



TRECATM
Digital Academy

School for a New GenerationSM



TRECA Digital Academy

2004-2005 Annual Report

The mission of TRECA Digital Academy is to prepare students for lifelong learning and intelligent decision-making while enhancing and facilitating student learning by providing: state of the art digital curriculum and instruction; innovative and collaborative leadership; and technical expertise and support.

Mission and Guiding Principles

We believe that no student should be placed in a high stakes, state mandated, testing situation until he/she has the skills and understanding to be successful. Our guiding principles are based on the belief that time is the variable and the outcome is constant.

The State of Ohio standards will be used as the platform for which we align, assess and organize all units. All students will work to the same standards, but we recognize that not all students acquire skills and knowledge at the same rate. Intervention strategies will be in place to identify students who are not progressing adequately, and enrichment opportunities will be available to those students progressing at an accelerated pace.

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Michael A. Carder

Executive Director

We welcome you to review our annual report for the 2004 - 2005 school year. The TRECA Digital Academy (TDA), sponsored by the Tri-Rivers Career Center and operated through the support of the Tri-Rivers Educational Computer Association, officially opened its doors on September 24, 2001. Our primary purpose is to provide the highest quality online educational program available. That purpose remains paramount in all that we do. The information that follows provides a statistical and narrative overview of our school during the past school year. We are pleased with the strides we made and look forward to aggressively improving our performance. Due to the newness of the delivery system and the educational background of many of our students, we face many challenges. We will continually modify our delivery and instructional system to meet those challenges. We will not be satisfied until every student shows appropriate growth and improvement.

Message from the Executive Director

Now and the Future

To address key issues regarding student performance garnered from data collected during the last three years, we have implemented a continuous progress model in grades 7 - 12 that allows students to work at their specific learning levels. This methodology is critical to student academic growth. During this past year, a year-round school calendar was implemented. This approach allows our students the greater learning flexibility as well as the ability to provide increased ongoing academic support. Other goals for the 2005 - 2006 school year are to improve overall student achievement and performance including increased achievement test scores. A basic key to this success is to make sure all students participate in this state mandated testing program. TDA will also provide students with additional technical support. This will include the use of iPods to assist with instructional delivery, especially helpful in the foreign language instruction and for students who have reading difficulties.

We at the TRECA Digital Academy believe that parents play a critical role in the education of their children. We appreciate the support they have already given by the decision to enroll their children in the TDA and the follow up educational support they provide.

Should you have questions regarding this report, please contact me at mcarder@treca.org or call (740) 389-4798 ext. 221.

Josie Drushal
Director



TRECA Digital Academy has completed the fourth year of operation. We continue to grow in our understanding of the issues of online education. Our student population remains very diverse creating the challenge of providing a quality education for each individual. Our focus remains on working with students to progress through their assigned curriculum at an appropriate pace, which includes the necessary support structures to allow for academic success. To do this, we have continued to refine our continuous progress model as well as the opportunity for students to customize their school calendars. This continues to be well received by our students and parents.

In looking back, 2004-05 was another year of growth and improvement. We were pleased that this summer we were able to offer a Title 1 support program for students. This allowed qualified students in the areas of reading and math to continue working closely with teachers during the summer months. Thus, they were better prepared for the start of the next school year.

Message from the Director

As we look ahead to 2005-06, we recognize that all students must participate in the required state mandated tests, and this participation must be a focus for the entire organization. This will be a team effort and will require the support of students, parents, teachers, and administrators. We face a unique challenge since TDA students reside in diverse locations throughout the state. Nevertheless, it is one that we must meet. Without total participation by students in the testing program, we may lose the opportunity to continue to serve our students as well as not meeting the accountability standards required by the State of Ohio.

We will continue to move forward toward our vision and mission of creating an effective online school second to none.

Should you have questions, please contact me at josie@treca.org or call (740) 389-4798, ext. 228.

Academic Program & Goals

The State Model Courses of Study are the basis for the TRECA Digital Academy Curriculum. These are the content items around which the state-testing program is built. Our curriculum uses a variety of resources including expert curriculum developers, teachers, community personnel, subscription sites, and the World Wide Web. A key difference between our program and other online schools is the large number of certified teachers we employ. They provide improved instruction to our students.

Since our curriculum is accessible 24/7 and due to our continuous progress model, students can move forward at rates that best meet their learning needs.

New Opportunities for TDA Students in 2004-2005

The TRECA Digital Academy in the 2004 – 2005 school year provided specialized digital training and technological applications through the CISCO Networking Academies Program. Students completed a four-semester curriculum based on the principles and practice of designing, building, and maintaining networks capable of supporting national and global organizations. TRECA has been designated a Regional Academy Training Center with a number of Cisco trainers on its staff; therefore, it will provide the necessary expertise and delivery of this program to interested students. TDA was the only online school in the nation to offer this service to high school students.

End of the Year Enrollment for 2004-2005

TRECA Digital Academy Full Time Student Enrollment	909
TRECA Digital Academy Part Time Student Enrollment	81
Partner School Students Educated by TRECA Digital Academy	1208

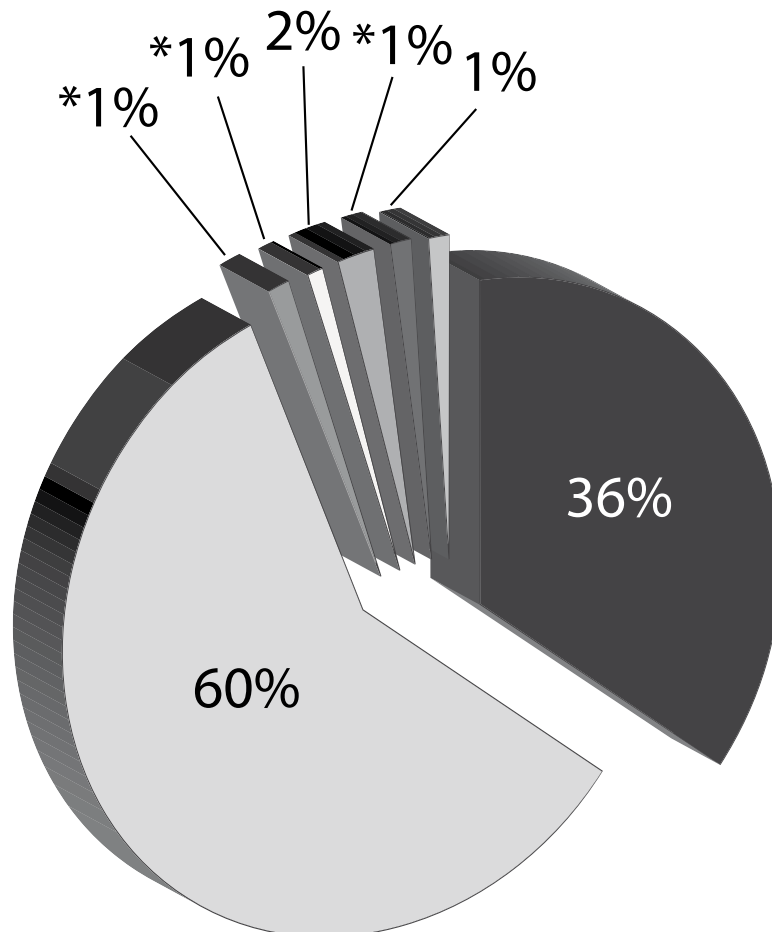
The Management Letter and the Balance Sheet for June 20, 2005 will be available once completed by the auditors.

Financial Reporting

Revenues and Expenditures for Fiscal Year 2005

Total Revenues: \$11,198,102.15

■	Fees and Partner ADM Fees	\$3,988,766.12
■	State Foundation	\$6,759,749.09
■	EMIS	\$5,000.00
■	Total State Funds	\$9,401.07
■	Total Federal Funds (Title I-V)	\$252,756.52
■	Miscellaneous Revenue	\$32,429.35
■	Return of Advance	\$150,000.00



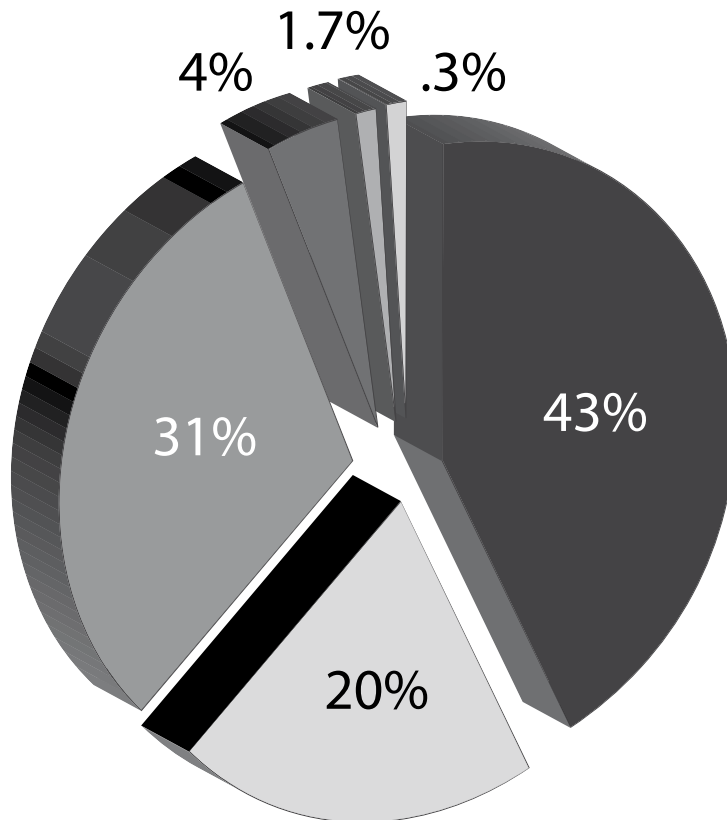
* Represents less than 1%

Financial Reporting

Revenues and Expenditures for Fiscal Year 2005

Total Expenditures: \$7,790,843.33

■	Total Salaries	\$3,365,575.89
□	Total Fringes	\$1,579,807.66
■	Total Purchased Services	\$2,439,065.32
■	Total Supplies/Software	\$277,177.29
■	Total Equipment	\$15,329.58
□	Total Miscellaneous	\$113,887.59



School Sponsor Agreement

Faithfulness to the School's Sponsor Agreement

Attendance

Since student attendance is critical if effective learning is to occur, we continue to refine ways to encourage student participation. Due to students having the opportunity to “attend” school 7 days a week, 24 hours a day, documentation of their activities and contacts with their teachers is critical. We believe this was and is one of our strengths. We maintained a 93.2% attendance rate.

Likewise, staff attendance rate was also extremely high at 98.02%.

Assessment Results and Ohio Achievement Tests

The 2004 - 2005 school year was the fourth year of TDA existence. Based upon feedback from all stakeholders, we continued to work on modalities to deliver a more effective, quality online curriculum tied to State standards and to serve our customers more effectively. For example, the year-round school option proved to be a popular choice. However, we continued to face major challenges in meeting overall achievement issues. One of the most difficult issues we faced was the high level of student transience. This factor impacted our achievement results. Also, equally important was the length of time students were actually enrolled with us. The majority of students taking the tests were enrolled in TDA less than one year.

“We were especially pleased with the fine showing by our students on the Ohio Graduation Test with 89.9% proficient or above in reading,” according to Superintendent Michael Carder. Writing scores were at 79.5%. We continue to work with students to raise scores to the 75% level or above in social studies, math, and science.

AYP or Average Yearly Progress is another benchmark the Ohio Department of Education uses to measure progress. For the 05-06 school year, TDA has established meeting that target as a primary goal. One the key factors is to make sure ALL students participate in the state testing program.

Parent and Community Involvement

The TRECA Digital Academy strongly encouraged parents and guardians to be actively involved in their child's education. Each new student was required to attend a half-day orientation in the accompaniment of at least one parent/guardian. During this introduction to

School Sponsor Agreement

our online school, both students and adults were guided through a hands-on demonstration of how our school works and how students participate in their classes and communicate with teachers. Parents were given complete access to their child's account and were able to log in to see what daily assignments were done as well as the communication that was occurring between student and teacher. An additional communication tool was an online monitoring tool that allowed parents to check student progress on tests and assessments.

Other communication tools for parents included toll free telephone access to the TDA Help Desk and administrative office and to online inquiry features for parents who did not wish to use their child's account or did not have an individual email account. In addition, the use of Elluminate continued this year. This tool provides a voice over IP connection to allow teachers and students to verbally communicate online and to share on-screen images.

The online parent organization was formed and met on a regular basis. This allowed us to tap into the many resources that parents could offer to enhance the educational opportunities of our students and equally important, provide another feedback communication tool.

Safe and Orderly Environment

Being an online school required us to address safety issues in a different way. We did not need to deal with fights, assaults, and related physical violence that sometimes occur in a traditional school. However, we had to deal with cyber issues such as inappropriate materials and emails. Thus, safety was a critical part of the TRECA Digital Academy student environment. The student computers we provided were specifically designed to work in a "closed" environment, yet allowed access to the many resources accessible through the Internet. All student communication took place within the school. Students were not permitted to receive email from non-school entities. Web sites were monitored by software that was installed on each machine. Social opportunities were developed through monitored online chats and discussion boards. Providing a safe online environment was and continues to be a priority.

All students and parent/guardians signed an Acceptable Use Policy when they participated in their TDA orientations. This policy stated that they agreed to follow guidelines of appropriate use of the hardware and software. Should students violate this policy, procedures were in place to restrict their access to specific aspects of the school. Our Dean of Students worked closely with students and parents when such situations arose. All disciplinary action was documented for future reference if needed.

While there are many reasons that students and parents choose to participate in an online school, we know from parent feedback that one is the desire for a safer environment than experienced in the previous school. We worked hard to meet those expectations for a safe school.

School Sponsor Agreement

Collegiality and Professionalism

Just as students worked from their homes, so did the teaching staff. Monthly, the entire teaching staff gathered for a training day. At these meetings, teachers learned new skills, discussed processes for assessment and student support, collaborated with colleagues, and worked on developing appropriate curriculum and activities for students. We believe this face-to-face interaction was critical to our success. Also, between meetings, the staff had online access to many support structures including conferences, discussion boards, and administrative email support.

Teachers were required to post the instructional times they were available for immediate feedback and chats with students. However, many teachers went beyond the required time frames as they worked with students. High school teachers were required to provide at least one evening of scheduled support time. While not required, many teachers were available on weekends as well.

TDA supported the teaching staff by providing for the Praxis Certification, participation in the Local Professional Development Committee, and support of certification and license renewal and upgrading. Teachers were involved in discussions regarding curriculum expectations, aligning their curriculum to the Grade Level Indicators as required by the Ohio Department of Education, and enhancing student support structures.

TRECA and TRECA Digital Academy staffs 143 full time employees and 11 part time employees.



TRECA Digital Academy teachers are 100% certified in the subjects they teach

Future Planning

Our Core Principles and Goals for 2005 - 2006

Core Principles

- We will strive to prepare all students for the high stakes state mandated testing and expect all students to meet participation requirements.
- In TDA, time is the variable, and the outcome is constant.
- Mastery learning is critical to student success and achievement.

Goals

- Each student will progress at his or her learning pace.
- Students, through appropriate instruction, will move forward upon completing expected mastery levels.
- Each student will participate in and pass all required state tests.
- Students will be prepared to be contributing members to society.

Future Planning

Planning for 2005 - 2006 School Year

In closing, our Board of Directors and Staff are committed to the following for 2005-2006 school year.

- As discussed earlier, we will focus on increasing participation and raising scores on the Ohio Achievement Tests, including meeting AYP (average yearly progress).
- We will continue the continuous progress model described earlier with increased emphasis on ongoing assessment and intervention (helping students when academic problems occur).
- Deans will be hired in the following curriculum areas: elementary, vocational, basic, and collegiate. Their purpose will be to make our curriculum more effective and user friendly.
- The Angel environment will be used, replacing FirstClass, as the instructional delivery tool. This web based tool will help students navigate through the lessons more easily.
- A new technology tool, iPods, will become part of regular instruction. They will allow students and teachers to share more verbal instruction as well as access audio lessons.
- Personnel will be added to encourage greater social interaction for students, including gaming, instructional camps, podcasting, online contests, and audio-visual skill development,
- We will work to partner with YMCA's through out the state to allow students to take advantage of their physical facilities.
- We will continue to improve communication between our parents and the instructional staff.
- Because of the diversity of our population and our commitment to provide the best on-line education, we will continue to modify program, delivery, and instruction in order to increase student achievement and to prepare students for the world of work and a democratic society.



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