

ANNUAL REPORT
FOR
PLEASANT COMMUNITY DIGITAL ACADEMY
2015-2016

TO: Pleasant Local Schools Board of Directors

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Superintendent
Pleasant Community Digital Academy
October, 2016

Pleasant Community Digital Academy Annual Report 2015 – 2016

Welcome to the Pleasant Community Digital Academy (PCA) annual report for the 2015 – 2016 school year. A cooperative venture with the Pleasant Local School District Board of Education, the Pleasant Community Digital Academy has completed another successful and rewarding academic year.

The Pleasant Community Digital Academy officially opened its doors October 1, 2004. The digital academy utilizes a blended approach as the delivery of digital educational services and traditional instruction. The PCA delivers instructional services to resident and open enrolled kindergarten students.

The mission of the PCA is to enhance and facilitate student learning by combining state-of-the-art digital curriculum and instruction with access to local school resources that complement the instruction and prepare students to become lifelong learners and productive citizens.

General School Information

The Pleasant Community Digital Academy is open to students in Kindergarten who reside in the Pleasant Local School District or neighboring school districts. During the 2015- 2016 school year PCA's enrollment averaged 107 students (See Table-1). All kindergarten students enrolled in the PCA were served within the conventional setting of our district's elementary building staffed with 5 state licensed Kindergarten teachers, as well as being provided with a specialized curriculum to enhance their educational experiences. The Pleasant Community Digital Academy's utilization of the delivery of educational services (balancing online and traditional instruction) has been perceived as an effective and viable alternative.

Table 1 Average Daily Membership (ADM)

Month	ADM
July	117
August	117
September	117
October	104
November	104
December	104
January	104

February	104
March	105
April	104
May	104
June	104
AVG.	107

Educational Performance Indicators 2015-16 School Year

Kindergarten students did not take proficiency or standardized tests during the 2015-2016 school year. However, they did take several scientific research based assessments during kindergarten. The baseline data gathered for the Pleasant Community Digital Academy at the beginning of the school year, 2015-2016 was from the KRA (state assessment) tests given to kindergarteners. This state required reading readiness test showed a 91% proficient rate of the tested population. Trend data has shown the KRA alone is not a valid indicator of identifying at-risk students. This prompted the teacher team to rely heavily on other vendor tests such as Aimsweb and Fountas and Pinnell (F & P) for accurate baseline data. A combined baseline score of these two assessments showed approximately 25% of the student population were off track and considered at-risk at the beginning of the school year. Progress was monitored 3 times per year with AIMSWEB probes and Fountas & Pinnell (F & P) Reading inventory. These test basic early literacy skills necessary for student success with grade level indicators, as well as provides the teacher with the instructional reading level of each student.

Goal #1: 90% of the kindergarten students will gain a year’s worth of academic growth or more based on their baseline performance level at the start of the school year when compared to the year-end performance level on state approved diagnostic and/or benchmarking assessments.

Goal #1 Evidence: The year- end AIMSWEB scores yielded 14% increase at 89% proficient. 11% of the students are in the at-risk category of not meeting success with basic grade level indicators. Staff development in scientifically, researched based technology and instruction will continue to be provided to the staff with the JOURNEYS INTERVENTION AND DECODING POWER language arts program.

Goal #2: The school will achieve an overall attendance rate of 80% or above each school year, as tracked through daily attendance records.

Goal #2 Evidence: Attendance data reported on the Ohio Department of Education building report card shows 94.3%. This is the first year of attendance reporting therefore, this data will be utilized as a baseline to show attendance trends over time.

Performance Standards and Requirements in Place for 2016-17 School Year.

As the state of Ohio transitions to a new report card system, Pleasant Community Digital Academy will continue to track its performance against the statewide accountability system to ensure our students are academically prepared to meet the rigor of the standards.

In addition to the indicators of the statewide accountability system, the school will have the following **performance-based and measurable student goals**:

- a. 90% of the kindergarten students will gain a year's worth of academic growth or more based on their baseline performance level at the start of the school year when compared to the year-end performance level on state approved diagnostic and/or benchmarking assessments.
- b. The School will achieve an overall attendance rate of 80% or above each school year, as tracked through daily attendance records, report in EMIS and then reported out on the Ohio Department of Education PCA building report card.

Testing and Assessment

The Academy has implemented Ohio's Learning Standards and transitioned to the Next Generation of Assessments to ensure students become well prepared for college and career. At the Kindergarten level, the state mandated test is the Kindergarten Readiness Assessment (KRA).

In addition, the Kindergarten students will continue to be assessed three (3) times per year with a state approved diagnostic/ benchmarking assessments. The data collected in the fall will serve as a baseline measure of student performance and will identify on track and off track students in reading and math. The off track students will be provided additional services via Reading Intervention Plans (RIMPs) in compliance with the 3rd grade guarantee law and/or tiered interventions to meet individual student needs. Winter test data will serve as a check- point to measure progress and inform mid-course corrections in instruction and interventions. Finally, spring test data will show student-learning growth within the year as well as year-to- year. Disaggregated data will be used to identify specific student groups that may be struggling with growth or proficiency for appropriate intervention plans to be formulated for informed instruction in the classroom or small group settings.

Benchmarking Goals

Teachers will use multiple sources of data, such as formative assessment data, KRA assessment data, diagnostic assessment data, and summative assessment data to identify instructional areas for focus.

In an effort to improve overall student achievement and student ownership of learning, the student's, in collaboration with the teacher, sets individual learning target goals in reading and math based on their individual baseline score. As students progress towards their targeted goals, tracking sheets are shaded by the students in cooperation with their teachers and kept in their data notebooks. These data notebooks are updated with progress data towards goals on a monthly basis. Progress and mastery of learning goals are shared during student led conferences with parents two times per school year in addition to formal semester report cards methods.

Exit Goals

Students, unless exempted by law, will participate in all forms of testing required or recommended for Kindergarten by ODE. The PCA will expect its students to be competent in basic Reading and Math CCSS Kindergarten skills, to be able to apply them to real life situations, to be intelligent decision makers, and ultimately, to be contributing members of society.

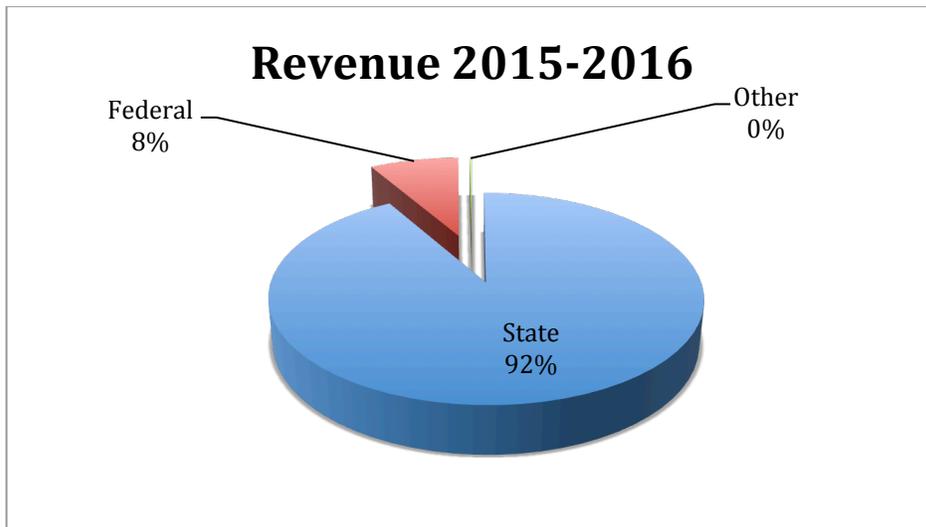
Accountability

The Pleasant Local School District's (Sponsor School) Monitoring of Assessments and Goals shall include, but not be limited to, the following:

- If the PCA does not meet the minimum letter grade of a B in the Ohio Report Card K-3 literacy component, the Sponsor may, at its discretion, require an explanation, analysis, or corrective action plans to meet or exceed the minimum letter grade.
- If the PCA drops one letter grade (A-F) in the Ohio Report Card overall standing, the Sponsor may, at its discretion, require an explanation, analysis, or corrective action plans concerning a specific area or areas causing the drop in ranking.
- If the PCA drops two or more letter grades (A-F) in Ohio Report Card overall standing or drops to the lowest report card ranking, the Sponsor may, at its discretion, require a targeted and detailed corrective action plan, require outside consultants or counseling, require meetings with the administration or Board of Directors to identify issues, or any other means of inducing academic improvement.

Financial Reporting

Figure 1- Revenue Sources



For the fiscal year 2015-2016, Figure 1 shows the Pleasant Community Academy total percentage of receipt sources. Receipts totaling \$804,111.00 were as follows (See Table 2):

Table 2- Receipt Sources/ Amounts

Receipt Sources	Amounts
State	\$737,137.00
Federal	\$65,434.00
Other	\$1,540.00
Total	\$804,111.00

Figure 2- Expenditures

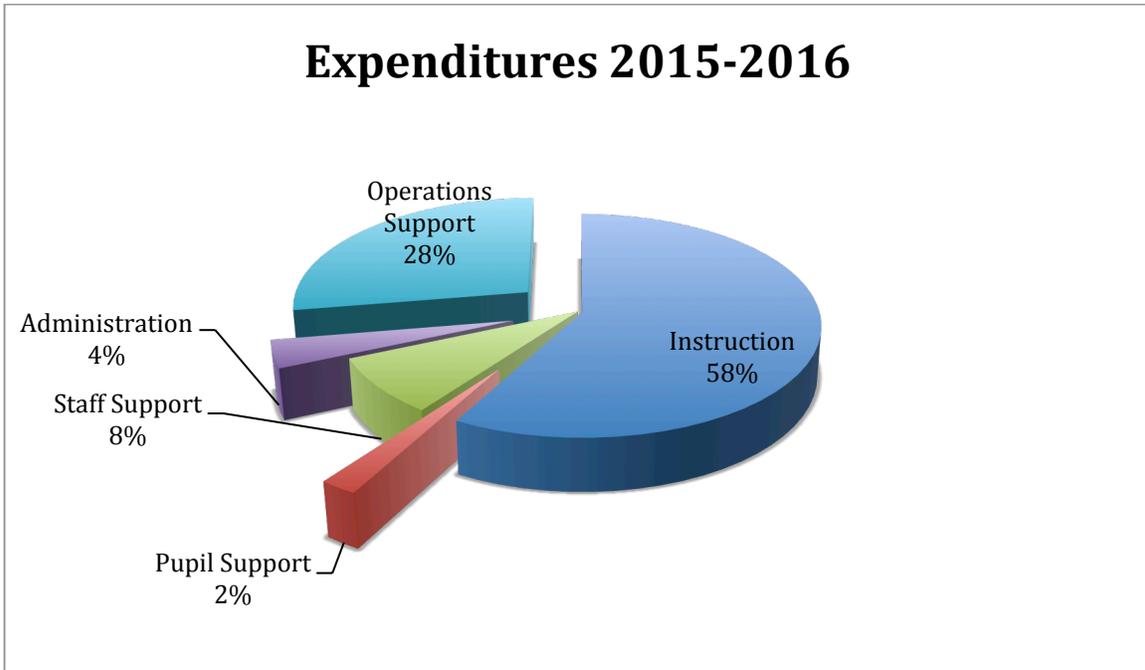


Figure 2 shows the percentage of expenditures per services rendered. The total per pupil expenditure for the 2015-16 school year based on an average ADM of 107 students would be \$6,101.15. The dollar amounts for expenditure are as follows (See Table 3):

Table 3- Expenditures/Amounts for 2015-16

Expenditures	Amounts
Instruction	\$377,859.59
Pupil Support	\$14,223.07
Staff Support	\$54,202.50
Administration	\$25,872.64
Operations	\$180,666.22
Total	\$652,824.02

Ohio Department of Education Review and State Audit

A financial audit of the Pleasant Community Academy is done periodically. The audits are posted on the State Auditor’s website on <https://ohioauditor.gov/auditsearch/search.aspx>. A link can be found on the PCA webpage.

Present and Future Outlook

The digital academy is being marketed throughout the community by using our building administrators, and staff. The PCA's executive director has also developed marketing strategies that include a web site, which provides information to the Pleasant community.

We remain confident that with the innovative programs being offered, the PCA can sustain enrollment figures around 100 students; and, on an annual basis, demonstrate a steady increase in enrollment. For the present school year 2016-2017, we estimate enrollment in the PCA to be approximately 102 students.

The goal of the Pleasant Community Academy's is to continue utilizing a mixed approach in the delivery of educational services. Use of this approach to the delivery of educational services will provide the optimum balance between online and traditional instruction for each student. The PCA will continue to meet the needs of all students no matter how diverse their needs by providing opportunities for both at risk and high achieving students' to participate in intervention or accelerated and/or independent study programs. As well as continuing to provide both gifted and at-risk kindergarten students enrolled in the brick and mortar school with remedial and enrichment materials and instructions as needed.

