

Annual Progress Report
Alternative Education Academy
SY 2019/2020

Mission

Our Mission is to offer families a valuable educational alternative while practicing and promoting academic integrity through quality technology-based curriculum and highly qualified teacher support, which fosters academic excellence in our students.

Vision

The school will be a 21st century learning environment where academic and social goals are achieved through personalized solutions utilizing innovative, adaptive, global, and mobile resources.

OHDELA Program Highlights

OHDELA is a fully accredited online school. Our online curriculum is aligned to the Ohio Learning Standards and provides students with the structure they need for a well-rounded educational experience.

While a certain level of independence is expected of our students at OHDELA, our teachers regularly monitor student progress. This monitoring is designed to ensure students complete lessons and activities on time and stay on track for optimal success.

In addition to our highly engaging asynchronous content, live sessions are offered to give students an authentic environment for learning. During live sessions, students receive explicit instruction, and teachers can assess students' understanding to inform their instruction.

OHDELA offers students a variety of vetted, personalized, and research-based supplemental programs to support the core content. These resources are the best the market has to offer and include iReady, IXL, Newsela, and Raz Kids.

Our Learning Coach and Student Orientation experiences have also been revamped to provide the critical components necessary for student achievement. These new systems and enhancements, coupled with our dynamic and effective teaching staff, have been developed to ensure every child grows and reaches proficiency at OHDELA.

In the 2019-2020 school year, OHDELA took several focused steps to impact math achievement. Our curriculum has gone through an alignment process with curriculum and grade level experts to ensure appropriate and adequate coverage of math standards. OHDELA also implemented the DELA Dash program which provided short cycle assessments during the year on tested standards; Dash results were analyzed, interventions provided, and reassessment showed student growth. Due to the Governor's Emergency closure of schools due to COVID 19 in March 2019, some of the initiatives for the year were not fully completed. This program was able to assess key standards on a predetermined schedule to identify strengths, weaknesses and allow for targeted intervention leading up to the state test. Although this effort was not completed due to the pandemic closure, the program continues into the 2020-2021 school year.

OHDELA also purchased and utilized iReady for K-8 math (and reading). iReady is a highly regarded instructional program used as a diagnostic tool and to provide personalized instruction and learning paths aligned to standards.

OHDELA implemented an after-school tutoring program last year that went from October until April that hundreds of students took advantage of. The program was completely free to families and all subjects were represented with tutoring opportunities including math.

Our Content Leads during the 2019-2020 school year supported the adjustment of curriculum-standards alignment and assessment alignment throughout the curriculum. In addition, OHDELA engaged in a curriculum mapping project with the content leads, content expert teachers and national team members to ensure an aligned and consistent instructional program for all students. This initiative has resulted in a majority of courses mapped and aligned.

Fiscal Information

AWAITING TREASURER INFO

General Demographic Information

Enrollment demographics for SY 19-20 based on 2,479 Students:

WHITE	57%
African American	24%
HISPANIC	9%
MULTI-RACIAL	7%

**2019 State Report Card for Alternative Education Academy (IRN
143396)**

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to 10 measures and six components. Due to the Governor's Emergency closure of schools due to COVID 19 in March 2019, the local report card is substantially different this year.

The 2019-2020 report card does not have grades or ratings. Only very limited data was available due to the coronavirus pandemic and the school-building closures. The testing that comprises scores in this document did not happen. Where data was lacking or nonexistent the report card rating is NR. In our instance, the overall school rating for SY 19-20 is NR.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. The data for this component is not available this year.



Progress

This component looks closely at the growth all students are making based on their past performances. The data for this component is not available this year.



Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation and English language proficiency. The data for this component is not available this year.



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years. The graduation rates are available, and data was not impacted for the reporting years; however, the combined component will not be calculated.



[View More Data](#)

Improving At-Risk K-3 Readers

This component looks at how successful schools are at improving reading for at-risk students in grades K-3. This data is partially available this year.



[View More Data](#)

Prepared for Success

This component looks at how well prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college. This data is available and was not impacted for the reporting years.



[View More Data](#)

OCCS Statement

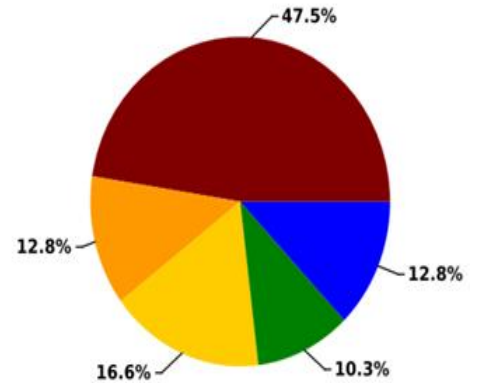
Ohio Council of Community Schools (OCCS) uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education Local Report Card and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements. The results of this monitoring for the 2019-2020 school year are published in the 2019 Ohio Council of Community Schools Annual Report, available after November 30 at www.ohioschools.org

NWEA Results READING

Projected to: Ohio's State Tests taken in spring.

View Linking Study: <https://www.nwea.org/resources/ohio-linking-study/>

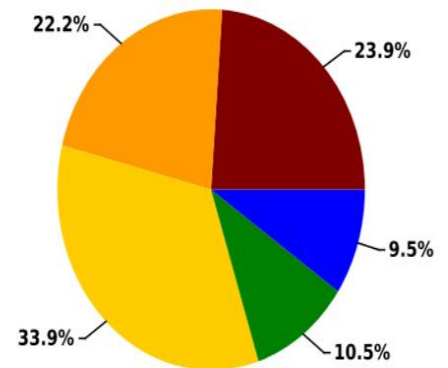
Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	66	9	13.6%	2	3.0%	4	6.1%	9	13.6%	42	63.6%
3	85	32	37.6%	8	9.4%	12	14.1%	8	9.4%	25	29.4%
4	102	52	51.0%	11	10.8%	8	7.8%	15	14.7%	16	15.7%
5	101	46	45.5%	13	12.9%	21	20.8%	14	13.9%	7	6.9%
6	177	91	51.4%	33	18.6%	32	18.1%	8	4.5%	13	7.3%
7	229	124	54.1%	31	13.5%	32	14.0%	27	11.8%	15	6.6%
8	233	118	50.6%	29	12.4%	56	24.0%	21	9.0%	9	3.9%
Total	993	472	47.5%	127	12.8%	165	16.6%	102	10.3%	127	12.8%



Projected to: OST ELA 1 taken in spring.

View Linking Study: <https://www.nwea.org/resources/ohio-linking-study-eoc/>

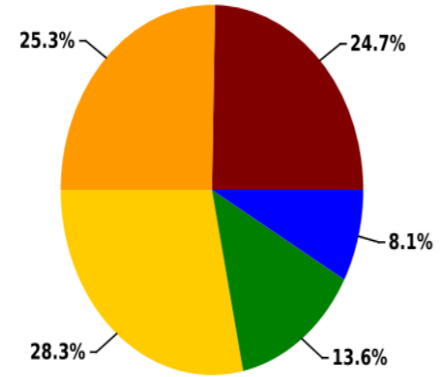
Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
9	337	84	24.9%	76	22.6%	110	32.6%	37	11.0%	30	8.9%
10	208	46	22.1%	45	21.6%	75	36.1%	20	9.6%	22	10.6%
Total	545	130	23.9%	121	22.2%	185	33.9%	57	10.5%	52	9.5%



Projected to: **OST ELA 2** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/ohio-linking-study-eoc/>

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
9	337	98	29.1%	91	27.0%	86	25.5%	43	12.8%	19	5.6%
10	208	51	24.5%	51	24.5%	67	32.2%	20	9.6%	19	9.1%
11	139	28	20.1%	38	27.3%	41	29.5%	21	15.1%	11	7.9%
12	86	13	15.1%	15	17.4%	24	27.9%	21	24.4%	13	15.1%
Total	770	190	24.7%	195	25.3%	218	28.3%	105	13.6%	62	8.1%

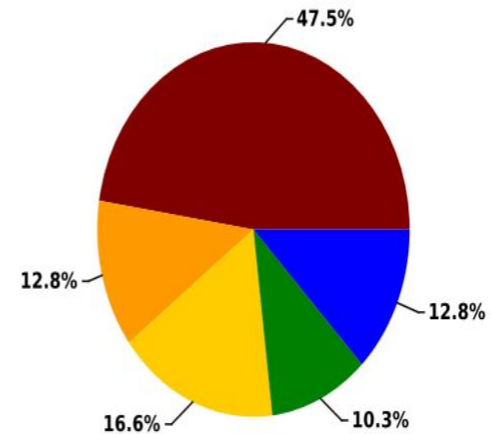


NWEA Results Mathematics

Projected to: **Ohio's State Tests** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/ohio-linking-study/>

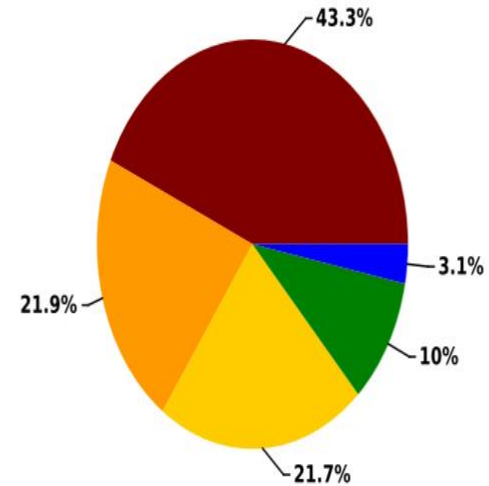
Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	66	9	13.6%	2	3.0%	4	6.1%	9	13.6%	42	63.6%
3	85	32	37.6%	8	9.4%	12	14.1%	8	9.4%	25	29.4%
4	102	52	51.0%	11	10.8%	8	7.8%	15	14.7%	16	15.7%
5	101	46	45.5%	13	12.9%	21	20.8%	14	13.9%	7	6.9%
6	177	91	51.4%	33	18.6%	32	18.1%	8	4.5%	13	7.3%
7	229	124	54.1%	31	13.5%	32	14.0%	27	11.8%	15	6.6%
8	233	118	50.6%	29	12.4%	56	24.0%	21	9.0%	9	3.9%
Total	993	472	47.5%	127	12.8%	165	16.6%	102	10.3%	127	12.8%



Projected to: **OST Algebra 1** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/ohio-linking-study-eoc/>

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
7	229	116	50.7%	47	20.5%	49	21.4%	17	7.4%	0	0.0%
8	233	101	43.3%	56	24.0%	51	21.9%	20	8.6%	5	2.1%
9	340	150	44.1%	73	21.5%	69	20.3%	34	10.0%	14	4.1%
10	198	66	33.3%	43	21.7%	48	24.2%	29	14.6%	12	6.1%
Total	1000	433	43.3%	219	21.9%	217	21.7%	100	10.0%	31	3.1%



Planned Initiatives for SY 20-21

In SY 20-21, OHDELA remains in ODE-assigned Priority School Status and continues to work with our Ohio Improvement Plan and representative from the Summit County Regional SST. The school was tagged with the Priority School label based on our Graduation Rate not meeting the Federal standard where the benchmark is a rate of +67%. Initiatives to improve the Graduation Rate are underway. These include following individual members of the 4th and 5th Year Cohort and their classroom work, more extensive use of Credit Recovery Courses, and greater liaison to ensure that students that have left OHDELA are tracked to their next school.

The OIP will also focus on the single greatest academic deficit that OHDELA faces, under achieving Mathematics scores. Diagnostic testing points out the deficit clearly.

Math data, including DELA Dash results, will continue to be used by teacher-based teams when appropriate. TBT's can strategize instructional strategies and interventions to provide to students who are not scoring at a proficient level. During the TBT 5-Step process, teachers will note the strategies and outcomes and if improvement is shown, strategies are

continued; if progress is not shown, other strategies would be explored and offered to students.

We feel comfortable with continuing many of the previous efforts in mathematics, as from fall to winter during the last school year, OHDELA has shown an upward trajectory in math scores as indicated by NWEA MAP results, with just one grade level exception. The data trends are presented in the table and graph below:

Grade	Fall 2019-2020 Mean RIT	Winter 2019-2020 Mean RIT
K	156.5	172.0
1	182.4	194.3
2	196.2	200.1
3	189.3	196.9
4	196.5	199.9
5	201.5	207.1
6	206.6	205.6
7	212.8	216.1
8	216.4	219.2
9	215.7	219.1
10	223.5	226.4
11	227.9	232.0
12	234.6	235.4