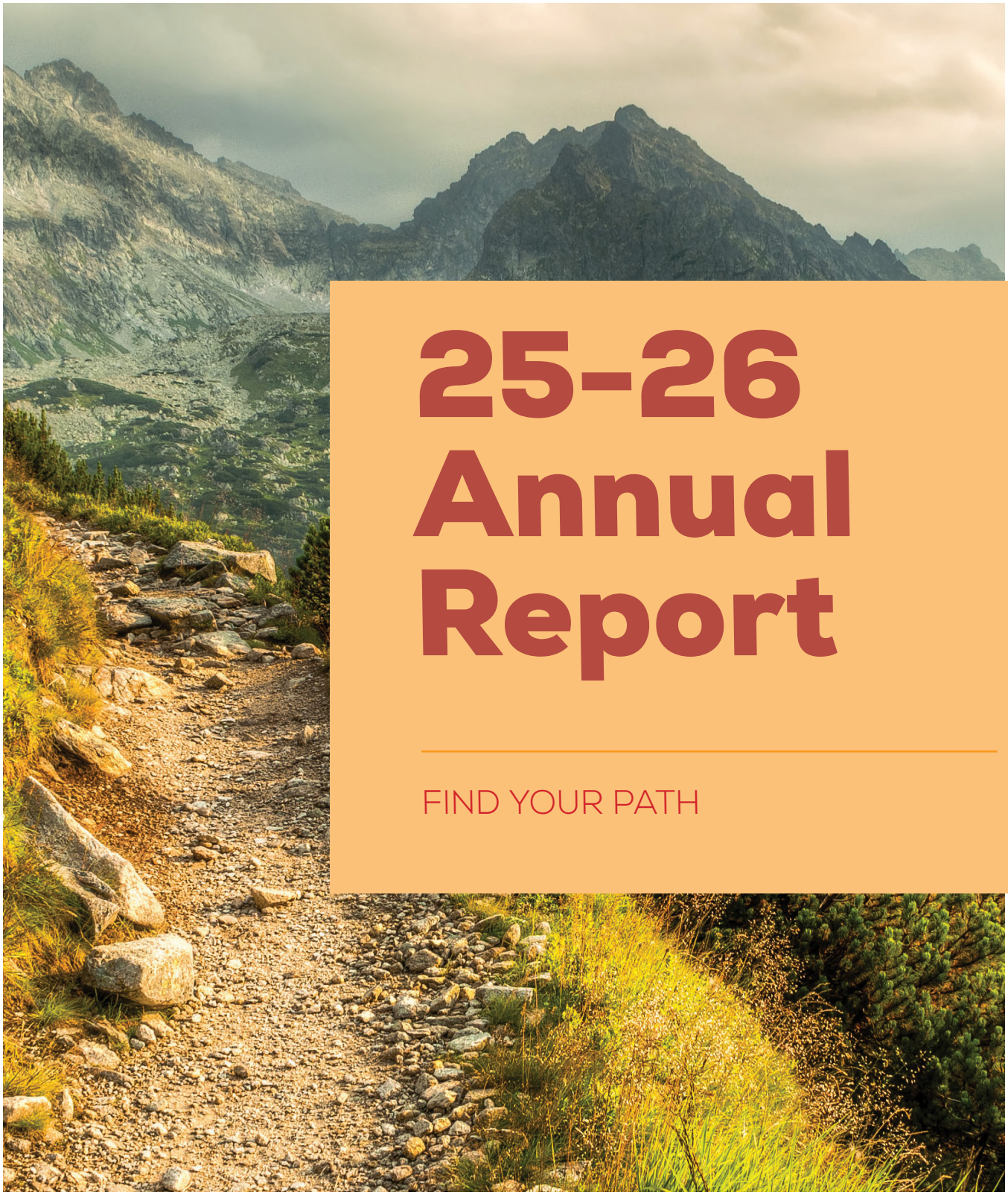


25-26 Annual Report

FIND YOUR PATH

TRECA

ADDRESS

107 N. Main Street
Suite 100
Marion, OH 43302

CONTACT

P : 1 (888) 828-4798
F : 1 (740) 389-6695
E : marketing@treca.org

"A graduation cap is almost too limiting. It only defines one standard of success."

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ABOUT US

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Who We Are



TRECA Digital Academy is an online, non-profit K-12 public community school, chartered through the Ohio Department of Education. TRECA strives to provide the best possible distance learning opportunity to Ohio students who have decided that online education is a good alternative to the brick-and-mortar environment.

Students utilize a comprehensive and interactive curriculum that meets all of Ohio's Learning Standards. Students can attend class in a safe environment, taught by highly qualified teachers who offer personal attention and support. Students are required to attend school 180 days per school year and can access their online coursework 24 hours a day, 7 days a week from any computer.

Since 2009, TRECA has been identified as a Dropout Prevention and Recovery program. This designation is given to schools when a majority of students are between ages 16 and 21 and identified as at-risk for dropping out. In order to help all of our students succeed, we believe their individual needs must come first. This is why we built our philosophy around one idea: helping students find their path.

Plain and simple, we're an online school for K-12 students. But we believe we're so much more! We're a safe place to learn, a place for students seeking an alternative to brick-and-mortar schools, and we're that extra push for anyone seeking a challenge! We're fully public and completely non-profit.

Board of Directors



Jim Craycraft

Board President

Mr. Craycraft is a Marion leader who has served numerous superintendent tenures with various districts around central Ohio. In addition, he has worked with The Ohio State University at Marion's teacher development program.

KM

Kathy Masters

Board Vice President

With a distinguished career in the banking industry, Mrs. Masters is both a seasoned financial leader and an active advocate for the Marion community. Her deep understanding of finance and community needs makes her a valuable asset to our board.

MM

Michelle McKinnis

Board Member

Mrs. McKinniss is an experienced school counselor and an active supporter of the Marion community. Her background in student guidance and current work with The Ohio State University at Marion bring valuable educational and civic perspective to our board.



Fran Voll

Board Member

Mr. Voll is another experienced educator who brings valuable insight to our table. He has a wealth of knowledge and expertise from years of service at Marion Catholic.



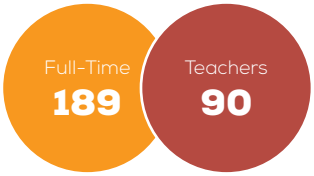
Vaughn Sizemore

Board Member

Mr. Sizemore is both a business leader and active supporter of the Marion community. His background in technology and government relations bring great value to our board.

School Demographics

STAFF



TRECA Staff

Even though we're online, that doesn't mean students are on their own! We have close to **225** staff members who serve and support the needs of our TRECA Digital Academy students.

FULL-TIME STUDENT POPULATION



1,824

TRECA Digital Academy Student Population

Over the course of the entire school year, TRECA served the equivalent of 1.824 full-time students. As of spring of 2025 however, TRECA enrollment peaked at just over 2,500 students.

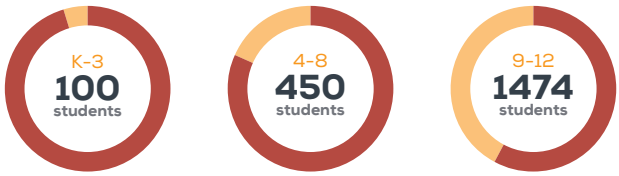
Enrollment by Gender

Of the total number of students enrolled in TRECA Digital Academy, 56.9% are female and 43.1% are male.



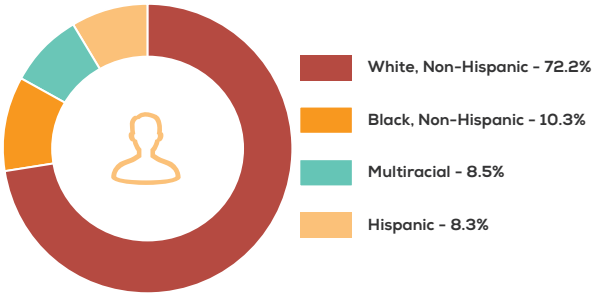
Enrollment by Grade Level

Nearly 72.4% of TRECA Digital Academy students are in grades 9-12. The remaining 22.4% of students are in grades 4-8 and 5.3% are K-3.



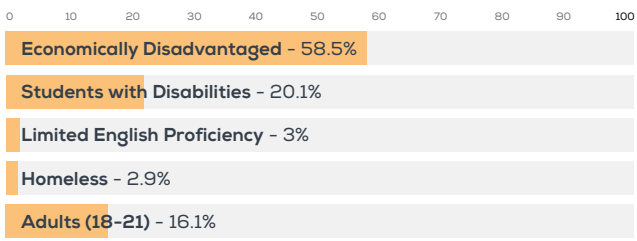
Enrollment by Race/Ethnicity

The majority of TRECA Digital Academy students are white, followed by black, multiracial, and Hispanic.



Enrollment by Subgroup

The following breaks down the student population in other specific subgroups measured by the Ohio Department of Education.



Our Executive Director

The Executive Director acts as the district leader with the support of the district's administrators, who make up the district leadership team.



A passion for education and technology brought me to TRECA twenty years ago. I started as a teacher's aide and became a high school government teacher before moving into administration. My mission has always been more than putting diplomas in students' hands. We're about helping students find their path, and we are committed to that more than ever!

Adam Clark

ADAM CLARK

Our Treasurer



The Treasurer is the Board's chief fiscal officer and is responsible for the prudent accountability of all monies received and spent by the school. He or she maintains the Board's official records and is responsible for the duties required by law and the state auditor.

JESSICA WAKE:

Mrs. Wake is extremely knowledgeable of the latest rules, regulations, and contemporary practices. As a longtime employee with TRECA, she has a strong understanding of the fabric of our organization.

What Drives Us

Our great purpose at TRECA is to help others find their path! The primary focus of that is on the paths of our students and their families. However, our purpose isn't exclusive to that; we're also adamant about the betterment of our own people and community. It's part of our DNA. Our people make us who we are. We value them and build on their strengths. This all sets the stage for upholding our mission and values as an organization.

OUR MISSION

We firmly believe that all students deserve meaningful learning experiences despite the obstacles they face. We will prepare them for tomorrow by removing barriers, building relationships, and making learning relevant. This is the mission for which we aim. Each new adventure begins with this key belief in mind!

OUR VALUES

Our values are captured in three simple precepts:

- Student First
- Empower People
- Never Give Up!

These values drive everything we do. They define our choices, our policies, and our every interaction with students!

02
EDUCATIONAL PROGRAM

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2025-2026 Highlights

The past year showed landmark growth in our educational program. We were excited to offer a multitude of new activities and benefits to our families. TRECA continued to seek new ways to engage students and serve its mission to help them find their path.

Admissions | Enrollment Growth

TRECA sustained its enrollment from the previous school year, reaching a peak of nearly 2,500 active students in 2025-2026.

Enrollment | Family Engagement

A unique component of TRECA Digital Academy is our in-person orientation requirement. This powerful element of our educational program provides students with the opportunity to become familiar with our virtual learning tools, complete diagnostic assessments, engage with their families, and receive personalized support to ensure a strong start to their TRECA experience.



Student & Family Engagement | Field Trips

Throughout the 2025-2026 school year, TRECA provided students with several opportunities to attend field trips both in person and virtually across the state of Ohio. In addition to learning about Ohio's past and present, field trips provided students with opportunities to engage with TRECA teachers and their fellow students. Stops at the Cincinnati Museum Center, Warren Harding Presidential sites, National Veterans Memorial, Cleveland Museum of Natural History, Boonshoft Museum of Discovery, Imagination Station, MVP Dairy Learning Center, Ohio History Center, and the Farm at Walnut Creek, just to name a few. Finally, more than a dozen sessions were offered to learning partners throughout the school year. These included sessions on topics like internet safety, graduation, social-emotional learning, managing behaviors and more.



Literacy

During the 2025-2026 school year, TRECA provided elementary students with high-dosage tutoring to address literacy gaps. Delivered by reading specialists, students participated in multiple sessions each week focused on targeted skills to improve reading comprehension. TRECA plans to expand this initiative in future school years to further support student learning and address ongoing needs.

Social-Emotional Support | Counseling

During the 2025-2026 school year TRECA continued its partnership with Syntero. Syntero provides counseling and support to students and families. They are able to provide care virtually with students, thus overcoming the challenges presented with supporting students in remote areas of Ohio.

Curriculum & Instruction

The State Model Courses of Study are the basis for TRECA Digital Academy curriculum. These are the content items around which the state testing program is built.

Our curriculum incorporates a variety of resources, including licensed teachers, community professionals, subscription-based learning platforms, and the World Wide Web. A key strength of our program is our highly qualified teaching staff, who provide differentiated instruction tailored to each student's needs. Because our curriculum is accessible 24/7 and follows a continuous progress model, students can advance at a pace that aligns with their individual learning styles and goals.



PERSONALIZED

Guided by our core value of "students first," we ensure that our curriculum and instruction reflect this commitment in every aspect. All learning materials are intentionally designed to meet the unique needs of each student, reinforcing our belief that personalization is one of the greatest strengths of online education.

ENGAGING

Student and parent engagement remained a key focus throughout the 2025–2026 school year. Enhancements to the Parent Portal provided families with a more detailed view of student attendance. Through the portal, parents can now monitor their child's attendance, down to the minute, helping ensure they are promptly informed of any potential attendance concerns.

CHALLENGING

An undertaking at any school is to find that perfect blend of material that both challenges learners while providing them opportunities for success. We feel that our curriculum does just that! It grows our students and caters to a wide range of needs.

A major focus in 2025-2026 was to enhance our curricular program through the following:

DIAGNOSTIC ASSESSMENT

As in previous years, the STAR assessment was administered for all K-12 students at the start of the school year and again in either the winter or spring. Results from the assessment were immediately available to teachers, making it a powerful tool for information personalized instruction throughout the school year. The STAR assessments are also an essential component for measuring academic growth of students through the school year.

TUTORING

Throughout the 2025-2026 school year, TRECA provided all students with access to virtual tutoring. Tutoring provides students with the opportunity to address academic gaps. Students were able to schedule virtual tutoring sessions on-demand at times that work for them 24-7. This level of flexibility has proven invaluable for families attempting to work around their own busy schedules.

LITERACY

Building on the foundational professional development completed during the 2024–2025 school year, TRECA teachers have fully integrated the Science of Reading into our literacy instruction. Throughout the 2025–2026 school year, our educators implemented state-approved High-Quality Instructional Materials (HQIM) designed specifically around these principles. By pairing evidence-based instructional strategies with high-quality, aligned materials in daily practice, TRECA ensures every student develops the strong literacy skills needed for lifelong academic success.

SUMMER SCHOOL

During the summer of 2026, TRECA provided summer school to even more students in need. Approximately 136 students had the opportunity to recover and/or complete classes that were incomplete from the school year, earning 111.5 credits. In grades K-8, approximately 173 students participated in a targeted summer school program.

PBIS & The GATOR Way

PBIS stands for Positive Behavioral Interventions and Supports. PBIS is a schoolwide behavioral framework that embeds evidence-based practices and data-driven decision-making to improve school climate and culture, achieve improved academic and behavior outcomes, and increase learning for all students. PBIS encompasses a wide range of systemic and individualized positive strategies to teach school-wide behavior expectations, reinforce desired behaviors, and diminish reoccurrences of challenging behaviors.

TRECA established The GATOR Way, a set of positive behavior expectations to help students be successful in school. Beginning in the 2022-2023 school year, staff have provided instruction on the positive behavior expectations in The GATOR Way, which students can exhibit in online classrooms, live sessions, and during in-person events. When TRECA staff notice that students are exhibiting the positive behaviors in The GATOR Way, they can acknowledge the behaviors with GATOR Gold. Students can redeem their GATOR Gold for rewards. In the annual survey, administered in the spring of 2026, 96% of students and guardians reported awareness of the PBIS program. This is an encouraging acknowledgment that TRECA staff have effectively embedded the GATOR Way into their everyday practice.

Our Report Card

The 2025–2026 school year marked the 25th year of TRECA Digital Academy. Each year, we gain deeper insights into our practices as online educators and better understand the needs of our student population. TRECA earned an overall **Meets Standards** rating on its 2026 report card. As a Dropout Prevention & Recovery program, TRECA's report card reflects a composite of four components: Graduation, Progress, Gap Closing, and Achievement.

Progress

This component measures the academic growth of students in both reading and math. It is based on the Renaissance STAR assessments, which are administered twice during the school year to all students. The results are used to determine each student's progress from the first assessment to the second. TRECA's progress rating for the 2025–2026 school year was **Meets Standards**, indicating that, on average, students demonstrated expected growth in both reading and math.

Meets Standards
Rating

School Overview

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components.

Meets Standards
Rating

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.

Meets Standards
Rating

Gap Closing

This component shows how well school are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.

Meets Standards
Rating

Progress

The Progress component looks closely at the growth all students are making during the school year.

Exceeds Standards
Rating

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years.

Achievement

The Achievement component of the report card is determined by the test passage rate of seniors during the school year. For 2025–2026, TRECA received a **Meets Standards** rating in this area, with 66.7% of seniors successfully passing the required assessments for graduation.

Gap Closing

Also known as Annual Measurable Objectives, this component evaluates each student subgroup to determine whether achievement gaps are widening or closing from year to year. TRECA received a **Meets Standards** rating in this area. A closer look at the results shows that TRECA was particularly successful in closing gaps in graduation rates over the past year, though gaps in student achievement for Math and English Language Arts remain. Continuing to raise achievement for all students remains a key area of focus.

Graduation

The Graduation component of the report card measures the percentage of students who graduate from TRECA within four, five, six, seven, or eight years of entering high school. TRECA received an **Exceeds Standards** rating in this area, with a composite graduation rate of 50%. The 2026 results continue a trend of improvement for graduation rates among student cohorts at TRECA.

Parent & Community Involvement

As in the past, TRECA Digital Academy strongly encouraged parents and guardians to be actively involved in their student's education during 2025-2026. Each new enrollee was required to attend an orientation in the accompaniment of at least one parent/guardian. During this introduction to our online school, both students and adults were guided through a demonstration of how our school functions and how students participate in classes and communicate with teachers. Information was also provided to parents/guardians on how to access online tools to check their student's progress.

The use of web conferencing continued this year; teachers expanded their use of virtual meetings within Google Meet. Google Meet provides VOIP connections to allow teachers and students to connect through audio or video chats, instant messaging, desktop sharing, and use of a whiteboard, allowing even more two-way communication in real time. Other communication tools for parents/guardians included toll-free telephone access to the TRECA Help Desk and administrative offices, as well as access to students' data-only iPhone, allowing families to message teachers as a consistent means of communication. Finally, parents and students were invited to participate in educational family engagement events throughout every region of Ohio. TRECA teachers and staff met participants at various locations throughout the state, including Open Houses at a satellite office in each geographical region of the state.

The annual end-of-year survey of guardians indicated that 96% of respondents were "Satisfied" with the education their students received at TRECA. With over 250 responses to the survey, this was a positive indication that the services and opportunities provided by the TRECA program are supporting the needs of students and families.



Safe & Orderly Environment

As you may expect, online schooling requires administration to address safety issues that may differ from the traditional brick-and-mortar schools. Our cyber environment lends itself to safety issues such as inappropriate digital content within assignments, emails, and online classroom sessions.



256 BIT
encryption

Custom Technology Solutions

Student computers are specifically designed to work within a "closed" environment yet allow access to the many resources available through the Internet. Students are not permitted to receive email from non-school entities. Websites are filtered for appropriateness through software installed on each machine. Social opportunities are provided through monitored online chats and discussion boards. Ensuring the security and safety of our students in an online environment is our number one priority.

100%
participation

Acceptable Use Policies (AUPs)

All students and parents/guardians sign an Acceptable Use Policy (AUP) as part of their induction into the school. This policy states that they agree to follow guidelines for appropriate use of the hardware and software. Should students violate this policy, procedures are in place to restrict their access to only what is necessary to complete school work within the intranet. All disciplinary actions are documented. While there are many reasons that students and parents choose to enroll in an online school, we know from parent feedback that a primary reason is the desire for a safer environment than was experienced in a prior educational setting. We are diligent in our efforts to meet those expectations for a safe school.

Collegiality & Professionalism

REMOTE & TRAVEL



Just as our students work from their homes, so do the majority of our teaching staff at TRECA. Teachers traveled several times during the year to the central office to team-build, collaborate, and receive training and support. In addition, they traveled to sites around the state to meet with students for face-to-face administration of state testing, fall diagnostics, and family engagement opportunities. We believe this face-to-face interaction is critical to our program because it encourages the building of a community of learners edified by teachers, support staff, and family members or other learning partners.

TOOLS & RESOURCES

To foster and facilitate communication throughout the year, the staff accessed many tools that encourage a sense of professional community. TRECA utilized Google tools, not only to collect and analyze staff feedback (via Forms and Sheets), but to hold virtual conferences and meetings (Google Meet), build Professional Development resources (Docs, Sheets, Forms, Sites), provide classroom walkthrough feedback related to OTES (Forms, Sheets, Docs), and even to support our Resident Educator mentoring programs (Sites).

TEACHER-BASED TEAMS

Teacher-Based Teams, organized by subject area and/or grade band, met for collaboration surrounding students' instructional needs, curriculum review and evaluation, assessment data analysis, trend data analysis, and pedagogical professional development.

INSTRUCTIONAL HOURS

Teachers were required to post instructional times showing when they were available for immediate feedback and chats with students. Teachers went above and beyond the required time frames to assist individual students. This included making themselves available in the evenings and on weekends.

PROFESSIONAL DEVELOPMENT

All TRECA staff, licensed and unlicensed, create Individualized Professional Development Plans that outline their professional growth goals. Plans and activity hours are reviewed and approved by our Local Professional Development Committee. During the 2025-26 school year, instructional staff continued to build their knowledge about using Understanding by Design to inform student instruction and course design. Our goal for this year was to further develop instruction and assessment related to the identified priority standards by grade level and content area. As a district, we continued our professional development for PBIS, which was fully implemented during the 2022-23 school year. In addition, district leadership worked closely with State Support Team 7 personnel for school improvement purposes. Staff also attended conferences to build their professional capacity. Some of the conferences attended were: the Ohio School Counselor Association Conference, the Attendance, Tuition, and Custody Law Conference, the Ohio Literacy Academy, OCALIcon, LitCON, the Ohio Speech Language Association Conference, the iXL Conference, a Quality Matters course, the National Dropout Prevention and Recovery Conference, D2L webinars (LMS support), ISTE (International Society for Technology in Education) Conference, D2L Fusion (international conference in support of our LMS), Social-Emotional Learning webinars, Digital Learning Annual Conference, LRP's National Institute, ODE webinars, and continued Check and Connect Staff Training.

Financial Report

The following captures TRECA Digital Academy's income and expenses for fiscal year 2025-2026, as well as the cash balance.

2025-2026

INCOME

State Foundation Payments	$18,464,837.24
Federal Grants	$1,988,114.77
Other Revenue	$5,921,773.71
TOTAL INCOME	$26,374,725.72



EXPENSES

Salaries & Wages	$10,534,124.61
Employee Benefits	$5,290,186.95
Purchased Services	$3,809,555.12
Supplies and Materials	$1,638,524.57
Capital Outlay	$750,591.93
Other	$2,924,779.41
Foundation "Clawback" Deduction	$0.00
TOTAL EXPENSES	$24,947,762.59



CASH BALANCE	$19,905,101.00

Governance & Operations

The governance and operations of TRECA Digital Academy is always in the best interest of its students, families, and staff members.

The TRECA Digital Academy Board of Directors met on a monthly basis, during the 2025-2026 school year. Meetings followed all public meeting regulations with minutes posted regularly to the school website. Dayto-day operations of the school were overseen by the Executive Director and Treasurer, each of which reported directly to the Board. Acting board members and minutes from each meeting can be found at **www.treca.org/about**.

Our TRECA Leadership Team consists of staff who represent over 140 years of experience in education with experience in traditional public schools (urban, suburban, and rural), community schools, eSchools, and juvenile detention centers. The majority of our leadership team hold advanced degrees





TRECA