



OHIO
VIRTUAL ACADEMYSM

2008-2009 Annual Report

From Our Head of School

Dear OHVA Parents,

Throughout the 2008-2009 school year, all of us at OHVA worked hard to address academic improvement for increased student achievement. Our leadership team consulted with various external consulting teams in order to get a better understanding of our data on our students' academic growth. With this information, we crafted a school improvement plan and directed additional teacher resources and increased direct instruction opportunities to our students. Your efforts and ours resulted in a large segment of our student population making significant academic gains in the areas of reading and math.

Yes, we made academic gains and there is cause for celebration. However significant these gains, our goal of meeting the Federal Government's criteria for Adequate Yearly Progress or AYP, established by the No Child Left Behind legislation, continues to elude us. The good news is that we continue to be rated Continuous Improvement on the Ohio State Report Card.

As an academic team, we are steadfast in our commitment to reach a high level of academic achievement for all students. As parents and learning coaches, your instructional support is critical to your child's future academic success. Without everyone's "can do" attitude and academic buy-in with this year's academic plan, our children cannot reach their fullest academic potential. Our school's culture is based on a high level of cooperation among parents, learning coaches, students, teachers, and school administration. With this in mind, our mission for the 2009-2010 school year is to offer our students increased direct instructional supports and provide our parents with increased understandings of best-practices for educating their children using the K12 curriculum.

Our goal this year is to provide more frequent supplemental instruction from our outstanding teachers. With increased student access and participation in real time instructional



Jeff Shaw

sessions with the K12 curriculum facilitated by OHVA teachers, we hope to add more instructional value to your students.

In order for all of us to realize our goals of increased student achievement and meeting AYP, we are asking for your full consideration of, and participation in the following instructional program initiatives. Our chances of success are heightened if you:

- Ensure your student completes each of our required diagnostic tests (Scantron Series) in order to help OHVA teachers identify your student's academic strengths and weaknesses.
- Be an active parent in our school. Familiarize yourself with the OHVA Parent Involvement Policy, and become actively involved with the OHVA Parent Steering Committee.
- Join with other parents in online discussions about how you can help your student get the most from the K12 curriculum.
- Take advantage of parent-to-parent mentoring opportunities.
- Attend (with your student) real time (live) direct instruction opportunities lead by OHVA teachers on ClassConnect.
- Strengthen your ability to use best practice teaching methods by participating in school-sponsored parent training sessions on teaching and learning, assessment (testing) and Ohio's Academic Content Standards.
- Participate in the Title I and the Supplemental Educational Services program if your student qualifies for these services.
- Complete the Introduction to Online Learning program (new families).

I look forward to a continued educational relationship with your family. Together, we can achieve our mutual goals for improved academic success for all students.

Sincerely,
Jeff Shaw, Head of School
jshaw@k12.com

Ohio Virtual Academy



1655 Holland Rd Ste F, Maumee, OH 43537-1622 - Grades K-12 - Lucas County

2008-2009 School Year Report Card

Current Superintendent: Jeffrey Shaw (419) 893-3200



‡ Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2008-2009 school year shows the progress schools have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



State Indicators

Percentage of Students at and above the Proficient Level

	Your School 2008-2009	School Comparison Group* 2008-2009	State 2008-2009
3rd Grade Achievement			
The state requirement is 75 percent			
1. Reading	77.9 % ✓	73.3 %	77.4 %
2. Mathematics	70.1 %	%	81.3 %
4th Grade Achievement			
The state requirement is 75 percent			
3. Reading	79.8 % ✓	72.8 %	82 %
4. Mathematics	64.5 %	56.4 %	78.4 %
5. Writing	65.7 %	60.2 %	84.4 %
5th Grade Achievement			
The state requirement is 75 percent			
6. Reading	72.1 %	67 %	72 %
7. Mathematics	50.7 %	43.3 %	62.3 %
8. Science	64.3 %	58.7 %	70.6 %
9. Social Studies	48.7 %	42.2 %	61.6 %
6th Grade Achievement			
The state requirement is 75 percent			
10. Reading	78.5 % ✓	73 %	81.3 %
11. Mathematics	55.8 %	50.7 %	75.2 %
7th Grade Achievement			
The state requirement is 75 percent			
12. Reading	75.9 % ✓	68 %	76.6 %
13. Mathematics	57.5 %	49.2 %	74.3 %
14. Writing	70.9 %	64.5 %	80.5 %
8th Grade Achievement			
The state requirement is 75 percent			
15. Reading	68.6 %	63.4 %	72.4 %
16. Mathematics	48.1 %	45.3 %	70.6 %
17. Science	50.6 %	45.1 %	62.8 %
18. Social Studies	37.2 %	31.7 %	51.1 %
Ohio Graduation Tests (10th Grade)			
The state requirement is 75 percent			
19. Reading	91.6 % ✓	81.2 %	84.5 %
20. Mathematics	79.9 % ✓	67.8 %	81.4 %
21. Writing	91.9 % ✓	82.6 %	89.7 %
22. Science	77.5 % ✓	64.6 %	76 %
23. Social Studies	83.0 % ✓	70.4 %	81.6 %
Ohio Graduation Tests (11th Grade)**			
The state requirement is 85 percent			
24. Reading	98.2 % ✓	88.9 %	92.8 %
25. Mathematics	90.2 % ✓	77.8 %	88.5 %
26. Writing	97.1 % ✓	89.1 %	93.2 %
27. Science	90.8 % ✓	75 %	84.2 %
28. Social Studies	92.4 % ✓	79.5 %	88.6 %
Attendance Rate			
The state requirement is 93 percent			
29. All Grades	99.8 % ✓	95.6 %	94.3 %
2007-08 Graduation Rate			
The state requirement is 90 percent			
30. School	81.8 %	34.8 %	84.6 %

Any result at or above the state standard is indicated by a ✓.
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.
 *Your school comparison group is based on the performance of all schools in [district]. ** Cumulative results for students who took the tests as 10th or 11th graders.

School Improvement Summit Results in Clearly Defined Teacher “I Understand Statements”

It all started with a simple question posed to me, Jeff Shaw, Head of School by OHVA Board of Trustee, Stacia DeRaedt, “If our parents are asked to sign a Parent I Understand Statement, isn’t it appropriate to ask our teachers to sign some sort of Teacher I Understand Statement?” And so it began. Initially, I responded to her request by sitting down and drafting a series of statements that could possibly characterize what parents and students expect from their teachers. Experience told me however, that I needed to seek buy-in through collaboration with our teachers. So I looked upon this as an opportunity to bring parents, teachers, and students together to participate in a year-end school improvement summit focusing on the role of the OHVA teacher.

It’s safe to say that our early virtual school adopters, both OHVA parents and teachers, can identify many ways in which their roles as learning coaches and teachers have changed over the last seven years. As our school’s virtual education model matures, we continue to identify ways in which our instructional model can be improved in order to reach increased levels of student achievement.

Efficiencies within the model have been realized due to the benefits that come with competition in the world wide education marketplace. Today, students interact differently within the online school, with one another and with their teachers in very different ways. Live web conferencing, Elluminate, Total View, thebigthinK¹², Study Island, Scantron, and webcams excite and open up new possibilities for teachers to vary their outreach strategies and support for learning coaches and their students. These developments have at times resulted in conflicted feelings for parents, learning coaches, and teachers.

It’s impossible for me to separate my thoughts on school improvement from the role ambiguity and lack of clear task focus/prioritization I feared existed among our teachers. Just how much OHVA teacher-directed effort is enough to more positively affect student achievement? How much direct OHVA teacher engagement do parents, learning coaches



and students want in a virtual school model? What should this support look like? How often and in what ways do parents, learning coaches, and students say OHVA teacher interaction is preferred, versus necessary, for academic success and to their satisfaction with the OHVA program? As I continued to dialogue with my leadership team, I decided to survey the teaching staff for a bit of clarification. In the first week of February, 2009, I developed a very brief online teacher survey. My goal was to have teachers identify their primary daily focus as teachers at OHVA. In order to hone in on a primary focus, I restricted their free response answer to a maximum of forty characters. Teachers were asked to respond to the following: “As a teacher in the Ohio Virtual Academy, my primary daily focus is ...”

The directions for the survey indicated that a quick return was required. I did this so teachers were less likely to caucus with their peers in order to determine what they thought might be the “right” answer. By design, demographic data captured on the survey allowed me to gain valuable insight into how different groups of teachers characterized their primary role. I had an interest in knowing whether or not our veteran teachers saw their primary role differently than our school’s newest hires? Would elementary teachers respond vastly different than secondary teachers? How about special education intervention specialists? Do general education teachers see their primary role differently than teachers who teach in the Title I Program and do elementary-level teachers see their primary role differently from teachers in the high school grades?

The response to the survey was outstanding – 185 teachers responded. This represented a response rate of over 95%. As I had anticipated, many teachers had difficulty identifying just one primary role and responding within the forty character forced limit governing their responses. In a nutshell, teachers indicated a vast array of primary roles on which they focus their efforts each day. I would summarize by saying that each response did represent a known teacher function, well within the realm of what teachers traditionally do each day. The following verbs represent a sampling of those identified among survey responses:

communicating, supporting, on-boarding, responding, meeting, conferencing, calling, serving, consulting, empowering, engaging, providing, contacting, helping, assisting, maintaining, grading, working, completing, ensuring, and emailing. What I had hoped to find through the survey results was teachers identifying the most basic teacher function – to teach.



Somehow along the way, I believe our teachers began to feel as though they were less than free to “teach”, but rather, they were asked to serve and support students and learning coaches in getting the most from the K12 curriculum. Great teaching it appears was losing out to an ever-increasing abundance of non-instructional tasks, and along with it, went our greatest opportunities to affect student achievement and add value as professionally training educators. It is a known fact that academic achievement among qualified students in our school’s Title I Program has been astounding. The Title I Program is characterized by supplemental one-on-one and small group direct instruction. Initially, face-to-face teaching was the norm, today, the Title I Program is delivered virtually and yet the program’s results remain strong.

The Academic Planning Summit for School Improvement was held May 26-27 in Perrysburg, Ohio. Over eighty participants representing parents, students, teachers, administration, and guests from K12 came together to help consolidate and prioritize teacher duties. The group spent many hours together considering the ways in which OHVA has changed over time. Participants created a human time

line during the Summit’s opening activity to represent in a unique fashion the evolution of OHVA. Attendees were each given an index card listing a significant component, enhancement, happening, or enrollment and staffing data, and asked to take their cards and stand with others who had similar-era cards representing a given year in the school’s seven year history. This activity helped to demonstrate and provide a visual representation of how OHVA has infused significant programmatic enhancements over time as well as grown in corresponding student and staff size. Each year’s high points and lows were briefly discussed. This gave parents, students, teachers, and administrators a chance to reminisce and laugh at their successes and reframe what they thought to be significant challenges at that time. It’s funny how a new perspective can result in new insight, understanding, forgiveness, and appreciation for the mistakes made and progress achieved in launching and sustaining this brand

new and innovative education model. Student improvement data, the school’s improvement plan, and a review of the teacher survey provided a backdrop for later discussion and small group activities during the afternoon sessions and at dinner on day one.

Day two of the Summit engaged stakeholder groups in a series of small group work sessions. Each of the various groups was asked throughout the day to respond to a number of prompts focused on the role of the OHVA teacher. After the roundtable groups discussed their responses they would report out their group’s summary responses to the entire Summit group.

1. Based on your experiences as an OHVA teacher or having worked directly with an OHVA teacher, please list as many tasks as you can to describe what OHVA teachers currently do as part of their work responsibilities – characterize these tasks according to “instructional” or “non-instructional” in nature.

... continued on page 4

... continued from page 3

2. Please list as many instructional and non-instructional tasks as you can that you believe will most directly enhance or improve student achievement among OHVA students.
3. Based on your experiences as an OHVA teacher or having worked directly with an OHVA teacher, please list non-instructional duties you believe our school's leadership team should re-consider so teachers will have more time to devote to direct instruction.
4. Please list the teacher behaviors, teacher characteristics, and teacher actions that promote retention. In other words, why do parents and their students return to OHVA year after year?

The Summit concluded with a culminating activity wrapping the outcomes of each of the four discussions into a comprehensive list of potential "Teacher I Understand Statements" that would address the initial request made by OHVA Board of Trustee, Stacia DeRaedt.

Each group responded to the following prompt: Develop a series of "I Understand Statements" that would be appropriate for teachers to agree to in order to maximize student achievement and promote student and family retention at OHVA.

Following the Summit, the OHVA leadership team came together at the OHVA office and posted the flip chart pages containing each group's "I Understand Statements." Each sheet was compared against the others in order to construct one master list of statements. No statement was omitted, although statements were modified grammatically so a master document would show a consistent literary style.

During the first all-staff meeting for OHVA teachers and school leadership, the final version of the OHVA "Teacher I Understand" statements was presented, in part, to the teaching staff. Teachers were grouped by table and each table was given one "I Understand" statement. Group size allowed for each of the "I Understand" statements to be addressed at two different tables. Teachers were asked to consider each statement and construct a series of actions that teachers would take to actualize the statement they were given. In other words, if teachers were to fulfill the "I Understand" statement they were considering as a group, what would it look like in their daily practice? How might our veteran teachers and administrators provide context to these statements so that new teachers would understand how to execute on these critically important statements?

"We moved to Ohio to take part in OHVA and we have not been disappointed! The boys are thriving, the teachers are supportive and the curriculum is first-rate. We are proud to be a part of the OHVA family!"

Parent of K and 1st Grade Students

As was done following the Academic Summit, each of the flip charts was reviewed and one comprehensive document was constructed to formally communicate the "Teacher I Understand Statements" including bulleted strategies OHVA teachers should consider employing in order to actualize each "I Understand Statement" on a regular basis.

I think the most significant take-away from this experience is that the OHVA school community came together to give serious consideration about what it believes to be the role of the OHVA teacher in order to increase student achievement and address parent and student satisfaction and their retention as long-term OHVA families. This collaborative approach couldn't have been possible were it not for our school's healthy culture and respect for one another. This series of activities allowed us to develop a common understanding about what we want most from our teachers. Thank you, Stacia DeRaedt, OHVA Board of Trustee, for asking me that initial question that got this all started. What a positive experience this has been for a very proud OHVA Head of School.

"OHVA has been a wonderful experience for our family. Our son has excelled in his studies and receives a quality education with excellent teacher support. We are delighted with the progress and growth of our son every year."

Parent of 2nd Grade Student

OHVA Teacher “I Understand” Statements

As a teacher employed by the Ohio Virtual Academy, I understand that ...

1. I must subscribe to the belief that every student has the ability to achieve success;
2. all students benefit from encouragement to maximize their academic potential;
3. strong academic achievement as measured by the Ohio Achievement Test/Ohio Graduation Test and progress within the K12 curriculum is a common goal for administrators, teachers, students, and learning coaches;
4. providing academic support (teaching) is my priority as an OHVA teacher;
5. I must be an expert in my content area, K12 curriculum, and relevant academic content standards;
6. a strong and positive teacher/student/learning coach relationship is fundamental to student achievement and student retention;
7. I need to be flexible, understanding, and supportive of students’/learning coaches’ individual needs for instructional accommodations and modifications;
8. consistent, professional, and quality communication between the teacher, the student, and the learning coach is a critical practice that contributes to positive student achievement and increased parent satisfaction;
9. I will be available to students, parents and learning coaches during school hours;
10. I will answer student, parent, and learning coach communications within a 24-hour period during the work week;
11. I will remain actively engaged with my students and learning coaches so that I am able to respond to their individual educational needs;
12. I will provide differentiated and individualized instruction, engaging ClassConnect sessions, and alternative learning activities to increase student achievement;
13. I will provide meaningful, usable, and appropriate feedback to enhance student achievement;
14. I will keep current and accurate documentation of student performance;
15. I will utilize all resources and tools available to me to promote student academic achievement;
16. I will develop a collaborative partnership with my grade level team, my students’ academic team, and with my colleagues throughout OHVA;
17. I will support the maximization and adaptation of K12 lessons to meet individual student learning needs;
18. I will be knowledgeable of and implement OHVA policies and procedures (Parent/Student Handbook, departmental practices);
19. I will participate in regular and ongoing professional development opportunities to enhance my skills as an OHVA teacher, so that I can better support our student academic improvement initiatives.

Teacher Signature: _____ Date: _____



“OHVA has helped my family in so many ways. It began with my middle son and has extended to all of my boys. The B&M school just couldn’t meet our family’s needs. OHVA is a life saver.”

Parent of 5th and 9th Grade Students

OHVA's Emily Flower Recognized as College Board AP Scholar with Honor

Ohio Virtual Academy High School Senior, Emily Flower, daughter of Victor and Loraine Flower of Columbus, Ohio, has earned the College Board's AP Scholar with Honor Award for her exceptional achievement on her recent AP Exams. Emily completed her AP course work as part of her 11th grade high school program at OHVA. About 18 percent of the nearly 1.7 million students worldwide who took AP Exams performed at a sufficiently high level to earn this prestigious AP Scholar Award.

The College Board recognizes several levels of achievement based on students' performance on AP Exams. To qualify for the College Board AP Emily earned an average grade of at least 3.25 in each of her AP courses and scores of 3 or higher on four or more of the corresponding end of course exams, and grades of 3 or higher on four or more of these exams. Emily scored a 5 in English Language and Composition.

Emily has been enrolled at OHVA for the past seven years and is active in the OHVA high school as an officer in Student Council and has served as a student ambassador and class representative in years past. She has a passion for health education, international relations, and minority health. Emily volunteers as a Unit Volunteer at a Columbus children's hospital and a Patient Coordinator at a local free health clinic.



Emily Flower

The College Board's Advanced Placement (AP) Program provides motivated and academically prepared students with opportunities to take a variety of rigorous college-level courses as part of their daily school curriculum and earn college credit, advanced college placement, or both for successful performance on the College Board's end-of-course exams. Each exam is developed by a committee of college and university faculty and AP teachers, ensuring that AP exams are aligned with the same high standards expected by college faculty at some of the nation's leading liberal arts and research institutions. Over 90 percent of four-year colleges in the United States provide credit and/or placement for qualifying exam grades.

Founded in 1900, College Board is best-known for programs such as the SAT, the PSAT/NMSQT, and the Advanced Placement Program (AP) and is composed of more than 5,600 schools, colleges, universities, and other educational organizations.

"Because OHVA allowed our student to push limits, take advanced classes, think beyond high school, set her own path, with help from strong, supportive teachers, we feel she is well prepared for the rigor of college classes."

Emily Flower's Mother

OHVA's Title I Program Focuses on Closing the Achievement Gap in Reading and Math

The Title I Program at OHVA experienced a phenomenal school year with excellent progress in program development, academic enrichment and student improvement. The program's teachers served over 1,100 students and focused on the closing the achievement gap for an eligible group of students in the areas of reading and math. Students were encouraged to attend small group and one-on-one live web-conferencing sessions and participate regularly in additional supplemental curriculum offerings.

Title teachers hosted virtual events where they focused on math and reading enrichment. The goal was simple, to ignite student excitement and a motivation for reading and math. Our reading team received exceptional feedback for the 'Let's Get Wild about Reading Week' where they hosted Rick Sowash, an Ohio author. Mr. Sowash has been very popular with our reading students over the years. He is an engaging children's author and composer; we were pleased to have him read to our students.

Our school's Title math team offered similar opportunities for students to engage in exciting math-based learning activities. Highlights of the math team included Study Island math parties and Math Club. These opportunities provided students with a safe and supportive peer-based environment in which to practice their number and reasoning skills all while having fun! Study Island Math Parties proved to be very popular and continue to be highly requested events! As a result of our parents' ongoing commitment to Title I services and the high quality and engaging instruction provided by our Title teachers, students in the program made significant academic gains in their most recent academic test scores on the Ohio Achievement Tests – grades 3-8. Results demonstrate that Title I services do make a positive impact on closing the achievement gap for students who meet the guidelines for participation in this supplemental education program.

The Title I program at OHVA is committed to providing parents and students with an exceptional targeted

***"I cannot thank OHVA enough!
OHVA has changed my daughter's
approach to school. Struggling and
lacking self confidence at her old school,
my daughter now enjoys learning and
believes she can accomplish whatever
goal she sets. KUDOS OHVA!"***

Parent of 4th Grade Student

educational experience in reading and math. Each year, we continue to evaluate our Title program and our teaching practices to best meet the needs of our families. It is with great pride that we continue to provide high quality instruction focused on student success and parent satisfaction. Families who are interested in learning more about Title I services are encouraged to call the school at 419-794-7647 and speak with Kiera Kippins, Manager of Federal Entitlement Programs.



School's Leadership to Promote AYP through Video and Live Discussions

While our students (parents and learning coaches) were enjoying some much needed time away from school this summer, the OHVA administrative leadership team went into a television production studio and recorded a series of facilitated topical roundtable discussions for parents and learning coaches. This series is now available to parents and learning coaches of enrolled students through the on-line school via Thebigthink¹².

Utilizing available funds designated through a federal grant, OHVA's chief school leaders from the elementary (K-6), middle school (7-8), high school (9-12), Title I program, special education program, new teacher training, teacher professional development, and parent and community collaboration, and the head of school, tested their on-camera readiness by producing a series of eight informational video segments focusing on their efforts to guide teachers and parents in their efforts to increase student achievement at OHVA.

Each of the video segments focuses on a different aspect of our school. For those new to the school, the series will be very beneficial as an orientation tool. The series begins with a detailed overview about the relationship of K12, the Ohio Department of Education, The Ohio Council of Community Schools (our charter sponsor), and our local OHVA Board of Trustees.

The "role of the learning coach" and the "role of the OHVA teacher" are two discussions that should be very informative for both new and experienced families. School policies are discussed in a separate chapter dedicated solely to clarifying some of the most often asked questions relative to guidelines for student, parent, and learning coach participation in our virtual school model.

Capitalizing on what we know to be a core strength at OHVA - strong parent engagement and school support - helping parents to more fully understand the provisions of No Child Left Behind (NCLB) and the requirements placed upon OHVA to meet NCLB standards, two parts of the eight-part series involve discussions around NCLB and other accountability measures by which our school is judged and for which many of our improvement strategies are designed to address.

Getting the most from the K12 curriculum and focusing instructional efforts to maximize learning gains rounds out the DVD series.

Each episode in this eight-part series will be supported throughout the school year with live discussion sessions involving OHVA parents and learning coaches, the OHVA administrative team, and various staff members. Each session will give those interested in learning more about any of the series' topics opportunities to engage with school staff and other stakeholders in a live exchange of ideas and understandings around their topic of interest. Discussion times will be promoted through the school's various grade-level newsletters as well as in all school web mail announcements.



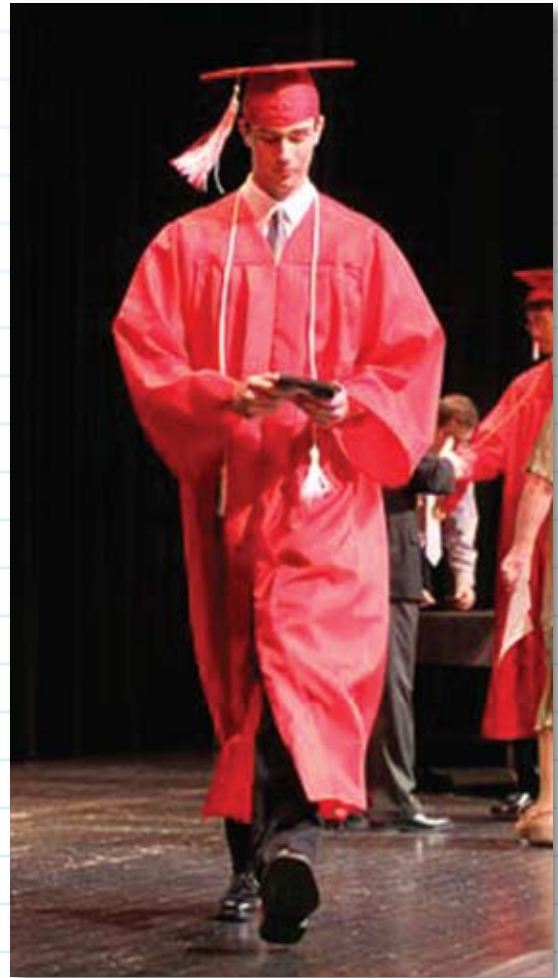


The Ohio Virtual Academy Unveils Official School Crest

Schools have traditionally fulfilled a vital responsibility in handing over a nation's cultural heritage from generation to generation. A crest is a visual symbol of identity for a school, a rallying cry, a focus of its pupils' pride and loyalty. Emblazoned on a flag, embossed on a metal badge, monogrammed on school shirts and other apparel, printed on certificates, or integrated into official letterheads, the school crest proclaims the school's identity far and wide.

The official crest design represents collaboration among a wide array of OHVA stakeholders including students, parents, teachers, the OHVA administration, K12, and the OHVA Board of Trustees. The artistic process took place over a one year period and the final composition represents unique as well as traditional elements.

Consideration was given to the ideals and values for which OHVA stands – triumph, scholarly achievement, truth and intelligence. Set upon a background figure representing our great state, leaves of laurel, pen and parchment, a torch, lamp, and beloved OHVA/Ohio cardinal come together to form the OHVA school crest. Each symbol adds interest and meaning for those who become part of the OHVA learning community.



OHVA Boosters Lend a Helping Hand

The OHVA Booster Club successfully completed its inaugural year in 2008-2009. The group had a very active and productive first year. The Boosters donated emergency items for teachers' first aid kits, assisted parents and teachers at school events such as our Family Fun Days, processed and submitted items for Box Tops for Education, and recognized teachers and staff for Teacher Appreciation Day. Seven of our dedicated Boosters coordinated the first-ever regional Kindergarten Recognition events held this past spring in seven different locations throughout the state. These Booster parents shared ideas, planned, and hosted memory-making events to commemorate our kindergartners' first successful year of school. We are excited for the active roles these OHVA Boosters undertake and look forward to many successful Booster-lead events in years to come.



OHVA Graduating Class of 2009 Exceeds National and State Averages on ACT

OHVA students and their teachers have something to celebrate. According to a recent article in the August 20, 2009 edition of Education-Week, less than twenty-five percent of last school year's graduating high school seniors who took the ACT scored at the "college-ready" level in all four subject areas. However, 40% of 2009 graduating seniors in OHVA met all four ACT College Readiness Benchmarks. As a collective group OHVA's graduating class of 2009 outscored the State and National comparison groups by a significant margin (figure 1.1)

that our high school is just four years old and our graduating seniors and teachers pioneered the OHVA/K12 virtual high school model. Perseverance, solid parental guidance, independence and self-motivation were important qualities for the early OHVA high school adopters. "I have no doubt this group will succeed in big ways both academically and in their chosen careers", said Jeff. "I have never been as proud of any single senior class in all of my nearly 30 years as an educator."

A school-wide goal for 2010 is to increase access to the ACT so more students have the opportunity to consider college and the school has more information in order to evaluate how well our courses and instructional programs are preparing students for college and work. Forty-one

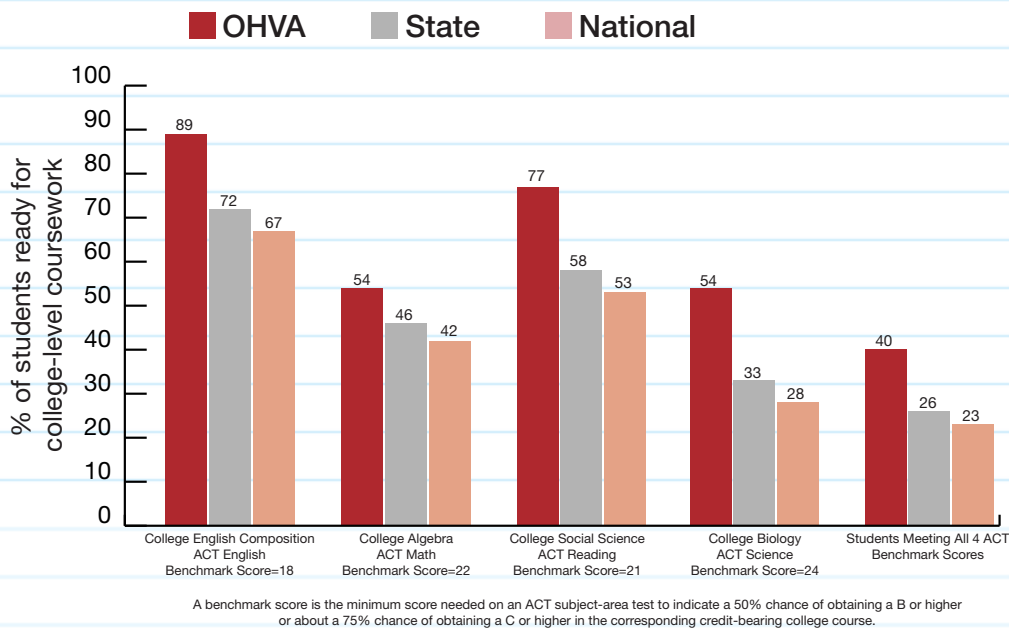


Figure 1.1

Critics of online education should take particular note of this statistic since it does validate the fact that students can indeed get an outstanding education using a full time online high school model such as OHVA/K12. Since the ACT is an independent assessment of students' college readiness, and the testing process is conducted under extremely secure conditions absent any proctoring by OHVA staff, student outcomes cannot be manipulated by the school in order to benefit the statistical outcome. Jeff Shaw, Head of School attributes this cohort's success to hard work, outstanding teacher support, and a solid K12 high school curriculum. Particularly noteworthy is the fact

percent of the 2009 OHVA senior class took the ACT assessment.

The ACT is a curriculum-based measure of college readiness. The ACT measures academic achievement in English, math, reading, and science. The ACT is the only college readiness test for which scores can be tied directly to standards. ACT standards are reviewed periodically in order to verify that the tests do in fact measure the skills high school teachers teach and instructors of entry-level college courses expect.

OHVA Board of Trustees

Tim Dirrim – President

HR Committee Member

Stacia DeRaedt – Vice-President

Academic Committee Chair

Kelly Arndt – Treasurer

Finance Committee Chair

Rhonda Shappert – Secretary

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Ohio Council of Community

Schools

OHVA Administration

Jeff Shaw – Head of School

Kelly Warnke –

School Treasurer

Mark Thogmartin –

Principal, Grades K-6

Maryalice Leister –

Principal, Grades 9-12

Kris Stewart –

Assistant Principal, Grades K-6

Julie Kurfis –

Principal, Grades 7-8

Kiera Kippins –

Manager, Federal Entitlement

Programs

Susie Ebie –

Coordinator, School Community

Relations

Ann Reiter – Manager, Operations

FY'09 Financial Information

Sources of School Revenue

State Funding	\$42,177,307	92.5%
Federal Grants.....	\$3,309,320	7.3%
State Grants	\$32,819	0.1%
Local Grants/Program Initiatives	\$75,000	0.2%
Other Miscellaneous.....	\$16,494	0.0%
Total Revenue	\$45,610,940	100.0%

Expenses

Salaries	\$8,099,162	17.4%
Fringe Benefits	\$2,618,714	5.4%
Purchased Services.....	\$27,264,994	59.3%
Materials and Supplies	\$6,615,148	15.1%
Depreciation.....	\$13,074	0.0%
Other Expenses.....	\$995,464	2.8%
Total Expenses	\$45,606,555	100.0%

Surplus

\$4,385

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

Expenditures Related to Direct Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$12,230,111	39.2%
Student On-Line Curriculum	\$11,942,605	38.3%
Student Instructional Materials	\$6,395,199	20.5%
Special Education Services.....	\$637,748	2.0%
Total Expenditures for Direct Instruction	\$31,205,663	100.0%

% Direct Instruction Expenditures to Total Expenses 68.4%

Statistics of Interest

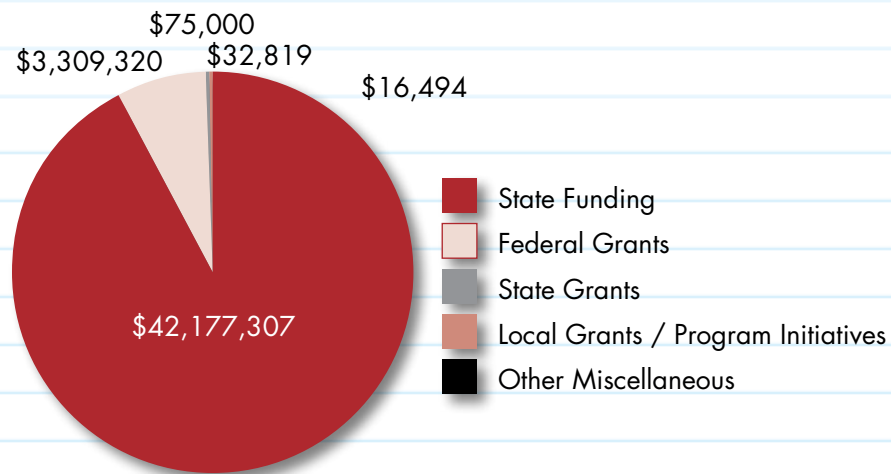
Expenditure per pupil (FY09) - OHVA average* \$6,466

Expenditure per pupil (FY08) - Ohio School Average** \$9,940

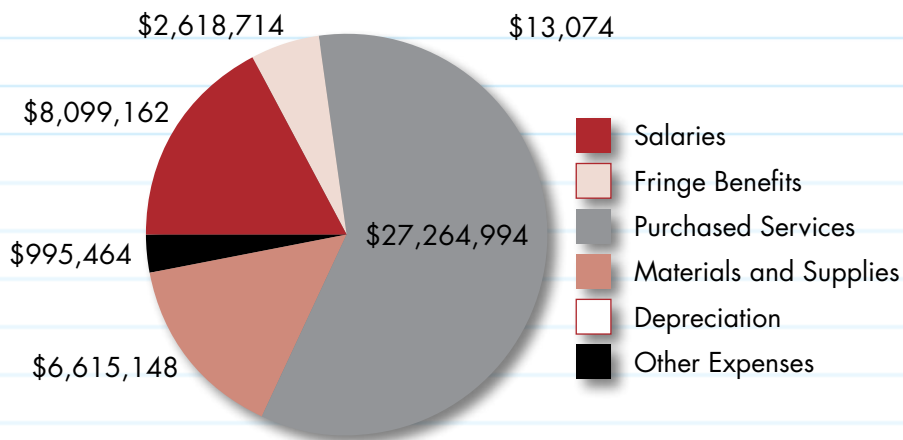
*Total expenditure per pupil based on June 2009 FTE of 7,053.67

**Source: State Board of Education Annual Report 2007-2008

Sources of School Revenue



Expenditures Related to Direct Instruction





OHVA Mission and Vision

Mission

The mission of OHVA is to empower students and their parents with an innovative and effective instructional program to achieve high standards and help students reach their full academic and social potential.

Vision

Our vision is to create a high-performance school that equips teachers and parents with the tools of tomorrow, thereby giving our students all the opportunities they need to succeed in life and creating a new model for the twenty-first century public school.

Ohio Virtual Academy

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