



ANNUAL REPORT

**2023-
2024**



A NOTE FROM OUR HEAD OF SCHOOLS

Dear OHVA Parents and Community Stakeholders,

We are excited to share our annual report for the 2023/2024 school year. Our school continued to be a popular choice by Ohio parents. In 2024 we had approximately 15,000 students attend Ohio Virtual Academy. This enrollment demonstrates that OHVA has become a viable option for many of our students in Ohio. We are excited, yet humbled, by the trust parents have placed in our school. We cherish the fact that we can partner with parents to provide an outstanding educational experience for our students.

This edition of the Ohio Virtual Academy Annual Report provides you with an understanding of our school's academic achievements, student activities and finances for the 2023/2024 school year.

Our dedicated staff has been able to serve our students in a variety of ways including continuing to provide strong curriculum and support to help students grow academically. Our wrap-around services were used to provide our students with supplemental programs and academic support through small group and one-on-one instruction. Our staff worked hard to identify the needs of our students by using science-based programs to help identify student placement and provide the most targeted instruction possible. We continued to use data driven instruction to help students close the learning gaps that continue to be a concern throughout our country.

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

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

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

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 that the remainder of this report provides you with an overview of Ohio Virtual Academy.

Kristin L. Stewart

DR. KRISTIN STEWART, PHD

OHIO VIRTUAL ACADEMY SENIOR HEAD OF SCHOOLS

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.

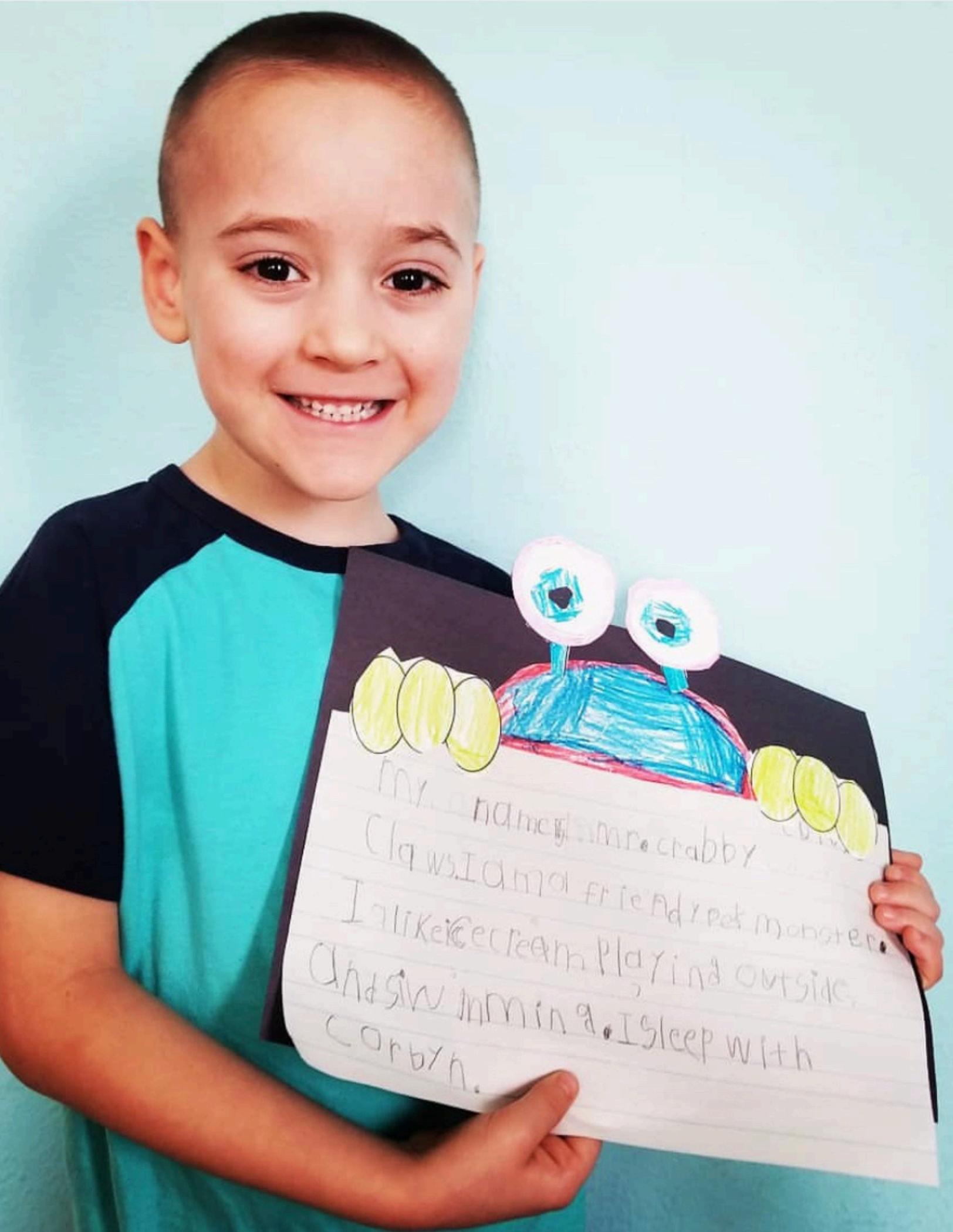
RESPECTFUL

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.





My name is Mr. Crabby
Claws. I am a friend pet monster.
I like ice cream playing outside
and swim in a. I sleep with
Corbyn.

KINDERGARTEN - GRADE 2

OHIO VIRTUAL ACADEMY

2023-2024



K-2 TEAM

ADMIN - DEBBIE WOTRING

At K-2 we recognize the importance of building relationships in our virtual environment. Our continued academic success is built on a full team approach including the learning coach, general education teacher, I Support teacher, Intervention Specialist, administration, school counselor, advisor, and additional OHVA staff working together with the student. It is important to identify early that we are a team and cultivate those relationships first and foremost as we begin the formative years of a student's academic career. This is why we enjoy starting the school year out with our Meet Your Teacher Events.

At the start of the 2023-24 school year, we hosted 21 locations across the state where our families could meet our OHVA teaching team face to face and learn more about our BIG K-2 Goals. We continue building those relationships throughout the school year in daily Class Connect and 1:1 student, learning coach, and teacher check-in calls where it is a team approach to develop individualized learning goals. We want the student and learning coach to participate in and understand the learning goals and what the student should master by the end of the school year.

The 2023-24 school year provided us with smaller class sizes and smaller intervention groups for students who were working below grade level in reading and math. We also continued to develop our Social Emotional Learning instruction including all K-2 SEL standards being taught throughout the year at the beginning of class along with Zones of Regulation which provided students with the vocabulary to express their feelings. Zones offered our students the opportunity to build a sense of community and empathy for one another as they share with their peers. Our school counselor team hosted 7 Mindset assemblies along with providing a full school counseling program designed to meet K-2 student needs at each grade level. In addition, we offered a designated Behavior Specialist to our K-2 students.

At the K-2nd grade level, we are growing strong readers. Our students are learning to read so that when they reach third grade 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. In addition, all K-2nd grade 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-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 labeled as a synchronous learner, will attend Class Connect instruction at their ability level, and their Stride curriculum is adjusted in math, phonics, and language arts to meet the student's individual academic needs. Teachers provide daily small group instruction in 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-2nd grade teachers are Orton Gillingham trained through IMSE which allows us to implement a multi-sensory reading instructional approach in the classroom. In addition, all K-2 teachers are trained through IMSE in Phonological Awareness.

Our academic growth utilizing AIMSweb+ demonstrated a 99% completion rate which allowed us to place students in the appropriate small group instructional level and Stride curriculum. We had 39% of our kindergarten students enroll in the fall on target for reading. We ended the school year with a 22% growth increase in scores to 61% of our Kindergarten students on target for the Spring AIMS+ benchmark.



Our first-grade students enrolled in the Fall at 43% on target in reading and we ended the school year with a 20% increase in scores to 63% on target for the Spring AIMS+ benchmark. Our second-grade students enrolled in the Fall at 53% on target, and we ended the school year with a 20% increase in scores to 73% on target for the Spring AIMS+ benchmark. We ended the year with a total of 66% of our K-2 students on target on their Spring AIMSweb+ for an average growth across grade levels of 21% and 97% of our K-2 students showing reading growth.

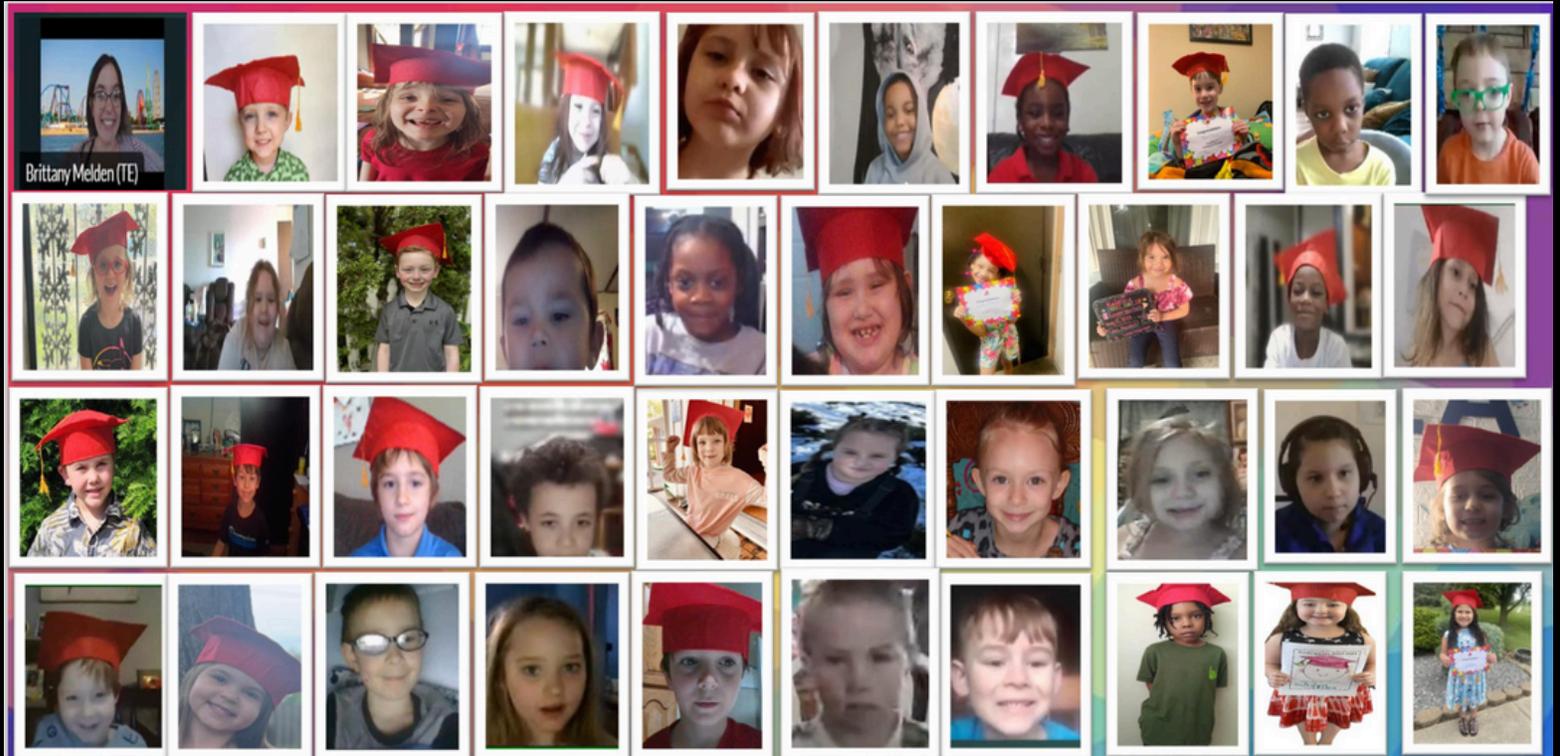
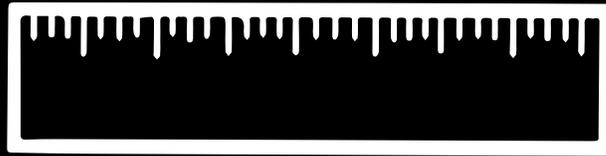
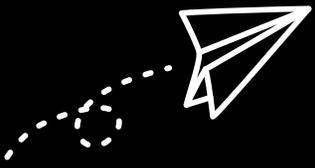
It is our OHVA tradition to host Kindergarten Celebrations at the end of May. All kindergarten students receive a package from our OHVA Boosters with a red felt graduation cap and certificate of achievement. Many of our kindergarten students enjoy wearing their red felt caps to class throughout May. Our kindergarten team of teachers each hosted two virtual celebrations for her class community allowing family members to log in across the country to join 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 has gained momentum over the last several years 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 utilizing this opportunity for those who need it the most. We have two teachers who host weekly grade-level sessions for 7 weeks. Students who attended received 3 books in the mail.

Students were very engaged during the class sessions and participated in great discussions. Outside of class students completed lessons in Reading Eggs to help fill in deficits in their reading skills.

At OHVA we believe in wrap-around support for all students and that full team approach is also carried out in K-2. We believe in supporting our students in their social-emotional learning as well as their academic learning to reach academic success. At K-2 our Focus Will Always Be Building Relationships and Building Strong Readers!







GRADES 3 - 5

OHIO VIRTUAL ACADEMY

2023-2024



3-5 TEAM

ADMIN - AMY BORCHERS

The 3-5 team focused on targeted academic instruction in Math and English Language Arts aligned to Ohio's Learning Standards. Our reading teachers are all trained in Orton Gillingham and worked with students to strengthen their phonological awareness, language structure, vocabulary, fluency, reading comprehension 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. 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 and their individual instructional path. Students knew their goals for the year by participating in student led conferences to take ownership of their academics. 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. 87% of our 3rd grade students met the state determined, MAP RIT score of 192 by the spring measure.

The Satellite Reading teachers worked with our 3rd grade emergent readers who were determined to be “not on track” by the MAP Diagnostic Assessment. These highly qualified reading teachers are all Orton Gillingham trained and worked with small groups of students daily on reading fluency, phonological awareness, decoding, vocabulary, and comprehension to provide appropriate intervention strategies facilitating their growth. 48% of our 3rd grade students were able to meet the TGRG reading cut score requirement, a reading sub score of 48 or scaled score of 690 on the fall OST assessment and 48% of those that tested in the spring met the state determined score. We were able to offer a 2-week intensive remediation summer program for students that did not meet the cut score for promotion. Students were given the reading MAP Assessment during the third week and 86% of the students that participated met or exceeded the cut score on the summer assessment and all showed growth.



We added a new assessment tool, MAP Reading Fluency. Our third-grade students were all screened with the state required Dyslexia Screener within this tool. Students in grades 4-5 were also able to be screened by parent or teacher request. Our team of reading teachers used the Reading Fluency Benchmark Assessment to progress monitor Tier II students and students with Reading Improvement and Monitoring Plans.

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 met weekly in TBT (Teacher Based Team) meetings to discuss assessment data, class exit tickets, engagement, and social-emotional needs 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 correct 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.

Instructional Support teachers provided intensive small group instruction to students in the areas of math and reading. They were able to meet weekly with students to provide additional academic support based on assessment data from the reading and math MAP Assessments. These highly qualified teachers provided students with specific differentiated interventions to strengthen areas of academic weakness, moving towards mastery of foundational skills to be successful with grade level content.

Our 3rd and 4th grade students who were assessed as well below grade level on the fall MAP reading diagnostic, worked daily 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. 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 crucial 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. We used this as a Tier 2 support and intervention with our 3-5 students.

The whole staff was trained in the curriculum and the corresponding vocabulary to reinforce in class, with those students using it to regulate behavioral emotions.

The 3-5 team understands how critical it is to build strong relationships with our students and how much of an impact that has on student growth. Our classrooms are filled with positive affirmations of the Growth Mindset and a supportive safe learning environment for everyone. Our 3-5 mission statement is, Together We SOAR. This stands for support, opportunity, achievement, relationships. Critical components for the growth and development of the whole student.

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 Ohio OTES guidelines which was used to complete self-evaluations, administrator informal observations and peer feedback reviews. 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 train our reading teachers and Intervention Specialists with the additional Phonological Awareness Orton Gillingham course. The implementation of the Orton Gillingham strategies strengthens the reading instruction we provide for all our 3-5 students and supports the implementation of the Science of Reading.





FIRST DAY OF

4th / 3rd 7th

FAMILY SUPPORT

OHIO VIRTUAL ACADEMY

2023-2024



ADVENTURE AT COSI

ADMIN - SUSIE EBIE

In the spring of 2024, families and staff from the Ohio Virtual Academy came together for an exciting event at COSI, the Center of Science and Industry in Columbus, Ohio. This gathering was much more than just a trip; it was an adventure filled with fun, learning, and community engagement. Attendees had the unique opportunity to explore the various exhibits at COSI, taking over the building for the evening and enjoying hands-on activities that sparked their curiosity about science and learning.

One of the highlights of the day was the appearance of Cardy, who joined in on the festivities and added to the excitement. Students who attended the event received school t-shirts, our way to express to them they are part of our very special OHVA community. In addition to the fun, students were eligible for prize drawings to round out the evening.

OHVA & SADD

Outside COSI, SADD (Students Against Destructive Decisions) was busy teaching safety and having some fun with a genuine police car cruiser and officer, and our first ever Safety Seatbelt Challenge. The goal was for 4 members of a group or family to race around the car, buckle, unbuckle, buckle again, and see who the fastest group was! These activities entertained and educated students about the importance of making safe and wise decisions, especially safety around driving and using substances like alcohol. It was so exciting! Looking ahead, OHVA is excited to announce the creation of two new SADD Clubs for the 2024-2025 school year for Middle School and High School students. This initiative will provide students with more opportunities to engage in activities that promote safe decision-making and responsible behavior.

Expo Time!

The OHVA Student Expo was held in one of COSI's huge display rooms. Hundreds of our students displayed their hard work and creativity for their families and the school community. The event featured projects for history, science, art, animals – something for everyone! The Student Expo celebrated individual achievements and fostered a sense of community and pride in the educational journey of each student.

Connections

The event also served as an opportunity for families to connect with OHVA staff. Families could learn about the curriculum at various grade levels, get assistance with re-registration, and ask questions about the school. Boosters manned a table to welcome new members and share information about how to get involved. Special spotlight videos were created in cooperation with Stride, highlighting the unique experiences and successes of OHVA students.

Our COSI Adventure was an amazing success, bringing together more than 1,500 participants who engaged with OHVA staff, Cardy, and each other. We heard from families that this gathering fostered a sense of community and reinforced the importance of education, safety, and collaboration. Thank you to everyone who joined the adventure at COSI and for contributing to such a memorable experience!



MIDDLE SCHOOL

OHIO VIRTUAL ACADEMY

2023-2024



MS TEAM

ADMIN - SAM LATHAN

We are THE Middle School. It Can Be Done!

The 2023-2024 academic year was another wonderful year of growth and opportunities in our Middle School! We served approximately 4100 students across 6th, 7th, and 8th Grades! Our Middle School staff was comprised of a team of more than 180 General Education teachers, Intervention Specialists, School Counselors, Advisors, iSupport, and Support Staff.

We continued our Middle School strategies of required Class Connect sessions in the 'four core' subjects of Math, ELA, Science, and History, in our block Class Connect session schedule. We continued Career Explorations (CTE) for our 8th Grade students, giving them the option of five pathways to choose from in IT, Business and Marketing, Healthcare, Agriculture and our new Arts and AV pathway.

We continue to extend CTE to our 7th grade students to open their horizons towards career choices they might not have previous exposure to. Additionally a combination of online and offline academic work times 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 with the addition of the ClassKick program. 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 in 6th grade ELA. Students with Special Needs are additionally supported by our Intervention Specialists in small group and/or 1:1 instructional settings.

Our Middle School students were also sustained by School Counselors for College Credit Plus (CCP), High School Credit students, High School transition, as well as college and career planning. The School Counselors were also able to bring small group sessions to our Middle School students to help support their social emotional needs. 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, and accumulating over 6800 volunteer hours. 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 2024 was again held in an online format.

More than 500 students and families joined us as we celebrated our out going 8th grade class. We were able to recognize current 8th Grade National Junior Honor Society members and induct 81 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. Our keynote speaker was an 8th grade member of NJHS as she spoke about how to embody the best version of you.

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!



FAMILY SPOTLIGHT

OHIO VIRTUAL ACADEMY

2023-2024



Joseph's journey in fencing began at the age of nine. He has been guided by his father Eric who was a former college fencer and trained under a world champion while studying in Russia. Inspired by his father's experiences and love of fencing, Joseph has been dedicated to the sport ever since.

How did Joseph come to find Ohio Virtual Academy? He was initially enrolled during the pandemic, later tried a private school the following year, and came back to OHVA for 8th grade. Joseph has excelled in his academics along with his fencing. His mother Polina learned about OHVA through friends who were enrolled. She wanted to give it a try.

She had heard good things about the school, and they needed a schooling option that would work with Joseph's fencing commitments. As a Learning Coach, she found the schooling was convenient, clear, easy to use and enjoyed the curriculum. Polina stays on top of all the school communications. Polina shares, "Love the Clubs, I really like the events, the History Geek events." As a Booster, Polina hosted an outing at the Cleveland Fencing Academy where Joseph trains. Attending students learned about fencing, equipment, safety, and saw a fencing demonstration by – you guessed it – Joseph, and another student fencer.

Joseph is making a name for himself in junior fencing, and practices about 23 hours a week, 3 hours a day. In addition, he has traveled to competitions and tournaments around the globe. He secured third place in the prestigious Paris Marathon with fencers under 14 from around the world. Joseph has traveled to France, Bulgaria, Romania, Albania, Italy, and more. What is his favorite place? “It’s a three way tie – Paris, Italy or Romania.. but let’s go with Transylvania! My great grandfather is from there. We visited there this year. We went to Braun and that that's where vampires are from. The food is very good, and the views of the castles are the best. One was amazing, like the castle of a royal family.”

How does Joseph balance schoolwork, family life and fencing? He occasionally gets a kind nudge from his mother and Learning Coach, but overall he is self-motivated. Joseph shares, “I can practice whenever I have open time. So sometimes I practice in the afternoon, or I do a little bit of school in the morning, practice in the afternoon, do school in the evening, or I do school in the day, and then practice in the evening. It varies. But, thanks to my online learning I can have flexibility.” Joseph is a dedicated student and is proud of his English writing. As a high school student now, he participates in College Credit Plus (CCP) and honors courses. His favorite subject is math, “I just like how If you do everything right it just all adds up. And the answer is nice and perfect and crisp—if you do everything right.”

What advice does Joseph share for other busy students? “Have a daily schedule. I wake up and go to sleep at the same time every day. Set some breaks for yourself. It’s good to have a daily schedule.” He also shares, “Also, before you go out with your friends to play or something, just make sure your schoolwork is done so you don’t have to worry about it.” With this mindset, he is able to focus on what’s happening at the moment – schooling, socializing or fencing.

We are so proud of the academic success, dedication and determination that Joseph demonstrates. The entire Guth family, his parents, and four younger siblings ages 8, 5, 5, and 3 are supportive and cheering him on day by day. The larger “OHVA Family” with students, teachers, staff and Learning Coaches are ready to join the cheering section, too. We are excited to see where champion fencing and his academics take Joseph in the years ahead.



CLEVELAND FENCING ACADEMY



HIGH SCHOOL

OHIO VIRTUAL ACADEMY

2023-2024



HS TEAM

ADMINS - MARIE MUELLER, MEGAN DALEY, ANDREW SMERKANICH, ANDREA ZAWISZA

Ohio Virtual Academy (OHVA) began the 2023-2024 school year with a strong commitment to accountability, academic growth, and graduation. By building on last year's successes, the high school team aimed to create a stable educational environment. With an enrollment of approximately six thousand students, each student received the necessary support for academic success. Our focus on accountability included continuous assessment of student performance and personalized assistance. As we reflect on the year, we take pride in our students' achievements, which culminated in a graduation ceremony that celebrated the hard work and dedication of over one thousand students.

Throughout the year, the high school team emphasized a student-centered learning approach, prioritizing academic excellence and fostering meaningful relationships with families to ensure continued success in the coming year.

To kick off the year, high school team members had the opportunity to meet face-to-face at the Nationwide Conference Center. First, we held a Professional Development event in collaboration with our Lead Teachers, which was then followed by a meeting comprised over three-hundred high school staff members. Both gatherings allowed us to engage in meaningful discussions, share best practices, and enhance our teaching strategies.

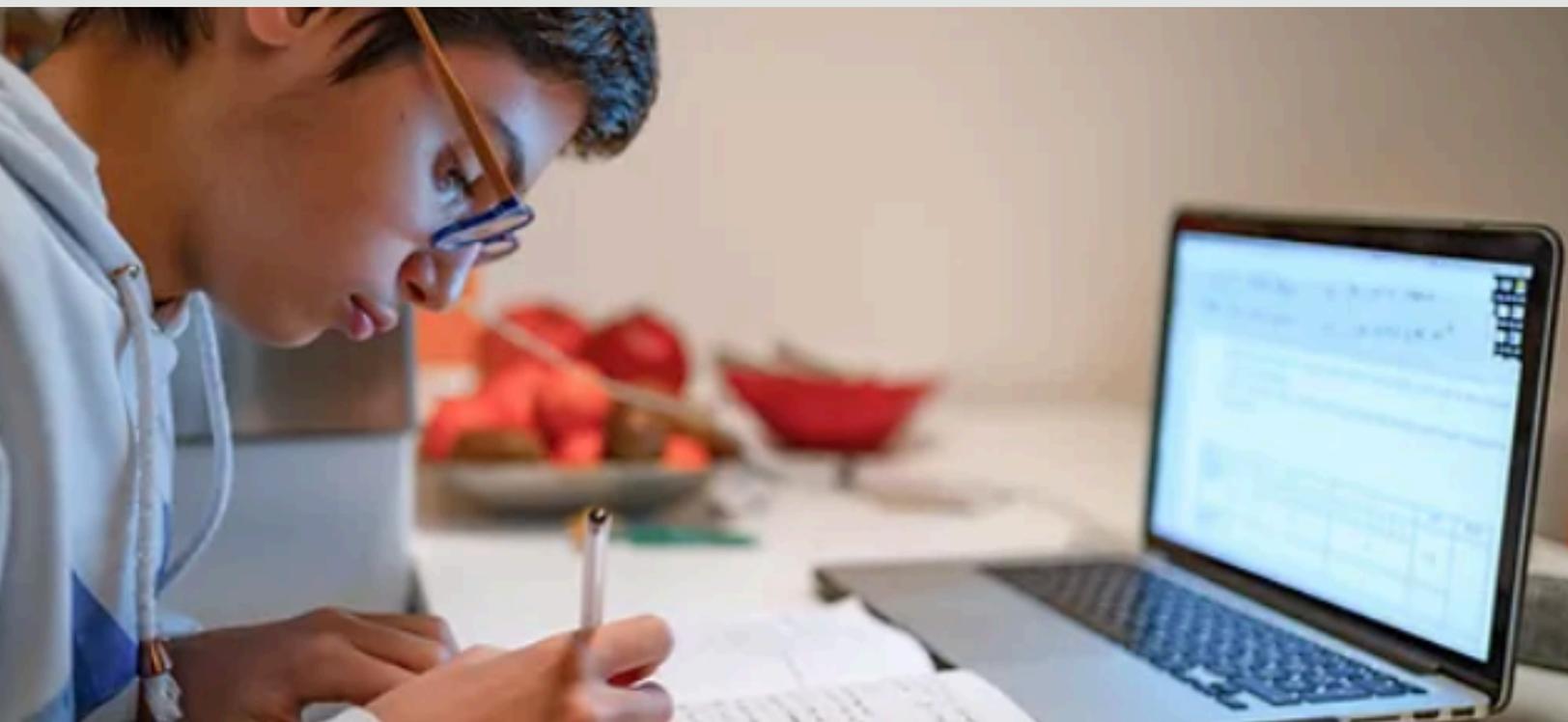
Our commitment to academic excellence extended to meeting state testing requirements. The high school team focused on preparing students for the End of Course (EOC) assessments in subjects such as mathematics, English, social studies, and science. As we approached the testing season, our educators collaborated to support families and students effectively.

The iSupport team offered additional practice tests and skills sessions in all subject areas. General Education teachers enhanced their courses using research-based strategies to target essential skills. Intervention Specialists conducted focused sessions to strengthen foundational skills aligned with subject content and students' IEPs. The administration ensured consistent communication with families, while the Family Engagement team prepared informative newsletters with multimedia resources outlining testing requirements. Each OHVA team member played a vital role in achieving high engagement levels during testing.

In the past school year, we emphasized the importance of students participating in in-person state-mandated testing, aiming to minimize non-participation. During the Spring EOC testing period, our team visited more than fifty secured testing locations across the state and administered nearly ten-thousand tests to students. This remarkable achievement involved many team members traveling throughout Ohio, with others reaching out to students from their home offices, all supported by a dedicated administrative team.

Undoubtedly, the team surpassed its goal of administering a high percentage of all required tests through the school, an accomplishment made possible by the unwavering commitment of every individual involved.

To foster connections between students and the school, we continued to develop and offer Student-Led Programs and both face-to-face and online events. Some examples of this include the OHVA Impact Academy, Internet Café, Leaders-In-Training, along with the more formally recognized, National Honor Society. Additionally, several of our student leaders presented at our year-end meeting at Kalahari. Throughout the year, we organized our traditional in-person events such as the fall Back-to-School Picnics, Fall Dance, Spring Dance, End-of-Course testing, COSI night, Zoo Days, and numerous others. Our team was excited to bring back the activities cherished by everyone, as shown by the exceptional attendance figures and the favorable responses received during and after the events. We connected with students through a variety of online events, including our new social platform in K12 Zones, online prom, Senior Send Off and many more!



Our advisors held weekly “7 Mindsets” lessons, while we also strengthened our PBIS program. Our team actively participated in PBIS initiatives through the “Cardy of the Month” incentive program and our “MAP Contest.” Students appreciated the recognition and prizes from the Snappy catalogue, and through the MAP Contest, where they completed Reading and Math MAP tests for a chance to win prizes like Amazon gift cards or Snappy prizes. Thousands of students participated in each drawing, which contributed to our impressive 94% participation rate, culminating in the administration of 27,446 MAP tests. These efforts highlight our commitment to fostering student engagement and celebrating their accomplishments.

A few other highlights of the year include:

- The OHVA Rocket League team won the Stride eSports Championship
- Jared Shoup won the Excellence In Teaching Diversity Award that is given by the Ohio Civil Rights Commission
<https://investors.stridelearning.com/news/news-details/2024/Jared-Shoup-Named-Recipient-of-Ohio-Civil-Rights-Commissions-Excellence-in-Teaching-Diversity-Award/default.aspx>

- Megan Daley was selected as the 2023-2024 Dr. Larry Hentsch Counselor Support Award winner:
<https://www.mahoningmatters.com/news/local/article288569414.html>

Our Career Technical Education (CTE) team also committed to and realized great success. Some examples of this include multiple new CTE staff with new pathways that included Engineering, Media Arts, and Logistics. The team also celebrated with students as they earned a combined total of over 764 Industry Recognized Credentials (IRCs). Students also won first place in the JA Stock Market Challenge and first place in the “Suit Up: Take on Tech” competition.

In addition to the growth and success with students, teachers and support staff, the high school saw substantial progress in credits earned during the 2023-2024 school year. During the fall semester, students earned credit for 82% of the attempted high school courses. In the spring, students earned credit for 85.2% of the attempted high school courses. Our Credit Recovery population also realized similar success; our overall CR passing rate grew from 72% in 22-23 to 76.6% in the 2023-24 school year. All 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/ CTE

OHIO VIRTUAL ACADEMY

2023-2024



CTE TEAM

The Career Learning Program at OHVA is committed to helping students find their passion, plan their success, and own their future. In the 2023-2024 school year, OHVA launched The Year of CTE; establishing a school-wide campaign to include career awareness and exploration in kindergarten through 12th grade learning spaces. The Career Learning Program provides career education and opportunities while increasing individualization as students connect their skills, interest, and goals with career possibilities.

During the 2023-2024 academic year, our sixth cohort of state approved Career Technical Education (CTE) pathway students began the program and our fifth cohort of CTE pathway students graduated with 72 students earning their blue CTE cords. Logistics and Supply Chain Management and Finance joined the CTE Pathway offerings.

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

Career exploration courses saw an enrollment of 3,321 students and the CTE Pathway Program saw an enrollment increase of 46% from the previous year, with a record of 347 students. Impressively, 911 Industry Recognized Credentials were earned, demonstrating OHVA students are attaining skills that reflect Ohio's workforce needs and values. Forty-two work-based learning events were held, ranging from career fairs and virtual industry speakers, to resume building workshops, along with industry challenge experiences.

Many of our students participated in an internship or work placement related to their pathway that allowed application of learned classroom skills in an authentic workplace setting. These experiences resulted in 22,590 work-based learning hours attained. The Career Learning Program established a virtual mentorship program with Ohio-Kentucky-Indiana Junior Achievement. The mentorship program provides authentic workplace connections and scenarios for students to earn their Ohio Means Jobs Readiness Seal while learning from highly qualified professionals.

In the 2023-2024 school year, out of the 1,047 students who graduated, 263 students earned 12pts of credentials in a single career field, which gave them the opportunity to graduate using the additional graduation options.

Cardy Club continued offering mini PBL lessons while boosting its curriculum by collaborating with the Early Childhood Education Pathway students. Early Childhood Education Pathway candidates developed lessons and gained invaluable teaching experience with Cardy Club in addition to observations at YMCA Early Learning Centers. Career awareness continued to expand with the release of Pathway specific marketing videos and CTE Ambassadors. In addition, the Health Science Student Organization raised over \$4,000 for Adaptive Sports; a win-win fundraiser that taught students philanthropy is an integral part of an organization's ethos. The Career Learning Program is proud of their growth and continued expansion of career advocacy, awareness, and exploration into all grade levels at OHVA.





SPECIAL PROGRAMS

OHIO VIRTUAL ACADEMY

2023-2024



SPED TEAM

ADMIN - CHRISTY ECHEVARRIA

The Special Education Department at OHVA contains 182 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.

In August we kicked off the school year with a wonderful face to face PD at Kalahari. We utilized this time to train new staff and remind returning staff of important special education policies and procedures. Many staff members from the Special Programs Department presented during the 2-day event. The teams within the department had an opportunity to collaborate and plan for the upcoming school year.

During the 23-24 school year, the highest special education student population was 2,394. The 504 department saw an increase from 726 students at the start of the school year to 917 by May 2024. These teams held thousands of 504, IEP, ETR, and Manifestation Determination meetings. Other meetings held were focused on providing services for students while in foster care or while hospitalized. All of these various meetings ensure that we are properly servicing the student and meeting their needs in order for them to make progress.

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. During the 2023-2024 school year the Special Education Department received an Operational Compliance Score of 15. This was an increase from 13.92 during the 21-22 school year. The department met or exceeded in every audit area..

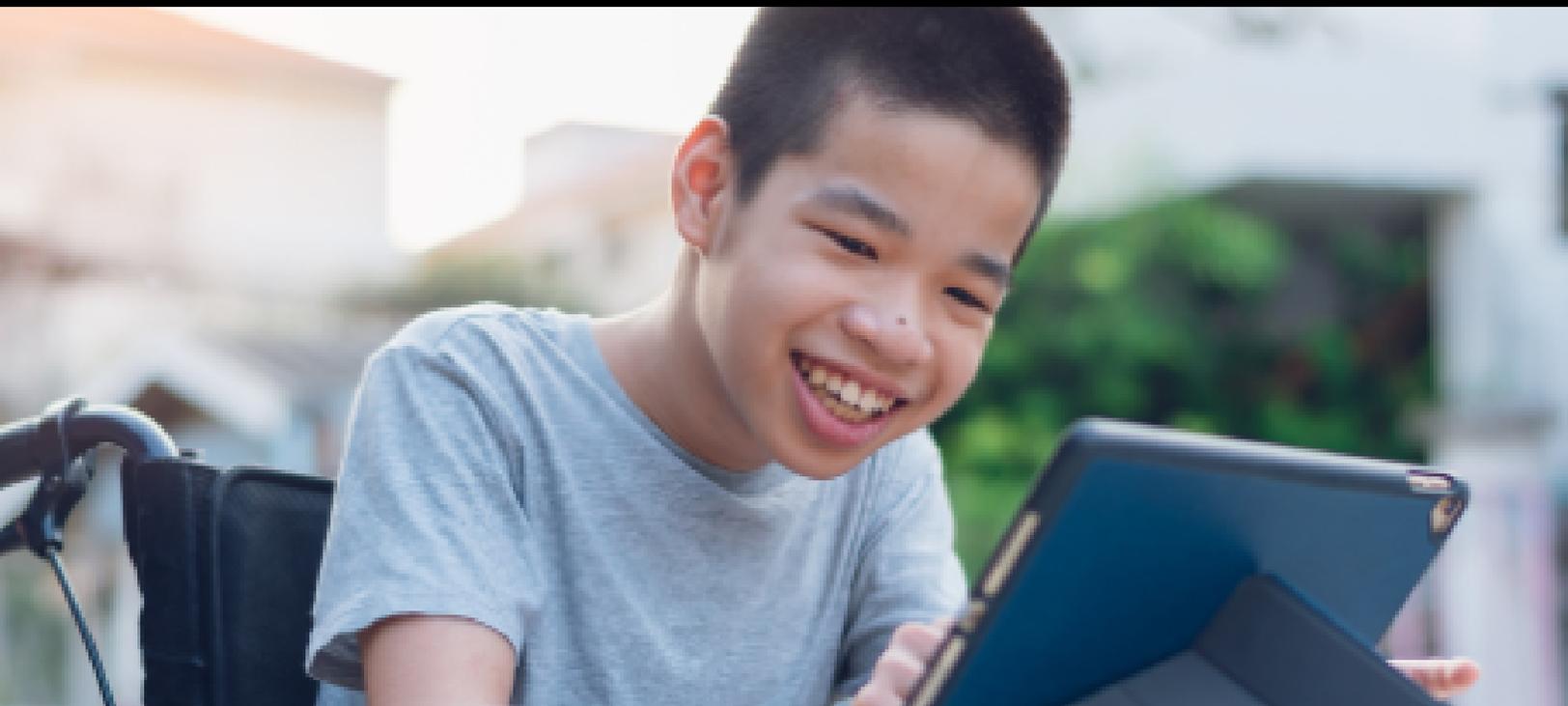
The department also met all compliance indicators on the 2023 Ohio Department of Education Special Education Annual Rating. These audits ensure that our documents meet compliance standards, and our policies/procedures are in place to meet the needs of our students. The special education department works closely with the general education teachers through co-teaching.

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. Additionally, the Special Education Department is participating in the Each Child on Track program through Ohio Department of Education and Workforce, and State Support Team 1. This program will help OHVA develop processes and systems to target and provide interventions for students that may be at risk of dropout.

The special education department provides professional development in the areas of Child Find, our continuum of services, behavior, and social emotional learning. The department also assists the teams with proctoring MAP, Aimsweb, and state assessments.

Our focus each year is twofold, ensuring that we are providing effective instruction to all our students no matter their disability or medical needs. We continue to have high expectations for all our students. Each year we work hard to maintain compliance in all areas of Special Education and 504s. When we are compliant in all areas, that helps ensure that our students are receiving the services that they need.





GRADUATION 2024

OHIO VIRTUAL ACADEMY

2023-2024



GRADUATION

2024

On Sunday, June 1st, we proudly celebrated the achievements of the Class of 2024 at the Celeste Center in Columbus, where over five hundred graduates gathered for a memorable ceremony. This event provided an opportunity for OHVA staff to honor students alongside their family members and friends, all coming together to commend the graduates on their remarkable success.

We were honored to have Niyoka McCoy, the Chief Academic Officer of Stride, as our keynote speaker for the ceremony. The program also included inspiring speeches from student leaders, including our Student Council President, National Honor Society President, as well as the class Valedictorian and Salutatorian. They shared reflections on their time at OHVA and highlighted how the school has equipped them for their future endeavors beyond high school.

Among the accomplishments of the Class of 2024, we proudly recognize that 42 students graduated with an Ohio Honors Diploma, 30 students qualified for Early Graduation, and 78 students completed their studies in August through OHVA's summer school program. Notably, 21 graduates obtained both an Ohio High School Diploma and an Associate Degree or equivalent credit hours through the College Credit Plus Program.

The Staff, Administrative Team, and Board of Trustees of Ohio Virtual Academy are enthusiastic about the bright futures that await our graduates. Congratulations to the Class of 2024!



OHVA BOOSTERS: BUILDING COMMUNITY

OHIO VIRTUAL ACADEMY

2023-2024

Ohio Virtual Academy is fortunate to have an incredible group of parent volunteers and Learning Coaches known as the OHVA Boosters. These amazing parents serve their students every day, and they also go the extra mile to support other parents within the school. Their efforts create a strong sense of belonging and value that enriches the OHVA school experience for our families.

One of the great strengths of the OHVA Boosters is their passion to organize face-to-face events. Our trained volunteers can hold events just like OHVA staff members. Each Booster undergoes a background check to ensure safety. They plan and prepare carefully so that the school events are organized and enjoyable. Thanks to Boosters, OHVA was able to offer exciting outings such as trampoline parks, reenactments of World War II, and relaxed park days that allow parents and students to mingle and connect.

Each year, the Boosters also contribute to the academic improvement of the school by serving as the Parent Advisory Council. Annually in June, the Boosters and administrators join together for our online Booster Summit. Not only is the Summit a tradition, but it also allows parents and administrators to discuss successes, challenges, and ways to “boost” the school program.

Their insights and experiences are invaluable to OHVA’s academic leaders. This collaboration between Boosters and school leaders is essential for continuing the strong school community and our focus for student academic growth that has defined OHVA over the years.

Need help? Boosters are there! They are active in social media groups to guide and encourage new parents through the OHVA Newbies group, grade band groups, groups for the military, special education and 504 families, valuing all parents and helping them feel supported. They share their experience and advice, helping our families successfully navigate schooling with OHVA.

This past year marked a significant milestone for the Boosters. Hayley Halloran-Clark, our longtime president of the group, stepped down as her daughter graduated as a proud member of the Class of 2024. We are grateful to Hayley for her many years of service in Boosters. Looking ahead to the 2024-2025 school year, we are excited to share that great Booster happenings will continue with Kendra Mitchell and Harlie Stiles as they step in to guide Boosters together.

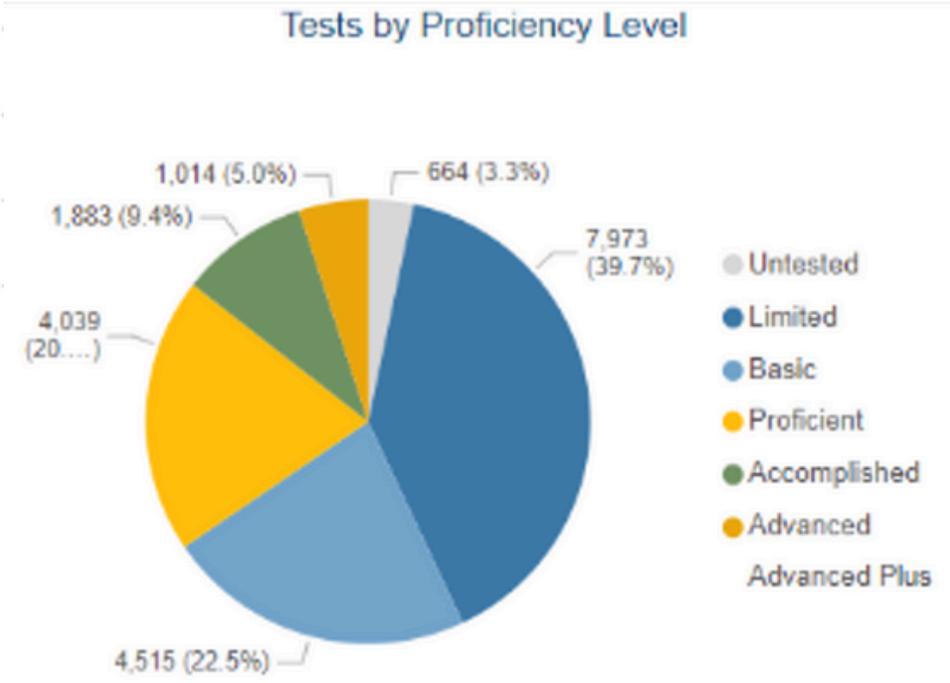
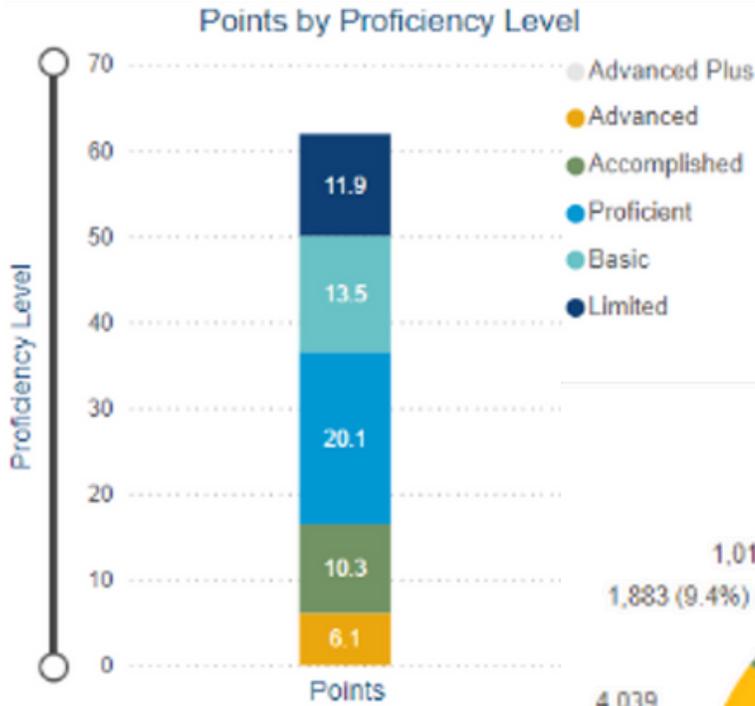
OHVA’s Boosters are a remarkable group. Their dedication to helping others and fostering connections among families makes a significant impact in OHVA. Thank you, Boosters, for all that you do to serve our students and families. Your efforts are truly appreciated!

The Booster Mission:

The OHVA Booster Program fosters parent and family engagement, partnering parent/Learning Coach volunteers with the school to promote leadership, school pride, outreach, and networking to support each family’s success in Ohio Virtual Academy.

Our Boosters support OHVA families in so many ways! They give support in our online social media groups, provide advice as they mentor new families, and host face to face (F2F) activities, too. [Visit here](#) or email sebie@k12.com if you’d like to know more about OHVA Boosters.

2023 - 2024 REPORT



WEIGHTED GRADUATION RATE

73.0%

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	73.6%	X	60%	=	44.2%
5-Year Graduation Rate	72.1%	X	40%	=	28.8%
Weighted Graduation Rate					73.0%

Graduation Component

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

FINANCIAL HIGHLIGHTS

Sources of School Revenue

State Funding	\$ 109,311,121	77.7%
Federal Grants	\$ 30,695,535	21.9%
Local Grants / Program Initiatives	\$ 245,975	0.2%
Other Miscellaneous	\$ 378,663	0.3%
Total Revenue	\$ 140,631,294	100.0%

Expenses

Salaries	\$ 37,180,948	27.7%
Fringe Benefits	\$ 15,108,631	11.3%
Purchased Services	\$ 37,328,237	27.8%
Materials and Supplies	\$ 44,291,173	33.0%
Depreciation	\$ 9,586	0.0%
Other Expenses	\$ 330,559	0.2%
Total Expenses	\$ 134,249,134	100.0%

Surplus \$ 6,382,159

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

Expenditures Related to Classroom Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$ 48,890,317	44.3%
Student On-Line Curriculum	\$ 25,880,151	23.5%
Student Computers, Internet and Technology	\$ 14,566,131	13.2%
Student Instructional Materials	\$ 7,621,732	6.9%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$ 9,029,973	8.2%
Special Education Services	<u>\$ 4,322,244</u>	3.9%

Total Expenditures for Classroom Instruction **\$ 110,310,549** **100.0%**

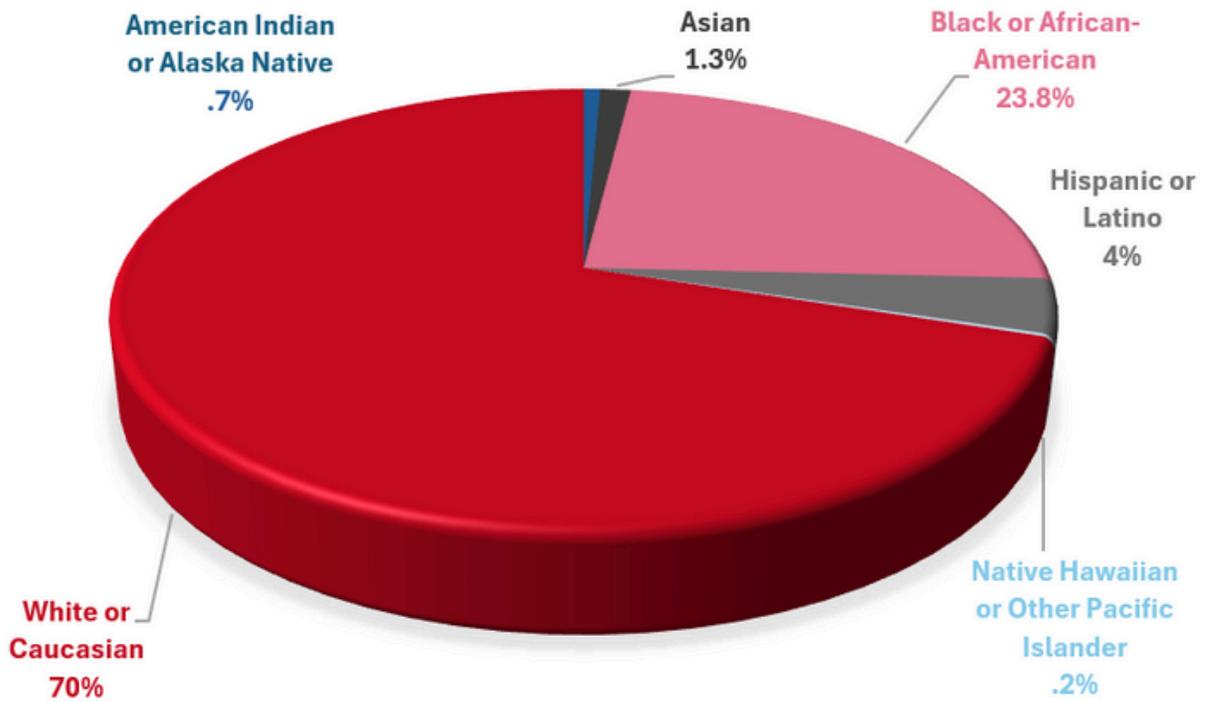
% Classroom Instruction Expenditures to Total Expenses **82.2%**

OUR STUDENTS

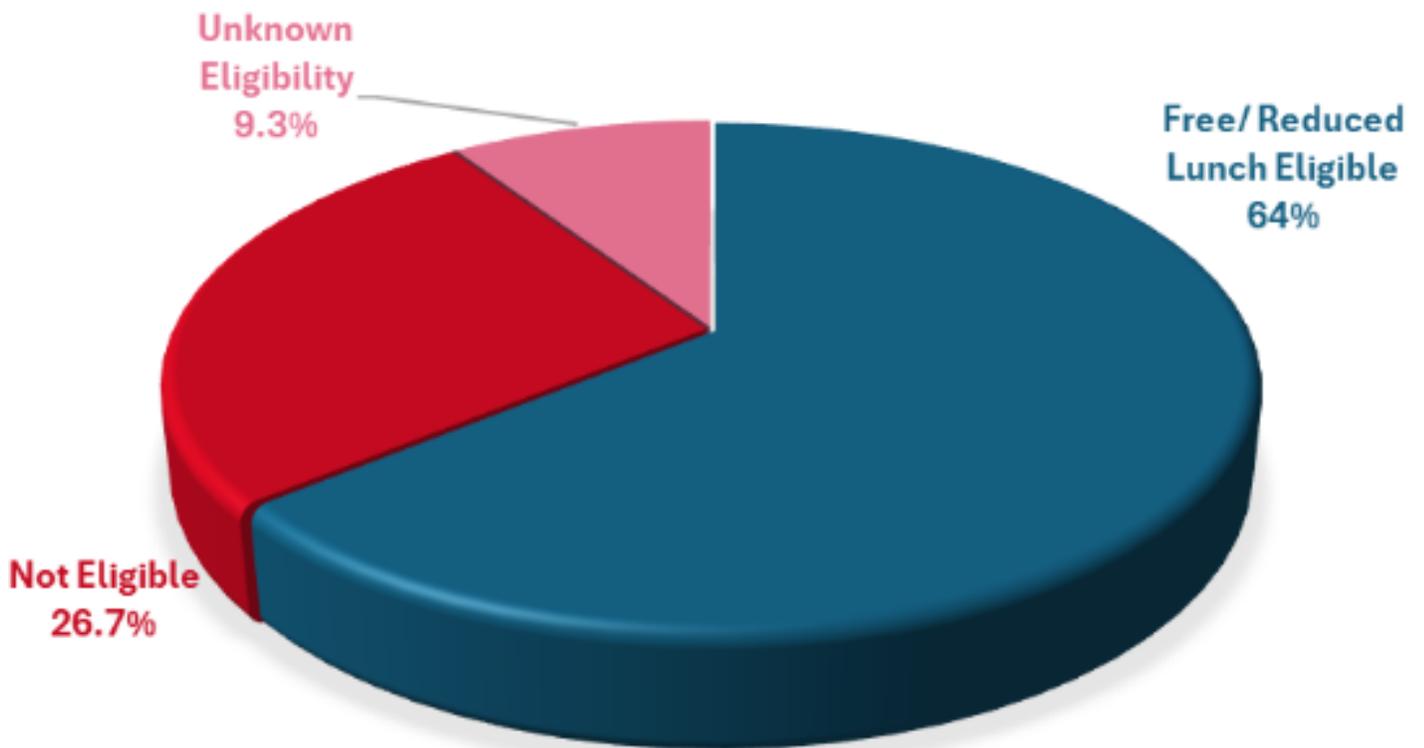
OHIO VIRTUAL ACADEMY

2023-2024

ETHNICITY



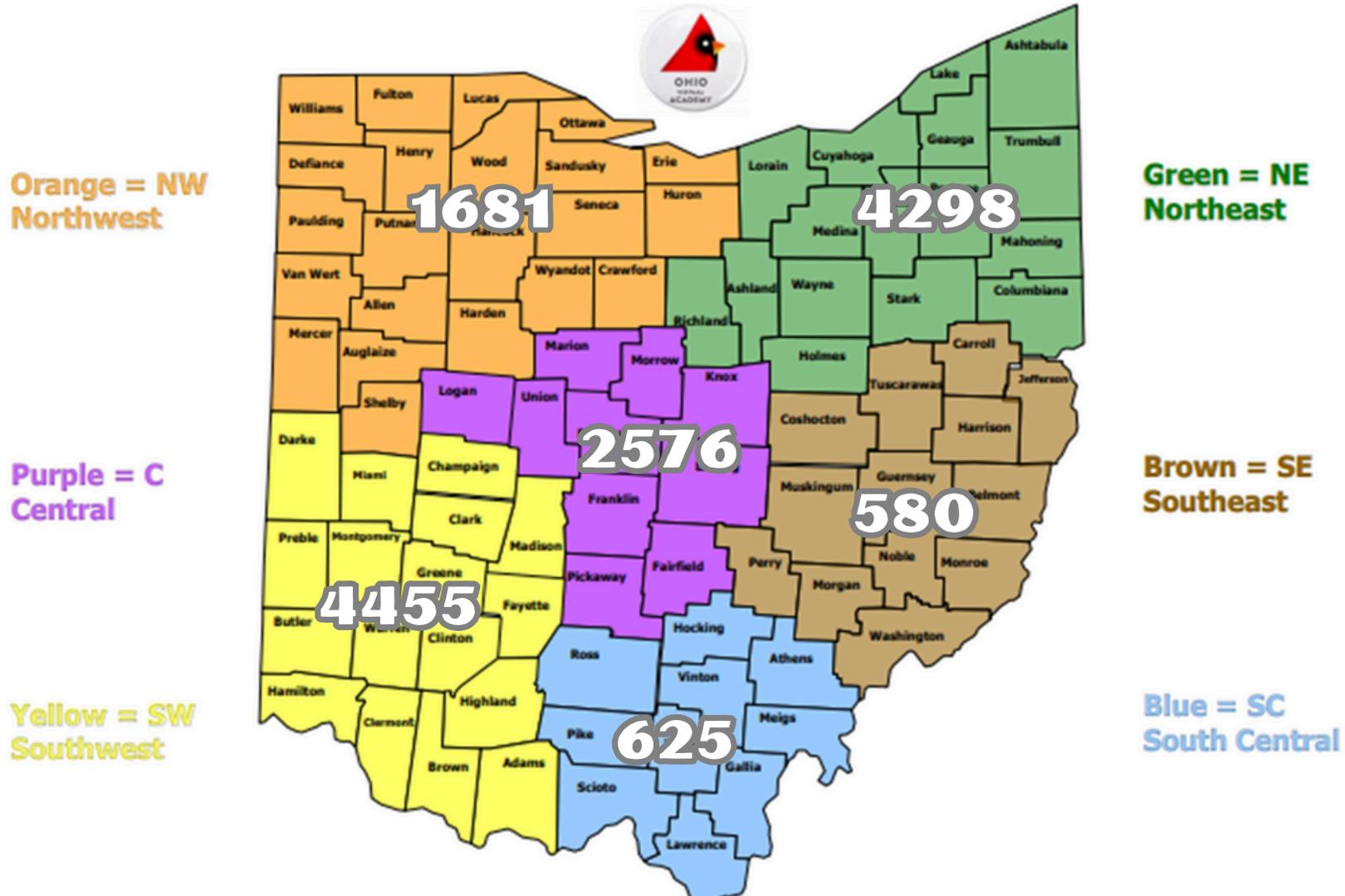
ECONOMIC



ENROLLMENT IN OHIO REGIONS

OHIO VIRTUAL ACADEMY

2023-2024

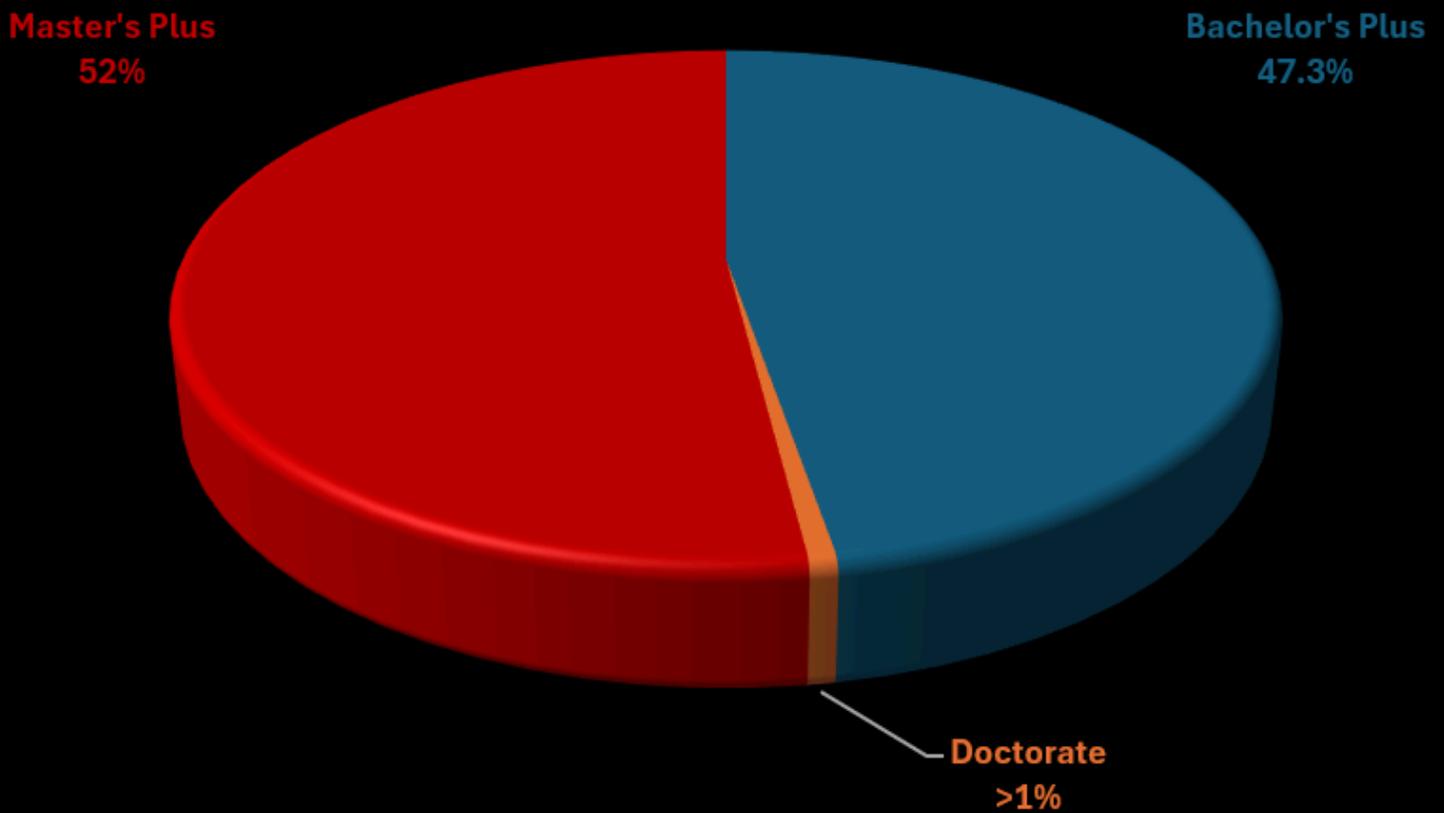


OUR FACULTY AND STAFF

OHIO VIRTUAL ACADEMY

2023-2024

FACULTY DEGREES



100% HIGHLY QUALIFIED

BOARD OF TRUSTEES

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

OHVA ADMINISTRATION

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

CHAPTER SPONSOR

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

Sponsor Statement: Ohio Council of Community Schools (OCCS) uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education & Workforce Local Report Card and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements. The results of this monitoring for the 2023-2024 school year are published in the 2023-2024 Ohio Council of Community Schools Annual Report, available after November 30 at www.ohioschools.org

OHIO VIRTUAL ACADEMY

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