



Annual Education Report for the 2021-2022 School Year

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Sponsored by the Ohio Department of Education
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About Us

Located in Toledo, Ohio, Discovery Academy is a tuition-free public community school serving students in kindergarten through 6th grade. Our belief is that for student achievement to occur, we must focus on educating the whole child. We believe that all students and staff are valued members of the community, and are capable of thriving socially, emotionally, and academically. With integrity, we will lead by example to foster a school culture where each individual can and will be the best versions of themselves in a family environment. When you drop your children off each morning, you will know that they will be loved in an environment in which they can thrive. That is the Discovery difference!

Discovery Academy encourages students to envision a world beyond their own community. With the goal of improving the life chances of those around us, we aim to provide intentional experiences for our students; exposing them to people and places they may not encounter in their everyday lives. We believe every member of our school, regardless of outside factors, has the capability of making a difference in their own community and the world around them.

Our Mission

Our belief is that for student achievement to occur, we must focus on educating the whole child. We believe that all students and staff are valued members of the community, and are capable of thriving socially, emotionally, and academically. With integrity, we will lead by example to foster a school culture where each individual can and will be the best versions of themselves in a family environment. When you drop your children off each morning, you will know that they will be loved in an environment in which they can thrive.



Highlights

- ✓ Averaged 125% growth on NWEA math scores from Fall to Spring
- ✓ 13% more students at or above grade level on NWEA math from Fall to Spring
- ✓ 68% of students met growth goal in NWEA math
- ✓ 15% more students Proficient or better in AIR math grades 3-6 from 20-21 to 21-22
- ✓ 15% more students Proficient or better in AIR Science grade 5 from 20-21 to 21-22

Sponsor Statement

Ohio Revised Code (ORC)3314.03(D)(2) specifies that the sponsor of the school must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.”

All Ohio community school sponsors must evaluate each school and submit a written report of school academic, financial, organizational performance, and legal compliance to the Ohio Department of Education and make the report available to the parents of students enrolled in the community school.

The Ohio Department of Education, Office of Ohio School Sponsorship evaluates its sponsored schools on the performance of Ohio School Report Card indicators and on performance measures as listed in the school’s community school Contract. It is noted that the Ohio School Report Card data is not available for this school year due to the Coronavirus State of Emergency Order as declared by Ohio’s Governor, Mike Dewine.

The Office of Ohio School Sponsorship monitors the performance of its sponsored community schools through attendance at governing board meetings, on-site visits and through review of compliance assessments, monthly financial reports, and other reports related to the school’s academic, financial and operational performance to ensure compliance with rule and law.



Ohio School Report Card Data

Discovery Academy was educating students during unprecedented times due to COVID-19.

Overall Achievement	Overall School Grade	NR	Data not available
	Performance Index	46.0%	NR
	Indicators Met	0.0%	NR
Progress	Value Added	NR	Data not available
	Overall	NR	NR
	Students with Disabilities	NR	Data not available
Gap Closing	Lowest 20% in Achievement	NR	Data not available
	Annual Measurable Objectives	0.0%	NR
	K-3 Literacy	K-3 Literacy Improvement	18.8%

2021 - 2022 Report Card for Discovery Academy

The Ohio School Report Cards include performance information provided by schools and districts including academic, financial, and opportunity to learn data. Some of this data is then combined into six components that receive star ratings to indicate the level of performance for the school and district.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



Needs support to meet state standards in academic achievement.

Performance Index

57.5%

Progress

This component looks closely at the growth all students are making based on their past performances.



Significant evidence that the school exceeded student growth expectations by a larger magnitude.

Overall

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.



Meets state standards in closing educational gaps.

Annual Performance Goals

34.8%

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

Early Literacy

This component looks at how successful schools are at improving reading for at-risk students in grades K-3.



Needs significant support to meet state standards in early literacy (K-3).

Improving K-3 Literacy
Third Grade Reading Proficiency
Promotion to Fourth Grade

22.1%
21.3%
100.0%

College, Career, Workforce and Military Readiness

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.

Students who are Ready

NC



Primary Education Delivery Model in 2020-2021

Fall (Aug. 1, 2020 - Nov. 30, 2020)	Hybrid
Winter (Dec. 1, 2020 - Feb. 28, 2021)	All Students Remote
Spring (Mar. 1, 2021 - June 30, 2021)	Hybrid
100.0% Of students had a hardware device on which to complete school work.	0.0% Of students had internet connectivity to do their school work.

Hardware

This data shows students' access to technology at home which is a new reporting requirement in the federal accountability waiver for the 2020-2021 school year.

District Provided Computer	100.0%
Student Access to Computer	0.0%
Student Access to Smartphone	0.0%
No Regular Access to Hardware	0.0%
Unknown Access to Hardware	0.0%



Connectivity-

This data explains students' access to the internet at home which is a new reporting requirement in the federal accountability waiver for the 2020-2021 school year.

District Provided Broadband	0.0%
Student Access to Broadband	0.0%
District Provided Hotspot	0.0%
Student Access to Hotspot	0.0%
No Regular Access to Internet	0.0%
Unknown Access to Internet	100.0%



Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

NR **0.0%**
0 out of 0

Indicators

Comparison

Achievement Levels

Trend

Third Grade		
English Language Arts	20.8%	
Mathematics	14.9%	
Fourth Grade		
English Language Arts	19.6%	
Mathematics	18.4%	
Fifth Grade		
English Language Arts	38.3%	
Mathematics	19.6%	
Science	40.0%	
Sixth Grade		
English Language Arts	35.6%	
Mathematics	31.8%	
Non-Test Indicators		
Gifted Indicator	View More Data	NC
Chronic Absenteeism	46.4%	



Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	Progress					
	English I	English II	Algebra	Geometry	Mathematics I	Mathematics II
High School						

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available



Overall

This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.



Gifted Students

This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.



Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.



Students with Disabilities

This measures the progress for students with disabilities.



Component Grade

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state expectation in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate

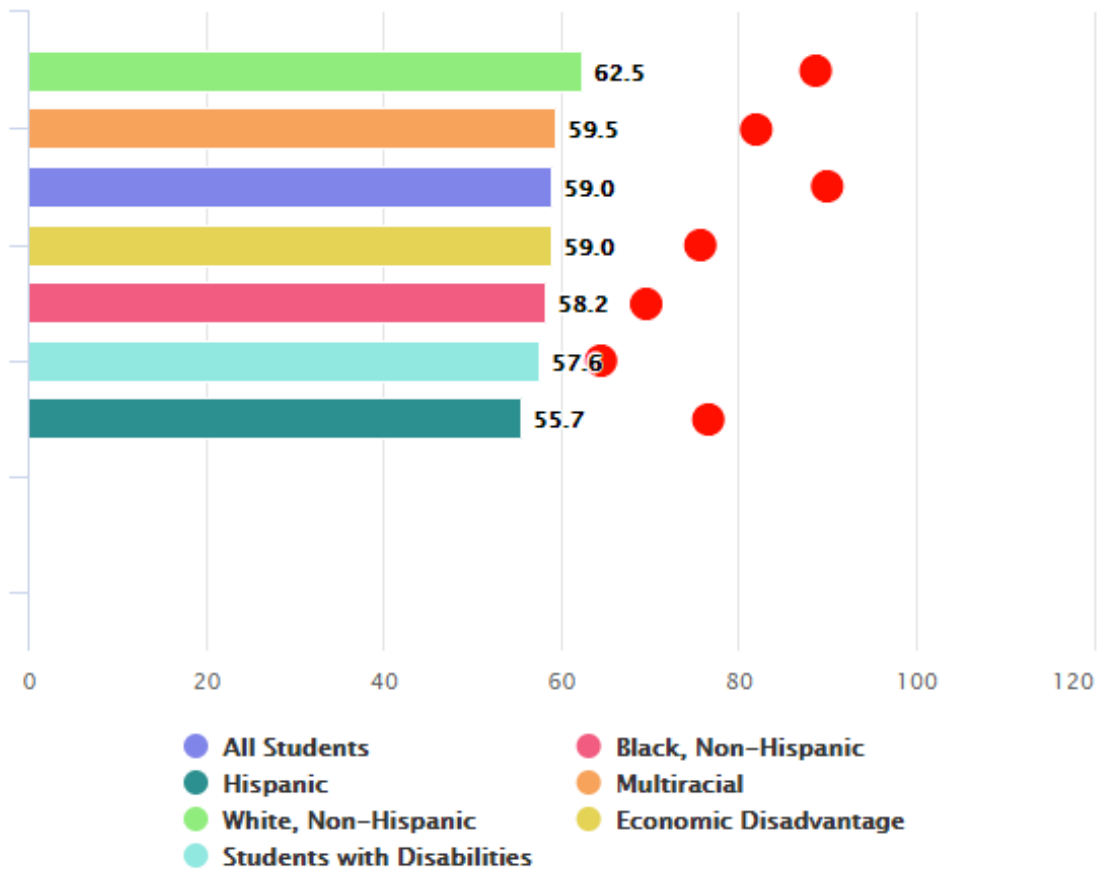
goal is for all groups to achieve at high levels.

A progress bar showing 0.0% completion. It features a white box with a dark blue circle containing 'NR' and the text '0.0%' next to it, all on a light gray background.

NR 0.0%

English Language Arts **Math** Graduation Rate

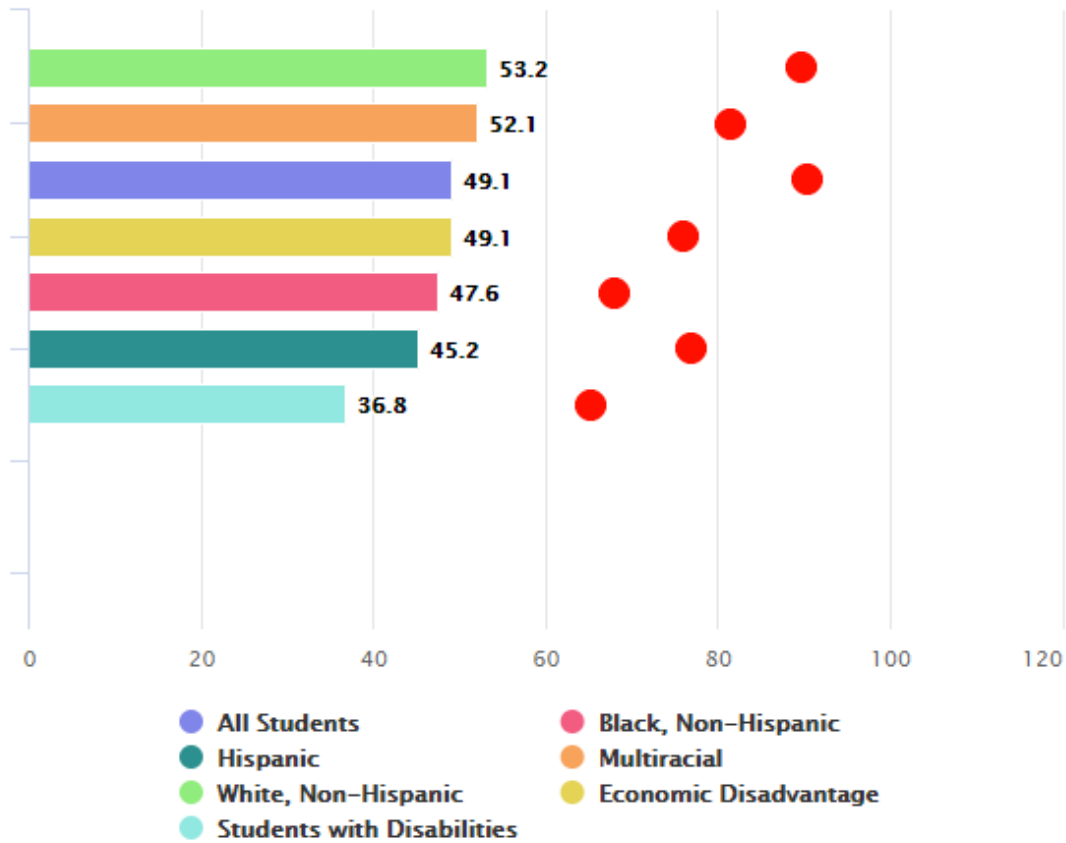
Performance Index by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

English Language Arts **Math** Graduation Rate

Performance Index by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.



Component Grade

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.

In your school...

Details of Measure

16 Students Moved to On Track —

0 RIMP Deductions



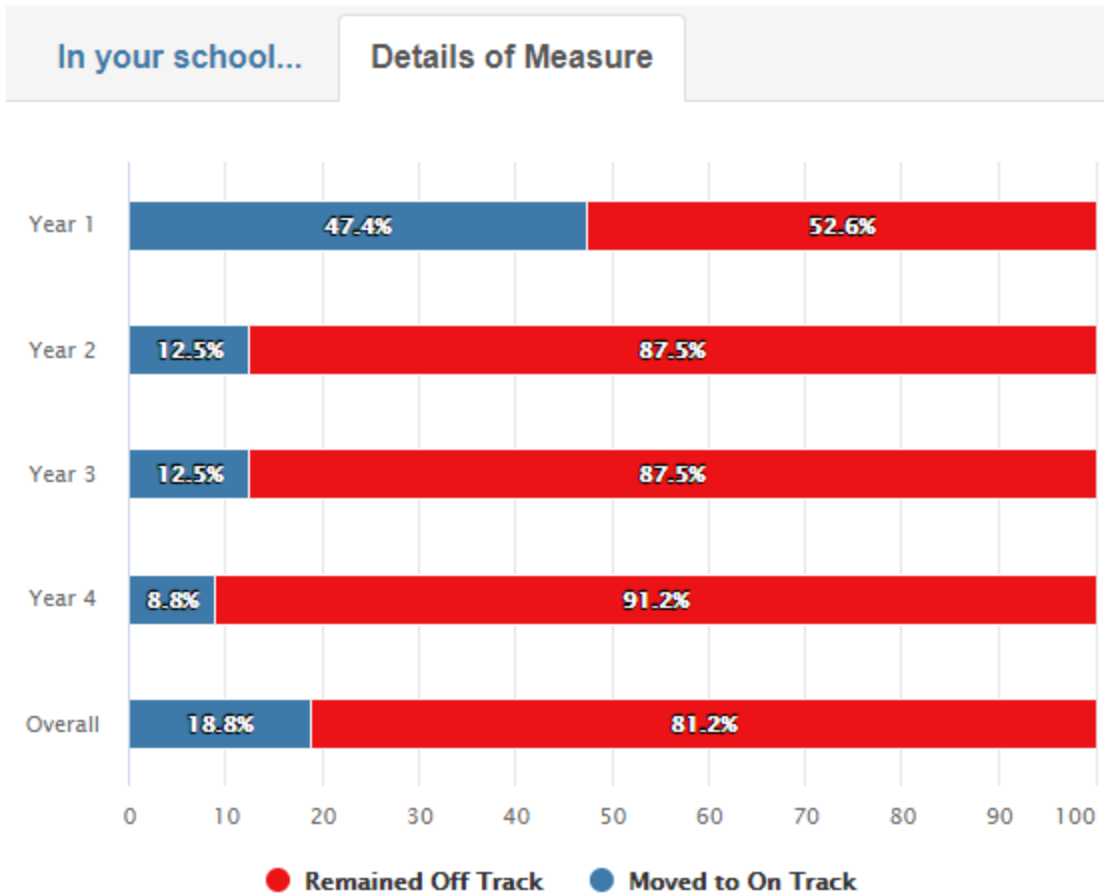
85 Students Started Off Track

NR 18.8%



● Moved to On Track ● Remained Off Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.



How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

91.5%

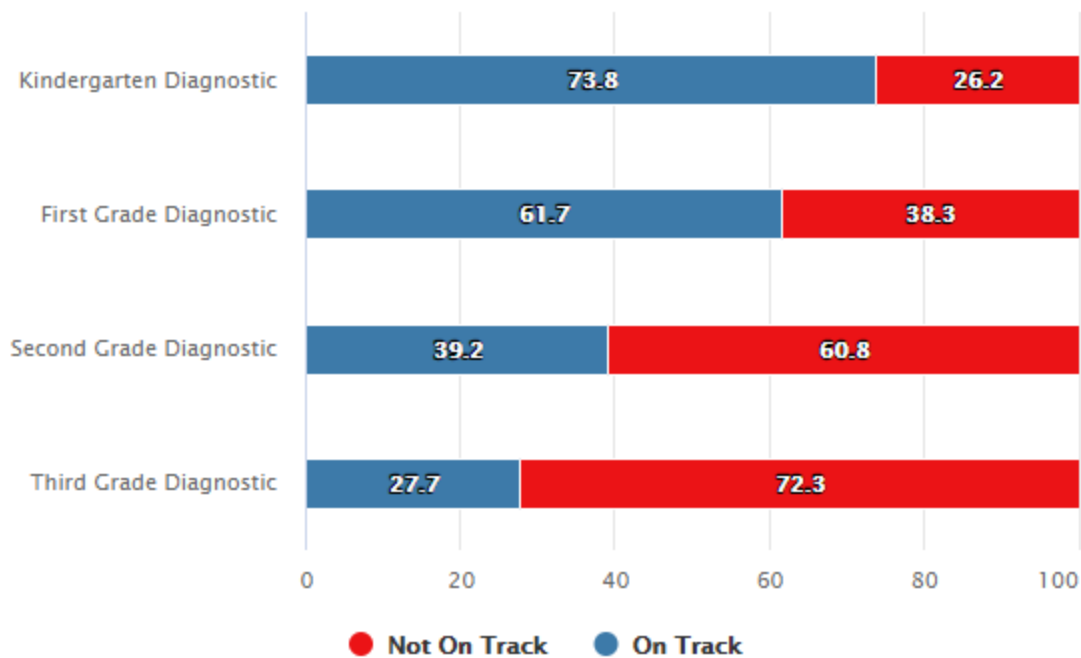
How many third graders scored proficient on the state English language arts test?

20.8%

3rd Grade Reading Guarantee

On Track by Grade Level

Percentage On Track Reading Diagnostic



Ohio's Third Grade Reading Guarantee provides a proactive approach to reading supports beginning in kindergarten. If a child needs additional support to be reading at grade level in any grade from kindergarten through third, the school collaborates with the child's family to develop and provide a Reading Improvement and Monitoring Plan. The goal of this state-wide policy is to ensure every child gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements, including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment. *For the 2020-2021 school year, Ohio law temporarily waived the requirement that a student meet the promotion threshold to advance to fourth grade.*



General Information

OUR SCHOOL	
Start-up as of	2013
Grades served	K-6
School days	166
Local school district	Toledo Public

OUR TEACHERS & STAFF	
% of core classes taught by a properly certified teacher	100%
% of core courses NOT taught by a Highly Qualified teacher	0%
Teachers with at least a bachelor's degree	100%
Teachers with at least a master's degree	12.5%
% of core courses taught by a teacher with a temporary certificate	0%

OUR STUDENTS	
Attendance rate	86.95%
Number of suspensions	126
Economically disadvantaged	99.7%
Students with disabilities	31.7%
Black	49%
Multiracial	9.2%
White	28.8%
Hispanic	12.4%



Financial Information

A statement of revenues and expenses for July 1, 2021 through June 30, 2022 is listed below. Additional financial information is available from the academy. The auditor's report is being conducted at this time.

REVENUES	
School foundation	\$3,611,321
Food services	\$295,409
Federal grants	\$1,058,086
State grants	\$928,325
Other	\$40,421
Total revenues	\$5,204,140

EXPENSES	
Salaries & fringe benefits	\$2,606,828
Purchased services	\$1,740,845
Materials & supplies	\$295,277
Other	\$613,590
Total expenses	\$4,595,965

Net position, beginning of year	-\$849,978
Net position as of June 30, 2022*	-\$715,638

The net position indicated in the above table includes accounting for forecast pension liability.