



annual performance report • 2016-2017

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## To Our Community

As we conclude our 12th year of operation, it is with great honor that I present to you this year's Annual Performance Report.

This year has brought with it monumental changes and through a whirlwind of growth, we've expanded in every sector of our school. Consortium partnerships, full-time virtual enrollments, and our blended learning initiatives all experienced expansion bringing with them new and exciting challenges. Policies governing our school including graduation, scholarships, credits, and fiscal growth all surfaced. Staffing needs were addressed with adding staff from January through present day. We expanded our office space by nearly 30% mid-year and have since requested additional space be added by the start of next school year. Staff took part in continual professional development provided by Florida Virtual School giving specific and targeted improvement ideas tailored to virtual education.



The addition of 11th grade, coupled with an early graduation policy, saw our first set of four graduates and our first recipient of the Wisconsin Academic Excellence Scholarship. *The recipient just turned 16, attained a 3.94 grade point average, and was attending collegiate leveled courses while in high school. This student did all of this while holding a job and becoming enrolled in a dental program.* This student exemplifies the purpose of the RVA providing a non-traditional pathway for students to excel, feel successful, and pursue their passions and dreams at a time, place, path, and pace which matches their ambitions and abilities.

### Returning to a Tailored, Flexible Education

For as much growth and change as we have witnessed over the past year in the RVA, it is important to recall our history. It was merely 100 years ago that all students in every state of this nation were compelled to complete an elementary education. Still today, we have states that only require the compulsory attendance in a high school until the age of 16. It wasn't until after World War II that we saw the end of one-room schoolhouses dotting the landscape of the majority of rural America. Consolidation efforts to make public education more efficient and systematic replaced smaller districts and in-turn placed students into pre-packaged age-leveled groups exposed to certain achievement standards based on norms. Although efficient in its process of cycling students through a basic education, this system left little room to accelerate or remediate specific needs of individuals. Much of the elementary and high school curriculum has remained essentially unchanged for decades. Increasingly, however, questions are being raised about its relevance to the rapidly changing world of work. Does time spent in school equip children for the future years they will spend outside of school? Increased concern is also being heard that the product of education be understanding, not rote performance of knowledge that can be quickly forgotten. Too often children at best memorize superficial bits of information with little understanding of the ideas underlying them. Why is this information worth having? What's important about it? Students in traditional classrooms rarely have answers to these questions. A response to these concerns now endorsed by most educators, as well as students and parents, is that the most important mission of schools should be to teach children how to use their minds and how to think and learn. With the end result being that as adults they will be able and disposed to acquire whatever new knowledge and skills they may need.

**Today, we see resurgence in the notion that all children learn best in an environment that is tailored, personalized, and flexible. Both in virtual schools of today as well as in many traditional classrooms, the realization has been rediscovered that each child's abilities are unique and important.**



As adults, we as educators should be charged with ensuring each child be individually successful regardless of arbitrary benchmarked standards at any given grade level. Children are curious and pre-disposed to ask questions. Because of this, children are inherently eager to learn and to use their minds. At times we inadvertently stifle this natural ambition in the traditional school setting by prescribing the pathways and content needed to be mastered at any given point in time. By adopting policies and practices that give ownership back to the students to help guide their own learning pathways, we can witness children become more engaged with the purpose of their education.

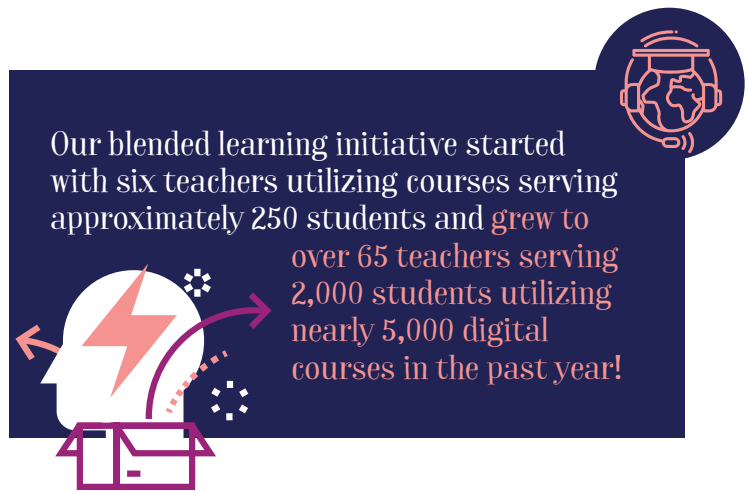
Virtual schools, like the RVA, stand at the forefront of this movement bringing back to education a personalized approach to learning. Building relationships, supporting civic-minded values, and placing an importance on individualized academic growth is the core mission of the RVA. All students should be able to pursue their natural affinities regardless of their parent's income, their race, beliefs, or natural abilities. These are the same foundational reasons behind why education was deemed important for everyone in America in the beginning. Horace Mann noted in the mid-1800's, that education should be universal, non-sectarian, free, and that its aims should be social efficiency, civic virtue, and character. It is without question that bringing the focus of education back to the child is central to why we continue to see growth in all sectors of the RVA.

## Exceptional Growth in Virtual Education

In the 2015-2016 school year, 528 virtual schools across this nation served 278,511 students. This was an increase from 2013-2014 when there was 478 virtual schools serving 199,815 students. This growth has been exponential and is expected to continue. Researchers predict that full-time virtual schools have the potential to serve approximately 10% of students in the nation equating to almost two million school-aged children. Additionally, successes realized in these schools are materializing in the traditional school settings, arguably transforming the landscape of education for all children. Primarily, the use of flexible and personalized instructional practices combined with technology which can provide nearly instantaneous feedback about student performance, stand to reshape the educational landscape.

The RVA has mirrored this growth from serving just over 300 students in 2013-2014 to nearly 500 full-time enrollments in the past school year. Likewise, the RVA launched a "Blended Learning Initiative" in 2015-2016 charged with bringing the use of digital curriculum and best practices to the traditional classrooms within its consortium.

Bringing academic purpose to technological 1:1 computer initiatives and allowing both faculty and students in all our schools access to digital curriculum has allowed all consortium teachers in grades 6-12 the ability to utilize challenging, flexible, and engaging digital curriculum options in their classrooms. This has resulted in teachers reporting that the number one outcome of utilizing these approaches has been allowing them to spend more time directly interacting with students and their learning. As a measure of success, we can hardly find anything more important than positive changes which allow all of our children greater access and support from our teachers.



As we look back at this year, it is important to remember the reason our school exists. In the end, our school only continues its operations because parents choose to have their children to go the RVA. Not one child in the RVA is compelled to attend because of an arbitrary district line on a map. Our families come to the RVA because they want to. This simple fact is in many ways what sets the RVA apart from other public school options. If parents stop choosing to send their children to the RVA, then the doors of the school will be closed. It is in this parental choice that we derive the shared vision to build a school that is best for every child. Parent engagement in a child's learning makes all the difference.

## Parent's are Paramount to their Children's Success

The Southwest Educational Development Laboratory (SEDL) report, *A New Wave of Evidence*, put together research from 51 studies in order to draw conclusions about the effects of parent involvement on student learning. The report had positive findings. For example, SEDL found that students with involved parents, no matter their income or background, were more likely to:

- Earn higher grades and test scores
- Enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to post-secondary education

Intrinsically we each know that these findings are true because who cares more for a child's well-being than a parent? For all the reform and measures that have been put in place to hold schools more accountable, I find it at times difficult to understand why instead of looking for new and better programs, intensive teacher trainings, punitive report cards, and the like, that we simply don't look to the people that have the greatest vested interest in seeing our schools perform best- our parents.

As an example for consideration, between 2010 and 2013, the U.S. Department of Education invested \$3.5 billion in our nation's lowest performing schools. These investments were made in the form of carefully prescribed "School Improvement Grants" (SIG). The money was designated to implement specific practices and reforms in one of four school intervention models: transformation, turnaround, restart, and school closure.

In the SIG program's final evaluation report, released a short time ago by former President Obama's Education Department, the following conclusion was made: "Overall, across all grades, we found that implementing any SIG-funded model had no significant impacts on math or reading test scores, high school graduation, or college enrollment." So, for an investment of \$3.5 billion in the nation's next generation, the taxpayer's return to a 419 page report stating that all of the efforts were unfortunately not worthwhile. That amounts to \$8.3 million per page of failed educational reform efforts.

**The good news is the report confirmed a key belief of most educators: that a parent's influence on a child's development is unparalleled. The RVA is built upon this principle.** It is the relationship between the home and the school that is the greatest determining factor of a child's ability to achieve all they are able to. Without this, a child is left trying to please both parents and teachers separately which can at times place the child at odds. Whose priorities are most important? How does a child choose homework over "family-time?" These types of conversations cause anxiety and breed animosity often times placing parents at odds with the school. It doesn't have to be this way. Building strong relationships between the home and school, between the teacher and the parent, is critical to making true reforms in public education. And that reform stretches beyond basic reading and math scores. In a day and age where schools are critically underfunded and are left to call on local taxpayers to fund referendums, who can afford not to have strong relationships with the families we are paid to serve? It doesn't seem to make logical sense, either academically or fiscally, to not focus on bringing parents closer to school and making them an integral part of their child's education.

The bond between our RVA families and staff is truly unlike any other we see in today's traditional classrooms. It stands as a model of how keeping parents connected and directly invested in their child's education can reap benefits and gains impossible to make in today's 180 school day calendar combined with the mechanical movement of children from class to class. I make no apologies for the gains or rewards earned by our hard working and dedicated staff and children. Through their co-dependent work, each has earned the right and opportunity to be part of the RVA and it is our continued privilege to serve them all.

Looking forward, the RVA opens its virtual doors this fall to the 12th grade. This coming year will be the culmination of over 13 years of work to build a complete PreK-12th grade offering for families to choose to best serve their children's educational needs.

These efforts have been realized because of the relentless and dedicated efforts of the RVA staff, the support of the community, RVA Governance Board, Medford Area Public School District Board of Education, and all the parents who support these efforts.



However, our momentum does not stop at the 12th grade. We see possibilities of collegiate partnerships, growth opportunities with State organizations, and virtual course options for students looking for hybrid learning opportunities between virtual and traditional school environments. We see opportunities to serve 18-20 year olds, English language learners, and teen parents. We are exploring new and refined ways to engage virtual learners through the expansion of direct instruction classes and look to further expand upon the growth of our consortium partnerships further limiting and eliminating the need for districts to compete for student enrollments. We look to establish learning centers where students can congregate with staff and further enhance our activities and extra-curricular programming options. We are working closely with our legislators on developing statutory guidelines permitting virtual school students access to local programming including interscholastic athletics. We are charged with making the RVA the most inclusive and highest rated virtual charter school in the State of Wisconsin by all measures including academically, fiscally, and in parental satisfaction. We are diligent in our continued efforts to expand the RVA and make it the model for which all virtual schools, in this state and beyond, model best practices in education and cooperative learning to benefit all children regardless of the public school choice parents elect to send their children to for an education. We stand to do what is best for children and will continually push to change and develop policy that put the collective needs of our children first, regardless of the established fixed mindsets we encounter. We will continue to promote change that is both forward-thinking and collaborative, always being mindful and gracious of the taxpayers we are supported by and have the privilege to serve.

In closing, thank you to the Medford Area Public School Board of Education for the continued authorization to operate the RVA out of their school district. Also, thank you to both the Medford School Board and RVA Governance Board for its relentless support and willingness to take calculated educational risks for the betterment of our children. Thank you to the RVA faculty for their year-round efforts to educate and sustain student learning. Last, thank you to the parents of all our RVA students. It is these parents who are the true innovators and agents of change. Their extraordinary patience and refusal to accept mediocrity in either their children or school are the reasons public education will continue to evolve.

Sincerely,

Charlie Heckel  
RVA Administrator



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# School Performance

The RVA is centered on removing obstacles from the individual learner with unique challenges, talents and abilities. We provide families the support they need to help achieve their personal best. Our school customizes unique opportunities for learners at every stage of their educational journey.

It is the mission of the RVA to provide student access to a challenging, high-quality, standards driven curriculum, in a flexible home environment.

It is our promise that the RVA will maintain a high level of contact with each family. The RVA staff uses face-to-face, email, phone, and online class time to regularly keep in touch. We expect to meet with child(ren) periodically and return feedback on work and assessments in a timely manner.

We expect families to keep in regular contact, submit work weekly, check and respond to emails, and meet online, face-to-face, or on the telephone when asked.

We respect that each family has different values and needs for flexibility of these shared expectations. If a family finds that an expectation we have doesn't meet their needs, it is incumbent upon them to contact us and ask for help.

Over the course of the past school year, the RVA undertook a number of new initiatives to further improve the school. Below is a comprehensive list illustrating many of the larger tasks completed this past year.



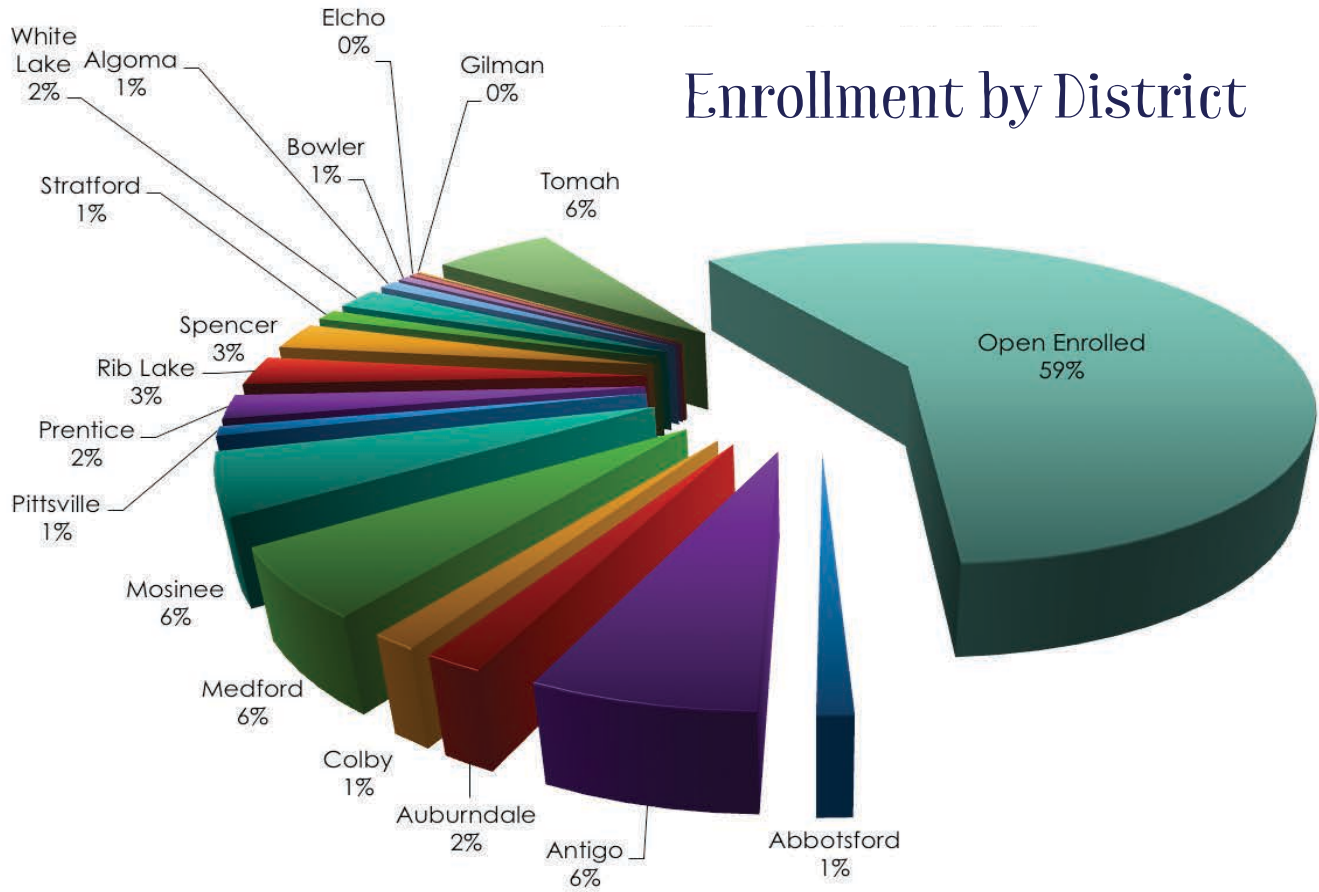
## Initiatives

The RVA had numerous initiatives take place over the course of the school year including:

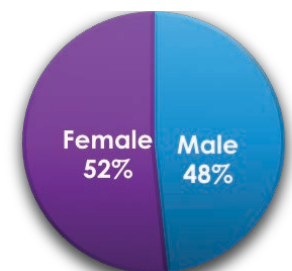
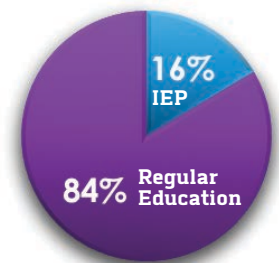
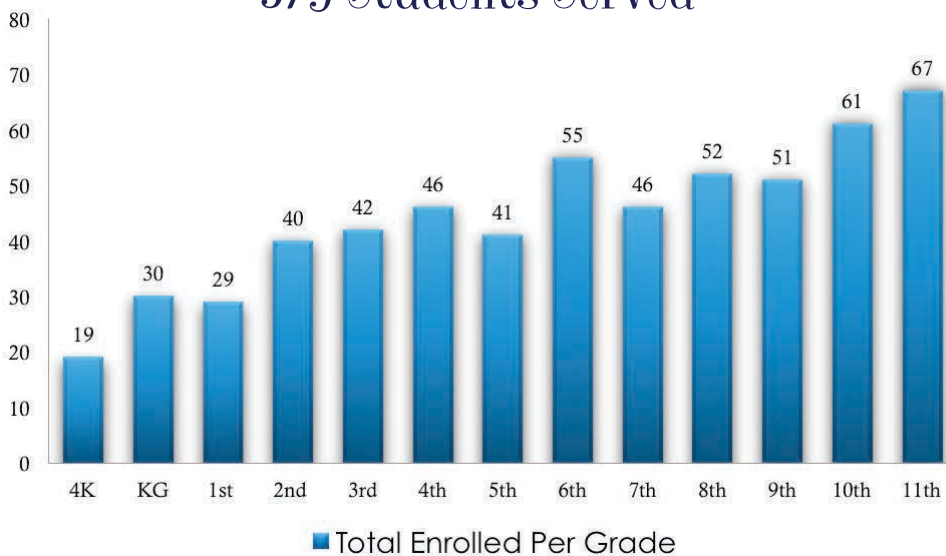
- Approved the first graduates of the school
- Provided increased blended learning access to districts
- Sponsored blended learning professional development
- Approved to offer AP courses and the Taylor County Education Center as a test site
- Added fulltime High School Guidance Counselor
- Added fulltime High School Administrative Assistant
- Added fulltime Blended Learning Coordinator
- Added fulltime Special Education Teacher
- Added section of High School Math
- Added fulltime School Psychologist
- Added fulltime Elementary/ Middle Level Teacher
- Added fulltime High School Math Teacher
- Added part-time High School Activities Coordinator
- Hosted 1st Prom
- Added 300 square feet to RVA Office
- Applied for and received Wisconsin Academic Excellence Scholarship
- Attended Inspire Your Homeschool Conference
- Created a cohesive brand strategy and channel specific marketing campaigns with SUN Printing
- Increased public awareness campaigns
- Revised and added 10 new and existing RVA policies
- Added school districts of Bowler, Gilman, and Tomah as Invested Members of the consortium

# Enrollment Statistics & Demographics

Over the course of the 2016-2017 school year, the RVA grew as a school in both its fulltime virtual school enrollments and in serving students in traditional school classrooms by providing professional development and digital course content.



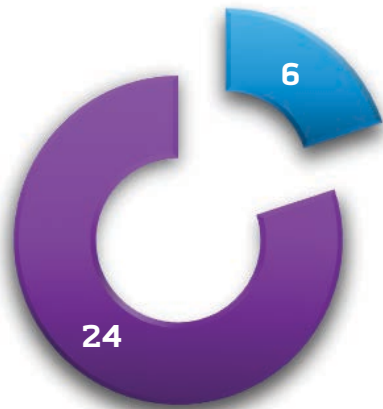
## 579 Students Served





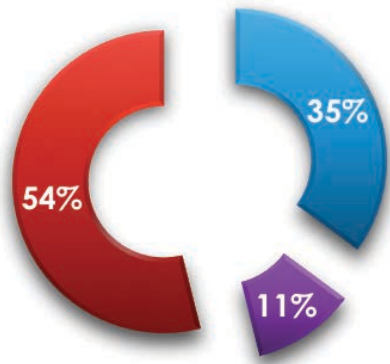
# Entry / Withdrawal

Every student who attends the RVA enters the school through parental choice. There are no student assignments to the RVA made by school districts. The RVA is a year-round school permitting students to enter the school at any time of the year, pending it is in their best interest and in allowable enrollment periods determined by the Department of Public Instruction. Students can also transfer out of the RVA at any point in the school year. At times, the flexibility and accountability of the RVA does not make a good match for students. Wisconsin statute 118.40(8)(g) requires public virtual charter schools to remand students back to their resident districts if students demonstrate a "failure to participate" to an assignment or other teacher directive 3 times in a semester. This helps ensure that students who are provided the privilege to attend a virtual charter school, like the RVA, demonstrate the appropriate levels of responsibility necessary to make this form of education a successful opportunity.



## Failure To Participate

- Elementary
- High School

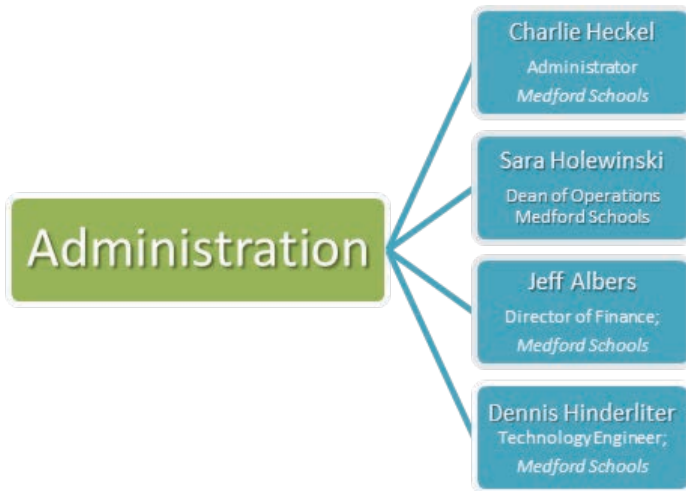


## Entry/Withdrawal

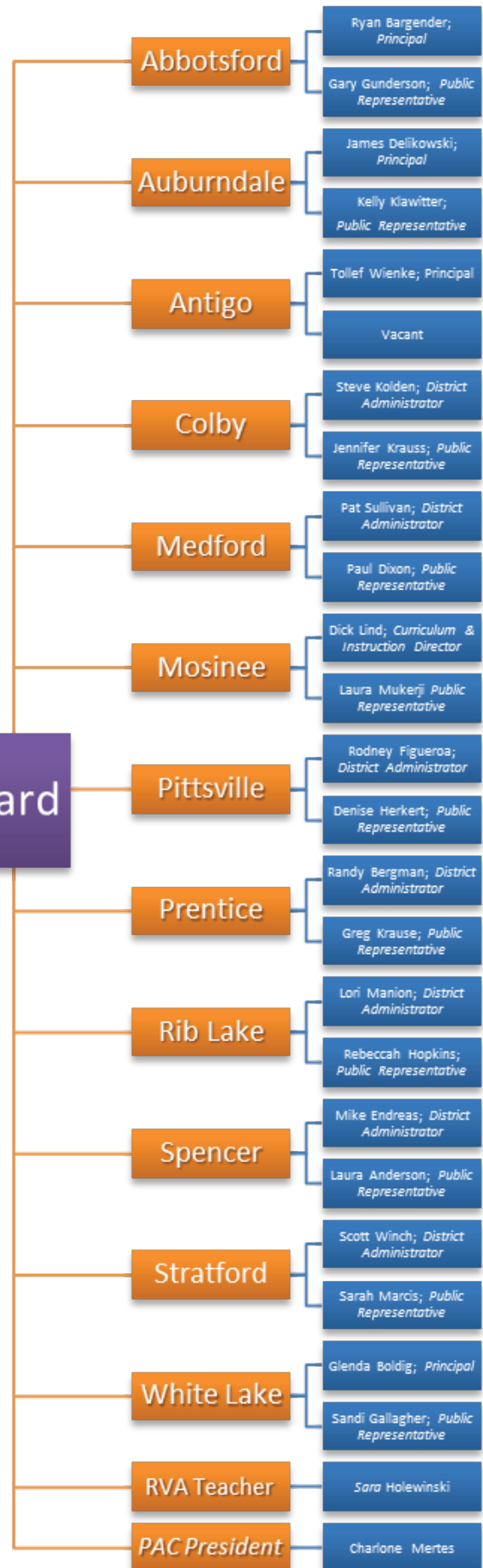
- Started Late
- Withdrew early
- Started beginning of Year



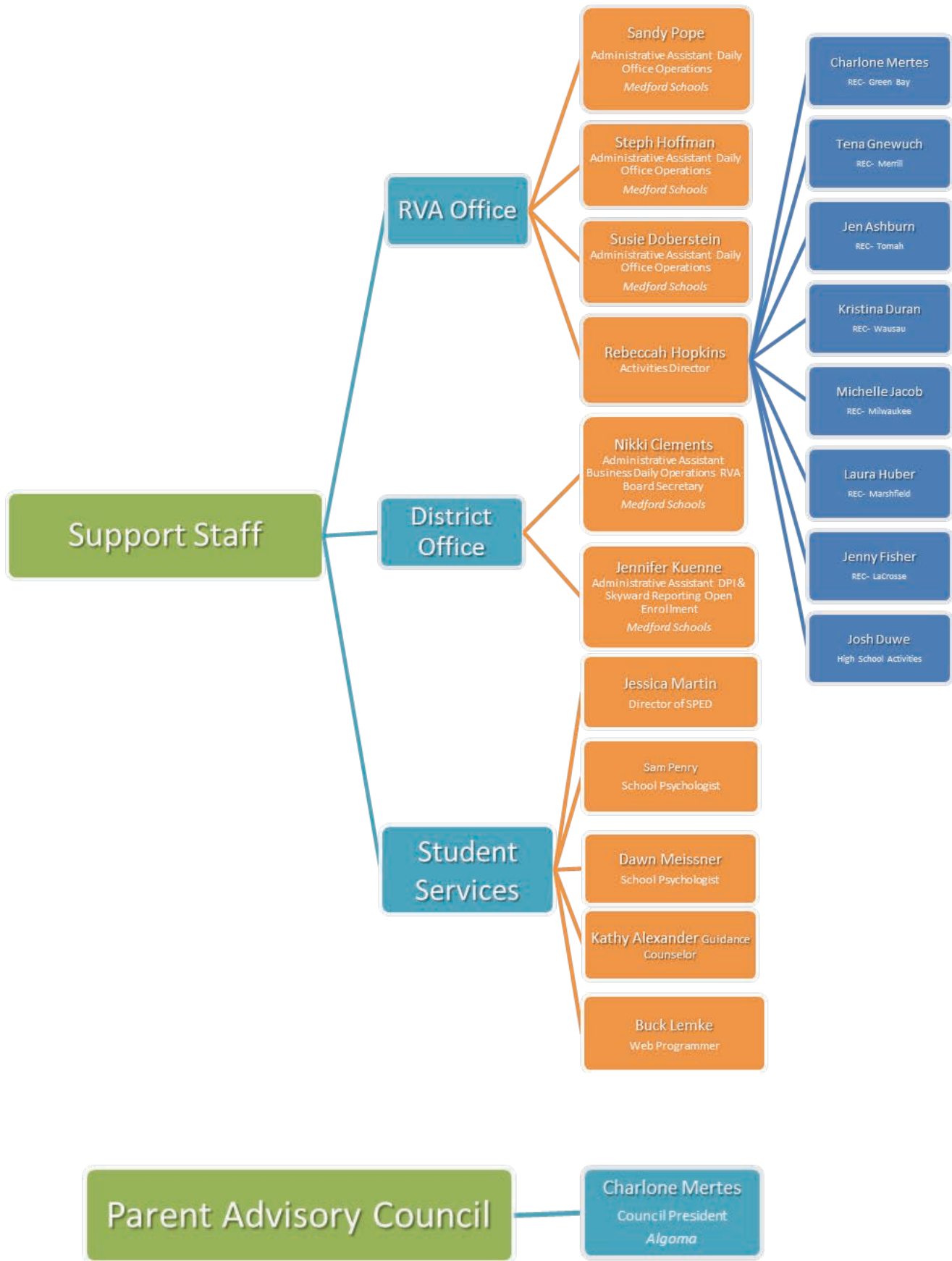
# Staff / Administration



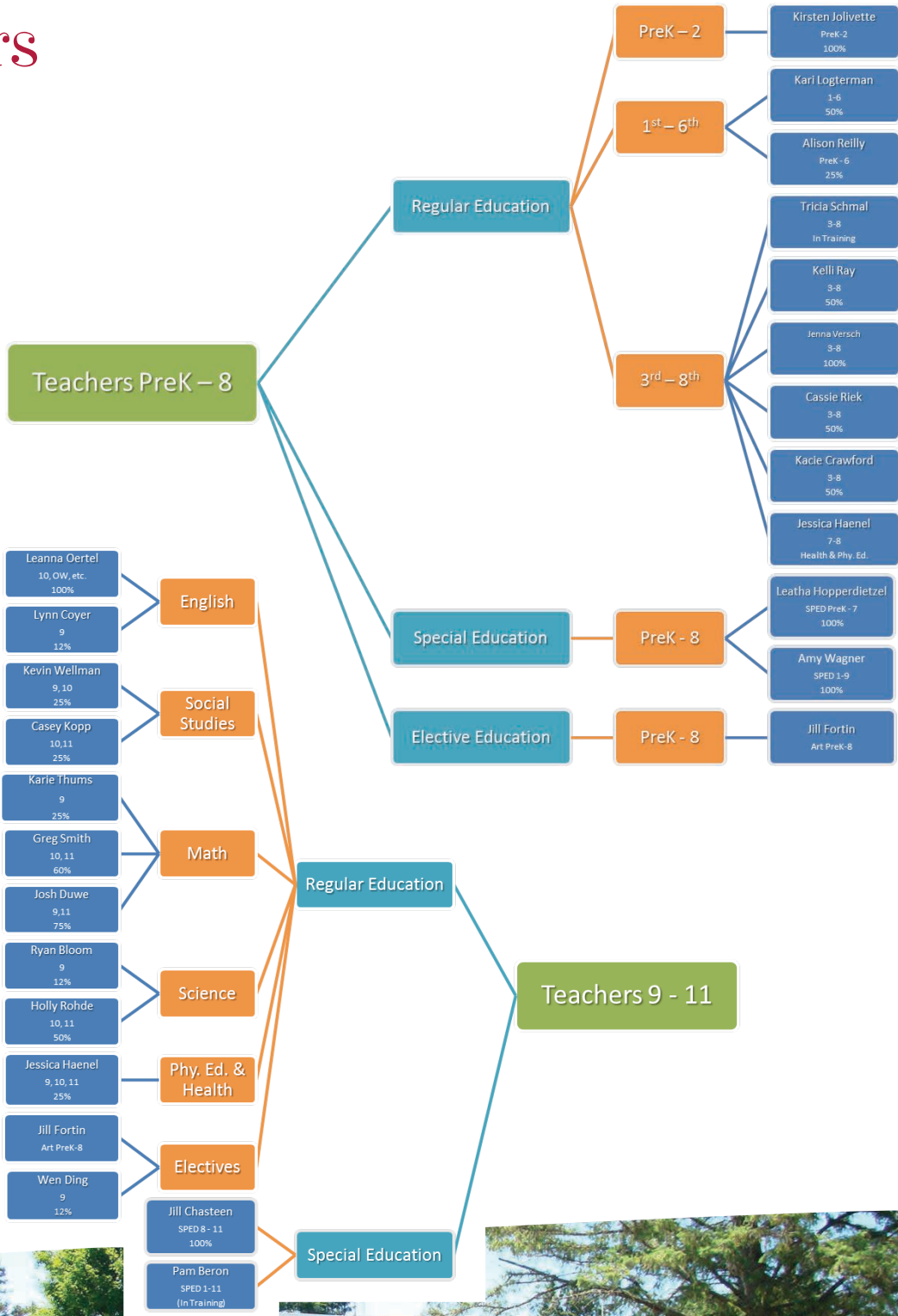
## RVA Governance Board







# Teachers



# Curriculum

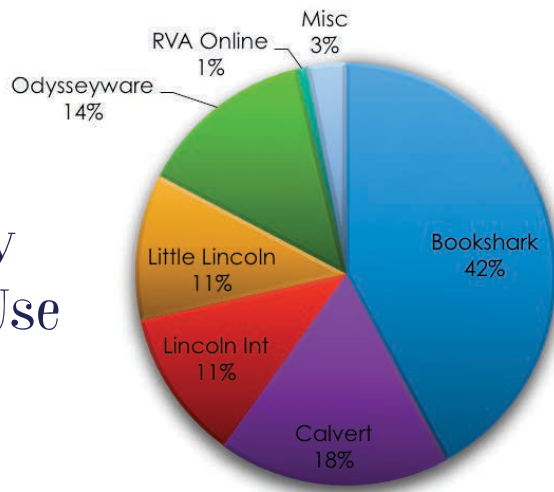
The RVA offers families wide-ranging options of curriculum choices from completely offline, to completely online, to options in between. All curriculum options are secular and piloted prior to being adopted to ensure they meet the rigor and learning standards which meet or exceed those found in traditional school settings. The RVA is not exclusively contracted with any particular vendor and is constantly looking for new and improved learning options for our students. All curriculum options match Wisconsin State Academic Standards and teachers are provided ongoing professional development to ensure they can support parents and students in the delivery of daily lessons to fidelity.

“RVA Online” is used to describe the digital content purchased through the Wisconsin eSchool Network. This network is comprised of school districts from around Wisconsin, in partnership with the Wisconsin Department of Public Instruction, who collectively vet and procure digital content from a variety of vendors. The network acts as a cooperative and because of the volume purchases made, the RVA has access to the highest quality digital content found on the market at the lowest access prices. These cost savings are passed along to the RVA consortium and help keep overall per pupil costs as some of the lowest found in virtual education. Additionally, cost savings in curriculum allows the RVA to expense on human capital ensuring that families are well supported in all areas of their child’s education.

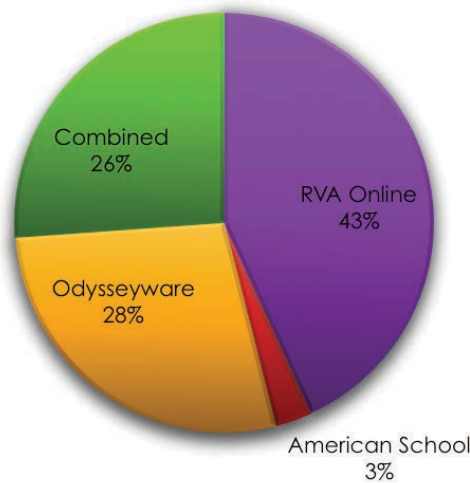
The following charts show the percentage of curriculum choices selected by parents in both the elementary, (PreK – 8), and high school, (9-11) grades.



## Elementary Curriculum Use



## High School Curriculum Use





# Activities

During the 2016-2017 school year, over 50 physical field trips and activities were provided to our RVA families by our Regional Event Coordinators. In addition to these field trips and activities, RVA teachers provided access to online clubs and events including "Snow Days", "LEGO Club", "RVA's Got Talent", "Writer's Block", "Cooking Club", "Sign Language", "Online Art", and "Story Club." In total, field trips, activities, and clubs equaled over 100 different activities for families and students to take part in over the school year.

On the next page is a table outlining the different field trips and activities planned and carried out by our Regional Event Coordinators and staff in the 2016-2017 school year.



Month	Day	Weekday	Event	#	\$ Total	\$/per
AUG	3	Wednesday	Mt. Olympus WI Dells	174	\$1580	\$9.08
SEPT	1	Thursday	Meet-N-Greet Cave Pt. County Park	15	\$0	\$0
	13	Tuesday	Meet-N-Greet Doepke Park Wausau	37	\$0	\$0
	16	Friday	Meet and Greet Merrill Library	2	\$0	\$0
	16	Friday	Meet and Greet Wildwood Park	7	\$7	\$0
	16	Friday	Meet and Greet LaCrosse Queen	119	\$952	\$8
	20	Tuesday	Meet and Greet Antigo Park	10	\$0	\$0
	25	Thursday	Outdoor Education@Forest Springs	36	\$360	\$10
	26	Monday	Milwaukee Public Museum (Student)	37	\$286	\$9 S
			Milwaukee Public Museum (Adult)	30	\$330	\$11 A
OCT	2	Sunday	Grandpa's Farm Merrill	163	\$1141	\$7
	7	Friday	Iron Mine @ Iron Mountain	86	\$516	\$6
	20	Thursday	Ugly Duckling Performance	62	\$310	\$5
	21	Friday	Meet & Greet Malone Park	9	\$0	\$0
	21	Friday	Bowling/Pizza Medford Pioneer Days/Norskedalén Coon Val.	78 45	\$630 \$200	\$8 \$5
NOV	3	Thursday	Science Museum Minnesota/Bus	90	\$1306	\$14.5
	9	Wednesday	Admirals Hockey Game	26	\$264	\$6
	11	Friday	Veterans Day at the High Ground	17	\$25	\$1.47
	11	Friday	Art-rageous Paint pottery	29	\$254	\$8.76
	14	Monday	Community Service Merrill	7	\$20	\$2.86
	14	Monday	Ben Franklin and His Kite	46	\$310	\$6.74
	18	Friday	Clay House		\$780	\$10
30	Wednesday	Marshfield Library "Behind the Scenes"	42	\$296.57	\$7.06	
DEC	9	Friday	Nutcracker Ballet@Viterbo University	91	\$498	\$5.47
	27	Tuesday	Lambeau Field Tour @ Green Bay	195	\$1632	\$8.37
JAN	19	Thursday	Bowling at Rose Bowl, Marshfield	33	\$268	\$8.12
	20	Thursday	Bowling and Pizza LaCrosse	30	240	8.00
	24	Tuesday	Community Service @ Green Bay	0	0	0
	25	Wednesday	Tubing@Forest Springs	37	\$180	\$4.86
	26	Thursday	Logger's Landing Water Park	240	\$1440	\$6
	27	Friday	Antigo Aquatic Center	32	\$96	\$3
	27	Friday	Open Gym	27	\$0	\$0
FEB	8	Wednesday	Merrill Cosmo Movie day	50	\$150	\$3
	10	Friday	Planetarium @ UWSP	51	\$50	\$0.98
	16	Thursday	Valentine Ice Skate Party	82	\$133	\$1.62
	23	Thursday	Batman Lego Movie	40	\$189.60	\$4.74
	23	Thursday	Family Skate Night	17	\$78	\$6
	24	Friday	Everybody's Hero: J. Robinson	21	\$240	11.43
MAR	3	Friday	Robin Hood, First Stage Milwaukee	45	\$290.25	\$6.75
	8	Wednesday	EAA Museum @ Oshkosh	52	\$375.50	\$7.22
	13	Monday	Laura Ingalls Wilder	62	\$335	\$5.40
	24	Friday	Studio 808 pottery Merrill	75	\$750	\$10
	29	Wednesday	Service Day@Medford Library	13	\$0	\$0
	29	Wednesday	National EagleCenter @Wabasha, MN	21	\$130	\$5
APR	13	Thursday	Bowling Lincoln Lanes Merrill	34	\$164	\$4.82
	20	Thursday	Movie Medford- Boss Baby	69	\$483	\$7
	21	Friday	SC Johnson, Wingspread, Jelly Belly	36	\$0	\$0
MAY	1	Monday		9		
	5	Friday	Marshfield Gallery Night - cancelled	0	0	0
	16	Tuesday	Service Project (Letters to Hero's)			
	18	Thursday	Railroad Museum @ Green Bay Harvest Home Farm cancelled	55	405.50	\$7.37
	25	Thurs	Gallery Night - Milwaukee End of Year Picnic - Marshfield	22 153	\$29.05 \$1327	\$1.32 \$8.68



# Academic Performance

Academic performance of students in school can be measured in various ways including formative assessments gathered by reviewing daily work, summative assessments gathered periodically to measure incremental learning over the course of the year in any particular subject, and in the use of standardized measures such as State exams, progress monitoring probes, and placement tests. The following gives a brief description of each of these types of academic measures used by the RVA over the course of the 2016-2017 school year.

## Formative and Summative Subject Area Testing

Minimum subject area testing is required after the completion of a set number of daily lessons. Additional daily assessments may be required in the form of online writing, quizzes, and tests assigned by the RVA Teacher. The Home Mentor or other designated proctor must monitor the student while tests are being completed. Test results are returned to the student and scores recorded by the RVA Teacher.

## Performance-Based Alternative Assessment

If a student chooses, and it is mutually agreed upon by the Home Mentor and the RVA Teacher, an alternative assessment may be allowed to replace the requirement of the subject unit exam(s). The alternative assessment may be used for a specific subject or for multiple subjects and the score would be equivalent to the exam it replaces.

In the 2016-2017 school year, students took part in a number of alternative assessments and projects including creating videos, inventions, and other presentations. In lieu of completing regular Language Arts lessons in grades 3 – 8, a “Writer’s Block” class was offered and student writing was published. All families were again encouraged to pass on paper examinations whenever they wanted in place of demonstrating learning through project-based assessments. In moving forward, we will be working with staff to further build options beyond the books for students to demonstrate learning in unique and different ways.

## Standardized Testing

Students are required to take periodic standardized tests through providers determined by the RVA. These tests are used to determine proficiency and academic growth of the students participating in the Rural Virtual Academy. These tests provide near immediate feedback and in part serve to facilitate the accountability requirement of the charter.

During the 2016-2017 school year, the RVA required all new elementary students to take both the DORA (Diagnostic Online Reading Assessment) and ADAM (Adaptive Diagnostic Assessment of Mathematics). In addition, the RVA participated in assessing students in the State required examinations including the: Wisconsin Forward, ACT Aspire, ACT, and also used the DORA / ADAM tests to measure growth for students in grades PreK-2. The RVA will continue utilized AIMSweb® to assist in the progress monitoring of students using intervention curriculum to help determine if progress was being made.

## State Testing

The State of Wisconsin requires testing of all public education students in grades PreK - 11. The tests take place in a specific time frame designated by the State of Wisconsin each year. In accordance with state law, it is required that state tests be administered by the RVA Teacher or other proctor assigned by the

RVA Administrator. The RVA Teacher or assigned proctor must be present at all times while the tests are administered.

Some of the exams were given in the fall, while most were given in the spring, and others were given multiple times over the course of the year. Results from the exams at the time of this printing were still “embargoed” for public release. However, the RVA did experience the largest number of families requesting “opt-outs” and refusals to take the required examinations this year than ever before. This lack of participation in years past was used to penalize schools even though local Board policy and State statute allowed for parental choice in opting-out. We look forward to the new standardized report cards that will exclude these penalizing factors and give a better measure of how students whose parents find the tests and results valuable, actually perform.

## Grade Advancement

RVA students receive grades on assignments similar to students enrolled in traditional schools. Some assignments are graded automatically within the course, some assignments are graded by the RVA Teacher, and where relevant, the online teacher provides feedback in the form of a grade or report. Students receive comments on completed work and periodic grade updates. Final grades are determined by averaging all the work for the year. All grades appear on a formal transcript.

The initial responsibility for deciding whether there is retention or advancement of a student rests with the teacher(s) primarily responsible for the child’s education, the administrator overseeing the child’s teacher, and the parent/ legal guardian of the child. These provisions include but are not limited to: academic achievement, intelligence, attendance, self-image, attitude, experiential background, and social/ emotional maturity.

Almost all students attending the RVA in 2016 – 2017, who were not removed for lack of academic participation, have either successfully completed their grade level course work or are completing course work over the summer for promotion to the next grade level.

## Graduation

Most significantly this year, the RVA graduated its first four students. Each of these students graduated after participating in high school for only three years successfully meeting all Board designated graduation requirements in that amount of time.





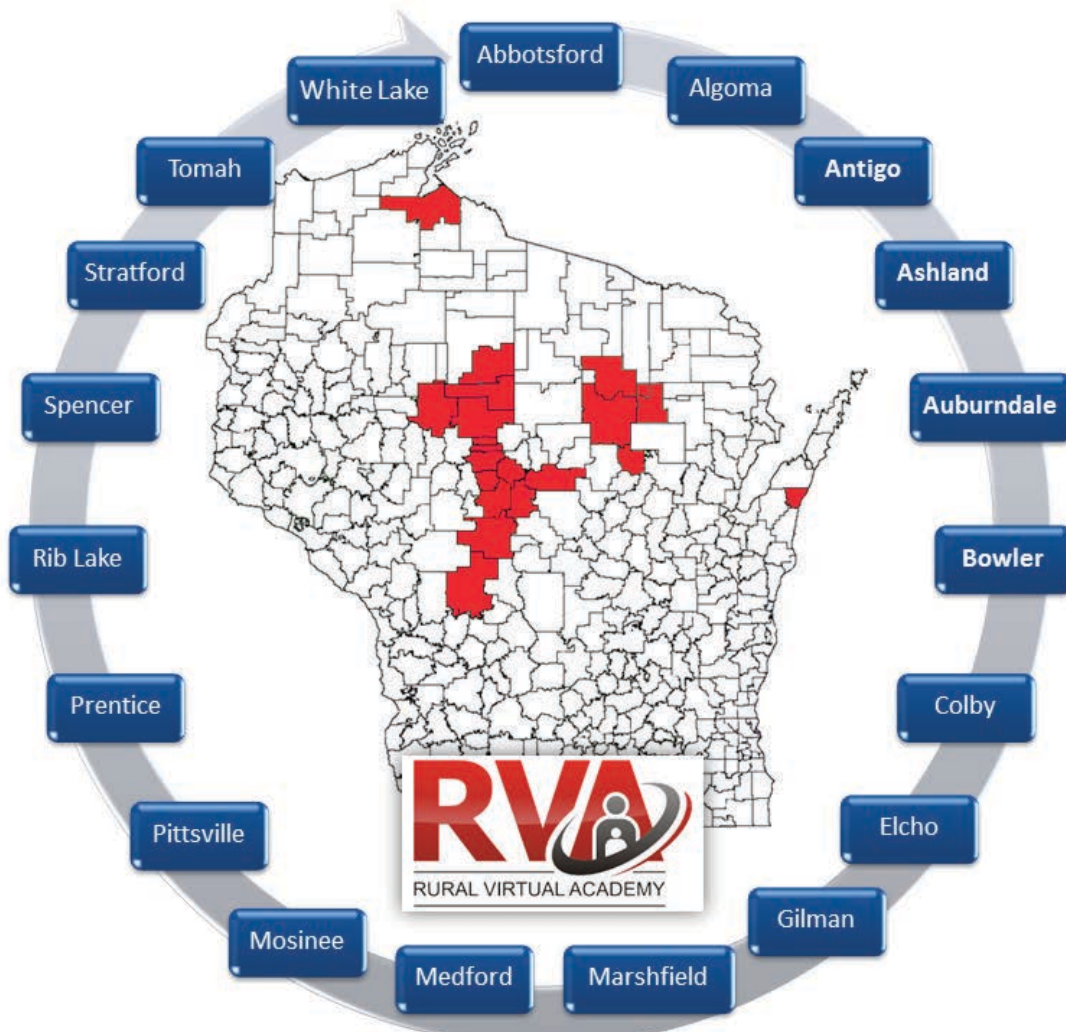
# Partnerships

## Consortium

The RVA's consortium continues to grow. Through the use of the State of Wisconsin statute 66.0301, the RVA uses these cooperative agreements to share in educational partnerships with districts all throughout Wisconsin. Districts have the option of joining as members under single year agreements or multi-year agreements. Single-year members are considered "affiliate" members and are provided a reduced per enrollment cost, in comparison to open enrollment as well as access to digital curriculum to be used in traditional classrooms. Multi-year members are considered "invested" members. The invested districts are committed to the operations of the RVA for the length of the charter, which is a maximum of five years. These districts are subject to a formulary where the end cost per pupil

is determined by the total revenue, less expenses, then divided by the total number of students attending. Additionally, these districts have a voting seat on the RVA Governance Board as well as access to digital content and professional development for teachers wishing to incorporate digital learning courses in their classrooms.

Over the past year, the consortium grew to 19 districts. Fifteen invested and four affiliate members now comprise the make-up of the consortium, and ongoing efforts to bring on further members are underway.



# Virtual & Blended

The RVA serves not only fulltime virtual enrollment but also supports the growth of blended learning in the traditional classrooms through all the consortium district's schools. By providing both services, the RVA is able provide partner districts greater leverage to support the increasing benefits digital learning brings to education. These benefits include cost savings over traditional textbooks, engaging content embedded with videos and interactive lessons, the most current information, and instantaneous feedback.

## Blended Approach

For all district students 6-12

Using your teachers in your classrooms

DPI approved digital content

500+ courses

\*\$150-200 per teacher cost

All professional development included



## Full-time Virtual

For all district students PreK-12

Keeps students in your district

Turn-key virtual school

Multiple curriculum options

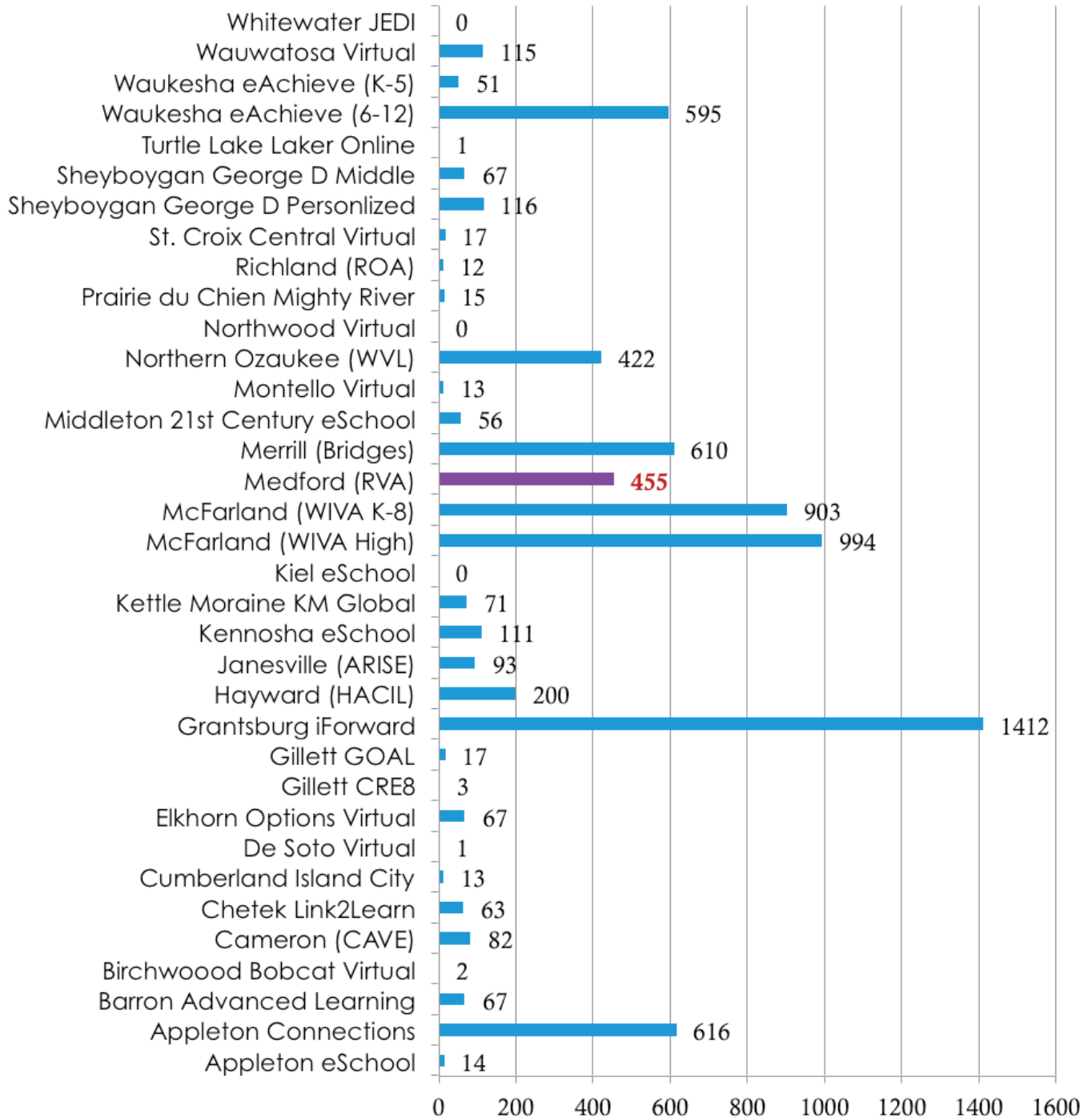
\*Daily live instruction 7-12

Revenue sharing

# School Growth

Using the most recent data available, the RVA now ranks as the 7th largest virtual school in Wisconsin. It is one of only two that operate as a consortium, with the other showing no enrollments over the past year.

## Virtual School Enrollments



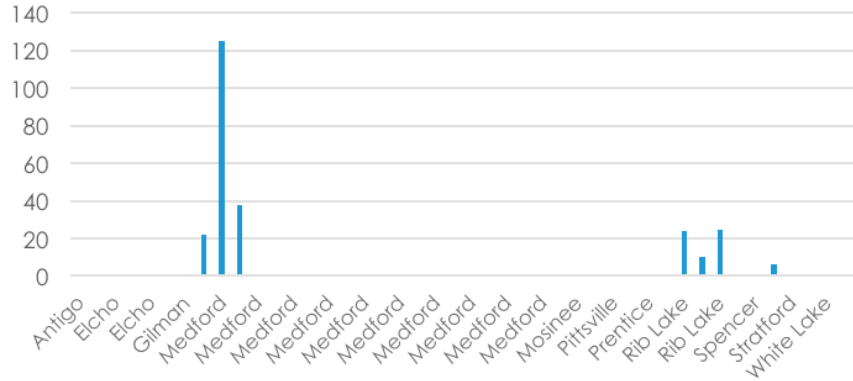


# Blended Learning

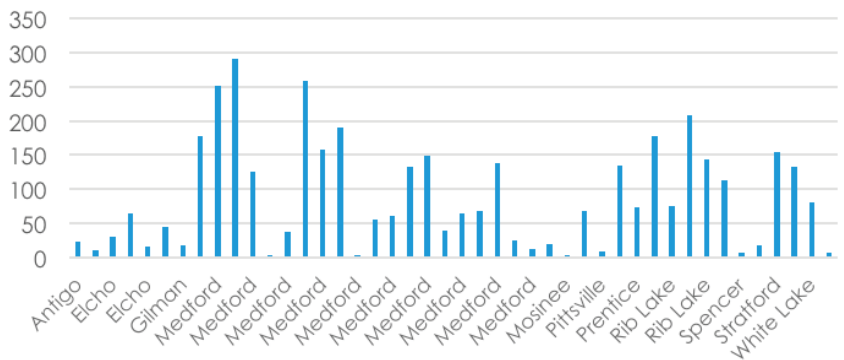
By virtue of partnering with the RVA, consortium partners can have access to the RVA's digital content. This content is procured and vetted by the Wisconsin eSchool Network under the support and oversight of the Wisconsin Department of Public Instruction. The RVA consortium is a member of the Wisconsin eSchool Network and through this connection has access to over 500 digital courses. The RVA passes access to this content to all consortium districts for use in their traditional classroom environment. This use of digital content in the classroom which allows for students to have some control over their pathways in learning in conjunction with the teachers leading the instruction, we call "blended learning." The instruction in the classroom is a blend of traditional and fully virtual.

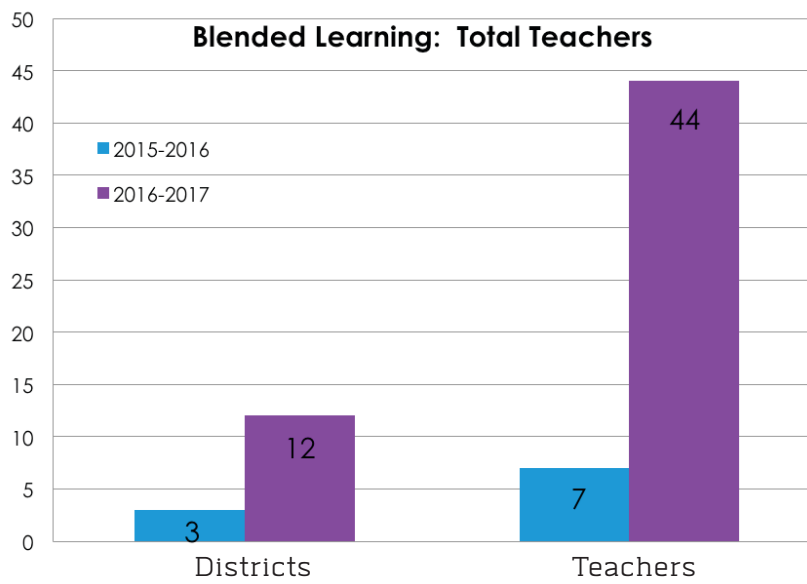
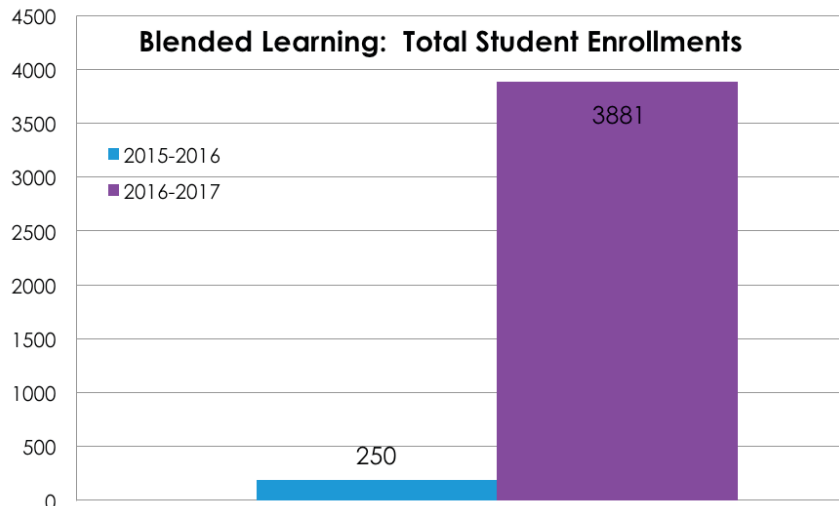
The RVA's blended learning initiative began in the 2015-2016 school year. Over the past two years the growth has exceeded expectations. Beginning in the 2017-2018 school year, the RVA will employ 1.5 FTE's of staff specifically designated to support this initiative. Sara Holewinski oversees and provides supervision to the operations, growth, and sustainability of this offering.

Enrollments 2015-16



Enrollments 2016-17





# Financials

## BUDGET & EXPENDITURES

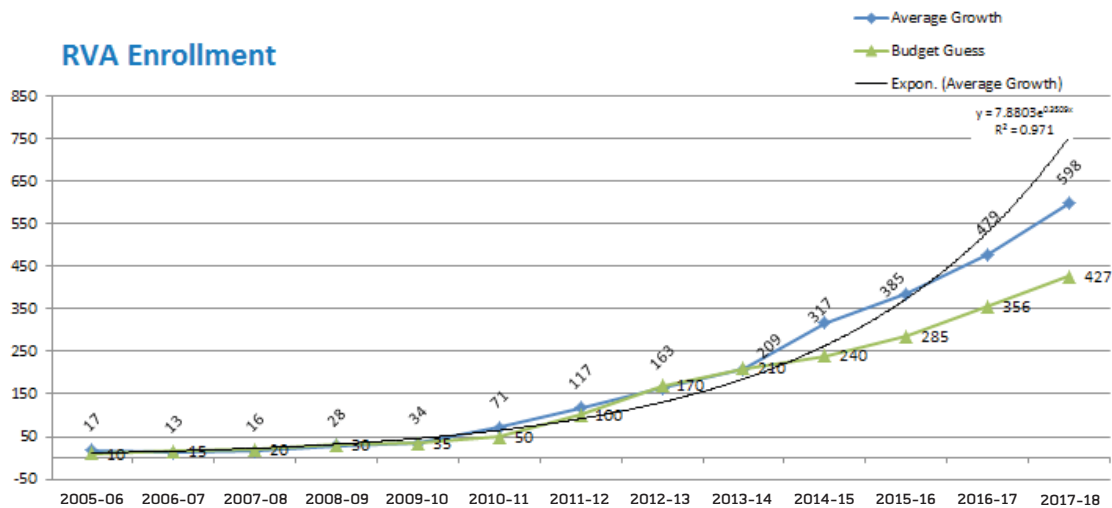
The RVA operated its school on budget based upon having a total of 356 expected fulltime enrollments. A fulltime enrollment is calculated in the following manner for budgeting purposes:

- Total number of days open enrolled and affiliated enrollments attended the school. This number is then divided by 180 to determine a total number of fulltime equivalent (FTE) enrollments. In 2016-2017, the total number of days attended was 55,508 bringing the total number of fulltime equivalent enrollments to 308.38.
- Total number of students from invested member districts prorated to the nearest quarter. As an example, a student from an invested member district who attended the RVA from the beginning of the school year through 1 semester, (2 quarters), would be counted as a 0.5 FTE. A student who attend all year would be counted as 1.0 FTE. Pre-school student enrollments are based on a fulltime equivalency of 0.6 as determined by statute. In the 2016-2017 school year the RVA had 150.95 FTE enrollments from its invested consortium districts.

In 2016-2017, the total number of FTE students attending the RVA was 459.33. This was approximately 103.33 FTE above the budgeted amount. **This equates to a 29% increase in projected enrollments.**

In comparison, the total budget prepared and approved of \$2,124,387 was exceeded. A total of \$2,388,057 was expended in the 2016-2017 school year. This was an increase in spending of 11% above projected.

The following charts and tables illustrate the projections and financial actuals for the RVA 2016-2017 school year.





## PROJECTIONS & ACTUALS

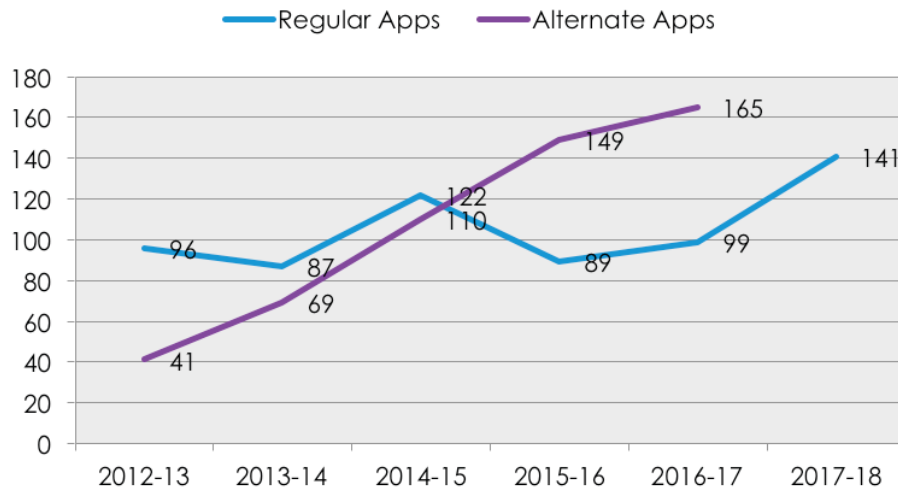
The RVA's invested partners have experienced unprecedented economical per pupil costs over the past two fiscal years. The 2016-2017 fiscal year brought with it the lowest per pupil cost to its invested members in the history of the school. Casting forward, however, the per pupil amount per district is expected to increase due to needing additional staff and other value-added additions to the school.

Description	Account Coding	2016/17 Budget	2016/17 Actual
Advertising	99-800-351-221200-360	\$86,000.00	\$81,089.65
Capital equipment	99-800-571-221200-360	\$70,000.00	\$92,289.05
Computer supplies (batteries, mice, flash drives, bags)	99-800-411-110000-360	\$5,000.00	\$13,973.81
Curriculum (Calvert/LL/Odyss/BS/sped/other)	99-800-470-110000-360	\$315,805.00	\$402,032.54
Curriculum (high school)-American School	99-800-470-219000-360	\$10,000.00	\$22,053.68
Curriculum (online)-WeN	99-800-386-219000-360	\$50,000.00	\$63,330.00
Dues	99-800-940-221200-360	\$9,000.00	\$10,912.57
Field trips	99-800-411-110000-360	\$19,865.00	\$20,419.59
General supplies (rewards, consumables)	99-800-411-110000-360	\$18,500.00	\$17,186.20
Internet reimbursements	99-800-358-221200-360	\$77,000.00	\$107,887.63
Office supplies/PAC Meetings	99-800-411-221200-360	\$9,500.00	\$28,594.98
Personal services (High School Electives)	99-800-310-221200-360	\$1,400.00	\$850.00
Personal services (curriculum writing, website, Art, Regional Event Coordinators, Guidance, Mentors)	99-800-310-221200-360	\$43,000.00	\$23,410.44
Personal services (Reg hr-RH/JH/AR)	99-800-310-221200-360	\$32,445.00	\$23,041.29
Personal services (stipends)	27-800-310-221222-341 99-800-310-221200-360	\$0.00	\$868.65
Personal services (substitutes)	99-800-310-221200-360	\$1,000.00	\$430.60
Personal services (new staff)	99-800-310-221200-360	\$55,000.00	\$0.00
Personal services (TinyEye, PrLrn, StSvc, Psych, PT Consult, VSC, Marinette SD)	27-800-310-221222-341 27-800-382-221222-341	\$98,500.00	\$76,499.05
Postage	99-800-353-221200-360	\$20,000.00	\$24,905.52
Professional development (Training, Tuition)	99-800-310-221300-360	\$2,500.00	\$4,915.00
Professional Merits	99-800-411-240000-360	\$3,000.00	\$0.00
Property Services (Copier)	99-800-320-221200-360	\$3,500.00	\$3,174.48
Rent/Heat/electricity (RVA Office)	99-800-537-221200-360	\$10,000.00	\$8,120.00
Salaries (RVA staff)	99-800-110-221200-360	\$1,111,372.00	\$1,252,845.00
Shared Consortium Teachers	99-800-386-221200-360	\$50,000.00	\$50,000.00
Staff physicals/tb tests	99-800-310-221200-360	\$1,000.00	\$109.40
Telephone	99-800-355-221200-360	\$5,000.00	\$923.57
Testing	99-800-411-110000-360	\$7,000.00	\$5,239.40
Travel (reg & sped)	99-800-342-221200-360	\$7,000.00	\$17,845.39
Wellness Program	99-800-244-221200-360	\$2,000.00	\$2,140.00
		<b>\$2,124,387.00</b>	<b>\$2,355,087.49</b>

## OPEN ENROLLMENT

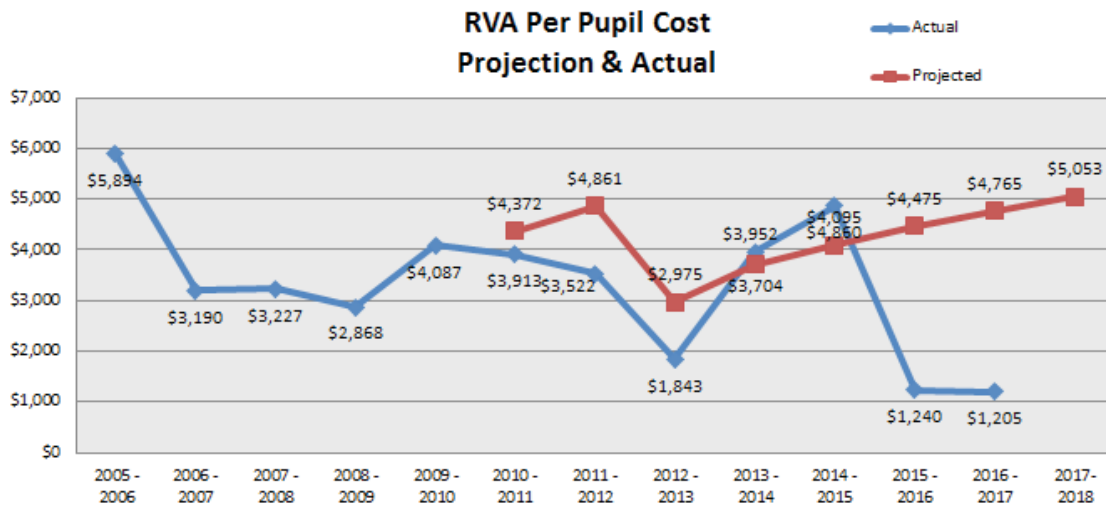
Through Wisconsin's open enrollment laws, parents can select to send their child to any public school district they choose at any time of the year. Additionally, parents can annually select up to three different school districts to send their child to besides their resident district. Open enrollment has two pathways. The first is called the "regular" application process. The regular application process allows for parents during the months of February through April to file for open enrollment for the next school year. The second pathway is called the "alternate" application process. The alternate process allows for a family to open enroll out of their resident district at any time during the current school year for particular reasons.

During the 2016-2017 school year, the RVA experienced growth in both the number of families choosing to apply to attend the school for the following school year through the regular application process. Also, the RVA continued to see growth in the number of students seeking to attend the school through the alternate application process. The graph below illustrates the growth of open enrollment to the RVA in each of these areas.



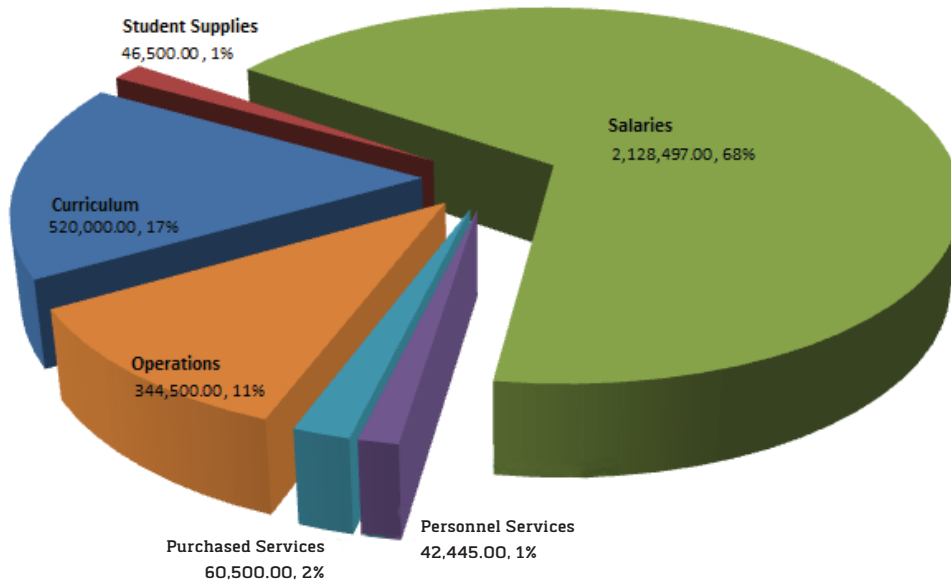
## PROJECTIONS & ACTUALS

The RVA's invested partners have experienced unprecedented economical per pupil costs over the past two fiscal years. The 2016-2017 fiscal year brought with it the lowest per pupil cost to its invested members in the history of the school. Casting forward, however, the per pupil amount per district is expected to increase due to needing additional staff and other value-added additions to the school.



## 2017 -18 RVA Budget

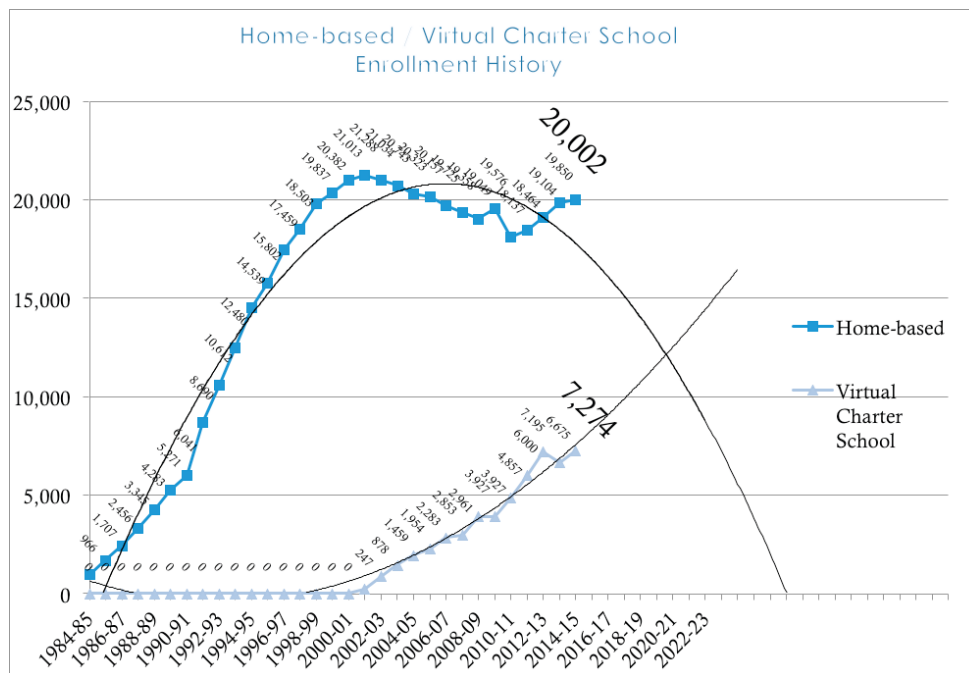
The 2017-2018 budget reflects an estimated 20% increase in fulltime student enrollment matched with a 38% increase in overall budget. Increased participation in part-time and blended enrollment support contributes to the overall excess 18% of budgeted dollars over expected growth. Blended learning support to the consortium districts is provided outside of the RVA's general school operations for its fulltime students. Additional value added positions such as a possible ELL instructor, fulltime At-Risk Coordinator, High School Guidance Counselor, increasing the school administration position from 75 to 100%, as well as moving the School Psychologist to a salaried position adds to the projected increased per pupil cost.



The proposed budget is based upon an estimated 427 full-time PreK-12 students but provides in the budget enough capacity to go up to 655 (445 Elementary; 210 High).

## VIRTUAL SCHOOL & HOMEBASED ENROLLMENT

Another key indicator of predicted growth can be found in comparing the number of Wisconsin private homebased education students against those enrollments in public virtual charter schools. A significant portion of students enrolling in the RVA come from previously attending a private homebased school program. Analysis of this data shows both Wisconsin's private homebased as well as public virtual school enrollments continue to increase.

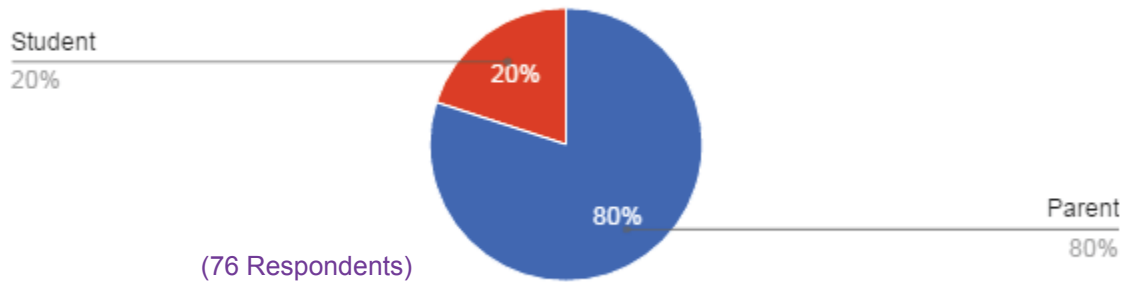




# Satisfaction Survey

## Who took the Survey?

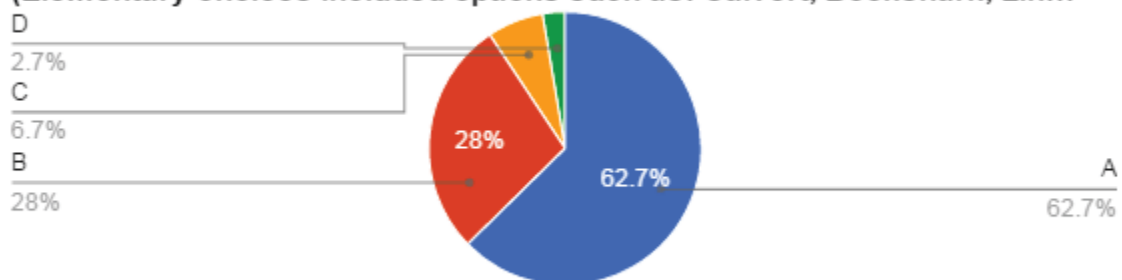
Are you completing this survey as a parent or a student in the RVA?



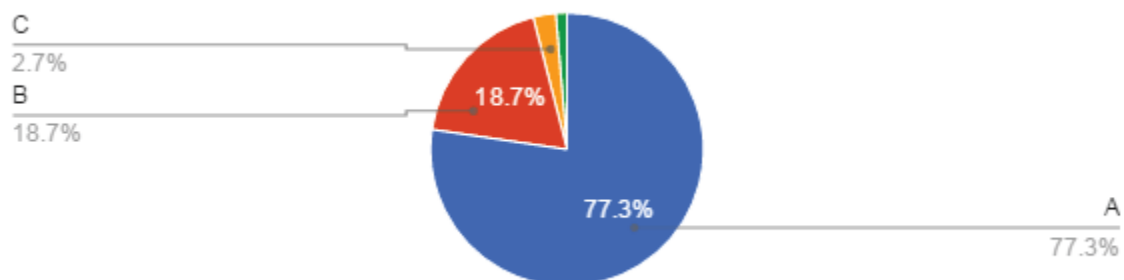
## Academic Resources

Rate RVA Academic Resources on an A-F scale.

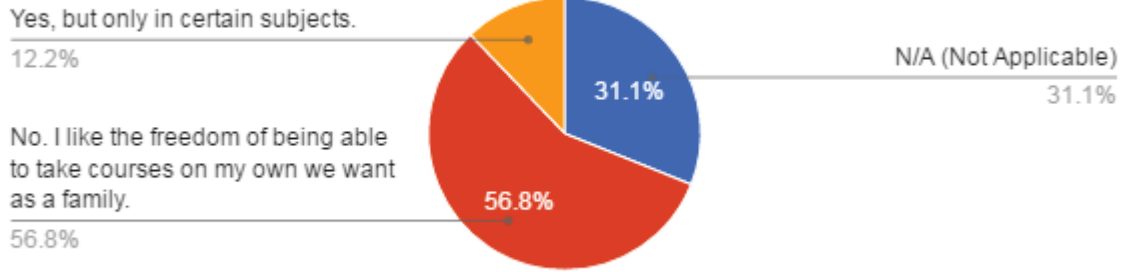
Please rate your overall satisfaction of your Core Curriculum choice.  
(Elementary choices included options such as: Calvert, Bookshark, Lin...)



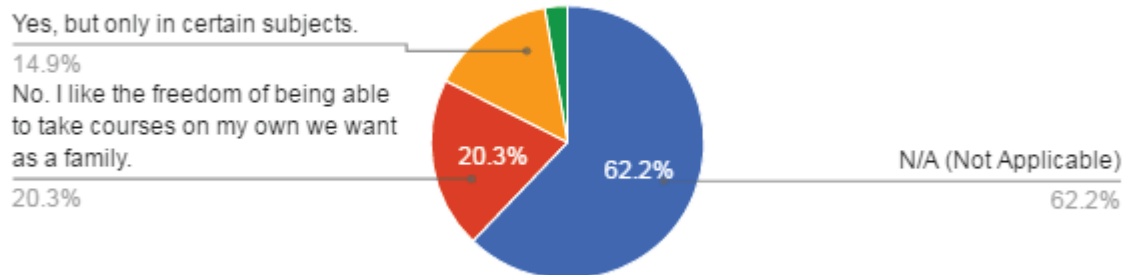
School provides options to demonstrate learning beyond textbooks.



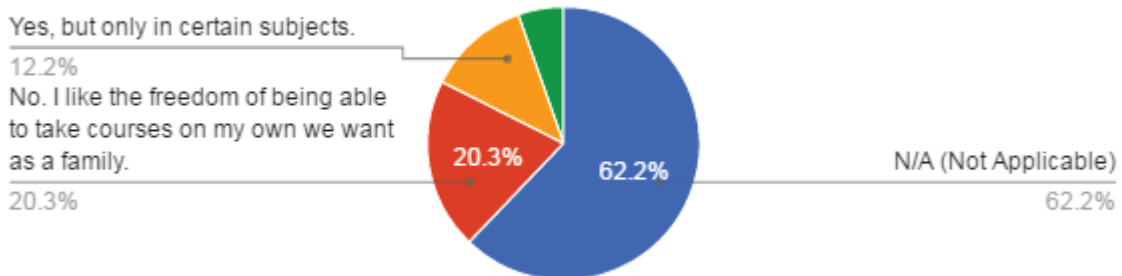
**I would like to see more direct instruction in grades PreK - 6.**



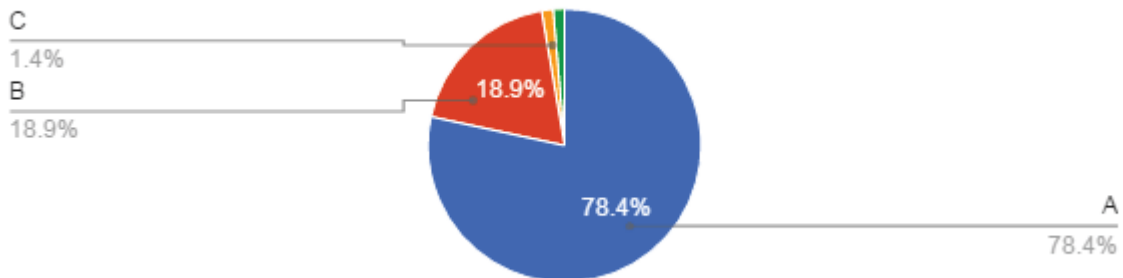
**I would like to see more direct instruction in grades 7 - 8.**



**I would like to see more direct instruction in grades 9 - 12.**



**My child(ren)'s overall educational options.**



## Please let us know your thoughts about your core curriculum option.

We used Calvert. We were very happy with the ease of teaching with it although it requires a lot of time commitment and one on one teaching.

The RVA has a good variety of curriculum options!

While we loved bookshark for 2 of our 3 kids, we are extremely dissatisfied with the rva online high school option.

We LOVE bookshark!!

I think the math and science to a good job. The English part I think can be quite complicated, and no guide to help with answers.

The book shark curriculum has some really great information. My daughter just tired of the books being all historical, and the same time period. She loved the reading. We also struggled with reading more than one book at a time about a similar time period. It was easy to get information mixed up. Because of this, we modified the curriculum so that we only read one book at a time.

I love the Bookshark reading, my daughter would like to have some online work. So next year we are going to mix and match.

Pleased with the flexibility of choice and adapting curriculum to best fit my students education. Also, the ability to blend book with online learning.

we really liked the expanded high school curriculum like philosophy and lit classes

Good, just lags every once in a while and math tests tend to be alot harder than the lessons are.

History is too detailed and overwhelms children. LA is report detailed but lacks phonics, decent spelling

It works fine

It was good and easy to use but too difficult for my 1st grader (especially history and some of the science)

Loved it

I have really liked the curriculum that we used this year (BookShark, Calvert, and RVA Online - Middle School). The only course we had an issue with was the Online Health option for 8th grade. The teacher was great! It was the actual course that we did not like. Too many projects for one... but they continually wanted us to do things (join sports teams for a day, do extreme sports... etc) and video record them (or take pictures), that just were not an option for us to do. The teacher was good about us just researching the sport. My daughter did 9th grade health the second semester and 9th grade was way less demanding then 8th. Maybe the course should be reviewed? I mentioned it to our teacher, too.

We really enjoyed using BookShark. Less trouble with internet signal loss and \*\*\*\*\* enjoyed all the books to read. This was less stressful!!



We chose Little Lincoln for our two boys and have continued to love it (we have used it for years). We chose Lincoln Interactive for our oldest student and it was not a good fit at all. Thankfully we were able to tweak some things to make it fit her learning style (thanks to \*\*\*\*\* for suggesting and allowing the modifications). We will continue with LL for any students we have in PK-2 but we will use Calvert or RVA online for any students we have 3rd grade +.

We used Calvert and project based science. No complaints on the science. However, the checkpoints in Calvert did not always coincide with the lesson of the day. So after completing Reading lesson 92, you click the checkpoint, but it's about a bunch of stuff you haven't read. Then you try to leave feedback but the feedback box glitches out, which frustrates you. It's quite annoying.

We used Lincoln for our 7th grader and a combination of Lincoln and RVA Online for our 8th grader and I wish we had just gone with straight RVA Online! Lincoln was great for us the first year we used it but, it has been getting old waiting for them to figure things out. Not been a great year with Lincoln.

I like the offline/online curriculum option of Calvert.

We loved Little Lincoln as it gave us so much material to work with!

I really enjoy Calvert!!

Very engaging. Easy for students to understand.

My kids have enjoyed BookShark.

We love it. Meets all of our educational needs.

bookshark: poor language arts, dry history, little guidance in teaching writing skills

The information in the books was well written, however; the lesson plans jumped around a bit so it made it hard for studying purposes when studying for the tests.

This school has the best and most choices for finding the perfect fit for students. I love that the school didn't seem to have cost as the first deciding factor for finding the fit for my child. But instead, looked at every option that could be found until my child was successful!

Lincoln learning solutions was making upset at times when we could not run the videos.

We love Calvert! My son loves the fact that it is most like "traditional" work some of his friends are doing in the brick and mortar building. I feel it is very straightforward and easy to navigate.

I like the online courses. I think there could be some improvement for tech. problems that could be fixed though.

Calvert was a lot to take in, especially at first. It took about 6 months before I felt really comfortable with it. \*\*\*\*\* helped a lot. Thank you to her! Little Lincoln for my first grader was fabulous.

we like rva odesstyware. its very convenient. communication is great with teachers!

Wish there were more choices. Also would like to be allowed to pick and choose different subjects with different curriculum. For instance with book shark the learning to read part is not the most in depth or thorough program. But the readers are nice and history is great. It would be nice to substitute and or add the reading part for something like all about reading.

Would like more options

We use Odysseyware. In theory it is good. I like the way it is set up, however it is riddled with mistakes. I don't feel as though my son can use it independently because I need to make sure I catch the mistakes. The supporting pictures, videos, and maps are very poor quality.

We love the books included in Bookshark. It really brings history and science alive by not just reading text books.

We love the main parts of Bookshark. We omitted/modified certain parts of supporting curriculum to better fit our needs.

RVA online- great choices. Basic but other good options through odessesyware

We used Lincoln and had a lot of issues with it. It is also very heavy on the language arts which kept us falling behind because my son struggles with writing.

We loved BookShark...the history was intense, but the material is great.

Bookshark history and readers is an excellent program.

My core curriculum had the right amount of work.

BookShark is wonderful. It's totally the method of education we have been using for a decade. Without the BookShark option, we would not have fit well iin the RVA!

We chose Bookshark, which we loved for the most part, but it didn't have much for the sciences. Maybe this changes as the kids get older, but I know my son would have loved some more hands on stuff, too!

I love BookShark because of the quality of the books and the easy to use teacher guide.

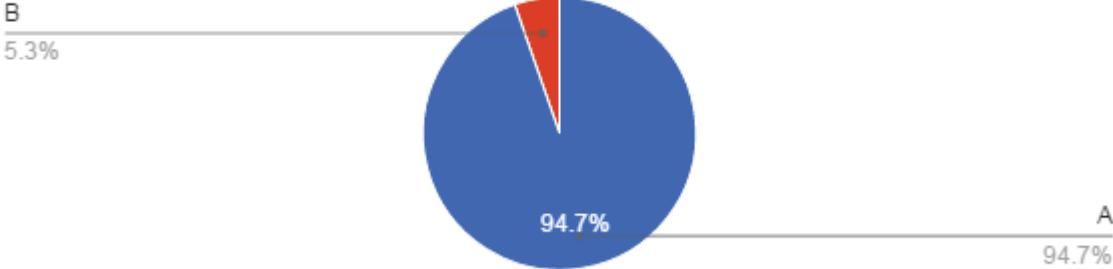
I really happen to like it, especially the flexibility

I would say B+. We use Bookshark. We love the Science, but there is SO much reading to keep up with for Language/History. We always are behind. I would also suggest to incoming parents to stick with the level or one level below where their children's reading level is. The content and length get pretty long. My child is a good reader and we have skipped books that she wasn't ready for or just because we couldn't keep up.

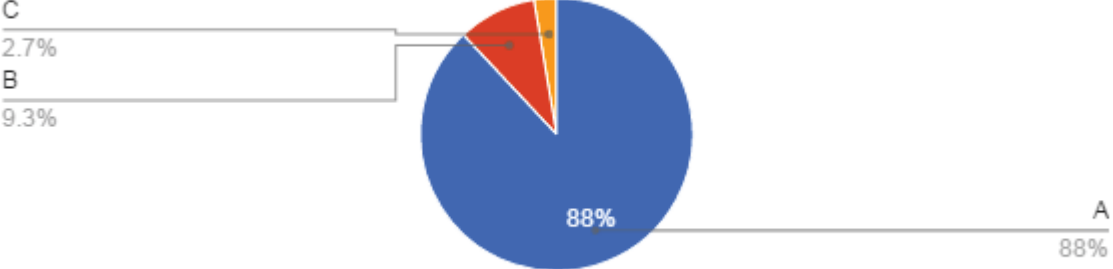
# RVA Staff & Service

Rate RVA Staff and General Services on an A-F scale.

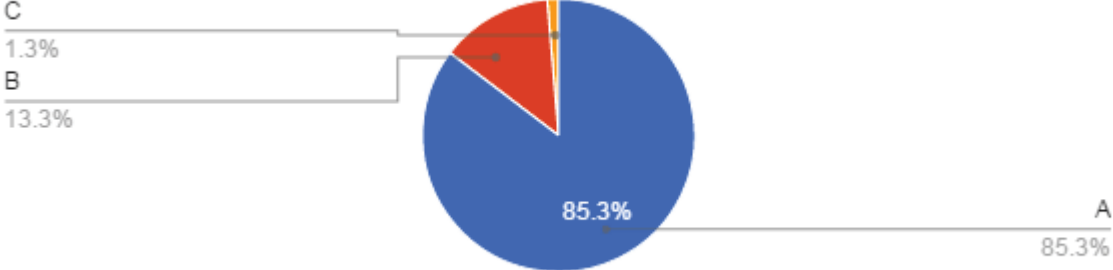
## My Principal (Mr. Heckel)



## My teacher(s)

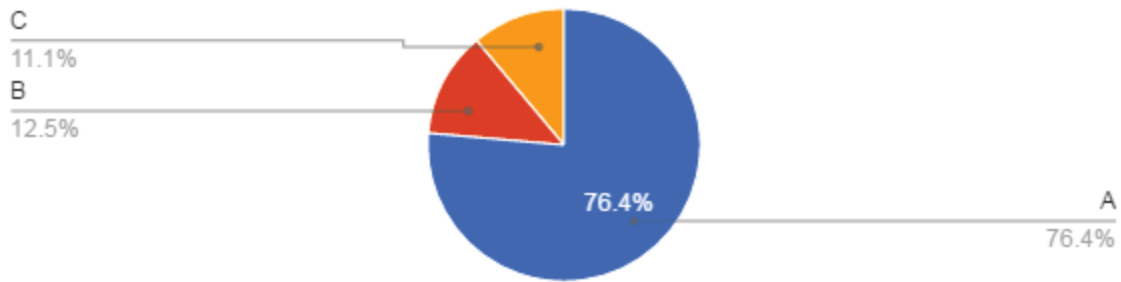


## Office Support

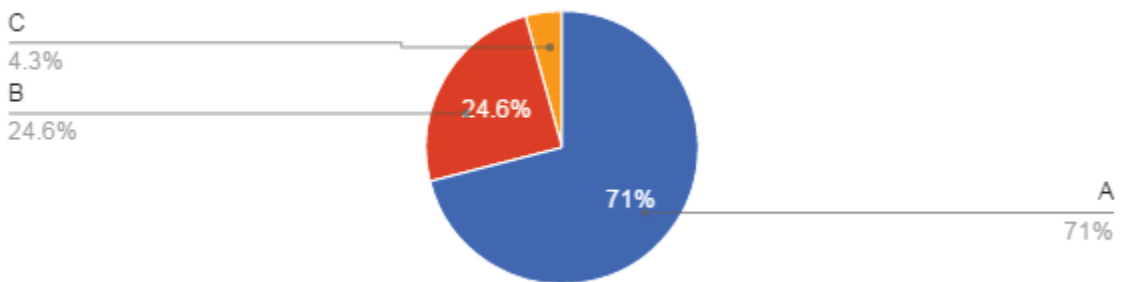




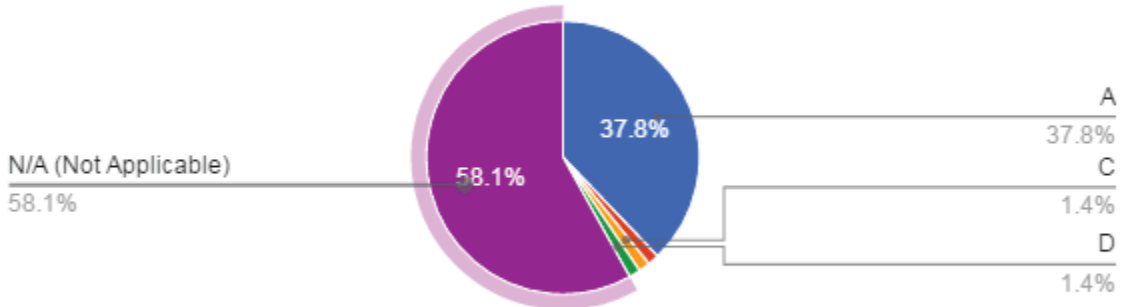
**The RVA Regional Event Coordinators.**



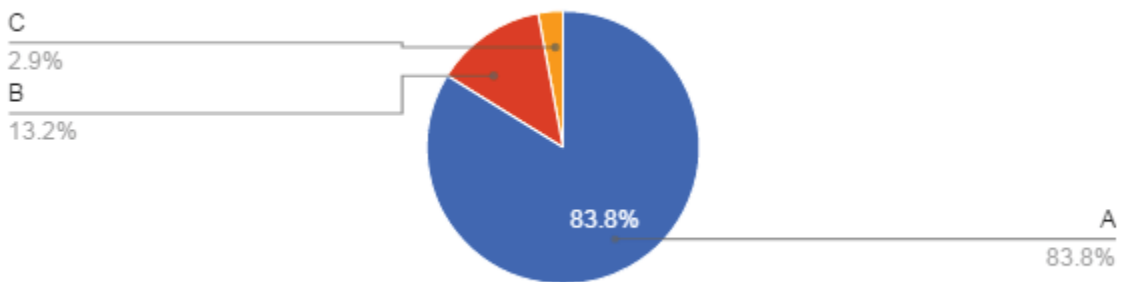
**The RVA Parent Advisory Council.**



**The RVA Special Education Support Services.**



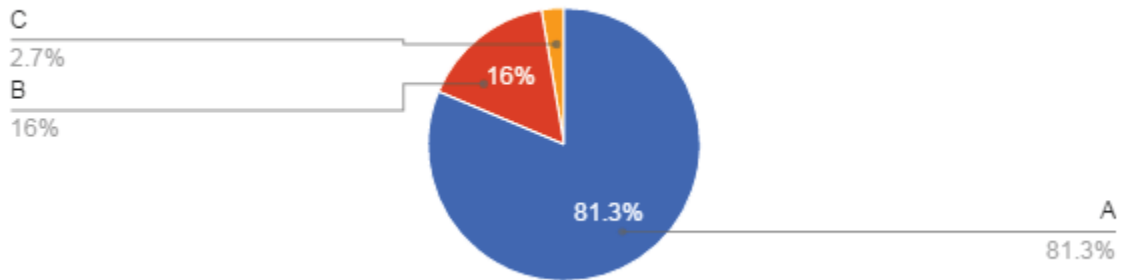
**The RVA Governance Board.**



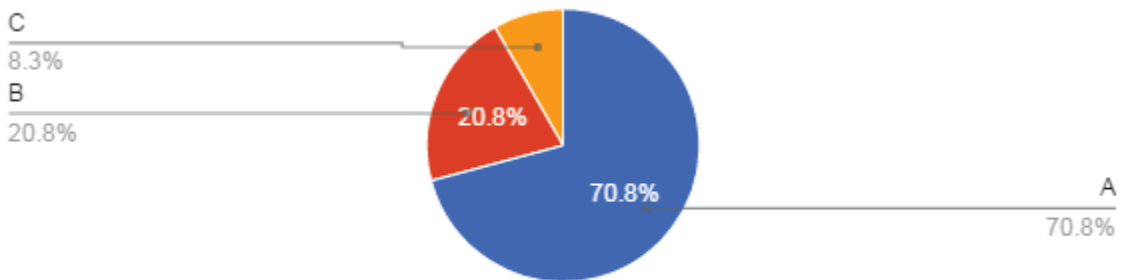
# RVA Goals

Rate the RVA on its ability to meet general school goals on an A-F scale.

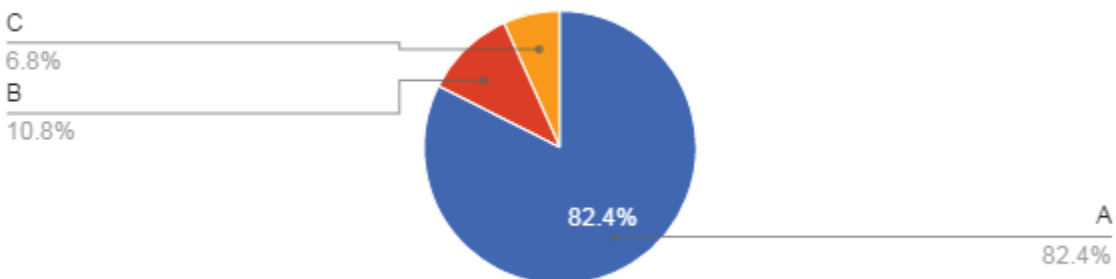
## The support I feel I receive from the RVA.



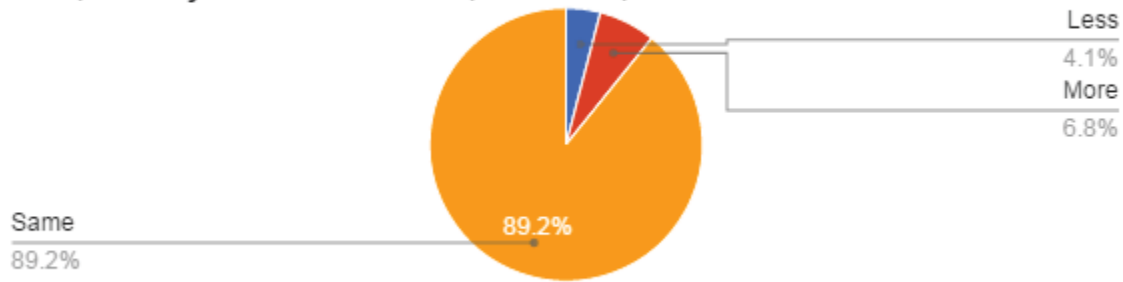
## The RVA Field Trips, Online Clubs, and Activities.



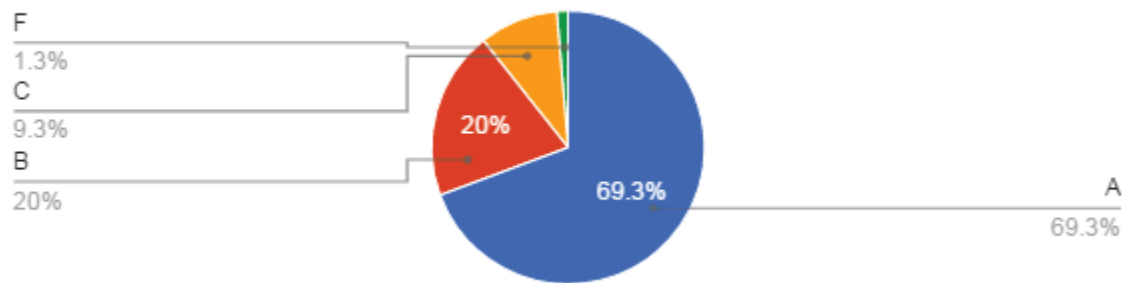
## The individual attention your child receives.



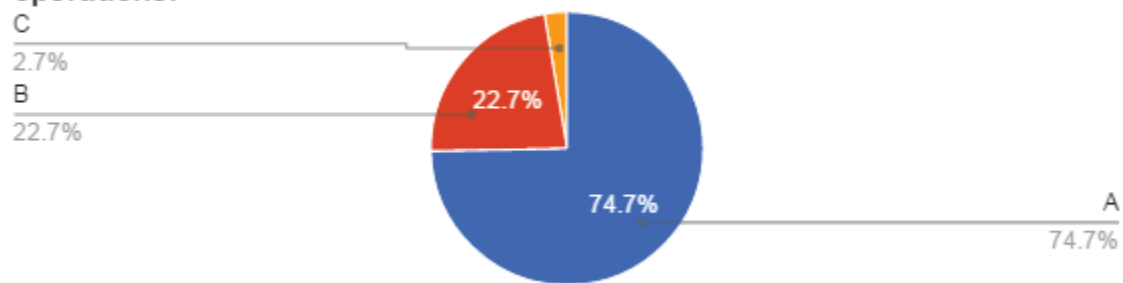
**When considering the amount of interaction your family has with RVA staff, would you like to see less, the same, or more interaction?**



**Families have a strong personal relationship with their teacher(s).**

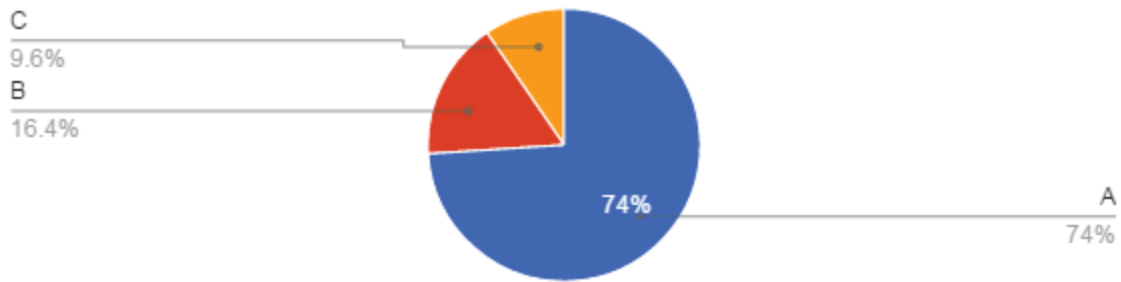


**Parent and/or student understanding about the school and its general operations.**

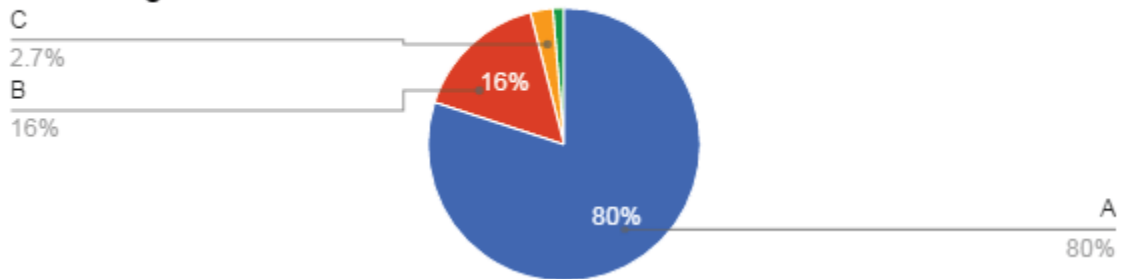




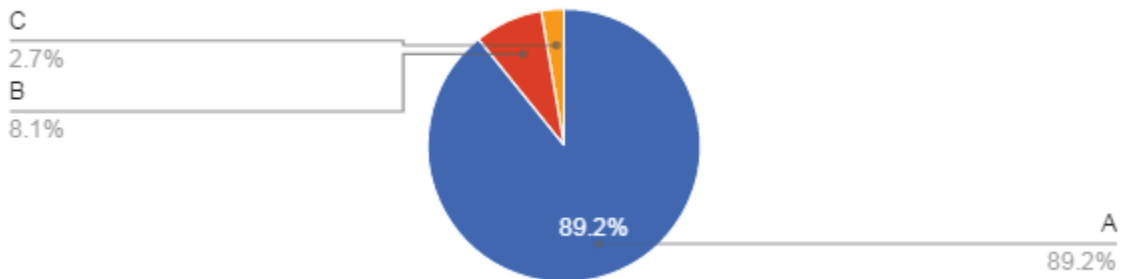
**Opportunities to participate in school functions and activities.**



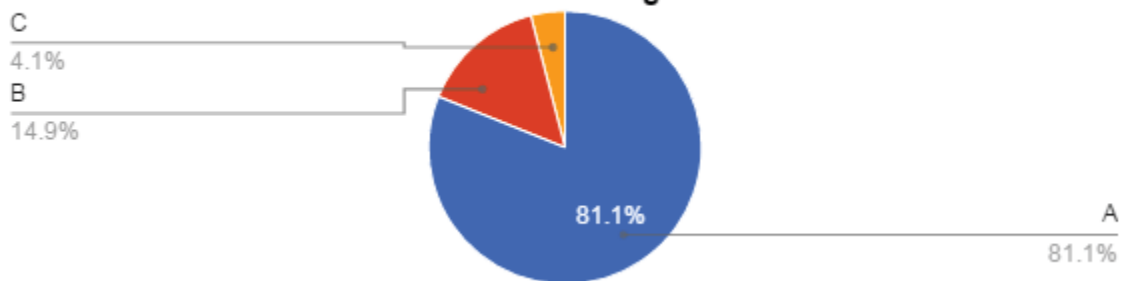
**School provides solutions and resources to assist parents in student's in learning.**



**Parents and/or students feel welcome in our school.**



**Views, thoughts, and opinions of parents and students are seriously considered when school decisions are being made.**



## Additional Thoughts:

I feel the rva does a great job in general. I do feel that once your district becomes part of the consortium, you no longer have the support you need as far as special ed services. We've been fighting with our local district for over a year now and keep getting told we have to go through them.

We love the option of Chinese online with a wonderful teacher!

We were too busy to utilize half of the great opportunities provided but we loved it.

I just wanted to use this spot to tell you how blessed we are by, especially, \*\*\*\*\*. If I could give her a higher mark than an A, I would! She has been such an instrumental part in, not only \*\*\*\*\* life, but in all of my kids!! I wish she could be all of their teacher! We love her! I know there are awards for kids for finishing on time, and the above and beyond, but is there an "Above and Beyond" award for the RVA teachers? If there is, she deserves it! She has gone far above and beyond as a teacher. Jill is always on top of everything, all of the work, responds immediately, and has been such a genuine, caring support for my son. Even when \*\*\*\*\* has a day where he struggles emotionally, she is always there to help him work it out, and encourage him, and he has really blossomed and grown under her encouragement and direction. I cannot say enough about her! So, if there is anything that you do for the RVA teachers (if not, there should be!) our whole family nominates \*\*\*\*\* !:D And, truly, we thank all of you, too! We love the RVA!

We highly recommend RVA to anyone interested!

I was just in the RVA office last week looking at some curricula options and \*\*\*\*\* was very forthright in sharing that, for example, Calvert has MORE material than one can hope to cover in a year's time. I really appreciated her candidness with me and her desire to help steer me to make the best decision for our kids and our family.

This was our first year at RVA. That is why I say that I don't fully understand the operations yet. However, last year in public school, my son was suicidal. This year he has been thriving. Any time I have an issue with a concept, my son's teacher is more than willing to help. She has been helpful in things that are not related to school. The last school we attended refused to work with us on the depression issues, integrating into a new school, the suicidal thoughts, the bullying, the crying, and his med issues. RVA has helped us with all of that and then some. It has been the best thing I have ever done for my son. \*\*\*\*\* has been the kindest, most thoughtful teacher. I don't understand how she does it all - being a teacher and homeschooling parent, plus always in a good mood! Thank you so much for all you do! My family is so blessed to be at the RVA.

I think the PAC has room for improvement as well as some of the field trips.

We wish there were more activities near us. We have to miss out on a lot of fun field trips and activities because of the distance.

I think our teachers have supported us in learning beyond the books. However, we were the ones looking for learning outside of the textbooks. I think textbooks are great, but do not work in all situations. Sometimes, a child will gain so much more by completing a project, paper, diorama, etc.. on a topic.

\*\*\*\*\* is a wonderful, patient teacher. The resources other than "story webs" should be offered when there are issues... the school as a whole needs to look at how to help families with children whom are behind in coursework ( we are, though there are some further behind than us). It is a giant workload, especially for elementary students... add struggles or falling behind due to health or family issues... and it is a quick downward spiral

Previous years have always been a pleasure. This year a few changes were made that we were not made aware of, such as the flexibility of the program, and it caused some problems which almost resulted in us leaving the RVA. The teachers in the previous years really got to know our child on a personal level, which caused our child to work well with them and really excel. Unfortunately the teachers this year weren't as personable. This was a huge disappointment which caused us to seek other options for next year. We also referred a friend to RVA who was not able to enroll her child which was also a disappointment as the RVA had always been so helpful in previous years.

Everyone has been very helpful and the program has been great.

They are very like because my kids can do textbook or both

The RVA has exceeded any expectations I have had. All the staff goes above and beyond to help us with everything. We have been part of RVA for 4 years and have not had any bad experiences. The fieldtrips are great and it's wonderful to see the staff at these events!

i wish i could have more instruction for Spanish or through american school

We have nothing but good things to say about the RVA! We feel so blessed to have this type of schooling available to us here in WI.

We have a difficult schedule to work with so consider that when I say that sometimes we are unable to make clubs, field trips, etc., due to a conflict in time event is offered and our familial obligations.

We really appreciate the support of the RVA- responses are always prompt and the staff is willing to work with you to find the best option for your child

I love everything about this school! So many nice helpful teachers!

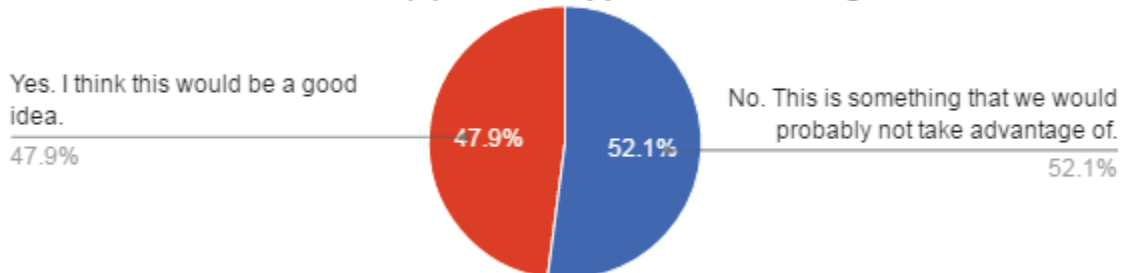
Being just pre-K, we didn't need a ton of support, so I didn't seek it out much. I didn't have a lot of interaction with staff, which was ok for me, but for others may be more difficult.

We love the RVA. I feel like there were not as many field trips that appealed to the 5th/6th grade level this year. But I know that varies.

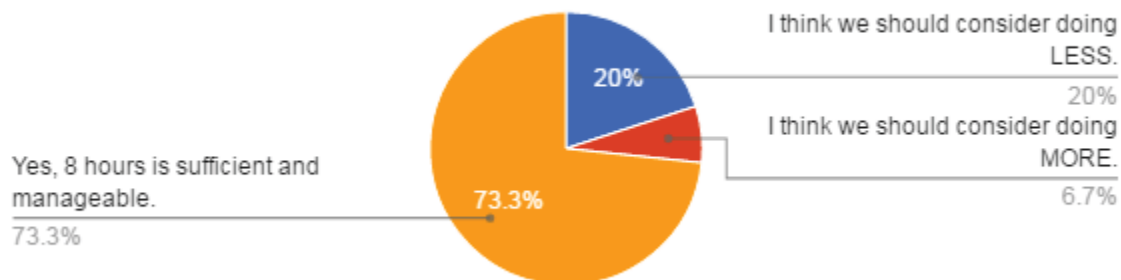


# Specific Feedback

**I would like to see the RVA open regional offices where we could stop by and meet with RVA teacher(s) and/or support staff on a regular basis.**



**Do you think 8 hours of community service (volunteering) is enough?**



## Additional Thoughts:

While I agree community service is important, it's hard to get it all squeezed in when you are working full time and schooling 4 kids.

My children are four and five, and 8 hours of community service is quite a bit for them. I think the CS aspect should vary according to age.

Matt on is in such efforts to reestablish their school, has anyone had conversations with them. There is an unused building here, an perhaps an opportunity for a blended school.

Please keep the book options. The reason we homeschool is to have a flexible schedule. This allows us to do this and is the learning style that best fits our family. We are so pleased with our teacher, \*\*\*\*\* ! Her encouragement helps me greatly! \*\*\*\*\* is an awesome Chinese teacher! \*\*\*\*\* has been a wonderful addition! He is very helpful and encouraging! Please keep the variety of field trips. We are truly pleased with the RVA and the Staff. You allow us the perfect balance of homeschooling with a flexible schedule, prompt assistance when needed, and engaging curriculum. After 4 years with the RVA, this is the best educational decision we've made!

We would like to see more field trips to Forest Springs.

Community Services hours should be based on grade/age student like 2hours 2nd grader or something like that

We are able to manage the curriculum pretty well without the need for always seeing a teacher. But it is nice to do video chats regularly. \*\*\*\*\* looks forward to seeing \*\*\*\*\* dog :) The community service was not a nuisance because we regularly volunteer at the humane society. Next year, we may look for something different like picking up trash or some interaction with people.

Direct instruction is a hard thing for me I like the thought but I really don't like the requirement to attend. I know this is needed so that teachers time and availability isn't wasted. I just don't like to be tied to a schedule, I like the ability to be flexible and set our own pace and schedule. As for community service I answered that it is sufficient and manageable. We volunteer a LOT so for us it's really kind of a non-issue, more or less wouldn't bother us either way!

In wanting to homeschool my children, I chose the RVA because of the curriculum offerings and support staff and the flexibility to be me as the learning guide being able to homeschool my own children with these additional supports versus homeschooling entirely on my own.

RVA is a great school. We just wish there were more opportunities for us people in Madison and around Madison.

Getting community service time in is hard. We mostly just focus on school and when that is done we do community service, but sometimes it's hard to decide what to do, and tiring to get done.

I think volunteering hours should be less depending on grade of student. It is difficult getting my 5 year old to complete 8 hours of volunteer work. This requirement is much more attainable for my 6th grader. I did not choose to be part of RVA looking for typical public school at home. I want the flexibility to teach my child according to their strengths and weaknesses. I do not want my children sitting in front of a computer all day. I want them engaged in their learning. I want them creating projects, researching, reading, and thinking outside the box. I want them to love learning. I appreciate the teacher support. Our teachers have been great at supporting their individual needs. I don't want to be weighed down by curriculum. I think it is important to make sure all needed standards are covered. However, if a child can complete a paper or project on a topic rather than a worksheet, why not let them? If they dread worksheets they will retain nothing. I know my 6th grader has really enjoyed the classes (Lego, cooking, Battle of the Books, etc..) I really wish there were more field trips offered on the Southwest of WI. It is difficult to drive 3-4 hour per field trip, that is doubled round trip. I know budget is a huge part of it. But if there are less families in our side of WI, a budget should still be allocated. I'm sure many families sign up, and don't always attend, which I'm sure impacts coordinator budgets. Why not hold these families accountable? Maybe they have to pay back or miss out on another field trip as a result? I'm sure there will be situations where families have to cancel at the last minute. But holding families accountable when possible is never a bad thing. And families who really want to go won't have to miss because they were on a waiting list. I would be willing to help coordinate field trips on our side of WI. (\*\*\*\*\*) There have been some great field trips this year. We do appreciate the efforts of the coordinators. I know from organizing field trips in the past, just how much time and effort goes into it. Overall, I think RVA is a fabulous school. My kids certainly enjoy it. Thank you for a positive 1st year at RVA.

We love it

more than one regional community service option should be available.. help families get good places to help out... other than picking up trash, i dont know of anywhere else my behaviorly challenged student could go for service hours, and we were busy both days that the near by regional/group meets were offered

Help in English classes from K-6 because assignments was not very clear directions.

RVA is amazing! The support from the staff is great, and yet the freedom of schedule and our own pace is excellent. My son's teacher is amazing at meeting once a week with him and has really taken the time to get to know him on a personal basis. She is always very helpful and prompt on getting back to us when we have questions. We thoroughly enjoy the fieldtrips and the many different clubs and activities offered by the RVA. The regional coordinators do a wonderful job providing a variety of fieldtrip opportunities. I love the fact that the staff is so involved with fieldtrips and clubs. The flexibility is one thing we really enjoy. I appreciate everyone within the RVA. Thanks for all you do!

I really do love RVA the teachers are really nice and i can really depend on anyone in the RVA

The direct instruction would be nice as a non required option just an additional resource to utilize if a child is struggling or something. I think what would be of great value is if there was additional resources the teacher provides like in regular public school. For instance when young children are learning to read teachers in regular school use printable games and activities to teach phonics and sight words. Things that make learning more fun than workbooks. Kind of like activities that you find in The Mailbox. I spend so much time researching activities that go along with the curriculum for the year. At least with the teachers doing that they can reuse that each year versus parents every year trying to find additional resources to make learning more fun and interactive. It would also be nice if there was more interaction between children in rva. For instance on field trips if there was a small social aspect to it would be nice. Or if there was an optional directory for families so kids could get to know other students in their area.

The RVA high school teachers have been wonderful. I'm not sure we would ask for more instruction as the students need to be taught to work independently. It would be nice if there was more direction in the beginning to be independent. We really tried to help \*\*\*\*\* but the change was extremely drastic for him which made the first semester difficult. We appreciate he teachers & staff being patient. Looking back all the freedom of the RVA online was too much for him but we lean red a good deal along the way.

I think that the community service hours could be broken up by age. There isn't much a Pre-K thru 3rd grader can do without direct help from parents. I think that high school age kids could do more.

I think community service is a great thing, but when you have several children in the RVA, it can be a bit stressful to get it all done. Families with children in public school are not required to do this. I would like to see this as more of a recommendation than a requirement...like the "above and beyond" suggestions.

We are struggling to get our 8 hours recorded and reflected upon for our younger kids! I take responsibility for that. :) Being new to "recorded community service hours" I haven't done a great job of recording and considering all the things we do as "loving our neighbors" or "serving others" as "community service". I think perhaps REC directors could prompt the mentors of elementary students once a month (from Sept. - May) to "write a grandparent" or "pick up sticks in a neighbor's yard" or "bake cookies for a friend who is sick" or "help mom make a meal for the family of a new baby" or "watch a



sibling while mom or dad works around the house" or things like that...that are more a part of everyday life/work. If they were seasonal (like picking up sticks in October and baking Christmas cookies in December) it would feel more doable and like a natural extension of "serving others" in the flow of regular life. I kept trying to make time for the official "community service" events but always struggled with scheduling them...and then having the younger kids take ownership and responsibility. The Veteran card writing/drawing was great! It's an example of what I thought was "doable" for my 2nd grader...and even my 4th grader.

I would love to have a local meeting of RVA students once a month or even once a week; where we could have kids do p.e., art, and music with other kids, either rotating, or 40 minutes of each. I would love to have certified teachers (perhaps traveling) to lead our children in this.

## Summary

### Highlights:

- General Services and Staff scores are high (B+ average).
- Staff interactions with families are at an overall good level.
- Parents appreciate the flexibility of being able to handle the children's education the best way they see fit.
- Mixed feelings about each curriculum option from different families highlighting the need to continue providing a wide array of both online and offline options.

### Considerations:

- Continue to keep levels of current teacher and family contact the same while also trying to increase the level of connection families feel with their teacher(s).
- Work on increasing access to field trips and shared "school time" where families can get together with their children and other RVA families.
- Continue to make sure families know what is allowable for "community service". Continue the age appropriate flexibility and ensure the focus of "giving back" is at the forefront of why families and children are asked to participate.
- Make sure families know that they can demonstrate their child's learning and abilities outside of the box of books or online content.



Would you like to take a look at the course offerings?

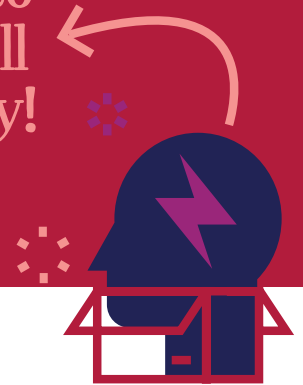
If so, please visit:

[www.wisconsineschool.org/resources/digitalonline-content/](http://www.wisconsineschool.org/resources/digitalonline-content/) and click on the "Click Here to View Course Catalog" link in the middle of the page.

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