions focused on basic orientation to high school, 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 the 2020-2021 school, we expanded Impact Academy to include 10th grade students. We also added a new initiative called the Internet Café for 11th and 12th graders. This platform provides an opportunity for our upper classmen to socialize and get to know one another outside of the classroom.

“Be Connected. Be Aware. Be Impactful. Be Effective. Bring Hope.”

Another way the high school team supported students is through our focus on the social emotional curriculum, 7 Mindsets. The slogan for the school year, “Be Connected. Be Aware. Be Impactful. Be Effective. Bring Hope” embodied the 7 Mindset culture of focusing on connections, to be aware, so we can make an impact by creating HOPE for others. The staff held weekly homeroom sessions with students focused around the 7 Mindsets. This half-hour time block created a safe space for students to work on social and emotional aptitude, where they could make progress towards a successful high school career and life after graduation.

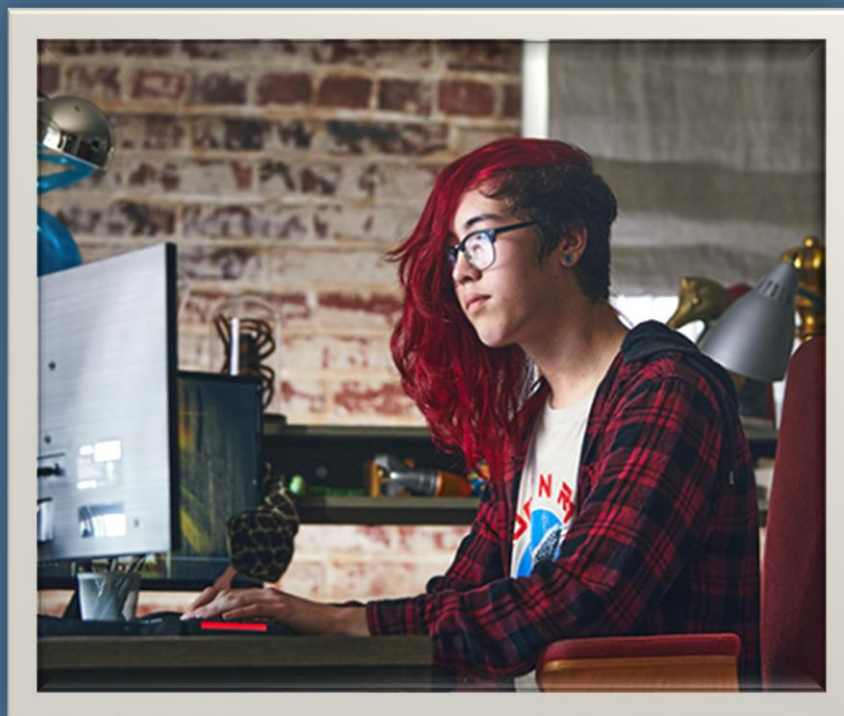
The high school staff focused on preparing students for the End of Course (EOC) exams, despite the unknowns with the COVID-19 Pandemic. Students completed EOC exams in Algebra I, Geometry, English 10, American History, Government, and Biology. Teachers implemented several supports for our students. For example, the iSupport team worked with two groups of students; first, they worked with those who earned a limited (1) or basic (2) rating on the EOC exams, and second, they worked with those who would be taking an EOC test for the first time. In addition, the General Education teachers refined their courses and instruction using EOC testing blueprints to address the tested skills and content. Our Intervention Specialists held additional targeted sessions to develop foundational skills aligned to the subject-area content and the students’ IEPs. Overall, our students improved proficiency, as measured by year-over-year data from 2019, for each EOC mentioned by a minimum increase of 9% and up to an increase of 16%.



In order to provide effective and focused instruction, as well as to maintain consistency, the high school continued to utilize the class connect schedule developed in 2019. The morning hours of each school day were reserved for general instruction, while 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. During the spring semester, the high school began to utilize the NewRow platform to provide their live instruction. The teachers attended multiple training sessions and strived to deliver high-quality instruction despite challenges in a new and evolving platform. One element of Newrow for both students and teachers is the ease of ability to share video and multimedia; the high school admin team emphasized using webcams during live sessions which resulted in both an increase in webcam usage for both students and teachers, and ultimately a benefit to our online community.

To further grow teachers and staff, the administration team facilitated professional development focused on effective instruction. Monthly professional development was based on a domain within the Effective Educator Framework. In addition, teachers completed self-reflections on their instruction using the Effective Educator domains. They also observed teachers outside of their departments twice during the school year to share best practices and to give and receive feedback. The high school assistant principal focused on providing teachers with regular informal feedback on their teaching while the principals conducted formal evaluations throughout the school year.

In addition to the growth and success with students, teachers and support staff, the high school saw substantial progress in credits earned during the 2020-2021 school year. During the fall semester, students earned credit for 74% of the attempted high school courses. In the spring, students earned credit for 80% of the attempted high school courses. These earned credits will directly impact the OHVA High School goal of students graduating and moving on from OHVA with hope for their future.



CAREER LEARNING PROGRAM



The Career Learning 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 2020-2021 academic year, students took career and pathway exploration courses in the middle and high school, and the third cohort of pathway students began the program. We also had our second cohort of CTE pathway student graduates with 40 students earning their blue CTE cords! Pathway students took courses related to specific career fields using Stride Career Prep curriculum and 101 Industry Recognized Credentials were earned by our students to set themselves apart from their peers entering the workforce. Thirty-one work-based learning events were held throughout the year, ranging from career fairs and virtual speakers from industry, to resume-building workshops. Many of our students also participated in an internship or work placement related to their pathway to apply the skills they learned in their courses in the work setting.

The Career Learning team is proud of the success and growth of the program during the 2020-2021 school year. The opportunities for Career Learning students expanded to include more in-depth explorations courses at the middle and high school levels and additional pathway offerings to meet a wider range of our students' needs. In addition, business partnerships were 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. The implementation of our Cardy Club provided our elementary students with the opportunity to interact with micro-PBL lessons that expanded their knowledge of a range of industries and careers. The addition of Cardy Club has allowed the Career Learning Program at OHVA to serve all students in grades K-12 at OHVA!



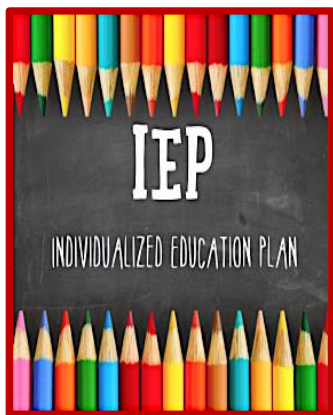
SPECIAL EDUCATION DEPARTMENT



The Special Education Department at OHVA contains 179 team members, that consists of Intervention Specialists, School Psychologists, Speech Pathologists, Transition Liaisons, SPED Registrars, 504 Coordinators, Related Services Team, Behavior Specialists, 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 2020-2021 school year, the Special Education Department saw huge growth. During the 20-21 school year, we averaged 2799 students with IEPs. Compared to 18-19 with 2523 students and 19-20 with 2461students.

With that comes increased documentation, meetings, and compliance. We pride ourselves on ensuring our documentation is compliant so that we can meet the educational, functional, and social/emotional needs of our students. Our Intervention Specialists work closely with the General Education teachers, School Counselors, Advocates, Related Services Providers, School Psychologists, and many other staff members to ensure our students' needs are being met and that they are showing growth.



The special education department works collaboratively with various teams throughout the organization to ensure our students receive wrap around support. The special education department teams up with the general education teachers through co-teaching and assisting with MAP and Aimsweb assessments. They work together in teacher-based teams to discuss student data to influence instruction and help to develop best practices. The department also works very closely with the Mental Health Team to develop partnerships. One of the partnerships is with Cornerstone of Hope providing grief counseling for OHVA students. The other partnership is with Syntero. Syntero provides a Mental Health Clinician for 2 days a week to provide services to OHVA families and students.



Each year, districts and community schools in Ohio receive a rating evaluating the performance of special education programs, known as the Special Education Rating. The Ohio Department of Education calculates this rating using the final data submitted through the Education Management Information System (EMIS). The compilation of data results in one of four possible ratings: *Meets Requirements*, *Needs Assistance*, *Needs Intervention* or *Needs Substantial Intervention*.



2021 RATING CALCULATION			
(RESULTS INDICATORS NOW INCLUDED)			
Compliance Indicators	Results Indicators	2021	Rating
Total points: 24	Total points: NR	Overall Score	4.00
# of indicators with data: 6	# of indicators with data: 0	2021 Rating	Meets Requirements
Compliance Score: 4.00	Results Score: NR		

Ohio Virtual Academy’s 2021 Special Education Rating is **Meets Requirements**.

The primary basis of this rating is the final special education program data submitted through EMIS for the **2019-2020** school year. The Special Education Profile received in December 2020 includes the data used to calculate the rating. The district rating evaluates the implementation of federal requirements, also called compliance measures, as well as results for students with disabilities. Due to the impact of the COVID-19 pandemic, the 2021 Special Education Ratings are based only on compliance measures. Student assessment results are not included due to the waiver of statewide testing for the 2019-2020 school year.

The Special Education department also has an extensive new teacher onboarding program, as well as a weekly all SPED team meeting where we share Ohio Department of Education, and Office of Exceptional Children updates and initiatives. We also share teacher best practices that are delivered by teachers who have strategies for impacting student growth. The special education team also attends OASPCA meetings and trainings, State Support Team trainings and other trainings that are specific to special education to stay up to date on all things special education



RECOGNIZED ASCA MODEL PROGRAM (RAMP)

This past spring, the Ohio Virtual Academy School Counseling Department, which serves grades K-12, was awarded the highest recognition in the school counseling profession, the prestigious Recognized ASCA Model Program (RAMP) designation. In doing so, OHVA became the first Stride-powered school to receive this recognition. We are just one of five Ohio schools and are only one of a few online schools nationwide to have received this designation.

Developed by the American School Counselor Association (ASCA), RAMP is a researched-based model for School Counselors to use for their school programs. In order to apply, OHVA had to implement the ASCA model program for three consecutive years.

In July, 12th grade Principal Megan Daley, and Lead School Counselors Cristina Foster and Jennifer Yost were able to attend the in person ASCA National Conference, where OHVA was recognized for this accomplishment and presented the award in person.



GRADUATION 2021

We celebrated the Class of 2021 on Saturday, June 5th. After we unfortunately had to cancel our large, face to face ceremony, we chose to celebrate on our original graduation date, by having four virtual celebrations throughout the day. Through the use of 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 educator, school administrator and author Kristin Fox, who has personally overcome tremendous health issues, as our keynote speaker for the ceremony. We were happy to have a Class of 2021 graduate perform the opening by singing 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 OHVA has prepared them for their journey after high school.

Within our Class of 2021, we had 47 students graduate with an Ohio Honors Diploma; 61 students that qualified for Early Graduation; and 85 students that graduated in August through the help of OHVA's free summer school program. In addition, OHVA had 8 graduates that completed both an Ohio High School Diploma and an Associate Degree using the College Credit Plus Program.

In addition to our four 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 a yard sign at no cost. To further support our seniors, OHVA staff participated in our Adopt a Senior initiative, and provided notes of encouragement and congratulations through the semester. Finally, we held 6 in person, senior spotlight events throughout the state on Friday, June 11th. Students were able to attend an in-person event at a selected location, hear their name announced, receive their diploma cover, have a professional picture taken, and be celebrated by OHVA staff and administration.

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 2021. We can't wait to see what you do next!



FAMILY SPOTLIGHT

Aunesti's Spotlight on HOPE



Our relationships and connections in OHVA impact us every day. I first connected with Aunesti when she reached out to me to ask about a Stride Nursing Club. After a few emails and a phone conversation, I learned more about Aunesti and her story. Aunesti will inspire you. Her story fuels strength and hope to so many of us in OHVA.

Aunesti was born with Sickle Cell Disease, and by the time she was one she had her first lengthy hospital stay. The pattern of treatments combined with weeks of hospital stays continued year by year.

By the time she was 12, her bravery and determination were shining through, and she began the process for a bone marrow transplant. This was a new approach as typically the procedure is used to treat cancer or leukemia patients. Aunesti was a pioneer. After weeks to lower her immune system so that the bone marrow transplant would hold, the procedure was successful. Then many months of treatments and close monitoring followed as her immune system began the process to rebuild. During this time her strong family, which includes her 4 older siblings, was a huge support, all helping and caring for Aunesti.

Several years later, Aunesti joined OHVA as a freshman in 20-21. Her mother Helen Scott has shared that, "She is a tenacious young woman. She has been through so much, but we believe that God is purpose in it all."

Because of her experiences, and so much time spent in hospitals, Aunesti is driven to help others and wants to pursue a career in health care. She understands what it is like to spend so much time in a hospital. She understands the fight against pain and many other obstacles. She has a dream to work hard and become a hematology nurse, to encourage others who are going through what she has gone through.

Ms. Scott believes that, "God used the bone marrow transplant to bring a cure for the Sickle Cell Disease." Aunesti's determination is now focused on fighting Graft vs. Host disease. She is currently unable to use her hands.

This health issue impacts her daily schoolwork, and her day-to-day needs. It is a temporary condition and is an outcome from the bone marrow transplant from several years ago. She and her mother have walked through this issue before, and they are confident Aunesti will overcome it again.

Aunesti is holding strong. Her mother Helen shares, "She's actually using her toes to type." Her counselor Tiara Taylor and others from our 504 Plan Team have worked with her to develop a 504 Plan that provides some accommodations and some assistive technology to help her work through the current medical issue that is impacting her learning. Aunesti is amazing! She is persevering and maintaining top grades in the process.

Aunesti is a great student. She is always in touch with her teachers, asking questions, desiring to learn, and do well in school. She has a driving hope to keep pursuing her dreams, even when it's hard. Aunesti and her mother Helen are so thankful for the support received from her teachers and other OHVA staff. History with Mr. Shoup and Algebra with Mrs. Durbin were two of her favorite classes.

What kind of advice does Aunesti share with other students? She answered, "Just go ahead get your work done even when you don't feel well. Hard work pays off."

Aunesti is an amazing example for all of us. Her story reminds us that hope is powerful, and tenacity brings dreams to life. Learning is a pathway, a part of her plan to help others in the future. Ohio Virtual Academy is honored to have Aunesti as a student. She is already inspiring students and staff alike now, so we can only imagine the hope and impact she will have on more young lives in the future. Aunesti, we are so proud of you.

~Contributed by Susie Ebie, School Community Relations Admin

New Challenges Foster New Ideas for Events

Due to the pandemic, the OHVA 2020-21 school year was full of virtual events to engage and enrich our students. The Family Engagement Team met the challenge of state restrictions on face-to-face events at the end of the 2019-20 school year, preparing the team to meet the challenge of transforming all events into virtual events for the 2020-2021 calendar. The year was kicked off with virtual Back to School Picnics, Literacy Days and Math Mania. **Everyone is Welcome at the Table provided a new opportunity online to foster diversity and inclusion in the school, while our students and families shared their heritage and favorite recipes together.**

OHVA again participated in the National Scripps Bee competitions, but these were accomplished by students participating in online spelling tests provided by Scripps. In January, students celebrated **National School Choice Week** by joining virtual sessions all week long, followed by **OHVA Spirit Week** sessions and challenges in March. Also, in March, monthly **Virtual Adventures** were initiated for each grade group, providing new ways to connect and learn. **Virtual Adventures** wrapped up the school year with a week of **Exploration Days** to spark students' curiosity and encourage learning throughout the summer months.

7 Mindsets Tree – OHVA PBIS

- ❖ The Time is Now
- ❖ 100% Accountable
- ❖ Passion First
- ❖ We Are Connected
- ❖ Attitude of Gratitude
- ❖ Everything is Possible
- ❖ Live to Give

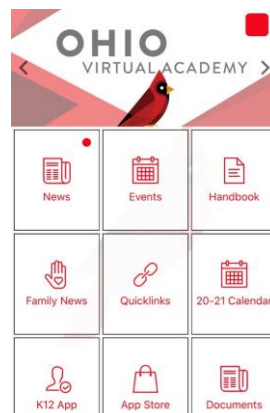


Serving Up Simplicity: The OHVA School App

The [OHVA School App](#) is a “one-stop-shopping” tool for our parents. It offers access to just about any information a Learning Coach would want to know about the school. The app offers links to our school handbook, the school event calendar, handy links like the Welcome Packet, records requests, and other forms. The school app provides easy access to the school website content and the school phone number as well. Social media connections for school Facebook groups, Twitter, and Pinterest are a touch away. All this means that our Learning Coaches have quick and easy access to school information right on their phones. The app can also be accessed online [on a computer](#) as well.

We have been using the app to share information from our monthly OHVA Family News, to promote upcoming events and share opportunities about special events like our [Mental Health Workshops](#) offered in partnership with Syntero. We know that our Learning Coaches use a variety of other apps, so our school app provides easy access to these apps as well.

Almost 9400 users accessed the school app by June of 2021, and it continues to grow. Each post shared on the app receives an average of 11,100 views.



Users can also choose to view the app in many different languages, making it accessible to our Learning Coaches who may not have English as their primary language.

The school app can be found in any app store by searching OHVA or Ohio Virtual Academy. When users download the app, they create a unique login, thus making our app safe and secure. Watch for new updates as the OHVA App continues to expand and develop over the upcoming school year.



Club Connections at OHVA

[OHVA Online Clubs](#) have been offered for several years, but the 20-21 school year presented new challenges amid the pandemic. It was important that our students have opportunities for social connections around shared interests. Families and students across the nation were impacted by a lack of in person interaction, and our students in OHVA were feeling that, too. Our students and parents reached out to us, and OHVA rose to the challenge to provide more online interaction and engagement to meet the need during this unique time. We began the year with five clubs and by the second semester our clubs expanded to 32! We engaged over 900 students during the school year.

Our school wide club effort meant more social connections for students, and more opportunities for social-emotional learning (SEL) as well. Expanded club opportunities are continuing to provide creative outlets for our students. Students enjoy non-academic time interacting with peers and club leaders. This type of creative and interactive activity can lead to increased achievement and can boost student morale. OHVA Clubs provided engagement around music, art, gaming, cooking, social hangouts with their grade-level peers, and even supplemental science, history, writing, story-time, and more.



Our Cardy Club for K-5 grade students focused on dreams and careers for the future. Our mascot Cardy inspired students and brought hope during challenging times. The Cardy Club connected goals for student interaction, career learning, and social emotional learning.

According to the [National Association for the Education of Young Children \(NAEYC\)](#), [social-emotional development](#) helps positive mood and mindset, listening and relationship skills, the ability to manage emotions and show empathy for others. In addition, social emotional development helps students to express themselves verbally, play (have fun), negotiate and compromise with others.

We were excited to provide online interaction with short term clubs called Summer Mini Camps, ensuring that our students continued to have connections even over the summer months.

Intramural sports, an online connection for sports lovers and healthy lifestyles, will be added to our club offerings in the 21-22 school year. Our clubs will continue to develop and provide joyful opportunities for learning around student interests, and connections for social interaction. Our Online Clubs are a key component to support student engagement and social-emotional learning opportunities.



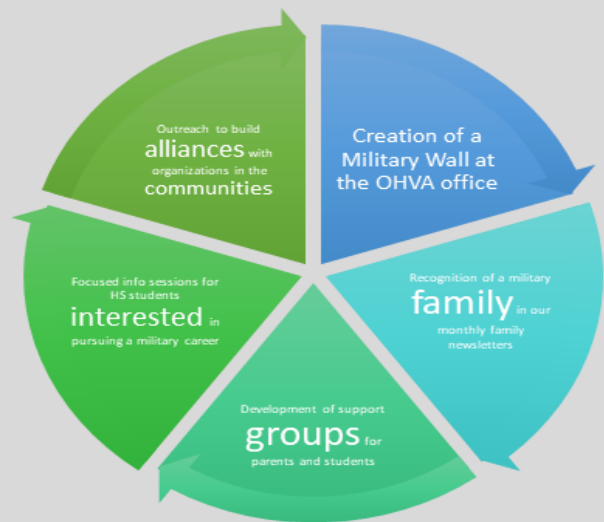


In January 2021, the Ohio Department of Education selected Ohio Virtual Academy as a 2021 Purple Star designee. OHVA was selected for this award due to our outstanding commitment to serving military-connected students and families in our school.

Each Child, Our Future, Ohio's strategic plan for education, recognizes the importance of supporting the needs of the whole child. To be successful in school and when transitioning between school settings, Ohio's military-connected youth require supports to ensure that their unique social, emotional, and academic needs are met. The Ohio Department of Education applauded OHVA's dedication to meeting the needs of these students, stating our efforts were "commendable and much appreciated." The designation is valid for three years; we will reapply for the designation in 2024.

Below you will see the supports we have implemented and serve our military families. Our high level of service to this population of students is possible due to a school wide effort and commitment. We are proud of the program we have created and look forward to developing additional support opportunities for our military families.

We have designated points of contact serving and supporting our military families	We provide resources for our families on our school website: https://ohva.k12.com/tools-resources/military-families.html
We commit to providing ongoing professional development for staff to ensure high levels of support for our military students	We provide resources/support for military families in their communities. We help them establish connections
We provide support groups/networking here at OHVA for military parents and students	We commit to special/targeted events to celebrate the military student during "Military Student Month" (April)



Organize	Collaborate	Recognize	Communicate	Opportunity
When approved, organize "nights out" for military parents • Provide care and activities for children at the events center once per month	Work with student council and staff to collect and prepare care packages for military families	Special activities for military families on Veteran's Day (Nov) and in April (National Military Student Month)	Letters to service members in November	Provide all juniors with the opportunity to take the ASVAB Test



2020 – 2021 REPORT

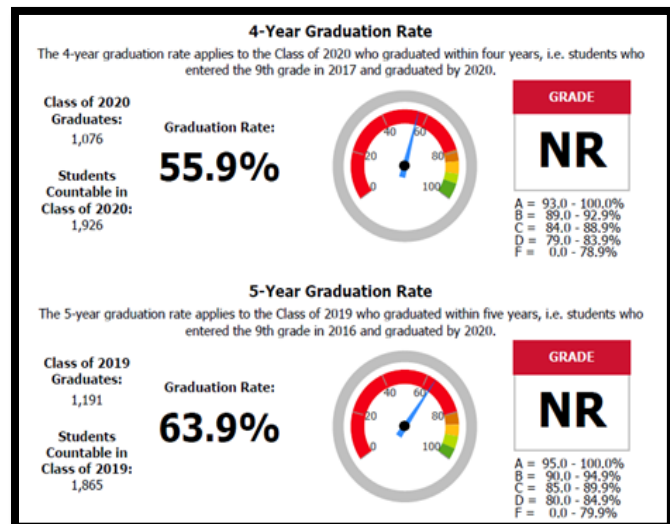
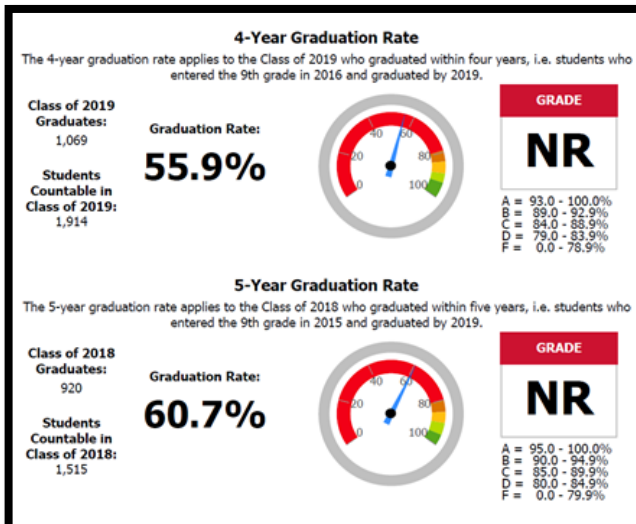
Data to be Reported on the 2021 Ohio School Report Cards

The state's accountability system and Ohio School Report Cards for the 2020-2021 school year will look different because of short-term changes in Ohio law and the accountability waiver approved by the U.S. Department of Education. The purpose of the report cards released in October 2021 is to report all available data for recovery and improvement planning. Most consequences, such as federal identification requirements, have been waived or paused during this school year.

The state will not assign letter grades or issue rankings. The tables below outline the data that the state will report publicly for recovery and improvement purposes only. The data will not factor into any graded measures or components.

State Indicators		Difference	OHVA Proficient		
			20-21 Proficient	18-19 Proficient	19-20 Proficient
3rd	English Language Arts	-9.70%	40.90%	50.60%	38.50%*
3rd	Mathematics	4.40%	41.00%	36.60%	NA*
4th	English Language Arts	5.90%	54.90%	49.00%	NA*
4th	Mathematics	3.80%	49.90%	46.10%	NA*
5th	English Language Arts	-0.50%	57.80%	58.30%	NA*
5th	Mathematics	6.20%	37.50%	31.30%	NA*
5th	Science	0.60%	38.20%	37.60%	NA*
6th	English Language Arts	3.30%	45.70%	42.40%	NA*
6th	Mathematics	5.50%	35.60%	30.10%	NA*
7th	English Language Arts	-0.10%	52.50%	52.60%	NA*
7th	Mathematics	5.60%	36.30%	30.70%	NA*
8th	English Language Arts	1.90%	37.40%	35.50%	NA*
8th	Mathematics	-3.40%	32.00%	35.40%	NA*
8th	Science	6.00%	47.10%	41.10%	NA*
EOY	Algebra I	7.90%	35.10%	27.20%	5.30%*
EOY	American US Government	11.70%	67.10%	55.40%	61.00%*
EOY	American US History	1.60%	61.60%	60.00%	50.80%*
EOY	Biology	-0.10%	50.00%	50.10%	40.00%*
EOY	End of Course Retake Improvement	1.00%	34.00%	33.00%	26.80%*
EOY	English Language Arts I	2.80%	50.00%	47.20%	43.90%*
EOY	English Language Arts II	2.50%	49.20%	46.70%	45.10%*
EOY	Geometry	5.00%	25.80%	20.80%	12.60%*

* 19-20 Proficiency Data only includes fall testers as spring testing was canceled due to COVID



FINANCIAL OVERVIEW 2020-2021

Sources of School Revenue

State Funding	\$	127,774,649	90.8%
Federal Grants	\$	12,383,765	8.9%
Local Grants / Program Initiatives	\$	568,258	0.4%
Other Miscellaneous	\$	5,609	0.0%
Total Revenue	\$	140,732,282	100.0%

Expenses

Salaries	\$	30,947,539	22.0%
Fringe Benefits	\$	10,739,343	7.6%
Purchased Services	\$	36,051,001	25.6%
Materials and Supplies	\$	62,760,319	44.6%
Depreciation	\$	13,512	0.0%
Other Expenses	\$	231,178	0.2%
Total Expenses	\$	140,742,892	100.0%

Surplus \$ (10,610)

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

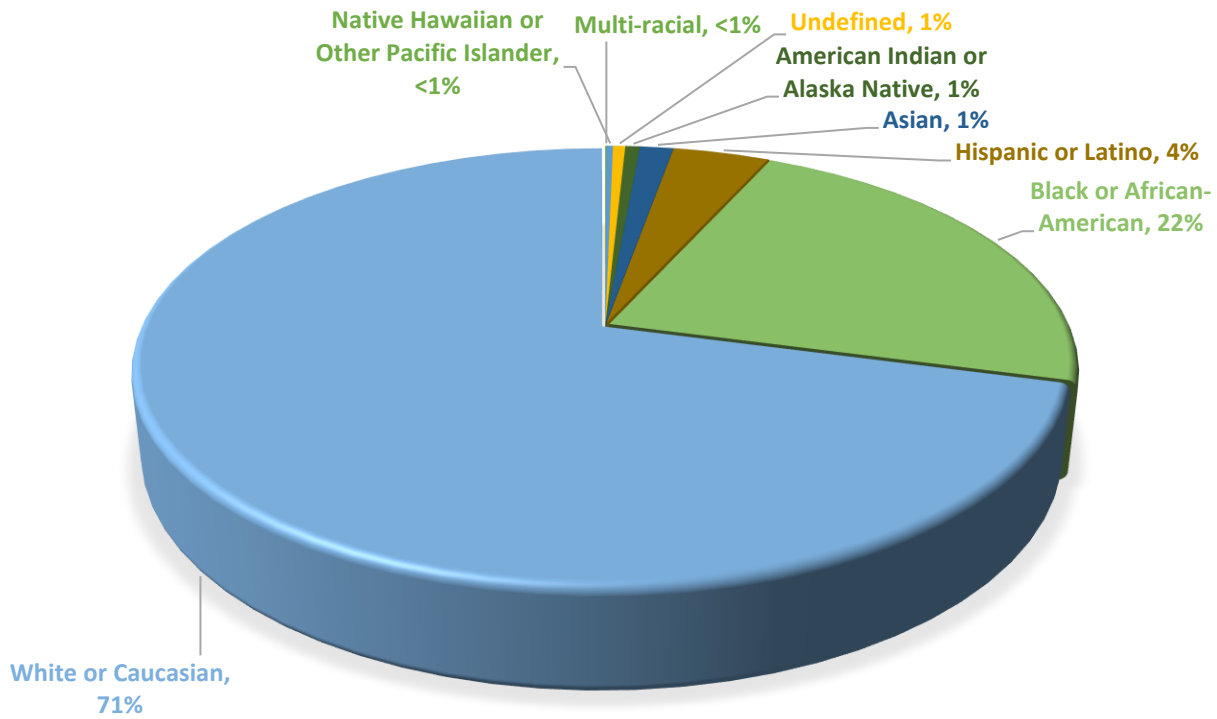
Expenditures Related to Classroom Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$	38,817,562	33.1%
Student On-Line Curriculum	\$	32,308,401	27.6%
Student Computers, Internet and Technology	\$	18,570,508	15.8%
Student Instructional Materials	\$	15,346,702	13.1%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$	7,973,272	6.8%
Special Education Services	\$	4,171,122	3.6%
Total Expenditures for Classroom Instruction	\$	117,187,567	100.0%

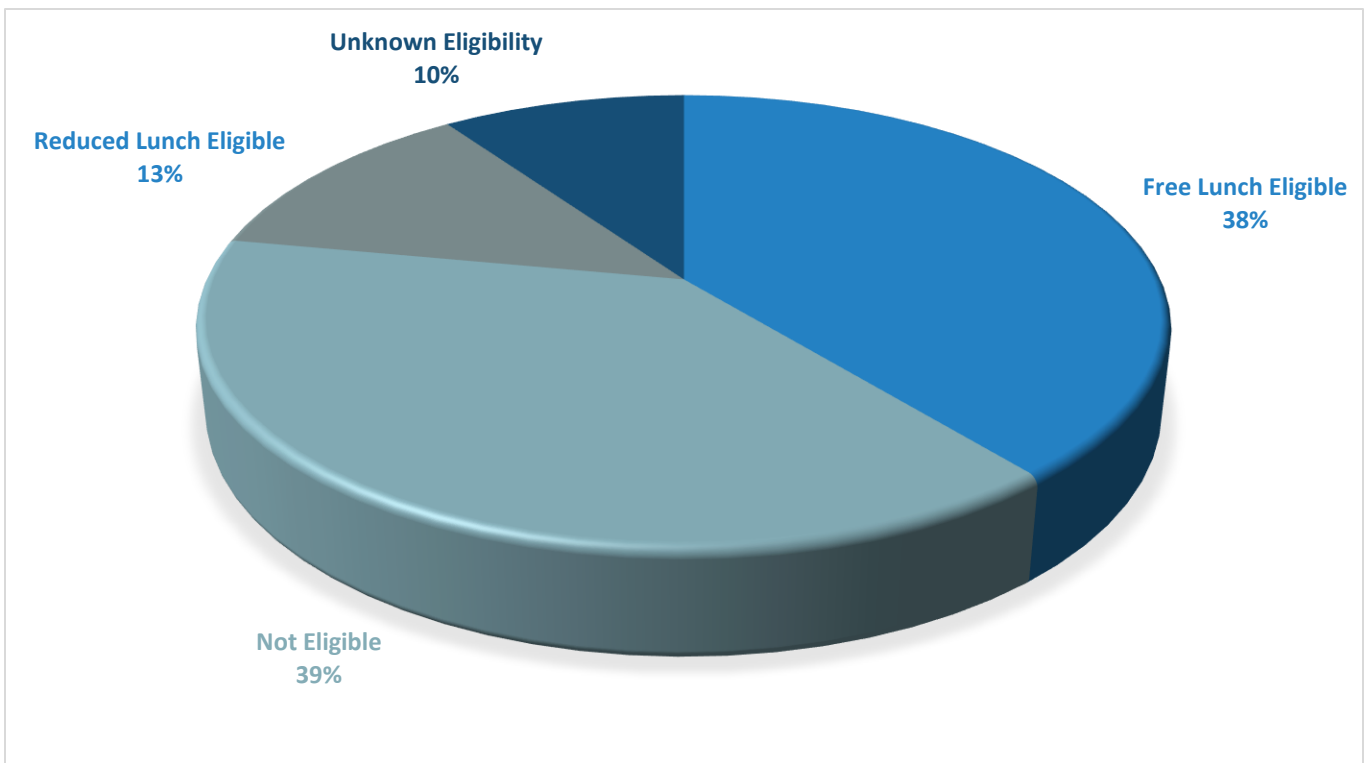
% Classroom Instruction Expenditures to Total Expenses 83.3%

OUR STUDENTS

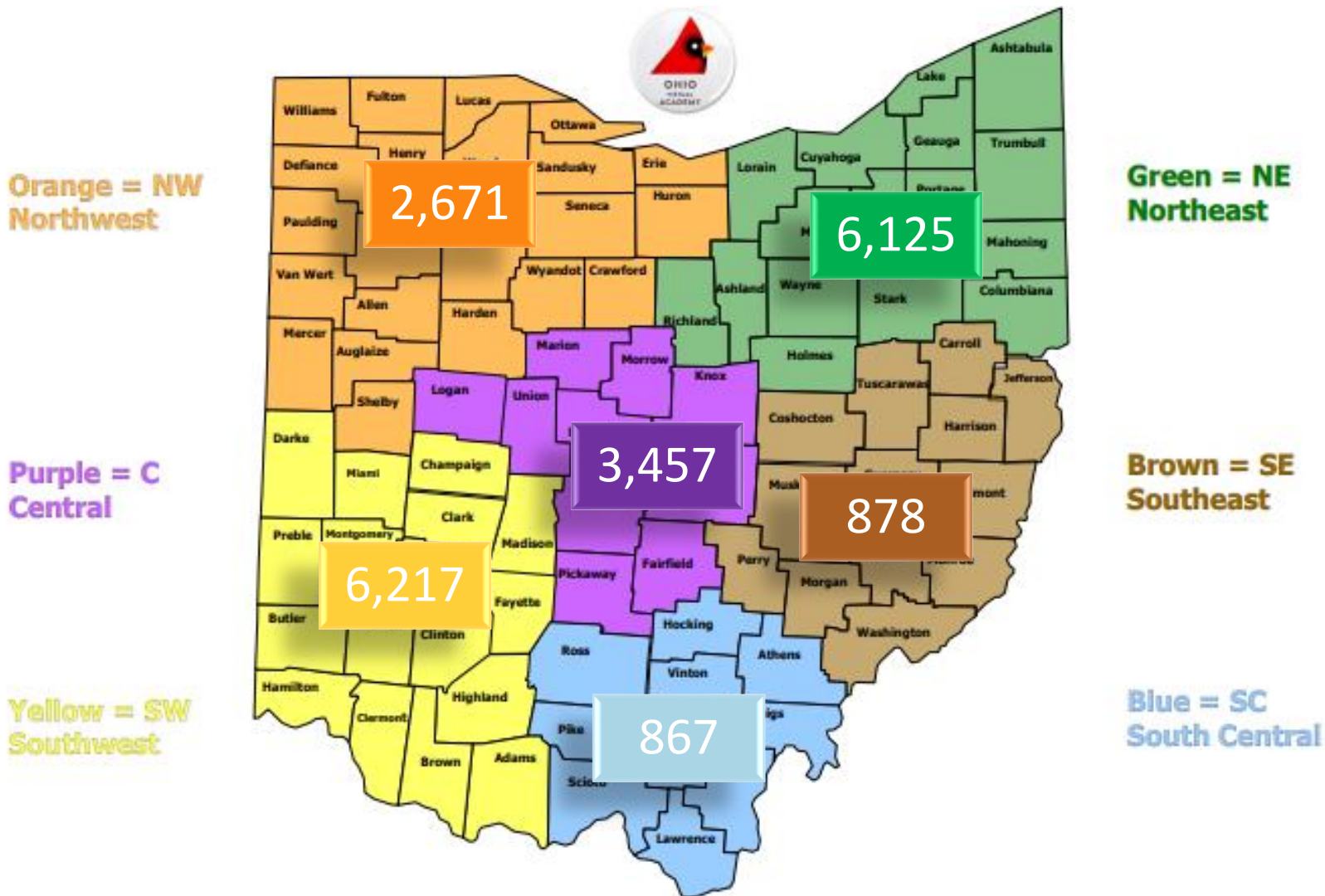
Ethnicity



Economics



ENROLLMENT IN OHIO REGIONS

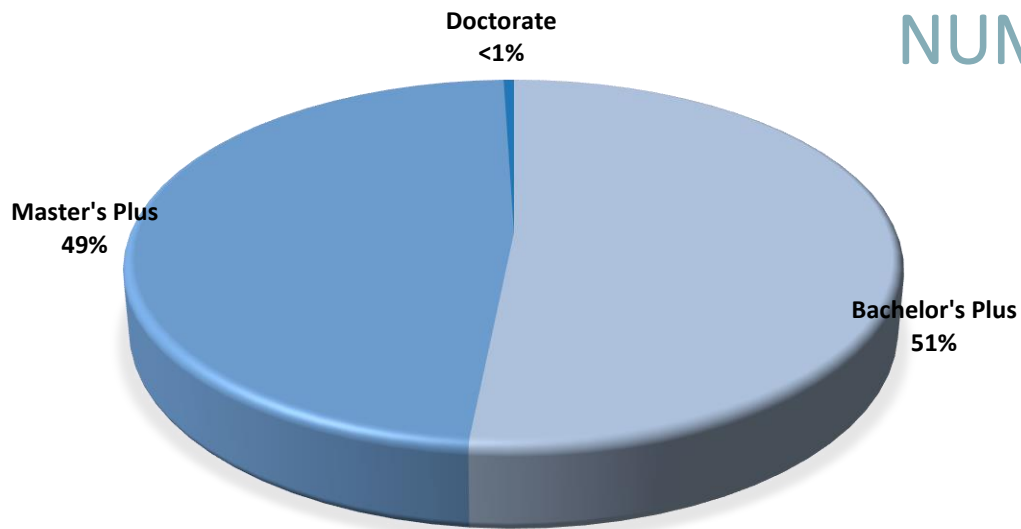




OUR FACULTY and STAFF

Faculty Degrees

BY THE
NUMBERS



Highly Qualified
Teachers



Board of Trustees

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

OHVA Administration

- Kristin Stewart, Senior Head of School
- Kyle Wilkinson: Director of Academics
- Emily Rogers: Sr. Operations Manager
- Johna McClure: Special Programs Director
- Courtney Rahe: EMIS Coordinator
- Heidi Ragar: Manager, At Risk Services
- Kathy Pine: 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
- Laura Houser: Middle School Principal
- Marie Mueller: 9th Grade Principal
- Andrea Zawisza: 10th Grade Principal
- Andrew Smerekanich: 11th Grade Principal
- Megan Daley: 12th Grade Principal
- Lauren Logan: Career Readiness Education Program Administrator
- Tarik West: Career Readiness Education Academic Administrator

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 2020-2021 school year are published in the 2020 Ohio Council of Community Schools Annual Report, available after November 30 at

www.ohioschools.org

