OHIO
VIRTUAL ACADEMY

Annual Report
2012 - 2013

Head of School Article

Dear OHVA Parents and Community Stakeholders,

We are excited to share our news of the 2012/2013 school year with our Parents and Community Stakeholders. Ohio Virtual Academy continued to be a popular choice for students across Ohio. In 2011-2012 we had approximately 12, 300 students attend Ohio Virtual Academy. Our October 2013 snapshot shows an enrollment of over 13,600. This growth demonstrates that OHVA has become a viable option for many families in Ohio. We appreciate the trust parents have placed in our school and are excited to be a partner in the educational process of our students. We cherish the fact that we can partner with parents to provide an outstanding educational experience for everyone who attends Ohio Virtual Academy.

This edition of the Ohio Virtual Academy Annual Report provides you with an understanding of our academic achievements, student activities and finances for the 2012/2013 school year.

Through Race to the Top and School Improvement Grant funds, as well as Title 1 and other 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. Funds from these grant programs were used to provide supplemental programs such as Study Island and Writing. They also assisted in providing additional professional development for our teachers in quality instructional practices, data collection, and how to use this data to drive student achievement.

We continued to utilize funds to support staffing, Family Transition Liaisons, speech therapists and behavioral specialists continue to help provide their distinctive expertise along with our highly qualified special education staff to support our students with specific academic needs. We continue to grow in these departments and will continue to refine the services offered our students.

The 2012/13 school year was a year of change in reporting for the Ohio Department of Education. The calculations for academic report card changed for value-added growth measures and the reporting structure was changed to a report card template. An official ranking was never applied to our school. However, OHVA continues to strive toward excellence. While challenged to meet all benchmarks set by the ODE, Ohio Virtual Academy has never gone below Continuous Improvement in rank which demonstrates our fortitude to gain academically and continue to provide this option of education for our students. We are still very excited that the hard work of our families and staff is recognized by ODE. While acknowledging the challenge we face to meet the expectations of the Ohio Department of Education, we improved in 21 of the 24 academic areas and increased in our Performance Index from 86.5 to 87.5. There are still challenges to be met but the students, parents and staff worked together 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 instruction 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. Study Island was also used as a tool to strengthen students' skills in State Standards while the curriculum moved toward the soon to be adopted Common Core State Standards.

During the 2012/2013 school year OHVA continued to use several of its earlier piloted programs. The Cohort Academy helped to provide specific guidance and support for students who entered high school later in the school year. Middle School Students were included in High School courses through the LINK program. The average passing scores for these students was 96%. Fourth through Eighth grades provided a synchronous teaching model which allowed students to work from the K-12 curriculum content with OHVA teachers providing instruction to the students. Students and families found these programs to be beneficial and shared that the synchronous instruction helped students to grow in their academic skills.

As always it has been a great honor serving the OHVA family and the OHVA team looks forward to continued partnership with the students and parents who are enrolled with us. We are humbled by your faith in us and hope to continue earning your confidence. I hope you find the remainder of this report provides you with an overview of Ohio Virtual Academy

Dr. Kristin Stewart, Ph. D

Ohio Virtual Academy Senior Head of Schools

Grades K-2 Understands The Need for Connection

Kindergarten through second grade teachers value face to face interaction with their students. We understand the difference it makes with our young learners to be able to meet their teachers face to face and begin building that very important relationship. K-2 teachers hosted 90 Meet Your Teacher events at parks and libraries all across the state of Ohio, strategically planning locations where the majority of their students lived in order to try and meet as many students as possible. Throughout the school year we provided many outing opportunities and we ended the school year hosting 23 Kindergarten Recognitions. These events recognized the achievements of both parents and students completing their first formal academic year of their student's education.

K-2 teachers are highly dependent on our learning coaches effectively implementing instruction in the K12 curriculum on a daily basis. We want to partner with our LCs by investing in them through conferences and parent training sessions. The K-2 team provided over 30 parent training sessions with topics including: Intro to the OLS, Getting Organization, Mastery vs. Completion, Reading Eggs, Study Island, Reading Fluency, Understanding Common Core, Teaching Writing, and Behavior Modification.

From the first day of school K-2 teachers taught daily phonics and fluency sessions to support the academic growth of their students. Teachers enjoyed the opportunity to team teach with their fellow pod teachers in order to provide individualized instruction through ability grouping. Teachers provided Class Connect sessions that are very typical to your brick and mortar classroom including circle time, reader's theater, story time, show and tell and a variety of theme based activities.

AIMSweb, an online assessment tool, is a foundational part of the K-2 program. It allows us to assess all students three times throughout the school year: fall, winter and spring. These assessments help establish learning targets in order to accurately place students in the K12 curriculum in the areas of math, phonics and language arts. It also helps us to create student ability groups within ClassConnect, so that instruction can be individualized to the student's academic needs. AIMSweb also provides the K-2 team with a progress monitoring tool for students who are working below grade level. This helps us to gather data on each student's academic growth. The K-2 team completed 6,532 individual progress monitoring sessions.

Additional academic tools found within the K-2 program are Study Island where 78% of our K-2 students completed 100% of their Study Island Math blue ribbons. Reading Eggs, a favorite of both parents and students that provides additional practice in the area of phonics and reading. We also mailed out 900 Leap Frog DVDs: Letter Factory and Talking Words Factory that helped support students who needed additional remediation in letter recognition, letter sounds and blending.

3rd-5th grade Teachers Do Whatever It Takes to Motivate Students to Learn

The 3-5 Team worked together in teaching teams concentrating on math and English language arts instruction. Targeted state standard based lessons were offered to students through daily interactive ClassConnect sessions. Students received synchronous instruction from the composition curriculum to develop writing skills and were given direct feedback on writing samples. Teachers used Study Island as an integral part of their instruction and promoted rewards for students as encouragement to reach their blue ribbon goals. Teachers taught lessons from the roof of their home, took a winter polar plunge swim, cracked eggs on their heads and smashed pies in their faces, all to promote student engagement. The teachers worked closely with Learning Coaches to monitor and set goals for each student's individualized learning plan.

Synchronous Teaching

Grades 3-8 continued to work weekly with students using the Power Standards and Scantron Achievement assessments. Each week students completed assessments and teachers used the data to provide remediation ClassConnect sessions to help students grow academically.

Fourth –Eighth grade teachers took this opportunity to synchronously teach content from the K12 curriculum with their students. The students participated in lessons daily. Math, language arts, and science lessons were taught to the students using a variety of innovative tools and methods. The success of this program helped spark similar teams in High School for the 2013-2014 school year.

Middle School Makes a Difference

The 2012-2013 school was an exciting time in the middle school at Ohio Virtual Academy. The Middle School moved toward being a "FIP" (Formative Instructional Practice) school. A team of teachers were trained to be FIP coaches. These Math and Reading specific coaches focused on assisting teachers with understanding what FIP means in terms of providing instruction. FIP includes creating clear student-friendly learning targets which leads to student ownership of learning, collecting and documenting data to inform teacher instructional practice (what and how teachers teach based on student evidence), and providing relevant, effective and timely feedback to students about their work. Weekly Teacher Based Teams (TBTs) met to communicate regarding student successes and needs. This collaborative effort was extremely effective across Middle School. Relationships built through frequent communication via phone, Kmail and Class Connect between teachers and students was the key to the success of these programs.

A master ClassConnect schedule was initiated which provided little overlap of synchronous sessions so students could attend sessions that were relevant to their academic needs. Special programs like LINK and STAR provided examples of exceptional student growth. Both programs provide synchronous instruction based on student's daily lessons in the curriculum with Study Island as a supplement to meet all state standards.

LINK is an 8th grade program that is a "link" between Middle School and High School. It is a synchronous model where students earn high school credit for Algebra 1 and freshman English while they are in Middle School. The educators, Michelle Whitacre, Math and Kevin Thornton, English, teaching these courses are highly qualified in their content area for grades 7-12, yet are part of the Middle School team. Parents and students are highly satisfied with being part of the Middle School with like peers while being supported academically by high qualified secondary teachers. An additional way parents felt supported was by the Link Mentor, Samantha Lathan, who communicated regularly with the Learning Coaches and students. Through her support Michelle and Kevin were able to provide focused instruction on the educational needs of their students. About 75% of students attend and actively participate in live Class Connect sessions while the remaining 25% watch recorded sessions in order to stay on target with completing their assignments. One of the many benefits of this program is if a student realizes they are not ready for the rigors of a high school course as an 8th grader, they have the option to step back into middle school courses without penalty to their grade point average. Parents and students feel like they have a safety net. Very few students exercise this option in the program based on the 98% and 95% passing rates in Algebra 1 and freshman English, respectively for the group of students in this program.

The STAR (Synchronous Teaching Achieves Results) program debuted in 7th grade during the 12-13 school year. This program has been operational in 5th and 6th grade previously. Lynne Nelson and Frances Jagielski embarked on this adventure where Lynne teaches the Pre-Algebra math course and Fran teaches the English B course while both teachers incorporate Study Island. Like LINK, because they are spending so much direct instruction time with students, they have built a positive rapport with their students and know them well. The OAA results for both math and reading were higher than the normal school average.

During the 12-13 school year National Junior Honor Society (NJHS) updated its bylaws to align more closely to the national requirements regarding the five pillars of scholarship, service, leadership, citizenship, and character. In the past the focus was mostly on scholarship. With the re-establishment of the NJHS Charter, this change allows all students to be considered eligible based on well-rounded criteria.

Another first for OHVA and the Middle School in particular is having pre-service education major students from Lourdes University in Sylvania, Ohio complete their one day observation requirements for their Education 100 course with Kim Rupley, Middle School Lead Teacher. Kim earned her Middle Childhood Education licensure through Lourdes and now has the opportunity to provide this educational experience for others who are working toward a career in education. In addition, several Middle School teachers participate in the Resident Educator program by mentoring first year teachers. These veteran teachers provide mentoring and support first year resident educators as they learn the art of teaching in an e-school.

Teachers diligently provided weekly Class Connect sessions including Math, English, Science, and History sessions. In addition, Math Zone, Grammar Zone, and Science Zone provided students the opportunity to work one-on-one with highly qualified teachers to have specific curriculum or Study Island questions answered. These sessions were part of our extended day program provided through our Student Improvement Grant.

Science involvement and focus grew during this year with monthly field trips held in different parts of the state. These included attending the planetarium at BGSU, a hands-on Earth Science lab at Clermont Community College, COSI outing in Columbus, spelunking in Ohio Caverns, Great Lakes Science Center, and hiking in Hocking Hills State Park. Telescopes were brought to several field trips for day and night star gazing. During the monthly virtual ClassConnect labs students could complete a lab along with a teacher. Science Explorers Club held monthly meetings to help students prepare for the Science Fair. The number of students participating in science fairs tripled due to this concentrated effort. Keara Peterson hosted an OHVA Geology Club. Roger Gluckin hosted a National Astronomy Club through K12. These student events and more make for a very fulfilling and diverse offering to support all aspects of student learning

OHVA High School 2012-2013

The 2012-2013 academic year saw changes and achievements in the high school. We expanded our administrative staff, taking the high school from one to three principals. This enabled us to better support our students at their various grade levels. This also made it even more possible for teachers to partner with administrators to drive students' achievement. This lead to a 5% increase in our 9th graders' promotion rate, an improvement in nearly all of our 10th graders' Ohio Graduation Test scores, the achievement of all five of the state indicators available for 11th graders, and an 8% increase in our graduation rate.

Our OHVA high school students do many amazing things. There are some people who voice the concern that students who attend school online miss out on authentic, hands-on learning opportunities. We are very proud of the authentic, community-related learning opportunities in which our students and staff participate. Our Student Council, under the leadership of Mrs. Julie Keaton was involved in the following service to school and community: Local community service projects, Cards to Troops, Fall (over 200 in attendance) and Spring Dances (almost 300 in attendance) requiring planning and facilitating skills, and many more activities and leadership opportunities for our students. Our National Honor Society—the only National Honor Society in the country at a virtual school—served communities all over the state by participating in Red Cross blood drives, collecting food for victims of natural disasters, and helping plan our OHVA graduation ceremony. Our students--under the direction and supervision of first-year teachers to OHVA Mr. Daniel Jones and Ms. Sarah Plaugher—planned and participated in the first annual Ohio Virtual Academy Talent Show, held in Columbus. Beyond that, we had students participate in our science fair and flexible credit opportunities.

As we move forward, our goal remains to help our students achieve success and skills to carry them forward in life beyond high school. We believe in the ability of all of our students; in the words of the 9th grade team this year, we want to teach our students that "accomplishment starts with the decision to try!" Our students and staff relentlessly try—to stretch, to reach, to succeed. We believe that Ohio Virtual Academy high school is a school built on strong instruction, leadership, and a commitment to excellence in online education.

OHVA Graduation

June 8, 2013 was a very proud day for Ohio Virtual Academy. More than 300 students traveled to Delaware to join us at the Branch Rickey Center on the Campus of Ohio Wesleyan for graduation ceremonies. In attendance were thousands of parents, teachers, administrators, board members and other guests. During the graduation ceremony, our students were honored for their academic and non-academic achievements. Our students stood proud as several of them addressed their peers from the stage. We were proud to have Ms. Allison Cleveland, Executive Vice President, School Management and Service, from K12 Inc., as our keynote speaker. Ms. Cleveland challenged our graduates to believe that anything is possible—to dream and to challenge those dreams. We are so proud of our OHVA graduates!

OHVA Student "Distinguished Young Women"

Distinguished Young Women is "a national scholarship program that promotes and rewards scholarship, leadership and talent in young women," and is open to HS senior girls. This past February, OHVA student Julia Shappert was crowned the Ohio winner and moved on to compete in the national DYW finals in Alabama in June, during which time she lived with a local host family, and thoroughly enjoyed her experiences in meeting the winners from the other states, along with future DYW hopefuls. (She even took part in an oyster eating contest!)

While she was not the national winner, through her participation Julia earned 6 separate awards at the state level (including Talent, Self-Expression, and "Be Your Best Self" Overall), for a total of $6,900.00 in cash scholarships. As a result, she is attending college in Alabama with a full-tuition scholarship, having graduated from OHVA in June.

Julia also has been a role model to her peers while at OHVA and in her community, including being Student Council Treasurer, participating with her sisters in the HS Talent Show, and giving a live ClassConnect presentation on DYW and "Be Your Best Self," which well-attended by students and staff alike.

Ohio Virtual Academy Continues as a Schoolwide Title I School

The Ohio Virtual Academy receives federal grant funds, through the Title I program, to provide remedial support to students who need extra help in reading and mathematics instruction. The amount of funding we receive is based on a formula that includes the number of students in our school who are defined as low income (in brick and mortar schools, these students would be eligible for free or reduced lunches).

All students who need extra support in reading and math receive the assistance they need in a variety of ways.

Specific teachers in grades K-6 still "specialize" in math or reading, and they were still able to focus more exclusively on students who need extra help. But they can be much more flexible in how they offer this service.

Student Education Services (SES) was available to any student recommended by the students OHVA teacher.

Teachers meet weekly in Teacher-Based-Teams (TBT) to discuss the needs of each student.

OHVA is Data Driven

Ohio Virtual Academy strives to meet the needs of all students in the school. In order to find out what those academic needs are the staff continues to use an assortment of assessment tools during the course of the school year. All assessment instruments used by OHVA are researched by members of the OHVA and K12 academic teams to ensure their effectiveness in an online environment. For our youngest students OHVA also analyzes the student data from the Kindergarten Reading and Literacy assessments. (K-RAL) and diagnostic tools required by the state.

The Scantron Performance Series assessments provide us with data in the fall and the spring to identify baseline knowledge and demonstrate academic growth. We are able to determine if students are on target for their grade level as well as identifying specific areas of strength and weakness. The Scantron data also indicates how the student performed nationally in comparison with his/her peers who took the same assessment. The Scantron Achievement Series provides our teachers and administrators with a picture of whether students have mastered the Ohio academic content standards that are necessary in order to prepare for the OAA and OGT. The short assessments measure mastery for a single grade level indicator in order to help teachers determine if the student needs additional instruction in a specific area.

In grades K-2 we used the Aimsweb assessment program to identify critical learning needs of our youngest students. The benchmark assessments are provided in all of the important reading and math skill areas. The assessments provide a one on one evaluation of the student by the teacher. All of the assessments take one to eight minutes to administer.

Study Island is used to provide students with lessons and practice to help them learn and master the Ohio academic content standards for their grade level. The short lessons and assessments provide teachers and parents with a tool that can be used for instruction, assessing, and data collection. Teachers use the teacher tools to teach lessons from Study Island, collect student data to help identify areas of need, and to provide practice activities for students.

Without accurate and frequent data the mission of our school would become much more difficult. All assessment data is shared with parents and learning coaches to help make important decisions about their child's educational path. At OHVA we believe that your children's future is too important not to use programs that have been proven to be effective. That is why data-driven decisions are a core part of what we do to constantly seek ways of providing the best educational program to the students of Ohio Virtual Academy.

Ohio Virtual Academy School Events

OHVA provided many opportunities for students and their families to gather, connect with others and take part in activities. All events are open to enrolled families as well as families looking for a public school option for their school aged children. Getting together to engage in meaningful social and academic activities continues to be a priority for our school.

OHVA staff hosted 57 **Back to School Picnics** to kick off the school year. More than 6200 attendees enjoyed planned activities, as well as relaxed time to talk with teachers and each other, making connections and friendships for the upcoming school year. As the months grew colder, families participated in indoor and outdoor activities, such as **Online Story Times**, **Winter Fun Fests**, and **teacher outings**. Teachers hosted fall hayrides, corn maze, and orchard outings, museum tours, and more.

Winter academic activities provided some challenging fun for our students. OHVA **Spelling Bees** took place in January. Qualifying students advanced to Scripps' county or regional Bees. We were proud to have Ashleigh Sherman (5th) and Brianna Schillero (6th) represent OHVA in **K12's Online Spelling Bee**. For OHVA **Science Fairs**, students prepared and presented science or invention projects at 18 locations across the state. From those OHVA fairs, students who earned superior ratings advanced to district fairs, and then on to the State Science Day in Columbus. We were also proud to offer 4th to 8th grade students the opportunity to participate in our annual **National Geographic Geography Bee**.

The learning continued as more than 150 OHVA attendees gathered for **Capitol Day**, sponsored by the Ohio e-School Coalition of Friends and Families. Students and parents learned about school choice, toured the beautiful Ohio State House, and enjoyed meeting legislators.

OHVA families take advantage of any opportunity to get together, even when we gather for state testing across the state. More than 300 dedicated **OHVA Booster volunteers** served as Parent Hosts during our state testing weeks, offering support for parents, added safety for students, and assistance for teachers. As the year came to a close we celebrated a successful school year at **Celebration Days**, **Kindergarten Recognitions**, **Middle School Recognition**, and of course our **2013 Graduation** event.

Financial Demographics

Sources of School Revenue

State Funding	$81,865,898	89.6%
Federal Grants	$9,436,864	10.3%
Local Grants/Program Initiatives	$75,000	0.1%
Other Miscellaneous	$37,702	0.0%
Total	$91,415,464	100.0%

Expenses

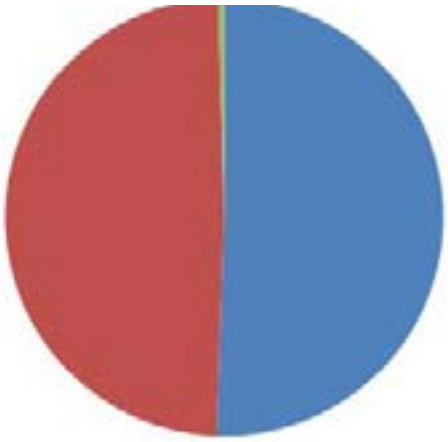
Salaries	$17,077,699	18.7%
Fringe Benefits	$5,153,892	5.6%
Purchased Services	$56,310,530	61.6%
Materials and Supplies	$11,024,088	12.1%
Depreciation	$9,909	0.0%
Other Expenses	$1,849,255	2.0%
Total	$91,425,373	100.0%

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

Expenditures Related to Classroom Instruction

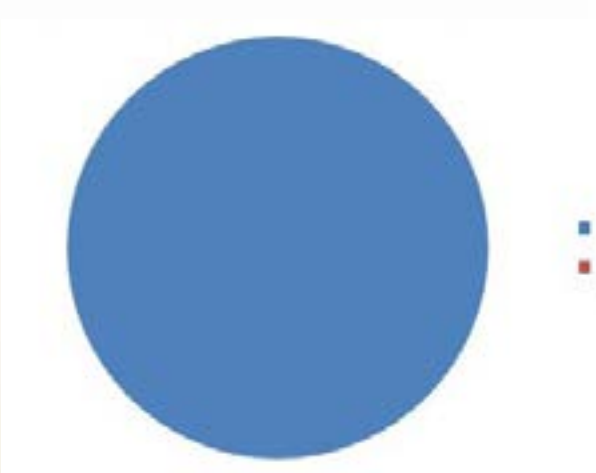
Teacher Salaries, Benefits & Education-Related Expenses	$22,825,042	30.0%
Student On-Line Curriculum	$24,830,370	32.6%
Student Computers, Internet and Technology	$11,171,526	14.8%
Student Instructional Materials	$10,760,054	14.1%
Pupil Support Salaries, Benefits & Education-Related Expenses	$3,927,972	5.2%
Special Education Services	$2,546,692	3.3%
Total	$76,061,656	100.0%
% Classroom Instruction Expenditures to Total Expenses		83.2%

Faculty Degrees



226 Faculty: Bachelors
219 Faculty: Masters
3 Faculty: Doctorate

Highly Qualified



448 Faculty: Yes
0 Faculty: No

2012-2013 School Report

OHIO VIRTUAL ACADEMY

2012-2013 Report

State Indicators	11-12	12-13 (Goal – 75%)	+/- Change
3 Reading	70.3%	77.60%	+7.3%
3 Math	58.7%	62.30%	+3.6%
4 Reading	76.7%	79.60%	+2.9%
4 Math	56.7%	59.20%	+2.5%
5 Reading	62.4%	68.40%	+6.0%
5 Math	41.4%	47.70%	+6.3%
5 Science	49.5%	50.10%	+0.6%
6 Reading	83.2%	73.40%	-9.8%
6 Math	63.1%	55.70%	-7.4%
7 Reading	75.8%	79.80%	+4.0%
7 Math	54.8%	60.90%	+6.1%
8 Reading	78.5%	81.70%	+3.2%
8 Math	59.2%	61.30%	+2.1%
8 Science	51.0%	55.60%	+4.6%
10 Reading	85.5%	89.60%	+4.1%
10 Writing	84.8%	75.30%	-9.5%
10 Math	73.9%	74.60%	+0.7%
10 Science	69.5%	70.70%	+1.2%
10 Social Studies	70.4%	72.40%	+2.0%
11 Reading	94.6%	96.3%	+1.7%
11 Writing	93.5%	95.6%	+2.1%
11 Math	86.5%	91.5%	+5.0%
11 Science	84.8%	87.3%	+2.5%
11 Social Studies	88.3%	90.8%	+2.5%

Number of **State Indicators** Met out of 24

11

Number of **State Indicators** Improved upon out of 24

21

Testing Participation Rate

98.5%

(State Goal 95%)

2011-2012 Performance Index

86.5 out of 120 - 72.8%

2012-2013 Performance Index

87.6 out of 120 - 73%

2010-2011 4 Year Graduation Rate – 33.9%

2010-2011 5 year Graduation Rate – 33.6%

2011-2012 **4 Year Graduation Rate** – 41.6%

2011-2012 **5 year Graduation Rate** – 38.6%

Value Added – By Grade	4th	5th	6th	7th	8th
Reading 2012 Mean NCE Gain	-5	-6.9	-3	-1.7	-2.6
Reading 2013 Mean NCE Gain	-3.1	-0.9	0.1	1	1
Math 2012 Mean NCE Gain	-6.3	-5.9	-3.2	0	-2.2
Math 2013 Mean NCE Gain	-3	-1.7	-1.2	-0.2	-0.1

Key:

Dark Green = Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.

Light Green = Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.

Yellow = Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.

Orange = Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.

Red = Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

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

OHVA Students Shine with Diverse Talents and Interests

Ohio Virtual Academy students are hard-working and innovative. Some of them are artists, video game designers, and even race car drivers. It is true! Our students come from all across the state, but one thing is sure: they thrive with the challenge and support that OHVA provides. Enjoy the glimpse into the lives of a few of our students, and their families.

A. Sherman spellingbee 2013

Camp

Middle School Science Workshops

What could be better than bowling and a year-end pizza party?

Elizabeth Dresdow, 12th grade, 12-13 start

K Recognition V. Howard

School Choice Reasons
OHVA 12-13

Science Fair 2013
Xander Cottle, grade 1
Englewood Science Fair

Spring Dance 2013
Mary Moorman & Julie Keaton

Spring Dance 2013
Group

Ohio Virtual Academy is proud to boast of the accomplishments and dreams of our students. We consider it an honor to partner with them and we celebrate their successes as they pursue their bright futures.

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Debbie Wotring, K-2 Principal
Amy Helm-Borchers, 3-5 Principal
Kevin Snarr, Middle School Principal
Mary Moorman, 9th Grade Principal
Carrie Cubberley, 10th Grade Principal
Kyle Wilkinson, 11th/12th Grade & Cohort Academy Principal

Charter Sponsor

Dr. Darlene Chambers –
Executive Director, Ohio Council
of Community Schools

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
1655 Holland Road, Suite F
Maumee, Ohio 43537
419.482.0948

www.ohva.org

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Ohio Council of Community Schools