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This past year, the RVA grew approximately 50% in full-time enrollments from prior years. Continued interest from partnering school districts from around the State led the RVA to expand its consortium to 30 school districts.

To the Community,

As we conclude our 14th year of operation, it is with great honor that I present to you this year's Annual Performance Report.

I sometimes get asked if I think the potential of online and digital learning being seen emerging on the landscape of today's schools is anything more than a fad. People ask if virtual learning is yet another educational initiative soon to be mothballed and relegated to the long list of failed educational changes. As we know, initiative fatigue perpetuates the educational industry with new ways to teach children to read and add, while the basic building blocks of importance remain the same. The educational industry as a whole has perfected the ability to market and reinvent age-old ideas as modern and cutting-edge. This continual need to improve is fueled largely by an educational system living in a perpetual state of academic high alert. Research studies, standardized tests scores, and the mass media frequently report today's public schools are underperforming and inadequate. Taxpayers are led to feel dissatisfied and frustrated over a perceived low return on investment. These views are intensified by reports recently released by the National Center for Educational Statistics (NCES).

In April of 2018, test scores released from the National Assessment of Educational Progress (NAEP) continued a decade-long trend of "stasis," with small improvements measured only for performance in eighth-grade reading. While states with widely differentiated academic approaches have made some strides over the past few years, national averages have varied only slightly, despite billions of dollars invested to improve performance at the national, state, and local levels. These last 10 years of education have been coined by some to be known as "Education's Lost Decade." In part, reasons point to the "Great Recession," dynamic shifts in how students are measured in their learning, and curriculum adoptions aligned to the "Common Core." Nobody can certainly attribute any one of these factors as being absolute and we are left again to speculate at the wide range of subjective and objective indicators to help derive an explanation. In my opinion, the truth of the matter may, in fact, be that gaps in educational outcomes are simply harder to close because of the

amount of energy needed to move the needle upwards. To make further substantial gains in student performance would require more energy than what our current systems of schooling can provide.

Educators continue to work tirelessly to refine and improve schools from the inside out, with little effective change to overall academic results. Because of this, I believe that one has to look at the system as a whole to determine if what needs to be fixed must be done so with a systematic change from the outside in. The RVA represents one of those schools on today's educational landscape attempting to make those changes to the overall construct of schools which can provide opportunities for children to learn differently. Indicators over the past decade in the RVA show consistent growth in academic outcomes, increasing levels of parental and student satisfaction, and exponential growth in enrollments both in the full-time and blended operations of the school.

Other trends in education point to increased use of digital learning in today's schools as a way to continue improving student engagement and test scores. Trends are speculative, but industry leaders are seeing increases in certain aspects of school investment and implementation. The five leading trends as indicated by Forbes and others include growth in the use of virtual reality, personalization, "The Internet of Things (IoT)," using "Big Data" to measure student achievement, and security. Each of these trends stands to have an impact in our traditional classrooms, but they all each fit without force into the RVA's educational model.

Valued-added pieces like "virtual reality" can help us all better visualize conceptual pieces of learning otherwise regulated to a two-dimensional textbook. "The Internet of Things," albeit new to the traditional classroom, is one of the foundational cornerstones of online learning. IoT can allow a teacher to share a student's test results with other teachers and parents in real-time. IoT can also automatically track when homework has been completed, how long students spend on-task, track progress, and report on hundreds of other academic data points. Virtual schools, like RVA, lead the country in the rollout and use of these technologies.

Personalization as a growing trend in traditional schools is the fundamental principle of virtual schooling. The core belief of virtual education is to be able to reach each child at his or her own academic level and provide for them the time and support necessary to progress forward. The RVA already implicitly does this year-round in all grades PreK - 12.

Using new metrics, in what some call "Big Data," to better measure student learning is also a growing trend which has roots integrated into digital learning components already largely used in the RVA. However, I believe the larger challenge facing traditional schools isn't in collecting more data, but in the analysis of that data and what to do with it. I have witnessed in my own experiences in education where data analysis leads to a paralysis of action. As we all know, analyzing data without context is a waste of time and resources. We have to know why and understand underlying issues and contexts to make data meaningful. The attraction to Big Data is enormous for schools who are constantly under scrutiny and pressure to produce better academic results. Unfortunately, schools are already depleted in not only their limited financial resources but even moreover in time. Big Data needs to be mined and extrapolated by people both analytically and synthetically. Without an understanding of how the data pieces work together, the data can

lead to improper conclusions, wasteful spending, or inaction. This is where we see Big Data's main weakness to be found. The use of this kind of data encourages "lazy solutions" that offer reams of data with little return.

The last popular trend in education regarding "security" is undoubtedly a sensitive topic of reality in schools all across our country. It is important for us to remember that schools are safe. No matter the tragic events that we see at times exploited in the news, we still know schools are extremely safe places for our children. However, regardless of our common sense understanding that our schools are safe, there is still an unnerving thought which is now pervasive in our society with regards to our schools. Too many parents, teachers, and students all must now carry with them an underlying sense of anxiety and worry about safety in our schools that was all but not existent prior to 1999. The events in Columbine changed societal perceptions about school and still two decades later we carry with us the after effects. I would have never thought as a child growing up in a Wisconsin public school that I would ever see the day where children would have to practice drills to "alert, lockdown, inform, counter, and evade" an intruder. It is no wonder communities struggle with how to keep their children safe in school without creating a penitentiary setting and feel. It also leaves little room for argument when a small percentage of parents choose virtual schooling off-campus for safety reasons.

As indicated by these five leading trends in education, the RVA is in many ways already 14 years ahead of the curve. These trends also support that virtual schooling is not a fad or passing initiative but a growing mainstay and leader in education.

Another indicator regarding the future of our school is that the consensus seems to be that the internet is here to stay. Along with the growth of the internet, there has been a steady increase in the growth of gadgets and tools intended to make our lives better in all aspects. It is not to say that increased technologies and the expanding internet hasn't brought with it downsides. New addictions and disorders have come about because of technology's ability to keep us all connected in real time anywhere in the world. "Fear of missing out (FOMO)" is one such negative outcome of social media. It is defined as, "a pervasive apprehension that others might be having rewarding experiences from which one is absent." This can cause severe anxiety and depression in both children and adults when a sudden break in a person's ability to communicate in realtime is removed. It is unquestionable that pervasiveness of social media can be extremely addictive, difficult to monitor, and in the end lead to unhealthy in-person antisocial behaviors. As with all things, we have to look at each outcome in context and be careful to not draw false conclusions. Every addictive behavior needs to be moderated in children by parents and adults. The same as any good parent does not let their children eat sugar all day long, every day, we need to safeguard them from social media, gaming, and other technological pastimes which are unhealthy in large doses. Even though these negative aspects co-exist with the increased use of technology in all facets of our lives, I believe extrapolating those outcomes to be evident in any classroom with the use of educational technologies, would be false presumption. Attributing these negatives outcomes to online learning in synchronous environments, where live social interaction and participation is required, actually counteracts and contradicts the known variables leading to negative behavioral outcomes with the overuse of technology.

The RVA has remained at the forefront of educational innovation in its adaptation of taking best practices from traditional school models and infusing them into new learning opportunities. This past year, the RVA grew approximately 50% in full-time enrollments from prior years. Continued interest from partnering school districts from around the State led the RVA to expand its consortium to 30 school districts. Under the direction of RVA's Blended Learning team, the number of students using digital courses in the traditional school setting grew to over 3,000 course enrollments. The RVA launched its "Learning Center" initiative this past school year to provide on-campus learning supports for full-time and blended students on 7 consortium campuses. Nine "dual-credit" courses were developed and offered this year in the RVA High School bringing new opportunities to students who could simultaneously earn tuition-free, high school and collegiate credits. The RVA expanded live instruction courses to grades 6-8 and also brought forth more choice in offline learning options to our PreK-8 families. The RVA underwent an overhaul of its enrollment and scheduling systems creating more streamlined and efficient processes for both staff and families. All of these changes allow for future scalable growth in all aspects of the school while maintaining exceptional quality and customer service to our staff, students, and families.

The increasing interest from new families, new districts, as well as positive satisfaction from current families and districts, has continued to result in high levels of retention. Not one family in our elementary school in the past school year was remanded back to their resident school district for failing to participate with school expectations. This is a testament to the unwavering support and dedication of our parents and teachers to find individualized successful learning pathways for each child. In looking forward, early reviews of key indicators suggest continued growth in all areas. As an example, during this past Spring "Open Enrollment" period, the RVA received the largest number of open enrollment applications over any other previous year. Likewise, initial interest in blended learning offerings and the use of digital content in the traditional classrooms remain strong and new district partnerships are in different phases of initiation as the RVA continues to expand its cooperative model of providing flexible digital learning options to all corners of the State.

With how prevalent in our lives digital technologies have been, the trends we can see in education and in the world around us, and the continual increase we are experiencing in our own school and consortium, I can only foresee continued growth in digital learning and virtual education.

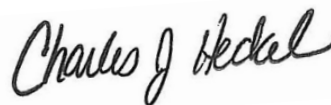
At 14 years old, the RVA is now a bit of an awkward teenager. Growing very fast, trying to find our way, deciding who to listen to when told what is best, and forging ahead chasing our own aspirations, the RVA turns the corner into its fifteenth year of operations with great excitement. Just like a teenager, as we learn more about who we are, we struggle at times with deciding if we will get further ahead in life by fitting in or by standing out. Some tell us not to stand out but "blend in." Some tell us

to forge ahead and be unique. Some tell us to put all that "fancy computer gibberish and virtual nonsense" away and to embrace the traditional approaches to education. Some tell us to quit pushing innovative ideas forward because it makes others feel uncomfortable. We are unsure at times whom we should listen to. As we know, occasionally it can be very hard to trust our internal compasses to find our way. Because of this, we look to others to help guide us in setting the best course. Here in the RVA, it is to our community that we turn to in helping to guide us down the best path. From our authorizer, the Medford Area Public School District Board of Education, to the RVA Governance Board, to our staff, and most certainly our families and students, we seek their advice, listen to their suggestions, and trust in their judgment. To each, we are deeply grateful for helping us set the course of our school over the past 14 years and into the future.

As we remark each year, we make no apologies for the gains or rewards earned by our hard-working and dedicated staff and children. Through their work, each has earned the right and opportunity to be part of the RVA and it is our continued privilege to serve them all.

The RVA is standing amid an evolving landscape that is bound and determined to change the way we as a society can approach the education of our children. Not only are we central in this pursuit we are change agents who are expanding the boundaries towards horizons never before seen. 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 uncompromising 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. Their extraordinary patience and refusal to accept nothing but the best 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

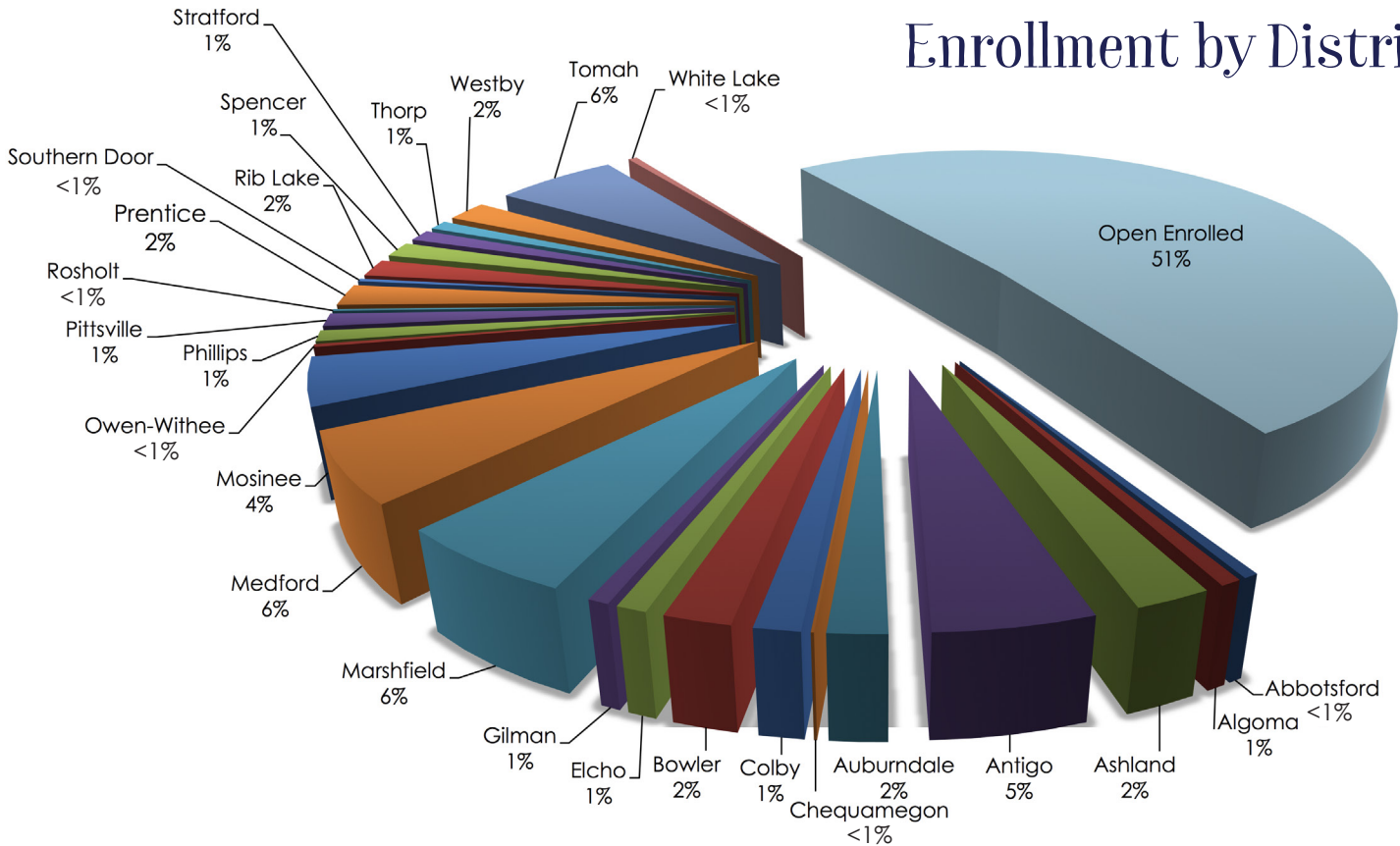
The RVA had numerous initiatives take place over the course of the school year including:

- State Superintendent's Advisory Council on Charter Schools Representative
- DPI's Virtual Charter School Community of Practice Representative
- Finalized NCAA Course Eligibility of RVAHS
- Initiated Consortium "RVA Learning Centers"
- Approved New "RVA Learning Center" Location for Non-Consortium Families
- Initiated Overhaul of Enrollment Processes and Systems
- Restructured Skyward Codes for 1,000+ Course Sections
- Piloted Use of 3 Different Elementary Curriculums
- Restructured Outbound Marketing Campaigns
- Launched "RVA District Connect"
- Adopted Policy and Procedure Regarding "Start College Now," and "Early College Credit Program"
- Transitioned to New At-Risk Model
- Launched "RVA Mentor Series"
- Doubled Participation in RVA Activities and Events Over Previous Year
- Provided Vendor Access at Wisconsin Education Conference
- Accepted Rosholt School District as 66.0301 Affiliated Member of RVA
- Accepted Westby School District as 66.0301 Affiliated Member of RVA
- Accepted Chequamegon School District as 66.0301 Affiliated Member of RVA
- Onboarded Stevens Point as new as 66.0301 Affiliated Member of RVA for 2019-2020
- Onboarded Marion as new 66.0301 Affiliated Member of RVA for 2019-2020
- Onboarded Neillsville as new 66.0301 Affiliated Member of RVA for 2019-2020
- Onboarded Rhinelander as new 66.0301 Affiliated Member of RVA for 2019-2020
- Removed Gilman from Consortium
- Removed Algoma from Consortium
- Added Additional Office Space and Remodeled
- Presented to 13 Potential New Partner Districts
- Converted 6 Affiliated Partners to Invested
- Revamped RVA Governance Board to 9 Voting Members
- Added 8 Dual-Credit Courses
- Started "RVA Live" Classes in Grades 6-8
- Established Full-time RVA Principal as Administrator
- Hired New Full-time Director of Online and Blended Learning
- Added Full-time Director of Marketing
- Added Full-time Director of Pupil Services
- Added Regional Event Coordinators to High School
- Added New Student Service Coordinators
- Added Full-time High School Social Studies
- Added Full-time High School Language Arts
- Added Full-time High School Math
- Added Full-time Elementary PreK-5 Teacher
- Added Full-time Middle 6-8 Teacher
- Added Full-time Speech & Language Pathologist
- Added Part-time High School Spanish Teacher
- Added Full-time High School Counselor
- Added Administrative Assistant
- Increased Physical Education and Driver's Education to Full-time for 2019-2020
- Increased Spanish Teacher to Full-time for 2019-2020
- Added New High School Language Arts Teacher for 2019-2020
- Added New PreK - 12 Art Teacher for 2019-2020
- Added New Business and Technical Education Courses for 2019-2020

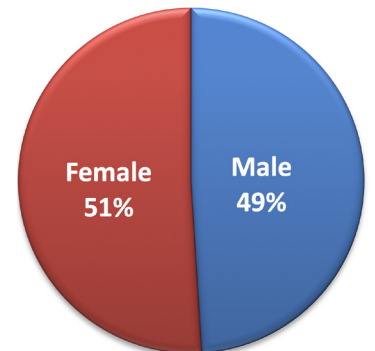
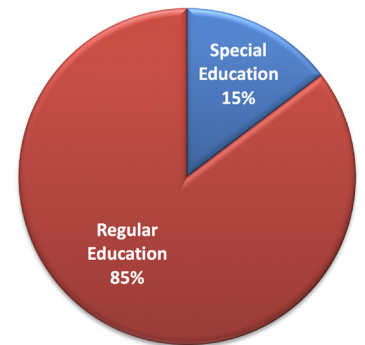
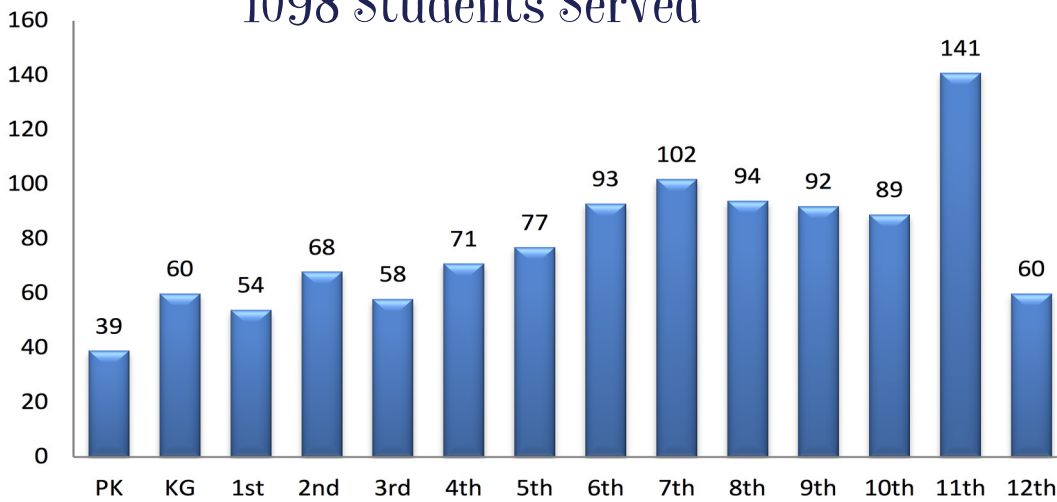
Enrollment Statistics & Demographics

Over the course of the 2018-2019 school year, the RVA grew as a school in both its full-time virtual school enrollments and in serving students in traditional school classrooms by providing professional development and digital course content.

Enrollment by District



1098 Students Served

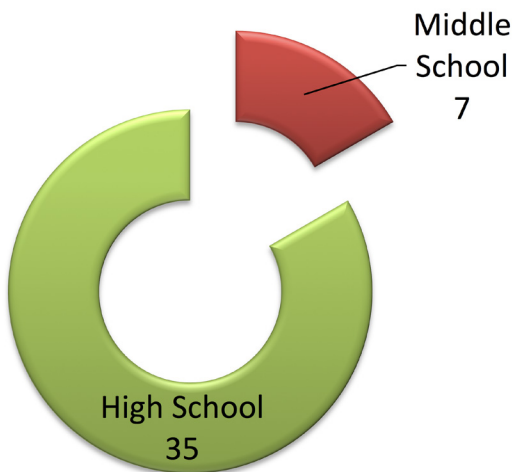


Entry / Withdrawal

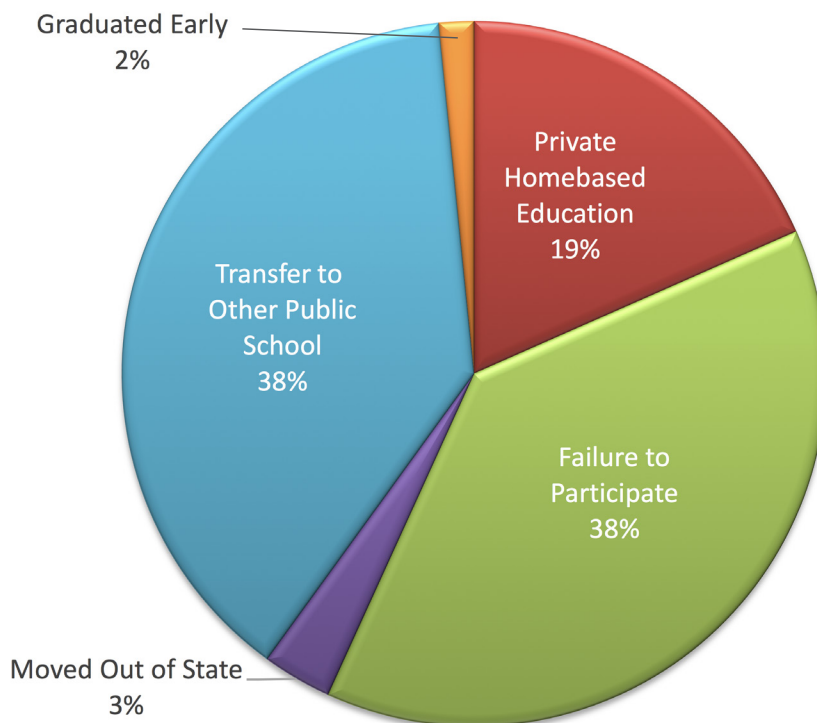
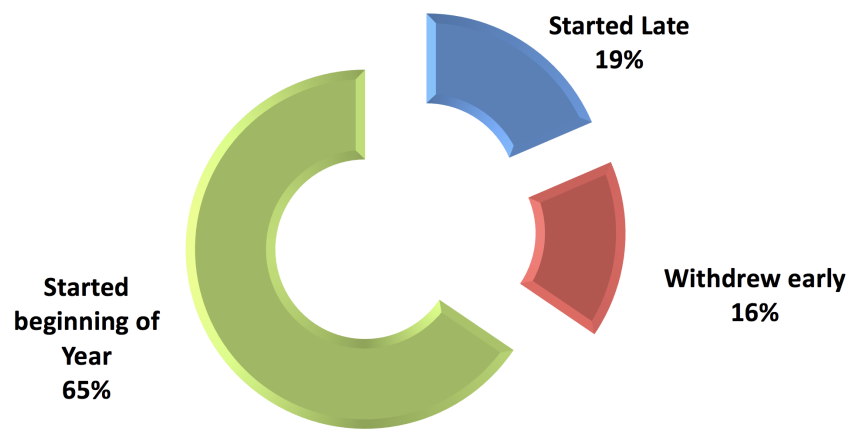
Every student who attends the RVA enters the school through parental choice. There are no student assignments to the RVA made by school districts. The RVA is a year-round school permitting students to enter the school at any time of the year, pending it is in their best interest and in allowable enrollment 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



Entry/Withdrawal



Early Withdrawal Reasons



Administration, Board, Staff & Teachers

RVA Administration & Support Services

Charlie Heckel
Administrator

Athena Podolak
Director of Marketing

Jeff Albers
Director of Finance
Medford Schools

Kathy Alexander
School Counselor

Sara Holewinski
Principal

Alli Ranum
Director of Blended & Online Learning

Dennis Hinderliter
Director of Technology
Medford Schools

Taryn Reardon
School Counselor

Sam Penry
Director of Special Education & Pupil Services

Josh Duwe
Director of Activities & Blended Learning Coordinator

Dawn Meissner
School Psychologist

Kelli Ray
Elementary Student Services Coordinator

Melanie Ellenbecker
At-Risk Coordinator

RVA Governance Board

Greg Krause (President)
Prentice Representative

Rebecca Hopkins
Rib Lake Representative

Paul Dixon
Medford Representative

Jennifer Krauss
Colby Representative

Jen Ashburn
Tomah Representative

Jenna Versch
RVA Teacher

Denise Herkert
Pittsville Representative

Carol Blawat
White Lake Representative

Charlone Nikolaus
Parent Advisory Council President



RVA Support Staff

Nikki Clements
Accountant

Susie Doberstein
Special Education & Pupil Services Secretary & Office Manager

Jessica Sherfield
Technology Support

Sandy Pope
Middle School Secretary

Jen Harris
Administrative Assistant

Ember Roberts
High School Secretary

Angie Juedes
Elementary Secretary

Elementary Teachers

Becky Born
Elementary Teacher

Kirsten Jolivette
Elementary Teacher

Alison Reilly
Elementary Teacher

Nicole O'Connor
Elementary Teacher

Shari Culver
Elementary Teacher

Andrea DuWell
Elementary Teacher

Kari Logterman
Elementary Teacher



Middle School Teachers

Laura Mukerji
Middle School Teacher

Jenna Versch
Middle School Teacher

Alex O'Connor
Middle School Teacher

Karla Svedarsky
Middle School Teacher

Kelli Ray
Middle School Teacher

Tricia Schmahl
Middle School Teacher

Cassandra Riek
Middle School Teacher

High School Teachers

Jessica Haenel
Phy. Ed. & Health

Leanna Oertel
English

John Holbrook
Social Studies & At-Risk

Ryan Steinhoff
Driver's Education & Physical Education

Ryan Bloom
Science

Leigh Sisneros
English

Quinn Robinson
Science

Wen Ding
Chinese

Josh Duwe
Math & Leadership

Katie Zander
Math

Greg Smith
Math

Kevin Wellman
Social Studies

Casey Kopp
Social Studies

Autumn Schlei
Spanish

Special Education Teachers

Connie Hurley-Pronley
Speech & Language Pathologist

Jill Chasteen
Special Education

Lindsay Ferry
Special Education

Kelly Williams
Special Education & At-Risk

Pam Beron
Special Education

Melanie Ellenbecker
Special Education & At-Risk

Leatha Hopperdietzel
Special Education

Regional Event Coordinators

Shanna Larson
REC- Ashland

Jenny Fischer
REC - LaCrosse

Missy Reinart
REC- Tomah

Casey Kopp
High School Region #3

Tena Gnewuch
REC- Antigo

Rhonda Anderson
REC - Marshfield

Tracie Moldenhauer
REC- Wausau

Josh Duwe
High School Region #4

Emily Ernster
REC- Eau Claire

Rebecca Hopkins
REC- Medford

Jessica Haenel
High School Region #1

Charlone Nikolaus
REC- Green Bay

Michelle Jacob
REC - Milwaukee

Quinn Robinson
High School Region #2



Curriculum

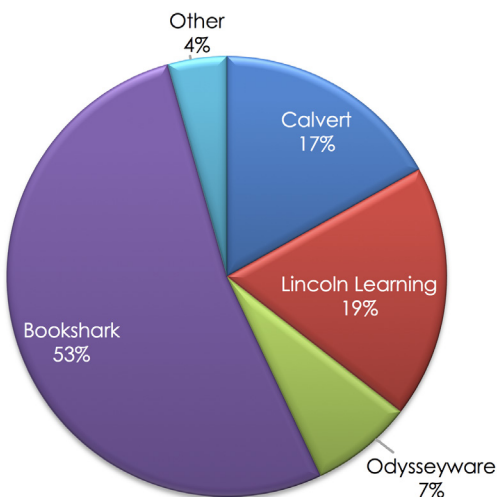
The RVA offers families wide-ranging options of curriculum choices from completely offline, to completely online, to options in between. All curriculum options are secular and piloted prior to being adopted to ensure they meet the rigor and learning standards which meet or exceed those found in traditional 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,

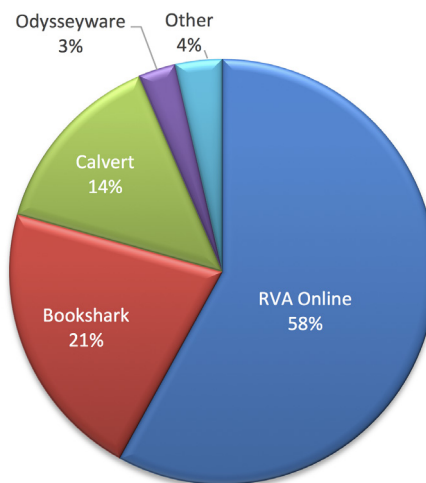
who collectively vet and procure digital content from a variety of industry leading vendors. The RVA is an Invested Member of the network and maintains a seat on the Board of Directors. The network acts as a cooperative and because of the volume purchases made, the RVA has access to the highest quality 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, (9-12) grades.

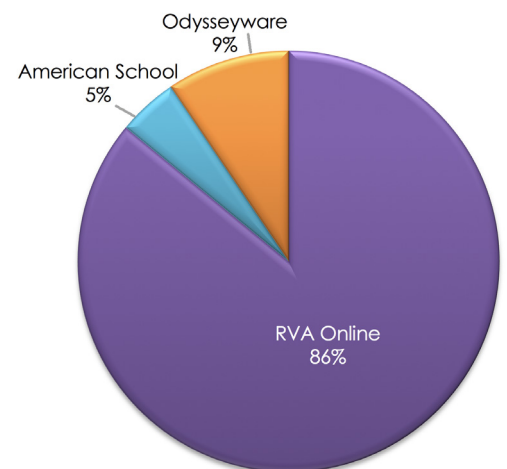
Elementary Curriculum Use



Middle School Curriculum Use



High School Curriculum Use



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 2018-2019 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 2018-2019 school year, students took part in a number of alternative assessments and projects including creating videos, discussion-based, inventions, and other presentations. The use of alternative assessments not only provides students and families a unique way to demonstrate mastery, it also produces an authentic demonstration of learning to the teacher. All elementary families were encouraged to pass on paper examinations whenever they wanted in place of demonstrating learning through project-based assessments. Likewise, middle and high school aged students were provided access to optional assessment either by assignment or by request. We will continue working with staff to further build options beyond the books for students to demonstrate learning in unique 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 2018-2019 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.

Grade Advancement

RVA students receive grades on assignments similar to students enrolled in traditional schools. Some assignments are graded automatically within the course, some 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.

All students attending the RVA in 2018-2019, who were not removed for lack of academic participation, have either successfully completed their grade level coursework or are completing coursework over the summer for promotion to the next grade level.

Graduation

In 2018-2019, the RVA celebrated its second graduating class of 54 students. All of these students met or exceeded the full graduation requirements set forth by the State of Wisconsin statute 118.33, our authorizer, the Medford Area Public School District's, Board of Education's graduation policy, all corresponding consortium Board of Education policies, and all other expectations set-forth by the school. Students and families were again provided an option to participate in different commencement exercises. Consortium students were permitted to choose whether to walk in their communities local public school commencement exercise or in the ceremony hosted by the RVA at the Jefferson Street Inn located in downtown Wausau, WI. Students attending the RVA through open enrollment were permitted to walk in either the community public school commencement ceremony held in Medford, WI or participate in the RVA's ceremony.

State Testing

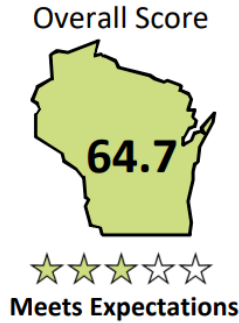
The State of Wisconsin requires testing of all public education students in grades PreK - 11. The tests take place in a specific time frame designated by the State of Wisconsin each year. In accordance with state law, it is required that state tests be administered by the RVA Teacher or other proctor 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 2018-2019 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. Of the 679 students grade eligible to participate in a state examination, 387 (59%) were opted out of testing by their parents. Publishable results are available from the outcomes of the 2017-2018 school year. Each year, the Wisconsin Department of Public Instruction compiles the results and produces a “school report card” for the public to view the academic outcomes of students who participated in these exams. The RVA’s report card is a combined synopsis of those students who took the mandated exams from all of our consortium districts and open enrolled students. Taken in context, the results show the school meeting expectations of the half, or so, eligible students who participated. Due to the low participation rate, data representing growth in subgroup areas reported in the “Closing the Gap” are non applicable. Other outcomes used in detailed reports including “School Growth,” “Student Engagement,” and

“On-Track and Post-Secondary Readiness” only have limited data points.

Additionally, since the majority of students participating in the examinations were open enrolled to the RVA, the overall scores do not reflect upon the results of the overall district score of the Medford Area Public School District or any of the other invested member districts.



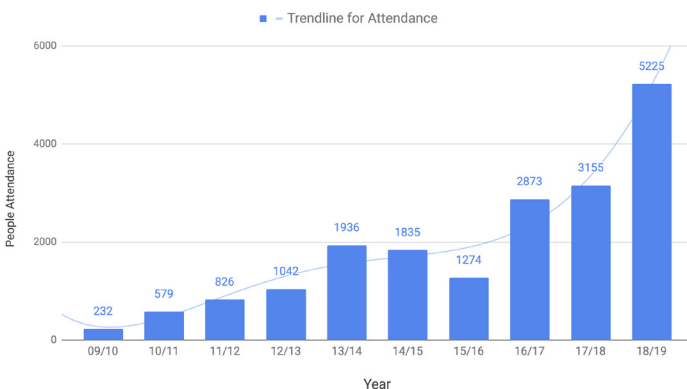
Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★★
Meets Expectations	63-72.9 ★★★★★
Meets Few Expectations	53-62.9 ★★★★★
Fails to Meet Expectations	0-52.9 ★☆☆☆☆



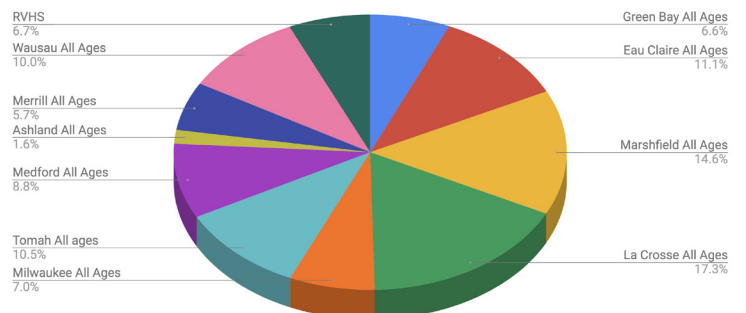
Activities

During the 2018-2019 school year, approximately 90 physical field trips and activities were provide to our RVA families by our Regional Event Coordinators. Over 5,200 participants took part in these activities across the State. 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.” High school students also took part in co-curricular opportunities including “RVA Weekly,” “Forensics,” and “Yearbook.” In total, field trips, activities, and clubs equaled over 150 different activities for families and students to take part in over the school year. Additionally, a parent driven “RVA Mentor Series” was a new activity launched during the 2018-2019 school year allowing parents to both present and take part in a variety of educational topics.

Attendance vs. Year



Average PPL/Event vs. Region



Activities Held Throughout the Year

Month	Date	Event	#	\$/per	Month	Date	Event	#	\$/per
AUG	6	Lacrosse Loggers Baseball Game	60	7.50	JAN	4	Playmore Bowling	71	7.61
	15	Bowling at Day's Bowl-A-Dome Wausau	68	6.76		10	Planet 3 Extreme Air	9	11.00
	22	Merrill Rocks/Community Service	18	0.00		10	Uncommon Ground	18	3.75
	23	Milwaukee Meet & Greet/Civil War Museum	39	2.31		11	Community Service Event	0	0.00
SEPT	8	Roller Skating Skate City Wisconsin Rapids	161	5.93		15	Tommy Bartlett Exploratory Museum	119	4.20
	7	Eau Claire Meet and Greet	59	0.00		16	Melody Gardens Skateland	106	1.89
	11	The Farm, Sturgeon Bay	29	5.52		17	Discovery World Science and Tech Center	124	7.04
	14	Marieke Gouda Farm Tour, Thorp	130	5.03		24	Chaos Waterpark	211	9.27
	18	Winnebago Park Meet and Greet	14	0.00	FEB	6	Antigo Aquatic Center	23	3.35
	18	Dodger Bowling Lanes	31	13.91		8	Building for Kids Children's Museum	45	4.89
	18	Winnebago Park Meet and Greet	14	0.00		8	Fort Wilderness	8	9.00
	20	Sports Page Medford Bowling and Pizza	123	7.34		8	Adventure Jump Park	111	9.91
	26	Prentice Park Meet and Greet	4	0.00		9	Sylvan Hill Tubing	18	8.56
	27	Grandview Orchard	44	3.41		13	Medford Fire Station	9	0.00
28	Wildwood Park	44	16.16	14		Valentine Ice Skate/Swap Medford	79	0.59	
OCT	2	Larry Schekel Science Presentation	29	5.86		15	The Lego Movie 2	127	6.00
	4	Doktor Kaboom Play, Wausau	85	6.64		18	Fire-Station Tour Ashland	21	0.00
	5	Grandpa's Farm Merrill	139	7.00		21	Timber Ridge Swim	60	10.83
	9	Ashland Community Cleanup	4	0.00	22	Marshfield Community Service/Biggby Treat	32	5.27	
	10	Historical Reed School	37	1.35	26	RVA E-Vent: Motivating the Reluctant Learner	30	0.83	
	11	High Ropes Course Forest Springs-Westboro	5	30.00	27	Merrill Cosmo Walking With Dinosaurs	11	0.00	
	12	Science Festival	49	0.00	March	1	Dancing Through the Decades	75	7.03
	13	Original Wisconsin Ducks	268	8.31		4	Doktor Kaboom	115	5.43
	16	Glass Orchard-Eau Claire	90	9.56		5	Ashland Visitor Center/Zoo/Snowshoeing	13	0.00
	17	Outdoor Education/ Forest Springs	56	10.18		8	Northwoods Escape Room	20	20.00
	18	Fire Station Tour, Green Bay	20	0.00		15	Service Project Cleaning at the Library	18	0.00
	19	Norskedalen Nature and Culture Hike	4	6.00		15	Swimming at Boarders Inn, Medford	35	5.00
	20	Community Service Blanket Making-EC	10	0.00		26	Knuckleheads	200	9.65
23	Netz Dairy Farm, Mason	8	0.00	29		Cracked Escape Room - Weston WI	14	25.00	
NOV	2	High Rollers Roller Skating	82	8.29	April	2	Dragons Love Tacos Play-Pittsville	12	10.00
	3	Make Your Own Canvas Painting, Wausau	80	6.25		3	DUMBO at the Movies in Medford	70	8.00
	6	Headings Egg Farm Tour	24	2.58		4	Mentor Series - Learning Styles	7	3.57
	9	Marshfield FireHouse Tour/Ceramics	60	6.65		5	Merrill Historical & Culture Center	15	5.00
	10	Barlow Planetarium Laser Show, Menasha	75	6.00		5	Beaver Creek Reserve Nature Hike	37	4.32
	13	Pizza and a Movie	35	3.08		9	Green Bay Area Gallery Night		
	14	NTC Career Fair	6	0.00		9	WCVSF Captial Day	21	0.00
	16	Castle Rock	17	3.41		19	Archery	7	2.00
	20	Movie Day with RVA (The Grinch)	44	7.45		23	Medford HS Barn Tour	1	0.00
	27	Online Stag Brag	18	0.00		25	Wausau Gallery Night	31	3.07
	28	Sports Page, Medford	20	10.15	25	Kane St. Garden - Service Project	14	2.50	
DEC	4	3 Bears Lodge	90	4.78	26	Medford Movie-Avengers: Endgame	27	4.44	
	7	Nutcracker Ballet - Viterbo University	107	5.50	29	Marshfield Gallery Night	25	0.00	
	9	Botanical Garden of Lights	149	6.31	30	Crystal Cave	92	9.78	
	11	Ashland Splashland Waterpark	20	7.50	May	8	Milwaukee Brewers: Math Day	275	13.64
	11	Bowling and Billiards	40	9.92		10	Horicon Living History Days	50	1.94
	13	Holiday Painting Party	22	6.00		17	Marshfield End of the Year Picnic	223	8.59
				16		Harvest Home Farm Education, Whitehall	87	18.96	
				20	Gallery Night	24	0.00		

Partnerships

The RVA 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. Initially, all districts have the option to join the RVA for only a single year. 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. Affiliate partnerships provided both the RVA and the new affiliate district a low-risk pathway to vet the partnership and shared services. After one year, affiliate members can choose to commit to a multi-year partnership.

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 can hold 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 course of the 2018-2019 school year, the RVA consortium grew to 26 districts. Eighteen invested and 8 affiliate members comprised the make-up of the consortium. Looking forward to the 2019-2020 school year, 2 current members will no longer be part of the consortium. One district was in violation of the "non-compete" language within our charter and the second district was not a committed member. The second district did not actively participate in consortium functions and was not reciprocal in communication. For these reasons it was decided that it was no longer in the RVA's best interest to remain in partnership. In replacement of those two districts, and in addition, there are 6 new district partners being added to the consortium for the start of the 2019-2020 school year. This will bring the size of the consortium to 30 districts at the onset of the year. The RVA also maintains ongoing efforts to bring on future member districts.



Virtual & Blended

The RVA serves not only full-time virtual enrollments but also supports the growth of blended learning in the traditional classrooms throughout 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

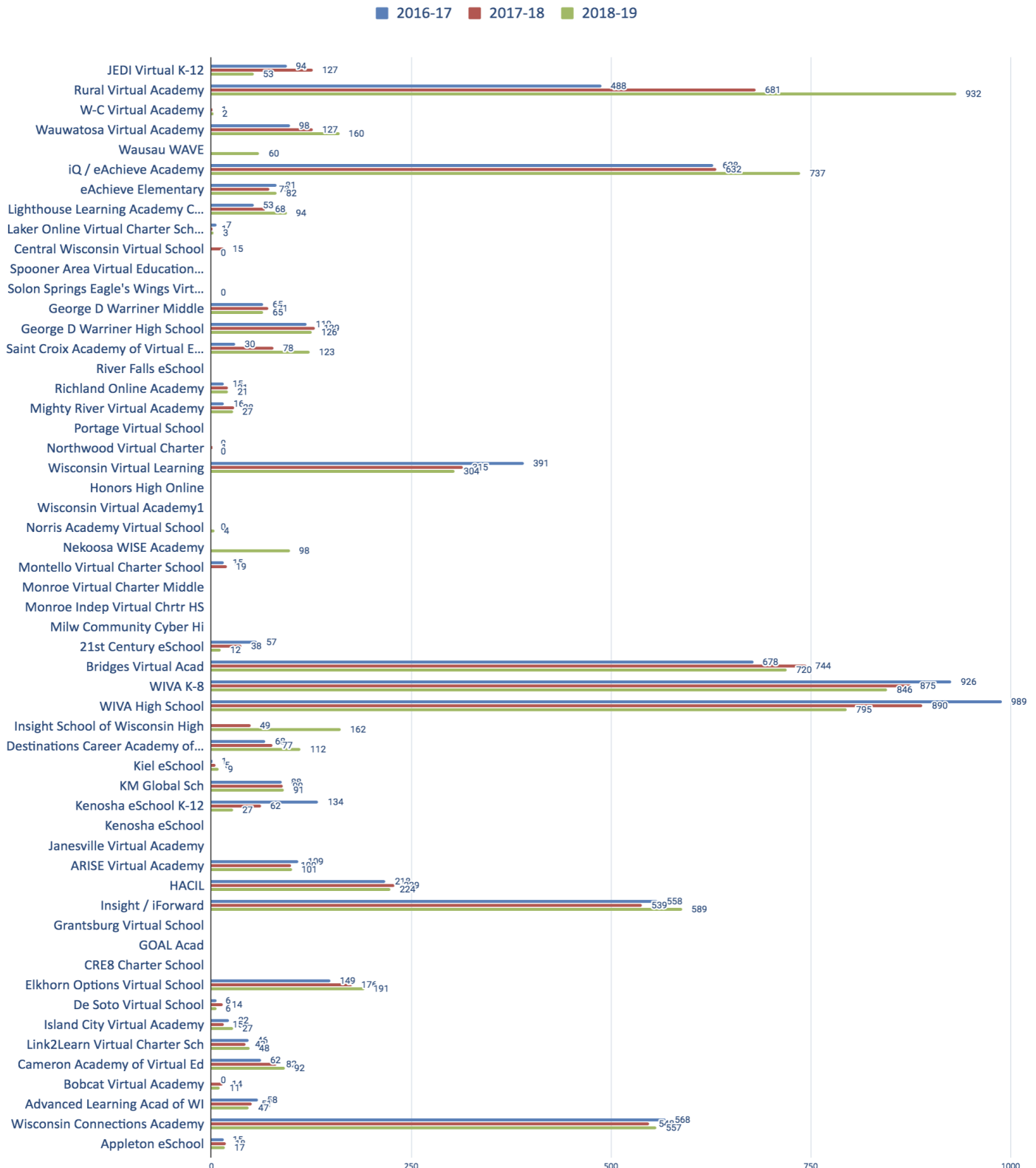
*Daily live instruction 6-12

Revenue sharing

School Growth

Using the most recent enrollment data available from the Department of Public Instruction's public "WISEdash" portal, the RVA now ranks as the 2nd largest virtual school in Wisconsin up from 4th. Further review of the Wisconsin virtual school landscape show that approximately half of the current virtual schools are new or growing, while the remaining half are declining or closing. To date, RVA is one of only two that continue to operate as a consortium.

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 nearly 1,000 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.

Not only do districts gain access to the highest quality digital content found in today's markets by partnering with the RVA, districts receive the added benefits of on-going professional development for teachers, access to the consortium's learning management systems, and are relinquished from needing to take on the administrative support services associated with online learning. These services are provided to all district partners through the RVA's "District Connect" team. Over the past several years, we have continued to expand our reach in supporting partner districts with their digital curriculum and blended learning pedagogy needs. The RVA takes pride in offering flexible solutions that work to fit the many needs of our consortium students. From credit recovery to advanced placement and dual credit, from foreign language to cosmetology, the list of course enrollments and student profiles is very diverse and it is the mission of the RVA's District Connect team to find workable digital solutions for all schools, teachers, and student needs.

This year, the District Connect team launched a new initiative encouraging and supporting the opening of consortium "learning centers." Consortium members were provided the opportunity

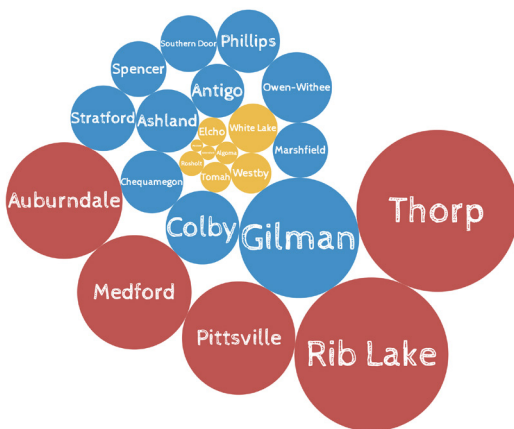


to apply for a "learning center credit" off of their end-of-year invoice in exchange for hosting a staffed community learning center that would support both full-time virtual and local blended learning students. A total of seven school districts participated in completing this credit application and establishing a local learning center. The learning center credit generated \$31,250 passed back to those participating districts. Moving forward into the 2019-2020 school year, we are looking forward to increasing the number of these centers to more partner districts as well as establishing a non-consortium learning center for open enrolled students in central Wisconsin.

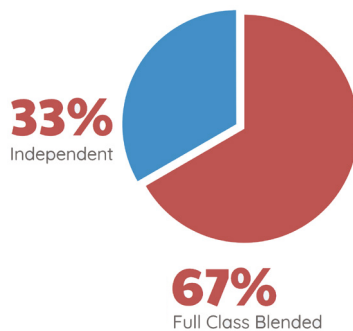
During the 2018-2019 school year, the RVA employed a 2.0 FTE's of support in the "District Connect" side of operations. In the 2019-2020 school year, the RVA will employ approximately 3.0 FTE's of staff shared between four people to support our consortium members in bringing digital learning initiatives and supports to all students within their districts.

We continue to expand our reach in supporting partner districts with their digital curriculum and blended learning pedagogy needs. The blended learning model consistently provides new and exciting opportunities for the students of Wisconsin.

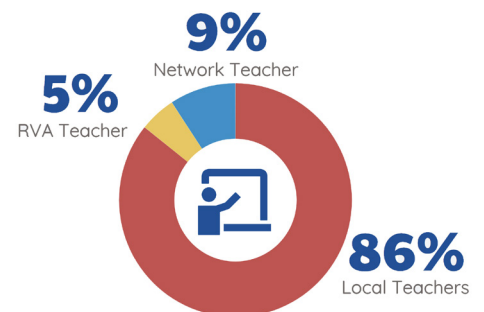
Consortium Districts in Relation to Digital Course Consumption



Digital Content Delivery Method



Digital Content Oversight



Marketing

The RVA's marketing efforts focus on two primary aspects in support of the school. First is outbound marketing which is comprised of utilizing various forms of mass media to bring greater public awareness about the school to families throughout the State of Wisconsin. Secondly, the RVA's marketing efforts target inbound improvements which includes improving efficiencies and user experiences for families who are enrolling, or already enrolled into the school. During the 2018-2019 school year, the RVA's marketing strategy continued with a small budget increase to current outbound source. Additionally, the school focused on improving our inbound marketing strategy specifically with the current family registration process and the on-boarding of new families through the enrollment funnel. The RVA paid for the production of 3 new commercials from WSAW in Wausau which featured families in their homes giving testimonials about the RVA. Through gathered feedback, these commercials were well received and helped increase the RVA's brand awareness and perception of a premium public schooling option.

During the Fall of 2018, RVA families were surveyed and asked questions ranging from why they chose virtual education over homeschooling on their own, why they chose the RVA over other virtual schools, and asked for specific feedback regarding their experience through the enrollment process. The results of the survey resulted in numerous takeaways which included:

Direct feedback regarding why parents chose the RVA:

- The majority of RVA families first heard of the school from word of mouth from a friend
- RVA families chose virtual education because they desired a more flexible schedule, an individualized educational approach, and they wanted to develop morals and character in their children
- RVA families chose virtual schooling over homeschooling on their own because they desired the support of dedicated teachers and staff, a variety of curriculum options, and were drawn to the large variety of field trips offered
- 86.7% of the respondents were completely new to virtual education
- Most families relied on trusted friends/family, internet research, and reaching out to existing virtual school families to gather information before deciding to enroll in the RVA

Areas the RVA was noted as doing well:

- New RVA families enrollment numbers continued to grow as families chose to take control of their children's education and discover the RVA was the right choice for their child's education
- RVA teachers and staff were praised for their compassion, service, and availability

Areas the RVA was noted in need of improvement:

- RVA curriculum ordering processes took longer than families expected
- RVA families wanted more communication throughout the enrollment process
- RVA families wanted school apparel and brochures to recommend and promote their pride in the RVA to others

Actions taken based on feedback provided:

- RVA began implementation of an online registration portal for returning families resulting in large time gains in both the receiving and processing of registration data
- RVA implemented an online enrollment process which was integrated with the schools student information system saving both families and office staff time, reducing errors, and minimizing duplication of data entry
- The RVA added an online store with a selection of t-shirts, sweatshirts, hats and other items

Use a QR Code reader app to capture these codes to watch our latest commercials!



Tech Tip: If you have an iPhone you can just take a picture of the code with your camera!



Financials

BUDGET & EXPENDITURES

The RVA operated its school on budget based upon having a total of 790 expected full-time enrollments. A full-time enrollment is calculated in the following manner for budgeting purposes:

First, the total number of days open enrolled and affiliated enrollments attended the school is calculated. This number is then divided by 180 to determine a total number of full-time equivalent (FTE) enrollments. In 2018-2019, the total number of days attended was 101,380 bringing the total number of full-time equivalent enrollments to 563.22.

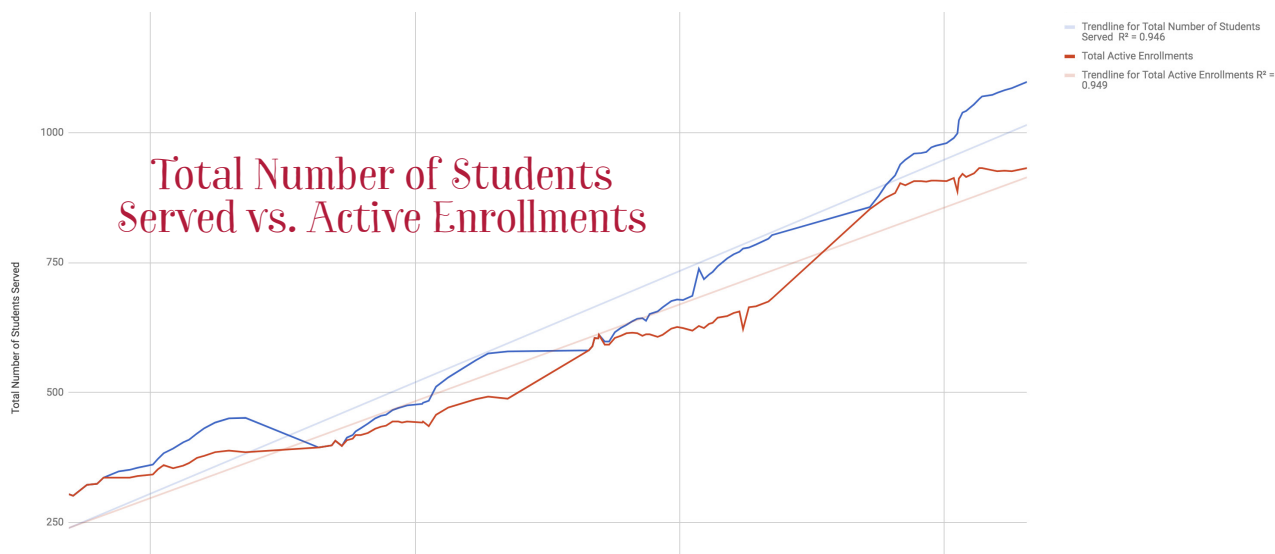
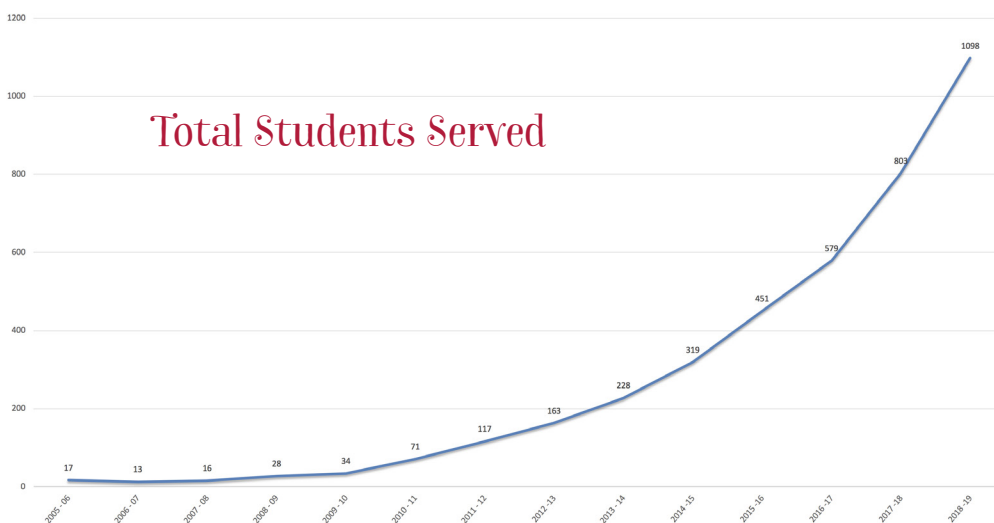
Second, the total number of students enrolled from invested member districts is calculated. A student from invested member district has his or her enrollment FTE prorated to the nearest quarter. As an example, a student from an invested member district who attended the RVA from the beginning of the school 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.

Preschool student enrollments are based on a full-time equivalency of 0.6 as determined by statute. In the 2018-2019 school year the RVA had 373.975 FTE enrollments from its invested consortium districts.

In 2018-2019, the total number of FTE students attending the RVA was 937.195. This was approximately 288 FTE's above the budgeted amount. This equated to a 44% increase in enrollments over the previous school year and 19% higher than initially budgeted for in both expected revenues and expenditures.

Due to actual enrollments exceeding initials budgets, the total budget prepared and approved of \$4,929,069 was exceeded. A total of \$5,085,286 was expended in the 2018-2019 school year. This was an increase in spending of 3% above projected.

The following charts and tables illustrate the projections and financial actuals for the RVA 2018-2019 school year, as well as cast forward projections based on past budgetary performance.



PROJECTIONS & ACTUALS BUDGET AND SPENDING

The past several years has brought with it exceptional growth for the RVA. Invested member districts have benefited from this growth with four consecutive years of below average per pupil costs associated to support the operations of the school. Looking

forward, the projections show a moderate increase in per pupil expenditures for the 2019-2020 school year, but with end-of-year costs still below average.

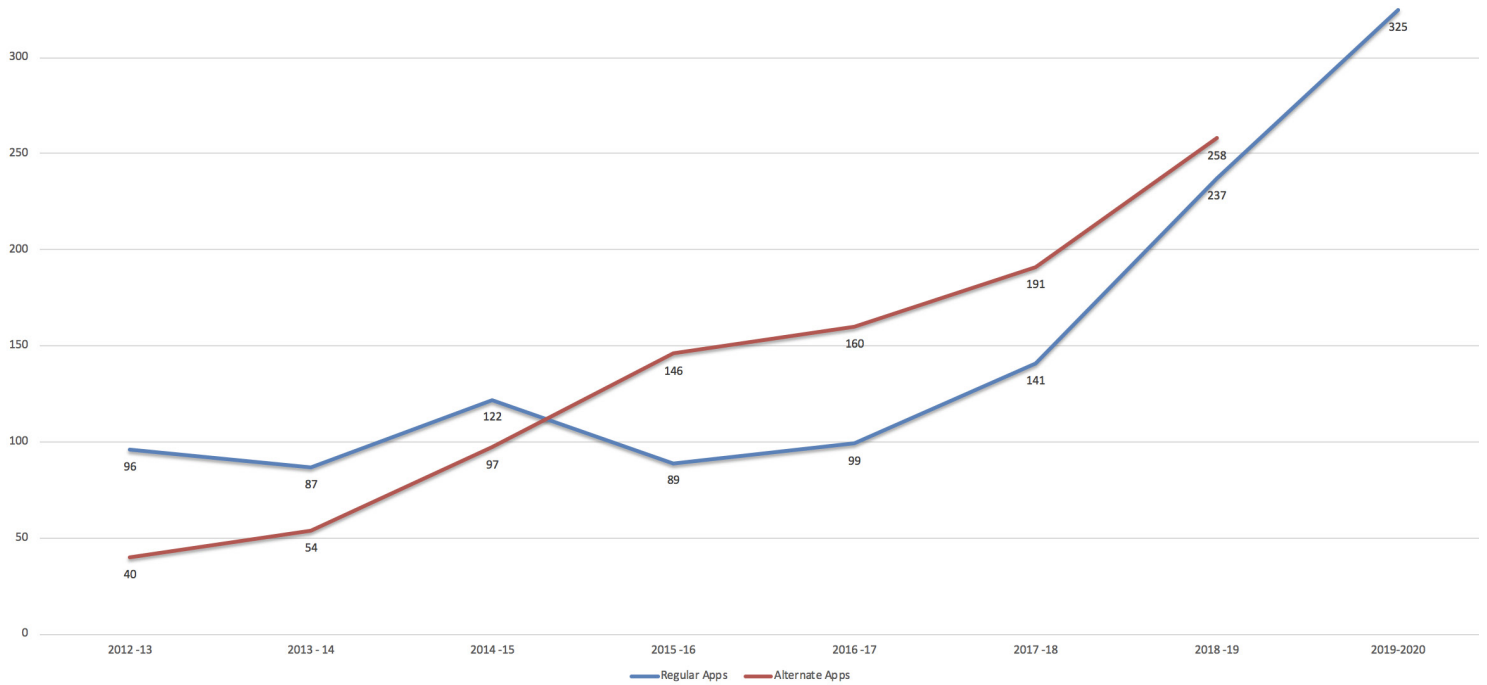
Description	2018/19 Budget	2018/19 Actual
Advertising	\$140,000.00	\$150,611.50
Board stipends/mileage	\$0.00	\$1,205.37
Capital equipment	\$160,000.00	\$218,744.18
Computer supplies (batteries, mice, flash drives, bags)	\$7,500.00	\$19,001.24
Curriculum (Calvert/LL/Odyss/BS/sped/other)	\$472,000.00	\$584,777.02
Curriculum (high school)-American School		
Early College Ent Program/Start College Now	\$40,000.00	\$8,591.05
Curriculum (online)-WeN	\$200,000.00	\$162,947.00
Dues	\$35,000.00	\$77,586.25
Field trips/student clubs	\$22,500.00	\$38,539.55
General supplies (rewards, consumables)	\$4,000.00	\$27,473.49
Internet reimbursements	\$120,000.00	\$228,480.78
Interest payments	\$5,000.00	\$4,435.93
Office supplies/PAC Meetings	\$26,000.00	\$90,284.27
Personal services (High School Electives)	\$1,600.00	\$1,594.72
Personal services (curriculum writing, website, Art, Regional Event Coordinators, Guidance, Mentors, cocurr, legal)	\$33,500.00	\$53,731.75
Personal services (Reg hr-RH/JH/AR)	\$42,445.00	\$4,431.71
Personal services (stipends)	\$3,000.00	\$0.00
Personal services (substitutes)	\$20,000.00	\$14,753.30
Personal services (new staff)	\$50,000.00	\$0.00
Personal services (TinyEye, PrLrn, StSvc, Psych, PT Consult, VSC, Marinette SD)	\$65,000.00	\$41,005.44
Postage	\$30,000.00	\$36,696.93
Professional development (Training, Tuition)	\$25,000.00	\$11,221.00
Professional Merits	\$4,500.00	\$0.00
Property Services (Copier)	\$4,000.00	\$6,149.00
Rent/Heat/electricity (RVA Office)	\$20,000.00	\$20,290.10
Salaries (RVA staff)	\$3,283,374.00	\$3,160,969.00
Shared Consortium Teachers	\$75,000.00	\$27,500.00
Staff physicals/tb tests	\$1,000.00	\$917.95
Telephone (Charter/TDS/Verizon/CenturyLink)	\$4,150.00	\$4,485.00
Testing	\$2,500.00	\$9,683.68
Travel (reg & sped) (inc. fuel for vehicle)	\$29,000.00	\$76,597.32
Wellness Program	\$3,000.00	\$2,582.16
	\$4,929,069.00	\$5,085,286.69

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.

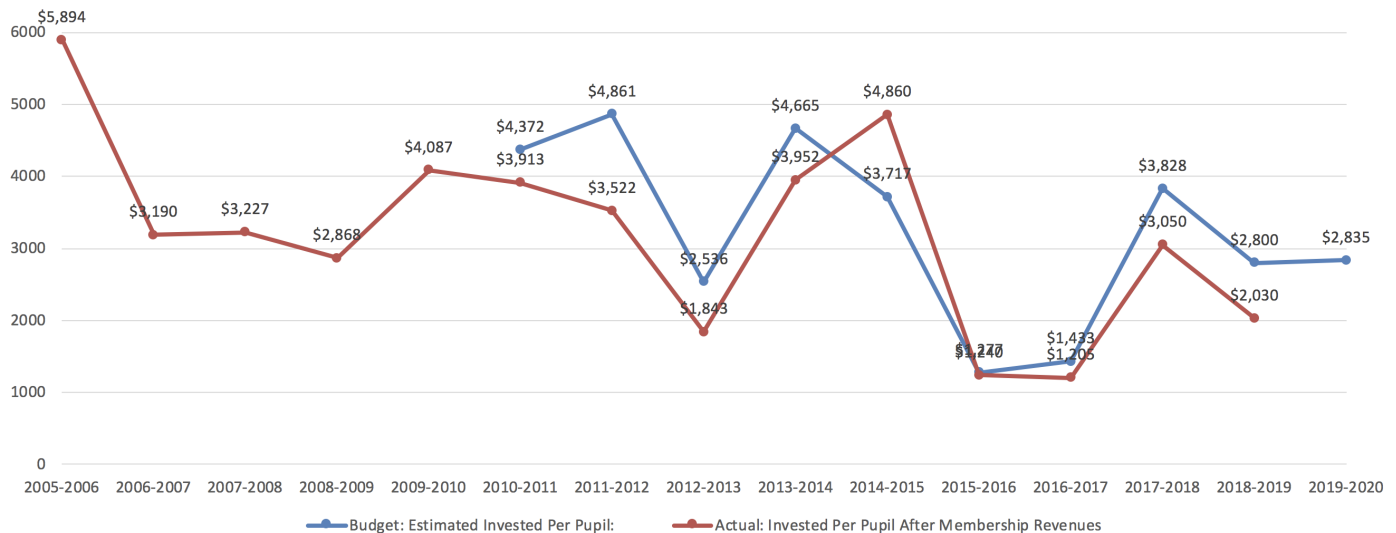
During the 2018-2019 school year, the RVA experienced growth in both the number of families choosing to apply to attend the school for the following school year through the regular application process. Also, the RVA continued to see growth in the number of students seeking to attend the school through the alternate application process. The graph below illustrates the growth of open enrollment to the RVA in each of these areas.



PROJECTIONS & ACTUALS COST PER PUPIL

The RVA's invested partners have experienced unprecedented economical per pupil costs over the previous two fiscal years. The 2018-2019 fiscal year brought the year-end per pupil cost to invested members districts to \$2,030. The historical 14 year combined average per pupil cost for full-time virtual school services to invested member districts is \$3,206. Casting forward, the per

pupil amount per invested member district is expected to increase over the past year due to needing additional staff and other value-added additions to the school with 2019-2020 year-end projections estimated to be approximately \$2,835. This estimate is still below the historical average.



2018-19 RVA Budget

Even with record growth in the past two fiscal years, the 2019-2020 RVA budget reflects a conservative growth estimate. The budget was built upon predicting a moderation of incoming revenue to occur decreasing expected growth to 30% from the previous year of 44% and a historical average of 37%. However, with anticipation of possible moderating growth, enrollment increases for open enrolled, affiliated, and invested member districts were predicted to increase by only 30% for the 2019-2020 school year.

Moderation is anticipated due to the increase of other virtual options appearing on the Wisconsin landscape as well as a continued realization that current average and actual growth rates

are not predictably sustainable. It is believed to be prudent to protect quality and maintain realistic growth objectives to ensure the future longevity of the school.

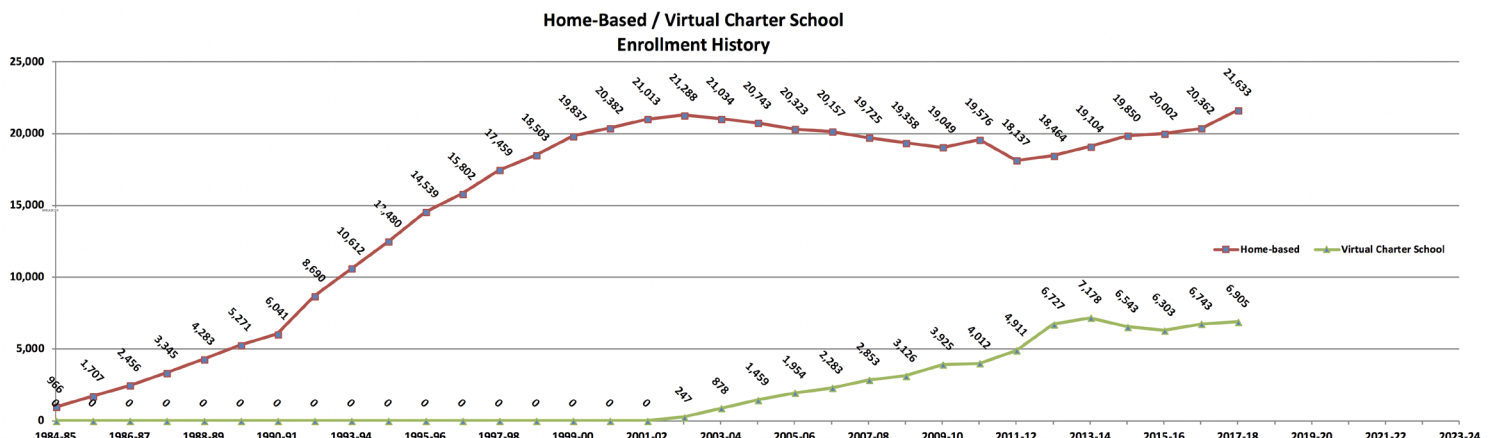
Within the current proposed budget for the 2019-2020 school year, unequal distribution of the requested 30% increase can be seen with largest growth in areas of “curriculum,” “internet reimbursements,” “field trips,” and “staffing.” Most other areas of the budget received inflationary increases or decreases.

	2017-2018	2018-2019	2019-2020
Total Operating Budget	\$3,142,442	\$4,929,069	\$6,407,747
Budget Increase % Year to Year	48%	57%	30%
Budget Increase % Average	34%	38%	37%
Expenditures	\$3,741,776	\$5,085,287	\$6,911,499
Total Affiliate & OE days of attendance	74236	101380	131172
Affiliate & OE days /180 = Total FTE	412.42	563.22	728.73
Total Invested FTE days	235.4	373.975	465.89
Total Combined FTE (Affiliate, OE, and Invested)	647.82	937.20	1194.62
Enrollment FTE Increase (%) Year to Year	41%	45%	27%
Enrollment FTE Increase (%) Average	36%	38%	36%
Expenditures / FTE	\$5,776	\$5,426	\$5,786
Average Expenditures / FTE	\$5,267	\$5,290	\$5,352
Revenue - Medford 5%	\$2,840,690	\$4,092,756	\$5,590,469
Revenue Increase (%) Year to Year	33%	44%	37%
Revenue Increase (%) Average	36%	38%	37%
Total Per Pupil	\$1,391	\$1,059	\$1,106

VIRTUAL SCHOOL & HOME-BASED ENROLLMENT

Another key indicator of predicted growth can be found in comparing the number of Wisconsin private home-based 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 home-based school program. Analysis of this data shows both Wisconsin’s private home-based 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? (159 responses)

62.3% Parents

37.7% Students

Trend! More students are taking the survey each year.

<u>2017-18</u>	<u>2016-17</u>
72.5% Parents	80% Parents
27.5% Students	20% Students



Academic Resources

Please rate your overall satisfaction of your Core Curriculum choice. (Elementary choices included options such as: Calvert, Bookshark, Lincoln, RVA Online Courses, Odysseyware, etc. High School choices included options such as RVA Online, American School and Odysseyware.) (159 responses)



Comments:

“

It is all well organized and easy to follow. The core curriculum challenges me to think outside the box and has taught me a lot of things I never knew before.

We're using Bookshark. I love that you can teach multiple grades at the same time. The books that come with this curriculum are priceless and great for re-reading. I think it's very thorough and so far has done a great job prepping for high school.

Love the Literature in BookShark & how it is tied into History. However, the writing portion: I like the variety but it lacks visual aids and mechanics. I wish much of the Creative Expressions portions were in the parent lesson plans instead of the student pages. It's not pleasing to view in my eyes and most likely daunting to my 10 year old. I am on the fence using Creative Expressions this coming year. Personally, I think LA part A needs more practice exercises to stick and the optional grammar workbooks should be necessary. Spelling-U-See is on point for my kids. Wordly Wise is a favorite for one child, the other isn't a fan. Math-U-See makes sense to me and my kids work well with it.

For my 4th grader, we have loved the bookshark curriculum! At the beginning of the year, we were using the whole bookshark curriculum, but the language arts portion was difficult to use, so we were able to switch to something that worked better. For my 8th grader, the curriculum has been fine, however, the lack of textbooks made review and study challenging! The teachers have been great and the curriculum has been fine but it would have been better if we had some physical resources to refer to.

I think the options are great, but it would be beneficial to compare the curriculums side by side in each grade. Especially starting out, you don't know if you are choosing the best fit for your family.

My son uses the Online courses and for the most part we are satisfied with the content of the lessons. My only concern is with the math. I would like there to be more actual practice of the lessons. Worksheets for repetition would be helpful..

”

Comments Continued:

“

My core curriculum choice was the RVA Online courses, and I'd say they are very top notch. Each lesson had just the right amount of information, and completing assignments caused me little to no issues.

I use RVAHS and I absolutely love it. The teachers are amazing, the staff is great and if the students EVER have questions, the whole staff is totally willing to help out as much as they possibly can

We were pleased with the improvements of little Lincoln. We wish that this would be an option for third grade as LL offers that new curriculum.

*I am not really familiar with what else is out there for curriculum choices but I think you have made some great choices. We used Little Lincoln last school year and loved it. The only reason we had to change was because ***** was going into third grade and it stops after second. We tried out Calvert this year and it was a major headache. I didn't want to switch in the middle of the year. I am wishing now that I would've switched even late in the game. It is horrible! We are making a change to BookShark for next year and I am excited to see what that has in store for us. I hope it will go much more smoothly. However I would like to give a shout out to our teacher ***** She has been instrumental in getting us through this school year. I know I couldn't have done it without her.*

I liked the structured-ness, while there is flexibility, and just in general they are great choices..

The content was too advanced and the age range too large. Bookshark's Level 4 has an age range of 9-12. My newly 9 year old was completely overwhelmed by some topics (as was I as an adult!) The LA portion didn't help my daughter fully understand the grammatical element being taught before expecting her to do a project with it. She was often just frustrated and discouraged. Some of the readers were good, but there didn't seem to be a great variety so she did get a little bored with them.

I love working independently however, I had a lot of trouble doing independent history because I had to complete each and every project for two semesters in one semester term. It was a lot of work and I had to finish a project and a quiz once a day and I wasn't really able to study the curriculum. I feel that if I had came at the beginning of the year I would've been able to finish but I had to rush through a lot and I wasn't really able to learn. I really love the curriculum though I just think that it was informative and understandable..

I am not a fan of core curriculum in general but Bookshark is better than most.

I love Bookshark, but was not impressed with their language arts. This year we used Excellence in Writing and loved it! Definitely the best fit for our family. So thankful for the multiple curriculum options.

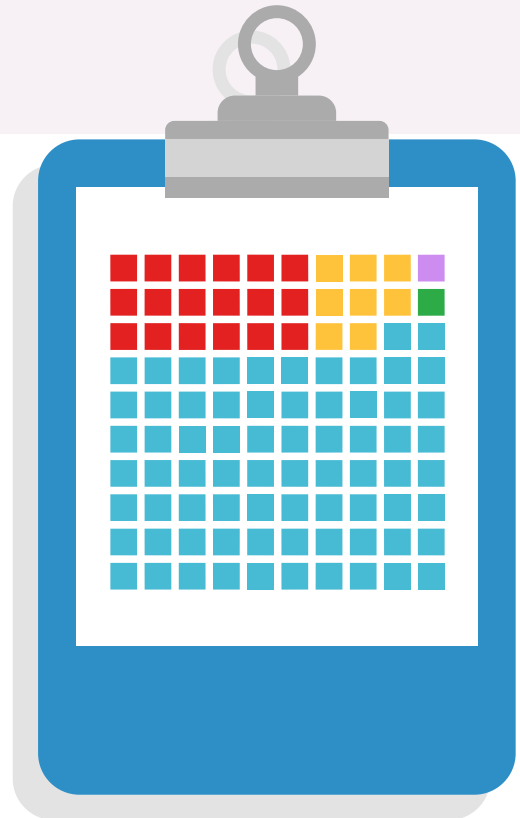
I do not like the writing essays part. I really like all of the books I have read.

”

Academic Resources

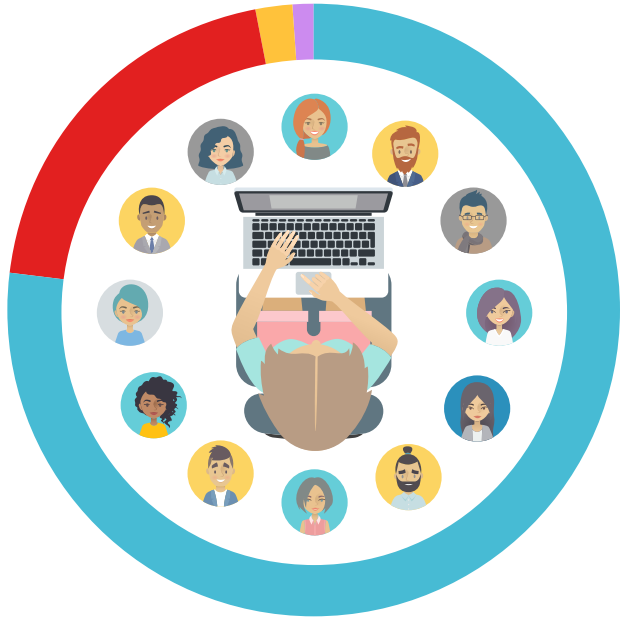
School provides options to demonstrate learning beyond textbooks or online content. (153 responses)

72% - A
18% - B 10% - C D F



RVA Teachers

My teacher(s) overall. (157 responses)



● 77.1% - A

● 19.1% - B

● 3.8% - C,D,F

Comments:

“

I absolutely love RVA and I've had an amazing semester with you guys. I can tell that you guys really care about your students and you want them to have a good school experience and I cannot wait to finish out to the rest of my high school career with you. Thank you so much for being so supportive and so caring for each and everyone of your students and making sure that they understand everything without bringing them down..

*I worked the most with ***** and her help and encouragement to my kids was invaluable. We appreciate her hard work, ideas and quick follow up with all that we worked on this year. Well done!*

We love the feedback teachers provide whether it is an email or phone call the time they take to get in touch is great!

*Words can not describe how thankful we are for ***** She was extremely helpful, prompt and positive. She was always checking in and making sure we were doing well and always offering to assist if need be. She helped make our second year as successful as it was.*

All of our encounters with staff have been TOP NOTCH!!

My teachers are very helpful and amazingly nice. Whenever I email them questions, I get emails back right away! All of the teachers that I know have a better way of teaching than my public school teachers in the past.

*Most of the teachers did an excellent job in this area. However, ***** did not communicate to me that my child was falling behind in their work and that she was failing his class.*

I am glad we made the decision to enroll in RVA!

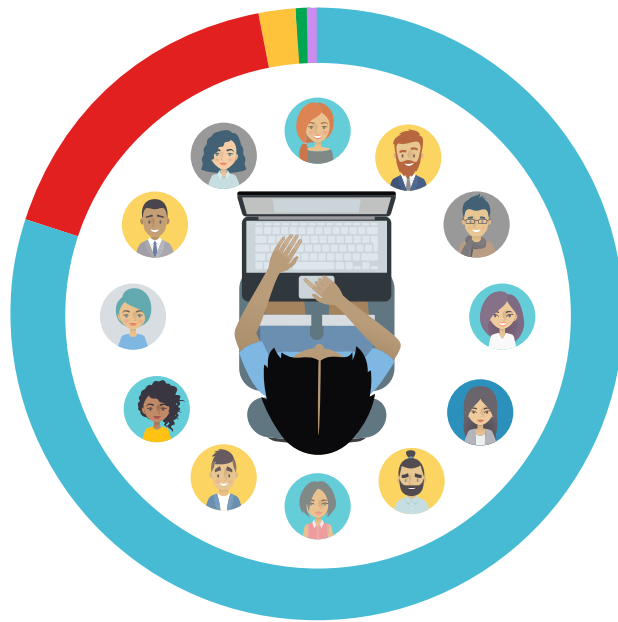
****** is very encouraging and helpful. She gets back to me promptly. ***** is an excellent and encouraging teacher. She also gets back to us promptly.*

*We have had a tremendously rough year, a lot of set backs, and ***** went above and beyond to not only help us but let us know we were doing just fine.*

*I just want to add that ***** is by far my favorite teacher. She helped me a lot! I generally feel that all of the teachers cared about me, though, and that is a good feeling to have.*

RVA Teachers

The personal care you feel your child receives from his or her teachers. (153 responses)



● 81% - A

● 15% - B

● 4% - C,D,F

The teachers this year have really been amazing. Since the city I am from (Paradise CA,) caught on fire, and so many friends and families I knew lost everything, it was a really rough couple months of school. I saw red numbers, and was so behind in work. However, the teachers really, really, were so kind. All of my teachers excused assignments for me, worked with me individually, and helped me when I went through the tragedy. Specifically, ***** was my favorite teacher this year. She was my Math, Social Studies, and homeroom teacher. It didn't even feel as though she was a teacher, she felt more like a friend, and someone who treated me like a true person, not just another student. She let me open up to her about how I was feeling with the fires, and she was so receptive, and just listened, which was what I needed. ***** is easily my favorite teacher I've had, ever. I can't thank her enough for everything, I won't forget it. This year I truly understood the Relationships part of RVA. The teachers really care. And I will always remember how great my teachers have been to me.

***** has been absolutely wonderful! Having started in the middle of the school year, my son and I had many questions. .

***** was wonderful A+++, middle school teachers need to respond more timely to emails and too many canceled classes.

***** is such a blessing. She's a regular part of our family conversations. She is supportive of me and my child and is always open to us doing things the way that works best for our family, and always has helpful tips and suggestions. I appreciate that her support is always available if needed, but never pushed on us or required.

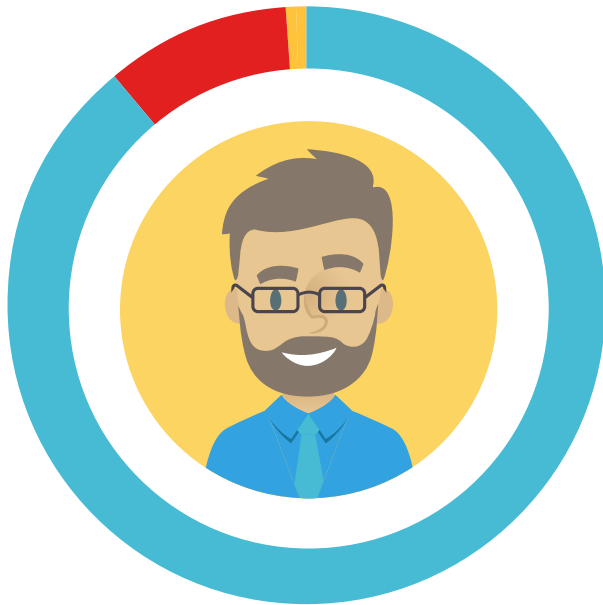
So far with RVA, my daughter has had top notch teachers. I used to teach middle school so I'm picky.

***** helped make the transition smooth. He returns emails and answers questions promptly. My son has greatly enjoyed him as a teacher this year!

When we had questions, if our teacher did not know the answer, she would get in touch with others who did, and relay it back to us. Also, our teacher used common sense in dealing with some issues we had, which was much appreciated.



RVA Administration & Support Staff

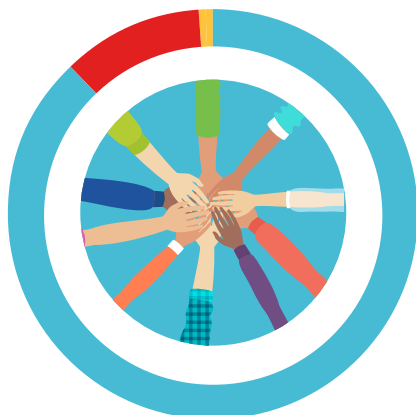
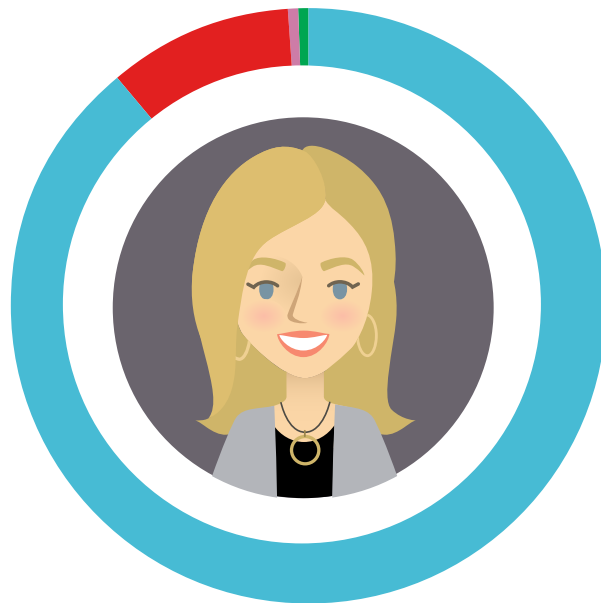


Administrator (Charlie Heckel)
(160 responses)

- 89.4% - A
- 9.4% - B
- 1.2% - C

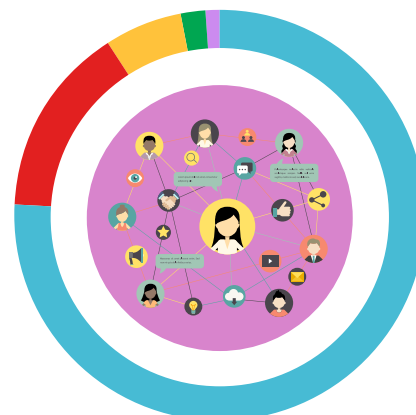
Principal (Sara Holewinski)
(160 responses)

- 88.8% - A
- 10% - B
- 1.2% - D,F



Office Support
(144 responses)

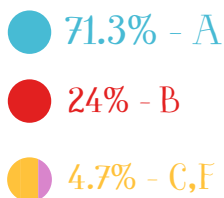
- 88.2% - A
- 11.1% - B
- .7% - C



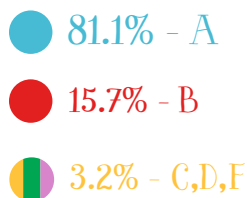
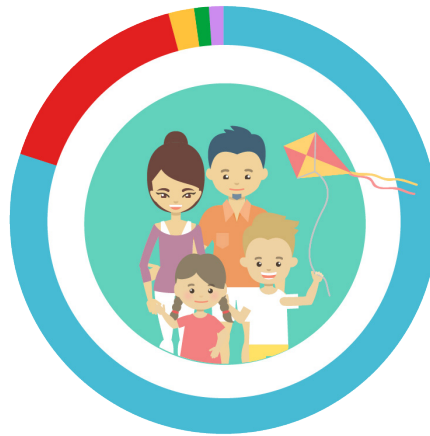
Regional Event Coordinators (142 responses)

- 76.1% - A
- 15.5% - B
- 8.4% - C,D,F

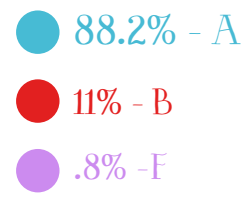
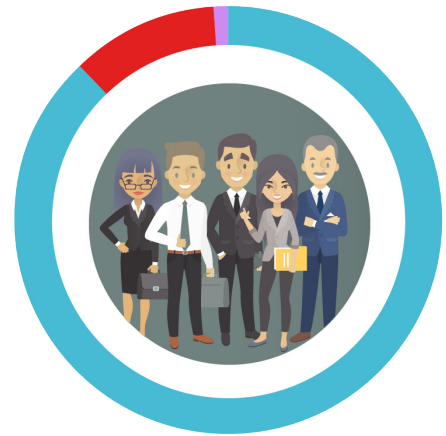
Online Clubs, Field Trips & Activities (150 responses)



Parent Advisory Council (127 responses)



Governance Board (127 responses)



Comments:



I have not yet had a great deal of contact with many of the internal staff. The principal however, is so kind, and very helpful, as well as the office staff I have encountered. Wonderful organization with outstanding staff.

As a student, I have my parent's email for events and I find the abundance of emails irritating since some of them don't even apply due to distance. I would appreciate a way to unsubscribe to these emails as I'm not even allowed to block the admins of the events due to the settings of the school provided emails.

*Very, very few events in our region for age 9 child. Most events are conducted like family freebies, as we are unable to meet other RVA families. We have no way to identify them. I can't put into words how disappointed we are. ***** says "hi" when she hands out tickets and that's it.*

Wish the Wausau Regional events coordinator planned more activities in the area. We didn't go to one activity all year, because there was hardly anything offered. We'd love to do field trips and other activities.

I think everyone in the RVA is pretty good at their job, but to be fair, I don't know all of these people/groups super well to my answers could be off...

Really like the variety of field trips. I wish the club days and times were more spread out. Many seem to be on the same day and time.

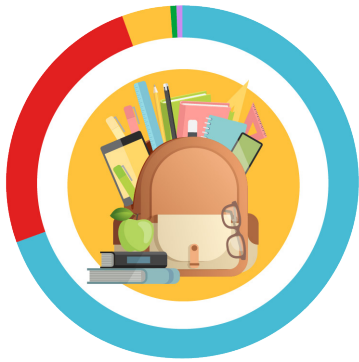
I loved the online clubs! I thought they were fantastic. I loved how it had a social aspect in my day. Although we had a few bad experiences with the field trips. We normally go to the Madison or Milwaukee area field trips. One of the problems was that they would be on the website with a specific date and then we would never get an email about them happening. The few field trips that we went to were not very well coordinated. For example, we went to a water park and a movie, and they both waited far past the starting time due to people who had signed up and hadn't arrived yet. Also, we sometimes would contact the coordinator and would get no response or clear answer. It does seem that some of the coordinators are better organized than ours but ours we were not very happy with..

It would be nice to have an event coordinator for the Waupaca/Portage/Outagamie Area. I try to keep our travel to under an hour which leave us little to attend.

Some of these people I didn't really have interactions with. I gave them A because I have had all positive experiences other than the online classes need to be edited a little.

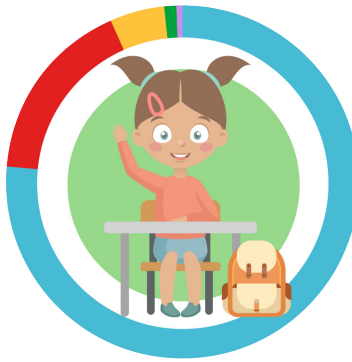


RVA Goals



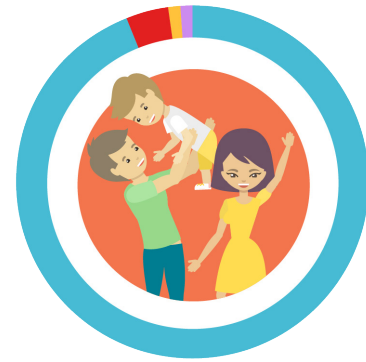
Your children's overall educational options

(156 responses)



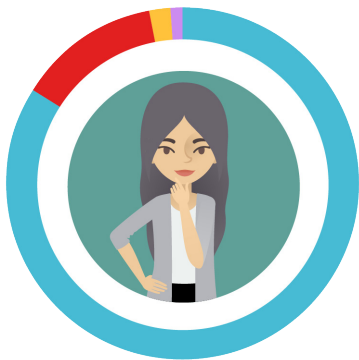
The individual attention your child receives

(156 responses)



Parents and/or students feel welcome in our school

(158 responses)



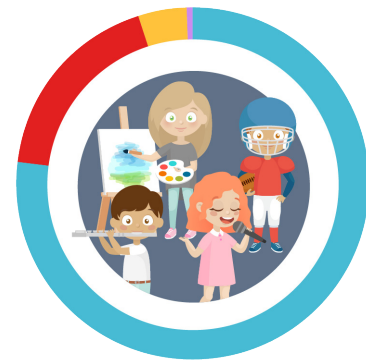
Parent and/or student understanding about the school and its general operations

(159 responses)



Opinions of parents and students are seriously considered when a school decisions are made

(155 responses)



Opportunities to participate in school functions

(156 responses)



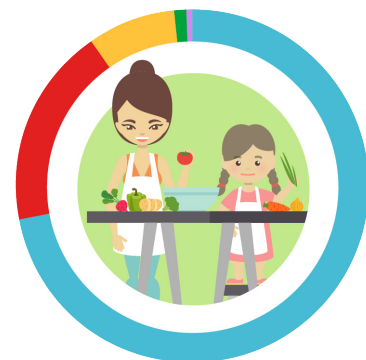
Families have a strong personal relationship with their teachers

(158 responses)



School provides solutions and resources to assist parents in students learning

(157 responses)



School provides options to demonstrate learning beyond textbooks or online content

(153 responses)



Comments:

“

We have grown immensely this year being a part of RVA; the live classes helped my middle Schooler learn new skills and also give me time to focus on my elementary school students, the extra clubs gave my kids an opportunity to log online and participate with other children and learn about different interests, and most importantly my son was able to get some special education for his speech and has come along way this year in spelling, his education and his speech.

***** did a great job helping us get an alternative math curriculum.

Each year, I feel like my opinion and ideas are valued when my child's curriculum options are decided. I really appreciate that.

RVA is really great! It gives me a lot of... flexibility for me and my parents to decide what we should do for school, and I love the individual attention I get from my teachers!

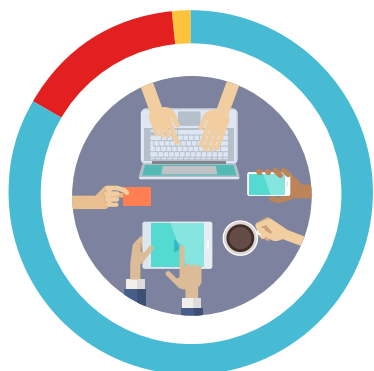
Even though this was our first year doing online school, we feel right at home here. This is were we belong :)

RVA is very welcoming! You provide so many opportunities to get involved from on line clubs, trainings, events to field trips. We may not participate as much as I think we should but I appreciate the opportunities! We've participated in Lego Club, a field trip, checked out writing group, and talked about others. I'm glad we have so many options!

I absolutely love the RVA! They helped me prepare my son for 5th grade public school and the transition was amazing. They continue to do a wonderful job as well with my daughter. I like how well they work with me when I do have concerns. The RVA gives my children a high quality education while allowing me to instill my personal values on them VS if they went to brick and mortar in younger grades. Thank you for all you do!

”

Specific Feedback



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

(101 responses)

- 83.2% - Same
- 14.9% - More
- 1.9% - Less



Did you take part in the initiative to support Home Mentors by attending or watching recordings of the Mentor Series webinars?

(101 responses)

- 68% - No
- 32% - Yes



Please rate the value of the Mentor Series experience?

(32 responses)

- 75% - A
- 25% - B

Please select the grade levels where you have the most children attending.

(100 responses)

- 18% - 9-12 (High School)
- 27% - 6-8 (Middle)
- 55% - Prek-5 (Elementary)



Elementary Questions



Do you think the Fall and Spring Parent/Teacher Conferences were worthwhile? (55 responses)

96.4% - Yes 3.6% -No

“

Comments:

It was great to have that dedicated time to reflect on each student and receive helpful feedback from our teacher.

Spring conference should be earlier, we haven't had it yet and we are done with curriculum.

Good to know if they're on track for keeping up with grade standards.

Just a really good opportunity to get to know your teacher if you don't already!

I feel that all the information I share with the teacher can be discussed anytime because I have no major concerns. However if a parent did have concerns I can see how that would greatly benefit them! So maybe the conferences could be optional?

”

“

Comments:

We are completely satisfied with the choices offered and we would not change a thing. However, if other families prefer a larger variety, I have no problem in supporting their wish.

I would like if there more curriculum options, and faith based curriculum if possible. A Beka, Saxon, My Father's World.

I love all the courses that RVAHS has for the students, I also appreciate the fact that they take the time to go through everyone's responses to see how they can upgrade RVA!

I think the more the merrier.

”



Do you feel the RVA should offer other curriculum choices?

(55 responses)

63.6% - Yes 36.4% - No



Do you feel your teacher is available to you as you want them to be? (56 responses)

96.4% - Yes 3.6% -No

“

Comments:

She always is supportive and understanding to our situation.

Our family doesn't require much time, if we did though- I don't know how quickly our teacher could work us in her schedule. Her schedule seems pretty busy! I don't think she could handle more students.

****** was available every time we needed her. We never once felt like we didn't have her support!*

I wish my teacher would have encouraged more meetings....I'm not sure that I seen an email come out about meeting up at times throughout the year like she did last year. I know that I could reach out to her, however, as needed.

”

Elementary Questions



Please rate how flexible you feel your teacher(s) has been with supporting individualized learning pacing. (56 responses)

● 92.9% - A ● 7.1% - B



Comments:

We haven't needed much help with pacing requirements but our teachers have pretty much allowed us to keep our pace.

***** has been great with this for us.

I love my daughter's teacher! She really allows us to make decisions based on her individual needs which she would never get in a brick and mortar school. Thank you for all you do.



Comments:

I think with some subjects this would be a big help!

I do not have the time in the day or the set of a decent schedule for this.

We are completely satisfied with the choices offered and we would not change a thing. However, if other families prefer a larger variety, I have no problem in supporting their wish.

I think my boys would love that!

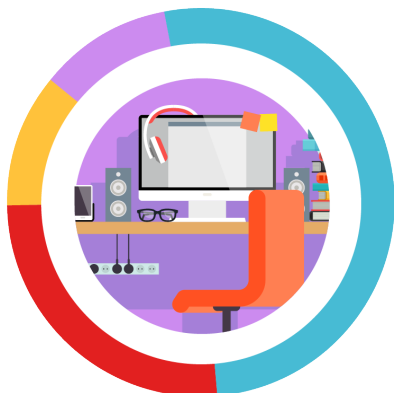
I go back and forth on this honestly. I think, personally, it would add too many time constraints, and I know in our home area, there would be distractions for the students here. I can see the benefit, but personally, I don't think we could make it work in our current setting.

I enjoy being the home mentor and helping him along. Its been a lot of fun for us both!



Do you want classes to be offered with live online instruction from RVA teachers for your child(ren) in elementary grades (55 responses)

● 56.4% - No ● 43.6% - Yes



Middle School Questions

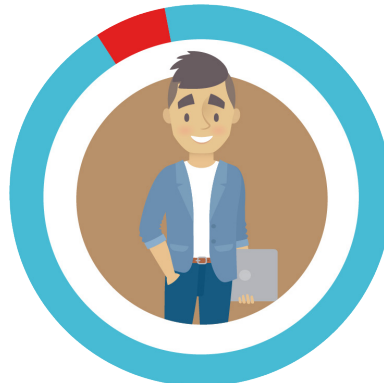
I would like to see more direct instruction in grades 6-8? (27 responses)

- 52% No, I like the freedom of being able to take courses on when we want.
- 26% Yes, but only in certain subjects
- 11% Yes, I would like the RVA teachers to teach all subjects
- 11% N/A



Middle School

Do you feel your teacher is available to you as you want them to be? (27 responses)



High School

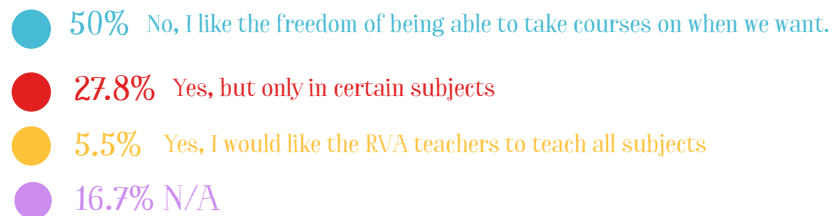
Do you feel your teacher is available to you as you want them to be? (18 responses)



I would like the option to have RVA students be able to participate in WIAA sports in our local districts. (15 responses)



I would like to see more direct instruction in grades 9-12? (18 responses)



Final Questions & Thoughts

What would be the greatest improvement you would like to see the RVA make?

I would like to see more large group gatherings so that students like me can see more of our fellow classmates.

I think that cutting down the independent history courses in high school would be something of interest to me as a student. However, I did come from a public school at the beginning of the second semester and had to finish two semesters of work in one so that was probably why it was so vigorous and took up so much of my time each day.

More t-shirts. Ours are old and worn out. We can't wear them enough and we always get asked what it stands for.

Advertising for RVA!

It would be nice if the RVA offered social studies and science for 6th grade.

I think the staff at RVA doing great as is.

More consideration of the teacher's abilities in regards to utilizing the 15 minutes of live class provided.

More feedback on writing assignments, even in elementary grades with high standards and critiques given so kids can improve their writing. I had my 5th grader meet with her teacher on one writing assignment and the feedback helped her immensely.

I think the school is great. I do not see a need for any substantial improvement. We are very happy.

Offer music lessons

More instructional elective high school courses

It would be cool to have a gym class, where we go on blackboard as a class and we all have cameras on, and the teacher says what we do, for example, do five push ups.

Some of the middle school class's buzzes are really unorganized, so its hard to find certain things in it.

Better communication with middle school students.



“ I would like to see the RVA strive to encourage student interaction at a healthy level. Also, I think that the school should enforce principles that help students express opinions without offending anyone.

To maybe circumvent the new enrollments/returning students rush, can we find a way to streamline the system (published timelines/checklist, additional support staff/parent mentors?) to help the new enrollees feel confident in their choice to utilize the RVA. (I had a couple of friends who joined RVA, not sure what the next step was in the process--waiting to hear from RVA--asking me. One turned out to not be able to access the RVA email where her teacher had been emailing her the whole time. It was a small oversight but something that affected her opinion of the RVA.)

I really wish you didn't have to be in Wisconsin in order to be in the RVA.

Easier access to and more obvious community service opportunities (more emails that say "community service at this place at this time", because otherwise it's hard to go out to do any, since my parents would procrastinate it until giving up altogether (& since I can't drive & am pretty much incapable of doing anything without them, I can't set up anything myself))

Make sure each year our book based curriculum arrives at least two weeks before the first day of school. In order for the home mentor to prepare and be organized for the school year. I would love more independent core courses. Another thing that would be great is more field trips/activities through all WI. For example I would have to drive at least two or three hours to get to most of them. I have a lot of friends that are in the RVA that have the same problem (we live closer to Hudson WI).

More swag in the store!

I would love to see the RVA turning out graduates that have a understanding of what it takes to be successful, putting the work in! I would love to see my classmates being held more accountable with the flexibility they are offered, for their ultimate benefit.

To somehow improve friendships for students with each other. Practical math classes

Teachers paying attention to their students and helping them

In my opinion, RVA doesn't need to make any improvement

Providing more support for parents in alternative assignments, etc. The RVA is very open to this, but it's the parents that have to come up with the ideas. It would be nice if the teachers could research the curriculum more and come up with ideas and projects when the students get to that point in the curriculum. For example, once a student reads a certain book there could be a tutorial available for a book project that goes with it.

Well, some of the other virtual schools my brothers have done have given an allotment of money to use for things like school supplies, sports, co-ops, or extra classes like art classes. Of course this would be nice but I have to say everything else you have in the RVA probably makes it more worth it than the other virtual schools.

Elementary Online classes, AAR option for non-special ed students, art/music class opportunities, and more field trip options in Western WI

I am truly happy with my experience with the RVA and can't think of any changes/improvements I would like to see at this time.

I think they are great as they are.

Find something besides Bookshark and Calvert

More one on one time and live class options for 5th grade and up in every subject!

More information prior to selecting curriculum. It was difficult to choose and even more difficult to change if the curriculum wasn't a good fit. It would be nice to see some side by side samples beforehand to review and compare.

bring back art and an art teacher for all grade levels

I would hope to make some adjustments to the schedule or program. This might be different in middle school though.

The homework envelopes seem to always be too small. But that's not really a big deal. I have zero complaints or things we would like to change.

Some type of music lessons. When we have attended live classes some other students joining cause the classes to crawl with all the interruptions. That's why our kids don't like to do them.

I would like the RVA to have more relevant classes and assignments. Some of the classes and assignments are pointless and aren't going to help students in life at all.

More meet and greets in central Wisconsin.

I love it already

I would like to see the RVA work with presence learning again for OT especially *****.

Elementary options for art, music, foreign language, keyboarding. Allow families to enroll in the school as currently (curriculum provided) or to have the stipend option where families are allotted a specific amount of money to purchase curriculum, use for extra-curriculars, etc. (RVA is well known and liked- this one change could make a significant jump in your overall growth and enrollment. I hear of many families with multiple children enroll in various different virtual schools based on the choice of having the stipend or not. I'm sure it would be difficult to manage, especially initially, but if this choice were available- it would be amazing!)

Better computers for a more extreme marketing class

Last year, the middle school didn't have many online classes and now they do. I'm in all of them for 8th grade and I am enjoying it. The field trips are getting more fun every year too.

I am so thoroughly impressed with RVA it took me a while to think of something. It would be helpful to see more practice pages for the kids in math....with an answer key to help support their units. Sometimes learning surface nets and probabilities could use more practice, and it would be helpful if they got stuck to have that answer key available to see where they are getting stuck and how to work through it.



We believe your child's education should be as unique as they are. They all can't fit in the same box and they shouldn't.

Give your child the "outside the box" education solution they need to succeed.

Call to Enroll Today!



To learn more about this report or to simply get additional information about the RVA and what it can do for you, feel free to contact Charlie or Sara.



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