

# OHIO VIRTUAL ACADEMY



# A NOTE FROM OUR HEAD OF SCHOOLS

Dear OHVA Parents and Community Stakeholders,

We are excited to share our news of the 2021/2022 school year. Our school continued to be a popular choice by Ohio parents. In 2022 we served approximately 17, 600 students at Ohio Virtual Academy. This growth demonstrates that OHVA has become a viable option for many of our students in Ohio. We are excited, yet humbled, by the trust parents have placed in our school. We cherish the fact that we can partner with parents to provide an outstanding educational experience for our students.

This edition of the Ohio Virtual Academy Annual Report provides you with an understanding of our school's academic achievements, student activities and finances for the 2021/2022 school year.

Through ESSER funds, as well as Title 1 and state funding we have been able to serve you and your child in a variety of ways including continuing to provide top notch curriculum and support to help students grow academically. The funds were used to provide supplemental programs and academic supports through small group instruction. They also assisted in providing additional training for our teachers to use programs to help identify student placement. The data assists us in providing data driven instruction for our students. This information helps provide recognized areas of weakness, so we can provide the necessary instruction to fill learning gaps. Our academic staff continues to demonstrate their dedication to the students and families that attend OHVA. It is our sincere desire to see all students succeed.

We continued to utilize funds to support staffing in the Family Transition, speech therapy and behavior specialist departments. These staff members continue to help provide their distinctive expertise along with our highly qualified special education staff to provide support for our students with specific academic needs. We were also able to address mental health concerns through partnerships and curriculum to support our students and help them to grow emotionally. We continue to grow in these departments and will continue to fine tune the services offered our students with specific academic, health and emotional needs.



- Be Connected
- Be Aware
- Be Impactful
- Bring Hope to Our Students



We are extremely excited to share that we continue to see academic growth for our students, especially those who have continued enrollment with OHVA year-over-year. Schools across the nation continue to feel the effects of COVID and the learning loss that followed. OHVA is proud to say that we have continued working diligently and students at OHVA have continued to grow academically.

We continued to work passionately to serve our students and used many tools and interventions to help meet student's individual needs. Teachers continued throughout the year to use ClassConnect sessions to meet with students in large, small and individual sessions to help remediate and provide academic sessions in reading, writing, math, history and science. These sessions were well attended, and parents and students provided feedback that they found them to be helpful and informative.

As always it has been a pleasure serving the OHVA family and the OHVA team looks forward to continued 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 its continued service to Ohio families.

Sincerely,

Dr. Kris 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

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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

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Ohio-certified teachers guide progress and tailor teaching to student needs.

Individualized Learning Plans target each student's strengths and weaknesses.

## Engaged

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Engaging, highly interactive curriculum enriches and inspires.

Social events, extracurricular activities, and clubs bring students together.



# KINDERGARTEN – GRADE 2

At K-2 we recognize our academic success is built on a foundation of relationships with our students, learning coaches, teachers, administration, school counselors, and additional OHVA staff working together. It is important to identify that we are a team and cultivate those relationships first and foremost as we begin the formative years of our student’s academic careers. This is why we enjoy starting the school year out with our Meet Your Teacher Events. At the start of the 2021-22 school year, we hosted 68 locations across the state where our families had the opportunity to meet our OHVA teachers face to face and learn more about daily instruction. We continue building those relationships throughout the school year in daily Class Connect and 1:1 student, learning coach, and teacher conferences where it is a team approach to develop individualized learning goals. We want the student and learning coach to participate in and understand the learning goals and what the student should master by the end of the school year.

## **“Building Relationships and Building Strong Readers”**

The 2021-22 school year allowed our K-2 academic team to increase our instructional support by adding an I Support teacher within each teaching team adding more targeted small group instruction for students who were working below grade level in the areas of reading and math. We also found that our students were working at a social and emotional deficit, and by implementing the Zones of Regulation at the beginning of each class we were able to provide students with the vocabulary to express their feelings. The Zones also offered our students the opportunity to build a sense of community and empathy for one another as they were able to share. In addition to our social-emotional support, we were able to provide our students with a school counselor at each grade level offering a full school counseling program designed to meet K-2 student needs.



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. We use state-approved assessments to track our student's academic growth. At the kindergarten level, students were assessed using the Kindergarten Readiness Assessment-Revised. All K-2 students complete AIMSweb+, an online assessment tool, which provides us with baseline data in the areas of reading and math. This is also used as our 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 on target to well below target the student is labeled as a synchronous learner, will attend Class Connect instruction at their ability level, and their Stride curriculum is adjusted in the areas of math, phonics, and language arts to meet the student's individual academic needs. Teachers provide daily small group instruction in the areas of math, phonics, and language arts so that students learn to read fluently, comprehend what they read, and ultimately become strong writers. 100% of our K-2 teachers are Orton Gillingham trained through IMSE which allows us to implement a multi-sensory reading instructional approach in the classroom.

Our academic growth utilizing AIMSweb+ demonstrated a 99% completion rate which allowed us to place students in the appropriate Stride curriculum level and small group instruction. We had 35% of our kindergarten students enroll in the fall on target for reading, we ended the school year with a 21% increase in scores to 56% of our Kindergarten students on target for the Spring AIMS+ benchmark. Of our K synchronous learners who were not on target, 46% moved up an instructional level.

We believe in a team approach supporting our students in their social-emotional learning, as well as their academic learning to reach academic success.

Our first-grade students enrolled in the Fall at 39% on target in reading and we ended the school year with a 20% increase in scores to 59% on target for the Spring AIMS+ benchmark. Of those first-grade synchronous students who were not on target, 46% moved up an instructional level. Our second-grade students enrolled in the Fall at 52% on target, and we ended the school year with a 9% increase in scores to 61% on target for the Spring AIMS+ benchmark. Of those second-grade synchronous students who were not on target, 41% moved up an instructional level.

It is our OHVA tradition to host Kindergarten Recognitions in May with the 2021-22 school year being our second round of virtual events. All kindergarten students receive a package in the mail with a red felt graduation cap and certificate of achievement. Many of our kindergarten students enjoy wearing their red felt caps to class throughout the month of May. Our kindergarten team of teachers hosted a total of 48 online celebrations that allowed family members to log in across the country to join along with students and Learning Coaches to celebrate this significant milestone. It is always such a joy to see all our kindergarten students with their red OHVA caps and beaming smiles.

Our K-2 Summer Reading Program was another great success with an average weekly attendance of 250-300 students. We strategically only invited those students who were not on target in their reading at the end of the school year. We were able to have two teachers host weekly grade-level sessions for 9 weeks. Having two consistent teachers contributed to consistent student attendance. Students who attended received 3 books in the mail. Our students were very engaged during the class sessions and participated in great discussions.

At OHVA we believe in a team approach supporting our students in their social-emotional learning as well as their academic learning to reach academic success. At K-2 our Focus Will Always Be Building Relationships and 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. ELA teachers worked with students to strengthen their reading comprehension, vocabulary, reading fluency and writing skills. Math instruction focused on fact fluency, number sense, and grade level specific math standards. Fifth grade students engaged in one week of live science instruction monthly, to reinforce the Ohio science standards and prepare for the spring science OST. Grade level content area teachers implemented daily 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 fall, winter, and spring. The results of the fall assessment determined each student's specific academic growth goals that helped determine 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 3<sup>rd</sup> grade students this option. 88% 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 proctored during Class Connect after an instructional cycle of Ohio standards were taught using the Stride curriculum, and various other resources including, live class practice opportunities. 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. Students experienced computer enhanced questions on these assessments like the format on the state 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 needed more practice and instruction. 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 a grade level subject area team to discuss the results of the assessment, test question item analysis, determine remediation plans, and make any instructional changes needed to the curriculum map. Students were also given a short pre-test on the standards before each instructional cycle for teachers to determine prior knowledge and better focus their instruction

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 leveled group.

The Satellite Reading teachers worked 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, vocabulary, and writing to provide appropriate intervention strategies to facilitate their growth. 57% of our 3<sup>rd</sup> grade students were able to meet the TGRG reading cut score requirement, a reading sub score of 46 or scaled score of 683 on the fall OST assessment and 68% of those that tested in the spring met the state determined score. Principals were given the discretion to use student data to make determinations for promotion to 4<sup>th</sup> grade based on individual student data with evidence of growth. 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 small group targeted academic support based on assessment data from MAP, previous state tests and Interim Assessments. These highly qualified teachers provided students with specific differentiated interventions to strengthen areas of academic weakness, moving towards mastery of grade level content standards



Our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> 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 using OG based strategies.

Students participated in monthly 7 Mindsets assemblies to develop social emotional learning. The monthly 7 Mindset themes were reinforced by teachers in daily classes. We were able to add an additional school counselor to our team to provide a counselor for each grade level. Our 3-5 Counselors 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. 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 continued using the Zones of Regulation curriculum with 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 effective educator rubric that included the updated Ohio OTES guidelines which was used to complete self-evaluations, administrator informal observations and peer reviews with 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. Utilizing grant funds, 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. The implementation of the Orton Gillingham strategies will strengthen the reading instruction we provide for all our 3-5 students and prepare teachers for upcoming Ohio Dyslexia legislation training requirements.

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





# MIDDLE SCHOOL

The 2021-2022 academic year was another wonderful year of growth and opportunities in our Middle School despite ongoing challenges going on for many of our families! We served approximately 4800 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 160 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 Career Explorations (CTE). A combination of online and offline academic work times serve to appropriately prepare our students for High School and beyond. Student grades continued to be based on individual students' progress in the Online Middle School (OMS), monthly writing samples, classroom assignments, and mathematics practice problems. Sessions were offered in both large group and small group settings, as academically appropriate for individual students. Our iSupport team continued to support students with another layer of academic reinforcement in Math and ELA. Students with Special Needs are additionally supported by our Intervention Specialists in small group and/or 1:1 instructional setting.

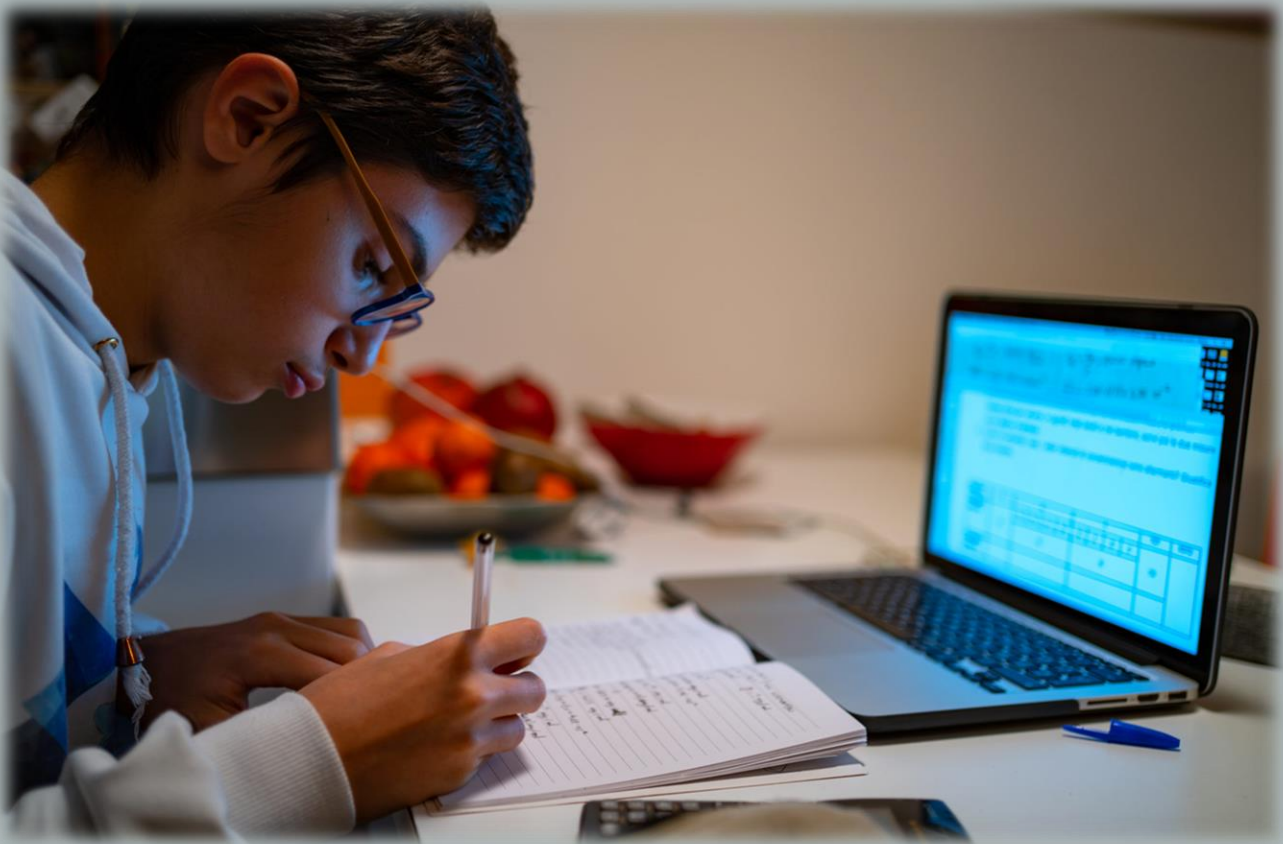
**We are THE Middle School. It Can Be Done!**

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 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 8<sup>th</sup> Grade Recognition in June 2022 was again held in an online format. We were able to recognize more than 450 families and their successful 8<sup>th</sup> Grade students. We were able to celebrate 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!



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# HIGH SCHOOL

The 2021-2022 school year marked the 20-year anniversary for the Ohio Virtual Academy, and it was a great year! As such, the high school hosted several celebratory events throughout the year that also coincided with a shift toward “normalcy” following covid restrictive measures. With this shift, the school returned to hosting face-to-face events for students and families, proctoring students for state testing requirements, as well as meeting in-person for professional development for our high school teaching team. The Ohio Virtual Academy High School saw a steady rate of new and returning students, which led to an eventual cap of enrollment of just over 16,000 students total in grades K-12 and approximately 6,000 at the high school level. Furthermore, the high school continued to grow and expand some areas of past success and plan for changes and improvements for the following school year. Ultimately, the high school team provided students with a stable student-focused learning environment, which resulted in several areas of improvement across the board.

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

One of our earliest moments of success in the 2021-22 school year came along with our extensive review and re-accreditation process through Cognia. The school leadership team dedicated several hours to the Cognia review process as well as time spent in team and individual interviews with Cognia representatives. To gain a sense of the depth of the review, the Cognia review team stated in its final report that they “interviewed 73 individuals, observed 61 digital learning environments, and reviewed documents provided by the school to determine areas of strength and further opportunities” (p. 13). The Cognia Review team also interviewed families and students who also shared their value and commitment to OHVA. While their final report took several weeks for them to prepare following their visits, the Cognia review team shared a final 19-page report in January that indicated Ohio Virtual Academy scored well above their average range for all institutions, and the Ohio Virtual Academy earned the 5-year accreditation status.

Contrastingly, one of our latest moments where we formally recognized our success came at the conclusion of the school year as we highlighted our achievements earned throughout the year. Our end of year school meeting, held on June 13 and 14, 2022, was met with heightened excitement due to the extended hiatus of in-person events due to Covid. For the first time since August 2019, our whole high school staff met in person, along with the other grade band teams throughout OHVA, at the Kalahari Resort and Conventions center in Sandusky. The high school team focused on celebrating successes in each of our dedicated whole team meetings. Some highlights include: our record-breaking participation rate in MAP testing, reaching our goal of 95% participation; an overall passing rate of 82%; and 1031



June graduates with a record number of 492 students attending the graduation ceremony! Some other key accomplishments we shared with the high school team included our participation in over 1,300 Special Education meetings, 483 peer observations completed, our first ever OHVA National History Day state qualifier and our second year of eSports. Furthermore, each department team collected moments of success and workmanship that we highlighted separately.

Some of the programs we continued include our Impact Academy, Internet Café, the “7 Mindsets” curriculum, and the growth of our Career Technical program. First, the OHVA Impact Academy is a peer-mentoring group and a student-led initiative of the National Honor Society. The Impact Academy was created to assist 9<sup>th</sup> grade students with either the transition to high school or transition to OHVA from another school and has grown in student interest and impact each year. Further, they even led a highly praised professional development session for teachers at the end-of-year conference at Kalahari. Next, we continued the Internet Café program which provides an opportunity for our upper classmen to socialize and get to know one another outside of the classroom. Then, our “7 Mindsets” curriculum focuses on connections and being aware, so we can make an impact by creating HOPE for others. The advisory staff held weekly homeroom sessions with students focused around the 7 Mindsets initiatives. 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. Lastly, our Career Technical Education (CTE) program continues to grow and attract more students to the program. One area of success in CTE is with our SkillUp OHVA program, where students can gain exposure to career-based explorations as early as kindergarten and all the way through high school. For the high school, we expanded our CTE pathways to include Information Technology, Business, Health Science, and Engineering, while also planning for further expansion of Early Childhood Education and Agriculture Natural Resource Management for the 22-23 school year. At the conclusion of the 2021-22 school year the CTE team boasted several accomplishments such as 49 Industry Recognized Credentials (IRCs) earned by students, 56 “Advanced” WebXam scores, and several dozen placements into Career and Technical Student Organizations (CTSOs).



Ohio State testing is always a priority, major time commitment, and a collaborative effort for the high school team. The high school staff focused on preparing students for the End of Course (EOC) exams, in Algebra I, Geometry, English 10, American History, Government, and Biology. Teachers, intervention specialists and the iSupport team worked in different ways to provide support at different levels. Our iSupport team worked with students in each subject area with additional practice test and skills sessions while 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. Continuous improvement is also a priority for the high school, and in the 21-22 school year we focused on targeted instruction in live sessions that included the reduction of coteaching teams. In other words, the number of students invited and attended each session became smaller. The smaller class sizes were welcomed by teachers, students, and families alike.

The high school also continued to utilize the class connect schedule developed in 2019 once again in 2022; keeping the consistency of the schedule allowed for continued effective and focused instruction. The morning hours of each school day were reserved for general instruction, while the afternoons were dedicated to electives and career tech classes. Teachers 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. Another area where the school continued its improvement is with its utilization of the Newrow program for live class connect sessions. Following its introduction in the spring of 2019, teachers continued to practice and perfect teaching strategies in the new system and push through technical challenges. One element of Newrow that continues to be a benefit 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.

To further grow teachers and staff, the administration team transitioned to the Ohio Department of Education's OTES 2.0 framework, which included additional evaluation elements, namely the elimination of Student Growth Measures and SLOs and the addition of HQSD, high-quality student data. In addition, teachers observed others in Peer Observations twice during the school year; first within their own subject area and then secondly outside of their subject area. Teachers also reflected on the process and their response to the Peer Observations is generally positive as they can learn, observe, and grow practices from their colleagues. Another area of growth within the framework of teacher effectiveness is with our teacher-based-teams (TBTs). The high school admin team revamped the TBT process and data reporting form following committee meetings held in the previous school year. The TBT committee guided the decisions to clarify the purpose of TBT, clarify the steps of the TBT cycle, and to further define and align the structure of the TBTs. The result of the changes was well received where teachers reported an observed shift to more productive and data-focused conversations.





In addition to the growth and success with students, teachers and support staff, the high school saw substantial progress in credits earned during the 2021-2022 school year. During the fall semester, students earned credit for 77.9% of the attempted high school courses. In the spring, students earned credit for 84% of the attempted high school courses. Our Credit Recovery population also realized similar success; our overall CR passing rate grew from 61.6% in 20-21 to 64.4% in the 2021-22 school year. Furthermore, our CR team is seeing a reduction in the number of students requiring the CR coursework. The number of courses offered in Semester 1 dropped from 9216 in 20-21 to 6768 in 2021-22. This reduction in the CR population is another indicator that students are achieving greater success across the board. All of these earned credits will directly impact the OHVA High School goal of students graduating and moving on from OHVA with hope for their future.

Signatures:

AJM, MD, MM, AJS, AZ



# 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 continue their education, enlist in the military, or start their career after graduation, our career learning program options can combine passion and interests with the skills needed to compete for jobs in high-demand fields.

During the 2021-2022 academic year, our fourth cohort of state approved Career Technical Education (CTE) pathway students began the program and our third cohort of CTE pathway students graduated with 46 students earning their blue CTE cords! As part of our CTE program, students have the opportunity to take courses related to specific career fields, participate in student organizations, accumulate work-based experience, earn industry credentials, and learn from professionals in their field.

Pathway students earned 183 Industry Recognized Credentials during the 21-22 academic year, which is an 83% increase from last year! These credentials set students apart from their peers entering the workforce by being able to show potential employers that they have attained industry relevant skills. Eighty-four work-based learning events were held throughout the year, ranging from career fairs and virtual industry speakers, 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. These experiences resulted in the accumulation of over 11,000 work-based learning hours! An exciting new partnership came to fruition during the 21-22 school year as Orion Education Group partnered with the OHVA Health Science CTE pathways to provide courses and training that will give students advanced standing within their Medical Assisting and Billing and Coding Programs.

The Career Learning team is proud of the success and growth of the program during the 2021-2022 school year. The opportunities for Career Learning students expanded to include two new pathway offerings to meet a wider range of our students' interests and industry needs. With this addition, there are now 10 pathways offered in seven different career fields for our students to pursue. Career learning at OHVA expands beyond the CTE pathways; OHVA offers career learning opportunities through the Cardy Club and middle school and high school career exploration courses. The implementation of our Cardy Club provides our elementary students with engaging activities in the form of micro-PBL lessons that expand their knowledge of a range of industries and careers, while the exploration courses help students discover the career options that fit their interests so they can develop a plan to reach their career goals.



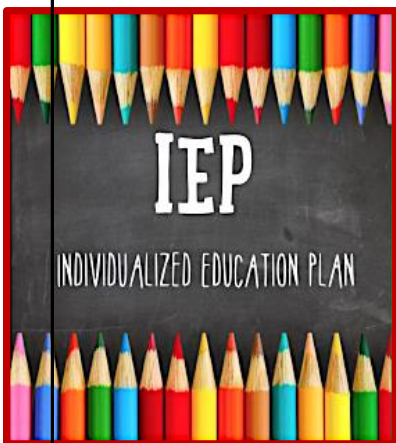
# SPECIAL EDUCATION DEPARTMENT



The Special Education Department at OHVA contains 185 team members, that consists of Intervention Specialists, School Psychologists, Speech Pathologists, Transition Liaisons, SPED Registrars, 504 Coordinators, Related Services Team, Behavior Specialists, Special Education Social Emotional Counselors, 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 21-22 school year, highest special education student population was 2,846. During the 21-22 school year, the number of students on a 504 Plan rose from 644 to 737. The 504-team held over 638 meetings. Intervention Specialists held 3,779 IEP meetings. Our School Psychologists held 173 initial ETR meetings. As a school, we held 912 ETR meetings. All of these various meetings ensure that we are properly servicing the student and meeting their needs in order for them to make progress.

We take compliance very seriously in our department. Staff are provided ongoing training and professional development to make sure we are meeting federal and state requirements. Our Intervention Specialists work closely with the General Education teachers, School Counselors, Advisors, Related Services Providers, School Psychologists, and many other staff members to ensure our students' needs are being met and that they are showing growth. Through this hard work, we have met or exceeded our yearly audits with Stride and OCCS



The department also met all compliance indicators on the 2021 Ohio Department of Education Special Education Annual Rating. These audits ensure that our documents meet compliance standards, and our policies/procedures are in place to meet the needs of our students.

The special education department works collaboratively with various teams throughout the organization to ensure our students receive wrap around support. The special education department works closely 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. Beginning in the 21-22 school year, we have added 1 additional Behavior Specialist in grades 3-5. Allowing us to have a grade brand specific Behavior Specialist in each grade band. The K-5 Behavior Specialists have implemented the Social Emotional curriculum, Zones of Regulation. The 6th-12th grade Behavior Specialists have implemented The Core Project as their Social Emotional curriculum. Both align with the Ohio Department of Education and CASEL. We have also added 2 Special Education Social Emotional Counselors to help meet the increasing needs of our students struggling with things such as anxiety, depression, and social emotional concerns. We want to meet the needs of the whole child to help them succeed in and outside of the school setting.





# GRADUATION 2022

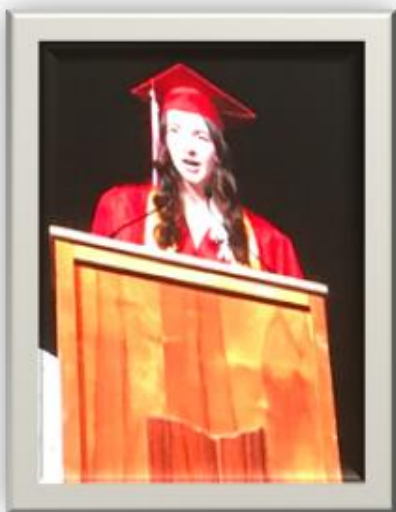
We celebrated the Class of 2022 on Sunday, June 5<sup>th</sup>. After we unfortunately had to cancel our large, face-to-face ceremony the past two years, we were finally able to celebrate our graduates in person. We had over five hundred graduates attend our ceremony at the Celeste Center in Columbus, and it was a wonderful day. In addition to celebrating in person, we held two virtual ceremonies on Thursday, June 30<sup>th</sup>. 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 mindfulness educator and trauma professional, Angie Corogin, as our keynote speaker for the ceremony. We were happy to have Class of 2022 graduates perform the opening by singing the Star-Spangled Banner and our OHVA Alma Mater. We also heard from four student speakers, including our Student Council President, our class Valedictorian and Salutatorian, and a Class of 2020 alumni. They reflected on their time at OHVA, especially the way OHVA had prepared them for their journey after high school.

Within our Class of 2022, we had 41 students graduate with an Ohio Honors Diploma; 26 students that qualified for Early Graduation; and 75 students that graduated in August through the help of OHVA's free summer school program. In addition, OHVA had 17 graduates that completed both an Ohio High School Diploma and an Associate Degree or equivalent hours using the College Credit Plus Program.

In addition to our face-to-face graduation ceremony and our two virtual celebrations, we celebrated our graduates with several events throughout the spring semester, including our third annual Senior Send Off Day. To further support our seniors, OHVA staff participated in our Celebrate a Senior initiative, and provided notes of encouragement and congratulations throughout the semester. This tradition was started during the 2019-2020 school year due to the pandemic and will continue with the tremendous support of our OHVA staff.

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 2022. We can't wait to see what you do next.



# FAMILY SPOTLIGHT

## *A Powerful Partnership*

On June 5, 2022, the clear melody and inspiring words were sung,

“Looking through years gone by  
Cardinals freely fly, we sing to thee, dear O-H-V-A.  
Loyal to red and white, to you we will always fight  
Keeping the memory of OHVA.”

These words of our OHVA Alma Mater resonated throughout the Celeste Center, sung by graduate Sofia Alva. As she sang, she was able to combine two things she loved – singing and her school Ohio Virtual Academy. Sofia began with OHVA as a kindergartener and on June 5 graduated with High Honors. She was also our Northeast Vice President in National Honor Society. She is now pursuing a psychology degree at the Ohio State University. Her success is also a wonderful testimony

OHVA has always relied on the partnership with Learning Coaches like Jazmin. Dedicated Learning Coaches and our OHVA Staff, our “Champions,” together create a recipe for student success. Sofia’s family is a wonderful example of how our partnership, working together, can lead to empowered, inspired, educated students ready to make an impact on the world.

Sofia’s mother Jazmin Alva recalls those days when they began OHVA years ago, “I loved the emphasis on literature. I was convinced this was the best schooling option for us. It was perfect for Sofia. I was able to give the attention and support she needed.”

Sofia’s siblings are also OHVA students. Olympia was a 10<sup>th</sup> grader in 21-22, and Immanuel was in 7<sup>th</sup> grade. Each student has individual interests and talents, and their unique personalities. Olympia is interested in medical science, STEM studies and has her own baking business. Immanuel enjoys science, writing, engineering and hiking.

The Clarke-Alva children share a mixed heritage as their mother Jazmin is from Mexico, and their father Vinton, a computer engineer, is from Jamaica. Jazmin grew up and graduated college in Mexico, but also had time in the United States as a young girl and learned English while her father studied for an advanced degree. Jazmin also attended International School while she was young and appreciates diversity. She shared, “I love other cultures and learning about them. and learning about others, their languages and their foods and their culture. When it comes to diversity, sometimes people focus on the issues around racism, but the positive side of it is even more powerful. There is so much enrichment possible for us, to learn from others.”

Jazmin has dedicated herself to being available to support each of her students. Being in OHVA has been a “wonderful fit” for her family. She has some great advice for other Learning Coaches who desire a great school experience with Ohio Virtual Academy:

- The most important element is the attention, the support, the supervision, they receive from their parents and their teachers.
- We are taking on the responsibility of many roles when we become Learning Coaches. It is important that we are dedicated.
- Children need your support to be successful. Be prepared to offer varying support depending on what your children need.
- Have a functional learning space. It doesn’t have to be large, but it needs to work for you.
- Virtual schools have given hope to those who need this school option. Kids can flourish in this school environment.

Ohio Virtual Academy is developing students to be their best, and we are so very grateful for the passion and dedication of Learning Coaches and families to help students like Sofia and her siblings reach their potential.





*8<sup>th</sup> Grade Recognition*



*12<sup>th</sup> Grade Graduation*





## *Everybody's Welcome at OHVA: School Clubs Foster Diversity & Inclusion*

Ohio Virtual Academy student clubs were on the rise for the 21-22 school year. More than 40 clubs for students in all grade levels enabled students to engage in a variety of interests that ranged from art, to history, to gaming, to social hangouts. [OHVA Clubs](#) provide important social interaction and social-emotional learning opportunities for our students.

In keeping with the school's [Diversity & Inclusion board policy](#), the school was pleased to offer several clubs with a special focus on diversity and inclusion. These clubs supported our D & I policy, but also our school values to honor and respect the uniqueness of all individuals.

The Everybody's Welcome to the Table Book Club explores concepts around diversity, "So that we can have students interact and engage with different cultures and communities through the realm of literature to bring awareness and access to inform them, in a way that they may not have access to otherwise," shared Geonavin Hernandez, the Club Leader and the school's Diversity & Inclusion Analyst. Students who signed up to participate were provided with a book to keep, and then used that in a classroom discussion time together. In total 12 books were used for varied grade levels and over 250 books were distributed. Everybody's Welcome to the Table Book Club/Summer Mini Camp began in the summer of 2021 and continued through 21-22 school year and summer of 2022.



Exploring ideas and having quality conversations around this topic is not limited to student interaction. Mr. Hernandez has also been supporting our staff with professional development and leads a school D & I committee that includes staff and OHVA parents.

He and Mr. Tarik West, our Career Learning Principal, also lead our Black and Brown Men of Excellence (BBME) Club. The club was open to all students, but the primary purpose was to provide a platform specifically for young men of color. "The focus was to empower them, to help them to develop as confident, accountable, intelligent, purpose-driven men of color," Mr. Hernandez shares. "We were once young men just like them, in their shoes. We want to give them the opportunity to be themselves and offer a helping hand and mentorship as they grow and develop. Seeing the students open up, and building those relationships is invaluable."

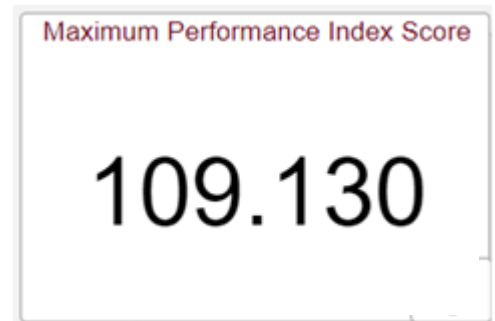
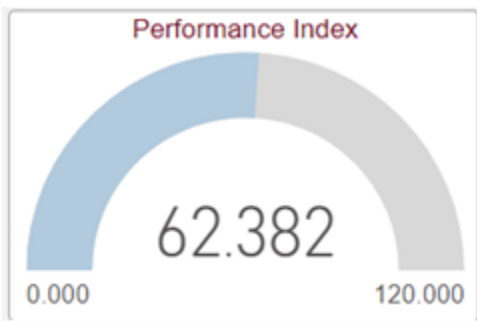
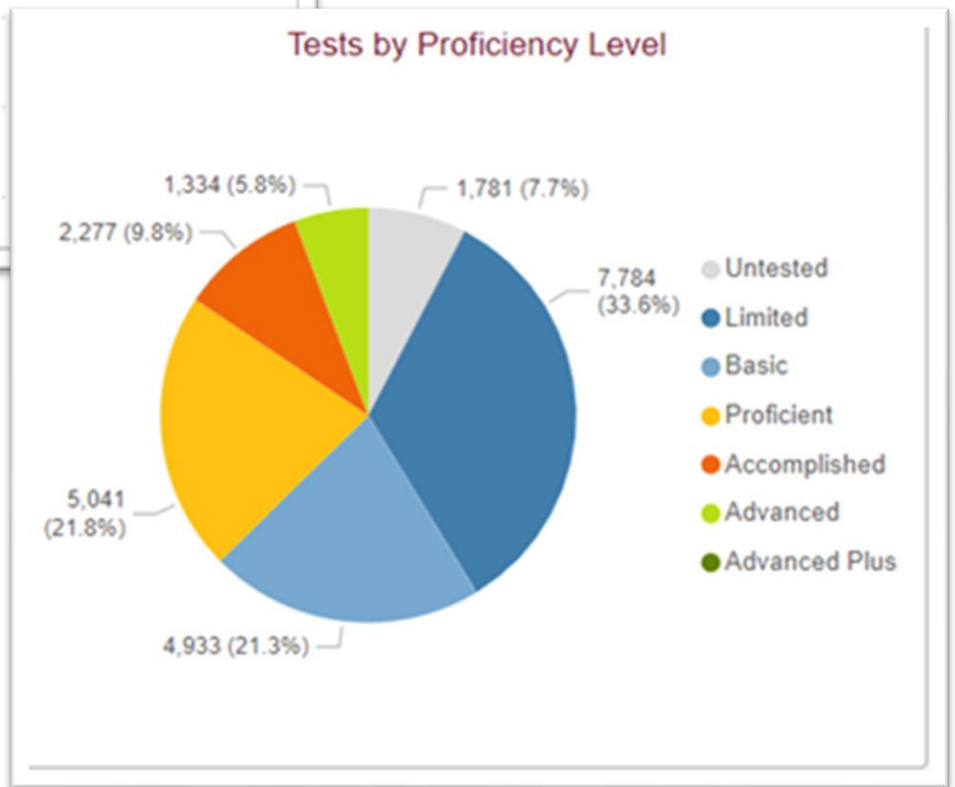
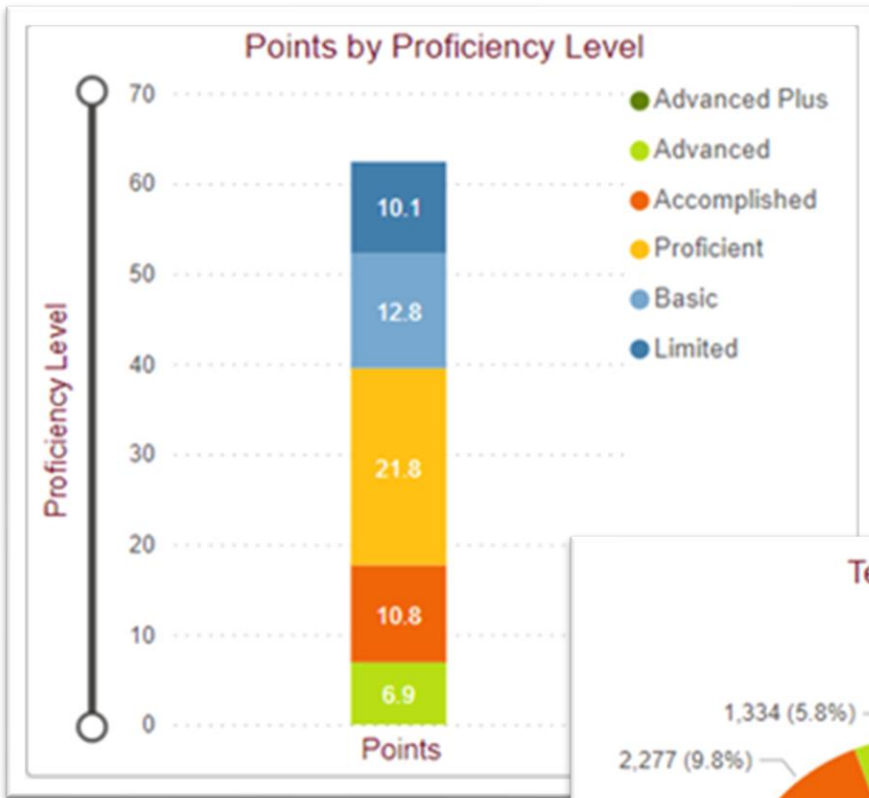


Ohio Virtual Academy is thankful for our diverse school population and is pleased to see these educational efforts moving forward to create a welcoming, respectful and inclusive learning environment and culture.





# 2021 – 2022 REPORT



### 4-Year Graduation Rate

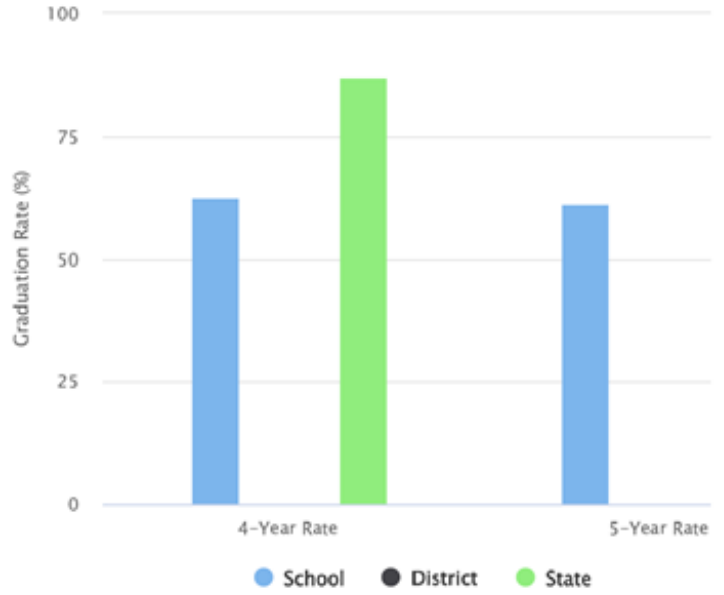
The four-year graduation rate applies to students in the class of 2021 who graduated within four years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2021.

**62.6%**

### 5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2020 who graduated within five years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2021.

**61.3%**



# FINANCIAL OVERVIEW 2021-2022

## Sources of School Revenue

State Funding	\$	99,767,099	76.4%
Federal Grants	\$	26,440,397	20.3%
Local Grants / Program Initiatives	\$	4,349,164	3.3%
Other Miscellaneous	\$	38,628	0.0%
<b>Total Revenue</b>	<b>\$</b>	<b>130,595,287</b>	<b>100.0%</b>

## Expenses

Salaries	\$	33,672,391	25.9%
Fringe Benefits	\$	11,591,134	8.9%
Purchased Services	\$	34,444,555	26.5%
Materials and Supplies	\$	50,047,850	38.5%
Depreciation	\$	15,704	0.0%
Other Expenses	\$	184,490	0.1%
<b>Total Expenses</b>	<b>\$</b>	<b>129,956,124</b>	<b>100.0%</b>

**Surplus** \$ 639,163

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

## Expenditures Related to Classroom Instruction

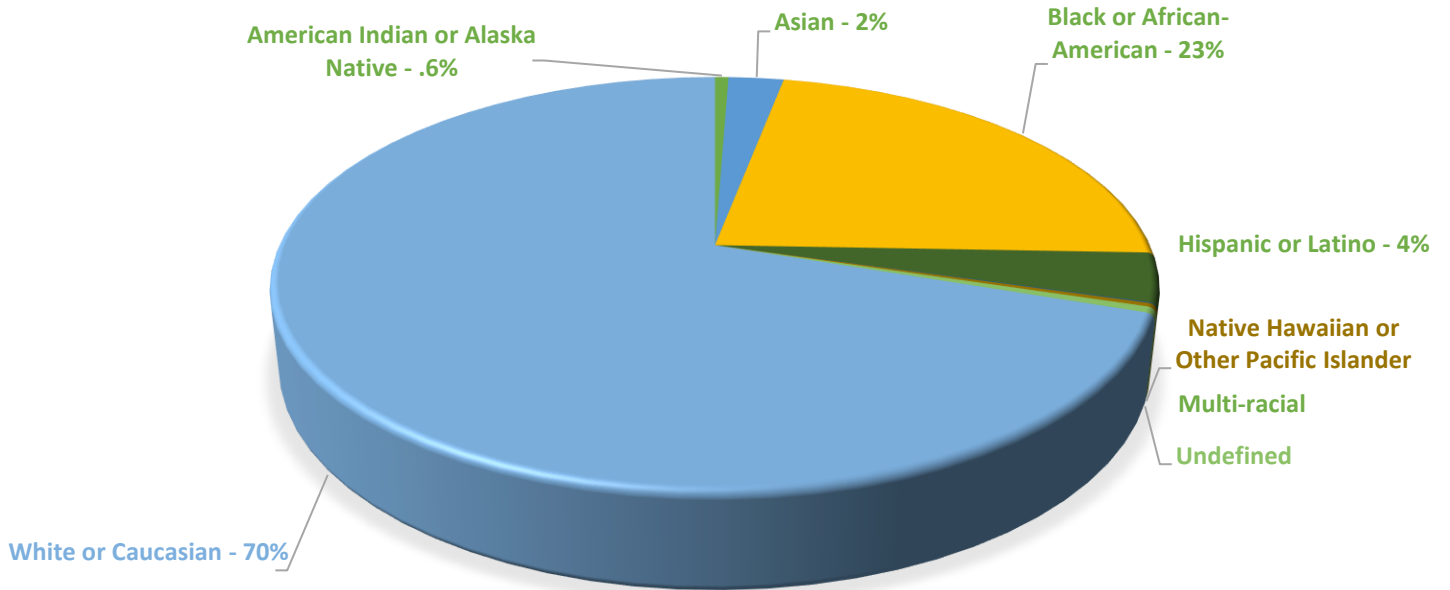
Teacher Salaries, Benefits & Education-Related Expenses	\$	42,376,970	39.5%
Student On-Line Curriculum	\$	26,761,525	24.9%
Student Computers, Internet and Technology	\$	14,747,276	13.7%
Student Instructional Materials	\$	10,564,656	9.8%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$	8,699,554	8.1%
Special Education Services	\$	4,355,695	4.1%
<b>Total Expenditures for Classroom Instruction</b>	<b>\$</b>	<b>107,505,676</b>	<b>100.1%</b>

% Classroom Instruction Expenditures to Total Expenses

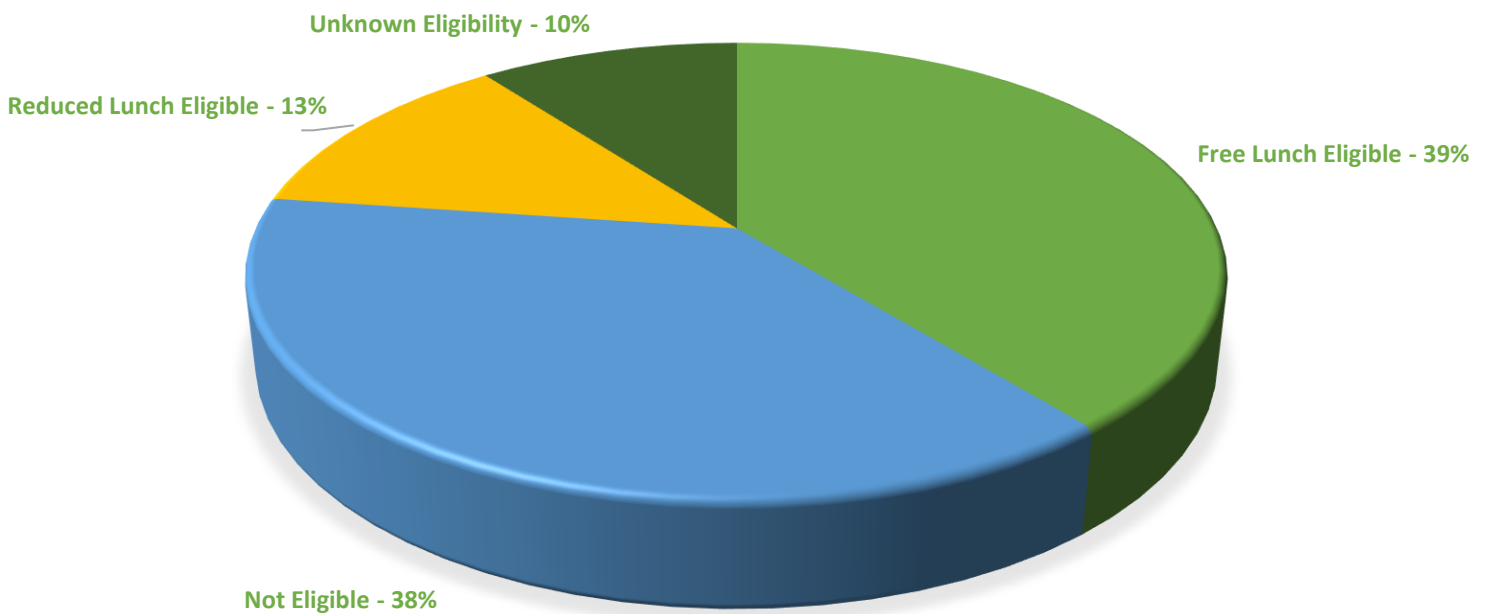
82.7%

# OUR STUDENTS

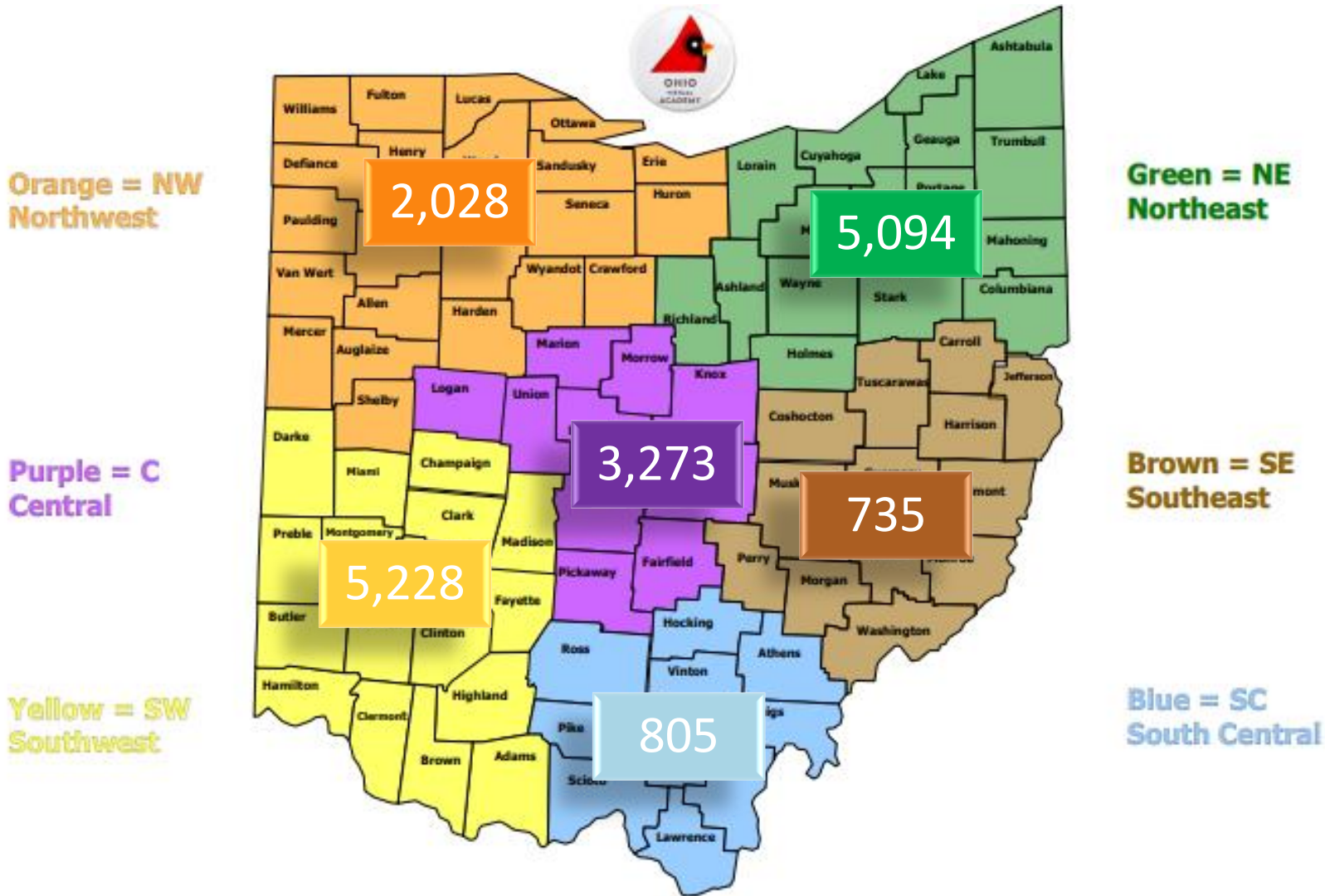
## Ethnicity



## Economics



# ENROLLMENT IN OHIO REGIONS



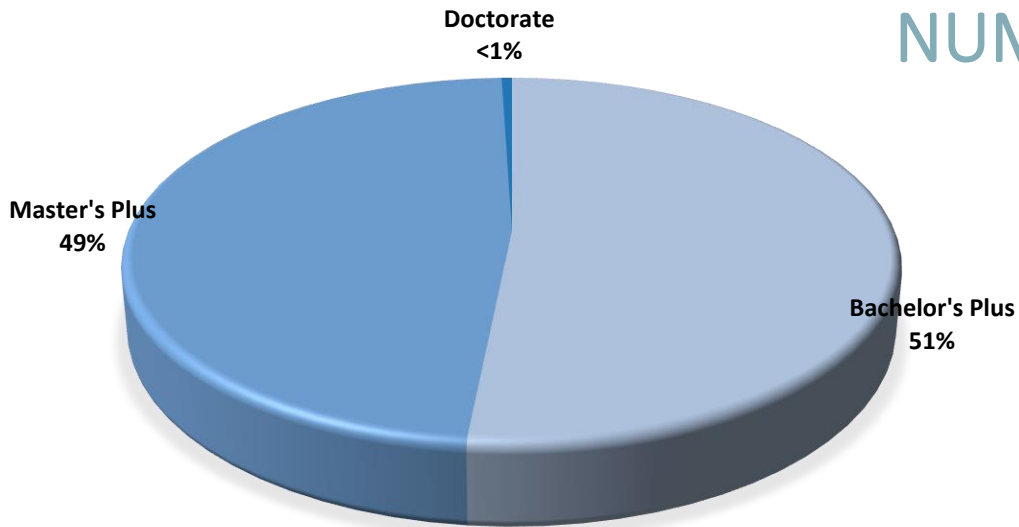




# OUR FACULTY and STAFF

## Faculty Degrees

BY THE  
NUMBERS



Highly Qualified  
Teachers



## Board of Trustees

- Stephen Vasquez: President
- Susan Lippens: Vice President
- Jacob Moeller: Treasurer
- Jennifer Wise: Board Member
- Kelly Arndt: Board Member
- David Kalman: Board Member
- Matt Norton: Board Member
- Adam Davenport: Board Secretary
- Gina Lopez: Board Member
- Patty Humbert: 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 2021-2022 school year are published in the 2021-2022 Ohio Council of Community Schools Annual Report, available after November 30 at [www.ohioschools.org](http://www.ohioschools.org)

