

2019-2020

ANNUAL REPORT



*Relationships.
Values. Academics.*



relationships. values. academics.



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A LETTER TO OUR COMMUNITY

WE BELIEVE THAT NO MATTER WHERE A STUDENT RESIDES IN WISCONSIN, THEY EACH **DESERVE** THE SAME EQUITABLE ACCESS TO PUBLICLY FUNDED ACADEMIC AND CO-CURRICULAR OPTIONS.



To the Community,

Starting in 2005, the Medford Area School District authorized the opening of the Rural Virtual Academy Charter School (RVA) to begin exploring and serving students in the new world of digital learning. The school was opened in cooperation of five participating districts: Abbotsford, Colby, Medford, Rib Lake, and Prentice. Here, at the close of the 2019-20 school year, I am proud to announce that our consortium has grown to 34 school districts.

Since the beginning, going it alone was never part of our school's mission. Going it alone as a small rural district simply just did not bring with it enough capital and energy to launch something so bold as a brand new virtual school. Since inception, our consortium has promoted local control and parental choice, but opposed the competitive environment generated by school district open enrollment. Through cooperative agreements, the RVA set forth to increase our consortium memberships to provide exceptional education options for students while still keeping access to local school programs open. Consortium students make up approximately 50% of our school's total enrollments, while the remaining half come to us through open enrollment. For our open enrolled students who do not have the same localized benefits as our consortium families, we utilize other pathways to equalize their options

and experiences such as endorsing the use of part-time open enrollment which allows a high school aged student to take up to two classes each semester in a district of their choice including their resident school district. We believe that no matter where a student resides in Wisconsin, they each deserve the same equitable access to publicly funded academic and co-curricular options. The greatest disparity we still face in attaining this equity exists in our ability to provide localized athletic and co-curricular opportunities. As rules currently exist in Wisconsin, our consortium students are allowed to participate in local high school co-curriculars and athletics, but our open enrolled students are not. There are a number of challenging obstacles that stand in the way of this change, but we continue to both support and encourage the Wisconsin Interscholastic Athletic Association (WIAA), our parents, and legislators to find the will and the way to make this change.

Bringing true equity in educational options to all students in Wisconsin is not impossible. By working together, the RVA consortium brings digital learning opportunities to some of the most rural and economically disadvantaged schools in Wisconsin. We believe that online learning is the great equalizer in education. With a course catalog exceeding 900 different choices, combined with a powerful learning management system and a superior staff, the RVA through its full-time school served nearly 1,300 students this past school year. In addition, the RVA's "District Connect" team served our consortium of districts by training over 100 teachers and administering almost 4,000 digital course enrollments to students in traditional school settings

The RVA was built by forward-thinking Wisconsin community members, parents, educators, and administrators. It is my pleasure to report to you now, that this progressive and innovative spirit still energetically persists to this day. The ongoing commitment to excellence manifested in our school's performance has now led to the approval and reauthorization of our charter to June 30, 2025.

It has been my distinct honor and privilege to serve families and districts as part of the RVA for over 14 years. The RVA was founded and built by people with a passionate determination to find better ways to educate all children. Over this time I have witnessed this mindset grow. For those to whom I am so fortunate to work alongside, I thank them for their loyalty, passion, innovative thoughts, and servant attitudes. These people include our support staff, teachers, coordinators, directors, and administration. For those to whom I and our faculty are so fortunate to serve, we thank you for your financial and policy support, investment of trust, dedication to our children, and commitment to accepting nothing less than our personal and professional best. These include our parents, students, local school district and governance board members, consortium administrators, policy and lawmakers, and our Department of Public Instruction. As we successfully conclude our 15th year of operation, it is with great honor that I present this year's Annual Performance Report.

It would be impossible to present to you a summary of this past year and ignore the disruption the COVID pandemic unleashed on our society. Although left relatively unscathed, the RVA witnessed widespread

educational disarray hit our communities. Parents were given the expectation to largely shoulder the education of their own children with little mentorship or time to prepare. We watched as varied responses were instituted from traditional schools and districts to the lockdown. In general, only those schools and districts like the RVA, who already had established a solid virtual educational practice, with students who had access to connectivity and devices, and with staff already trained in the use of online teaching were able to maintain any form of

OUR "DISTRICT
CONNECT" TEAM
RAMPED UP
SUPPORTING DISTRICTS
WITH DIGITAL COURSE
CONTENT AND ONLINE
CLASSROOM SPACES
AT NO COST
TO OUR PARTNER
DISTRICTS.



educational normalcy. Impressive were the actions taken by many school leaders and teachers to build this type of robust virtual experience for families in a short amount of time. Unfortunately, the number of prepared schools and districts was extremely low. The vast majority simply did the best they could under emergency conditions and are now beginning to look ahead to next school year how to better prepare for a similar closure in the near or distant future.

In years preceding, the reality of the crippling effects of a pandemic

of this magnitude was largely minimized by our government officials and departments. The responsibility for the lack of prioritization and preparedness also partially falls on public schools. The threat was seemingly too complex and prioritized too

COVID THRUST TO THE FOREFRONT THE LEGITIMATE NEED FOR **QUALITY** VIRTUAL LEARNING OPPORTUNITIES FOR OUR CHILDREN AND THE NEED FOR THE CONTINUED DEVELOPMENT OF OUR TEACHERS.



low to prepare for in any given year. With the unknown and rapidly changing complications of any virus, combined with the lack of logistical and societal readiness, preparedness on almost any level for an event such as this can be difficult to predict or manage.

However, because of its construct, the RVA was one of few schools in the State and nation that was ready for this crisis. I want to thank all the faculty of the RVA who ensured there was no break in continued services to our students, families or partner districts. Our support staff and teachers continued to provide daily instruction even with their own child care needs being imposed upon them. Our “District Connect” team ramped up supporting districts with digital course content and online classroom spaces at no cost to our

partner districts. Our regional event coordinators replaced live activities with online field trips and presentations. Our directors and coordinators assisted the Department of Public Instruction with consultation and presentations. Amid all the uncertainty of COVID, the RVA remained as a stable and secure connection for our students and families. Because of the superior combined efforts of everyone involved, we finished this year very strong. As we tell our staff, students, and families, Relationships, Values, and Academics is what “RVA” really stands for. The pandemic brought out the best in our staff, strengthening the resolve in our purpose. COVID thrust to the forefront the legitimate need for quality virtual learning opportunities for our children and the need for the continued development of our teachers to support such demands.

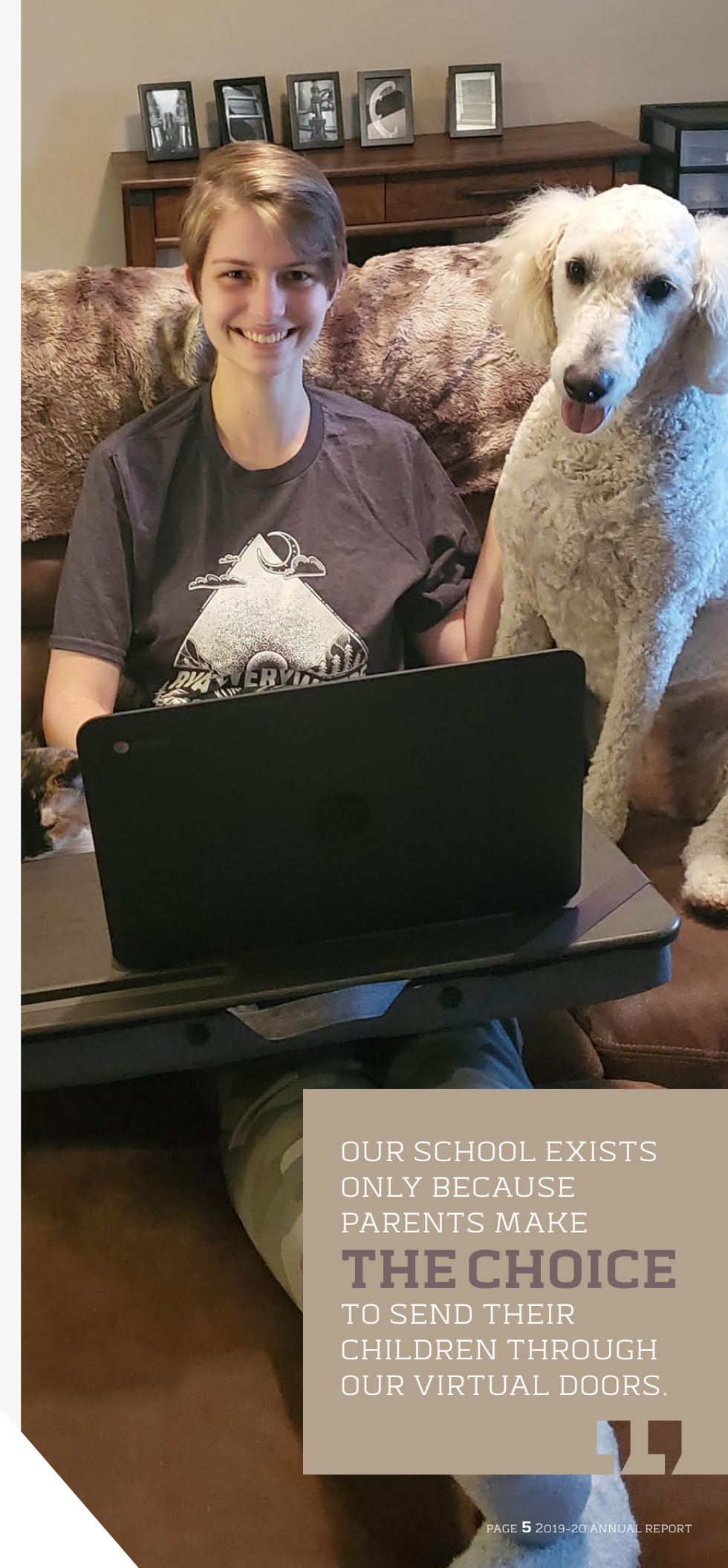
Although initially rushed in their deployment, districts must now face the fact that should ongoing closures remain, taxpayers will not allow the sustained, low-quality virtual learning experiences, where the responsibility of their child’s public education largely rests on the shoulders of parents. The responsibility of providing a public education has been entrusted by our taxpayers to our local public schools. Without the ability to provide that service, school districts should expect to come under increasing scrutiny by taxpayers and legislators to evolve and improve. In other words, online teaching should no longer simply be perceived as an option for traditional schools. Online teaching does not consist of simply placing assignments in

the mail or online while students learn on their own under the guidance of their parents. On the contrary, we know that high-quality virtual learning requires teachers to engage more than ever. Teachers need to be present in live and dynamic online classrooms, gathering engagement from students as they would in a traditional school setting. Teachers need to reconceptualize their commitment to the whole child and find ways to capture enthusiasm for learning outside of a confined classroom space. Compounding these pressures to produce high-quality educational outcomes by traditional school systems in non-traditional ways are the mounting concerns over the inevitable budget changes school districts are set to face. Due to the significant shortfall in state revenues, Wisconsin school districts are bracing for cuts. The question is not a matter of if budget cuts will happen, but instead of how deep.

An unfortunate but common perception about public school educators is that although they faithfully and unselfishly serve the community in protecting the best interests of children, collectively they are an entitled group of professionals largely protected from economic downturns and the competitive pace and demands of the private sector to change and improve products and services. Traditional public schools are a community necessity for the care, safety, and general education of our children and even in the darkest of economic times, Wisconsin public school districts have remained open. It is a testament to the importance of our traditional public schools and an almost inevitable and

unavoidable attitude to be carried by those fortunate enough to be garnered this protection by our taxpayers and society. The RVA recognizes and understands this perception. In the RVA we embrace the fact that as a charter school we are a school of choice. Similar to the private sector, parents choose our school to provide them an exceptional education the same as they would choose a business or service in any other facet of life. Not one child is required to attend the RVA. Our school exists only because parents make the choice to send their children through our virtual doors. Much like a business, if our service becomes devalued due to poor performance, the parents who currently support us through their property tax dollars behind each of their children will choose to leave. As with any business which sustains loss in revenues, the RVA would have a difficult time recovering and would likely face eventual closure. This is this distinct difference which sets the RVA apart from traditional school systems. Those of us who have chosen work in the RVA do so with a servant’s attitude fixed on providing only the highest level of customer service. We know that the personalized and strong relationships we build with our students and families is the foundation of not only academic success, but that of sustainability. We are not permitted to be entitled. We are proud of our work and of who we are as educators. We know we are in the business of education. We look to draw in all the families we can to our school because we believe all families deserve the benefits afforded to them through an RVA education. We seek out the disenfranchised through providing a positive and personalized educational approach. We know that we can do education better than what has existed and remain little-changed in our traditional classrooms over the past 50 years.

The RVA knows firsthand the challenge



OUR SCHOOL EXISTS ONLY BECAUSE PARENTS MAKE **THE CHOICE** TO SEND THEIR CHILDREN THROUGH OUR VIRTUAL DOORS.



of creating these dynamic learning environments with a customer service focus. RVA understands the difficulty of building personalized and relationship driven classrooms with reduced per pupil aid. We can empathize with districts seeking to create these school structures in a matter of a few months rather than the decades we have been given. We know the amount of personal energy and sacrifice it takes to be an industry leader. As we have come to know and appreciate, what we do today in the RVA is not what we do tomorrow. We do not

accept complacency. We are ever changing and evolving, modeling and remodeling best practices. We live in this enterprising space where initiative and resourcefulness are the expected norm. With these strong attributes, the RVA stands ready to support all of our partner school districts in their preparedness plans, training, on-going support, and instructional digital learning needs.

In times such as these, the bad can influence and drive the good. With some lackluster student and parent experiences from quickly developed virtual learning opportunities by traditional schools and districts over this past year, we can expect that existing virtual schools with overwhelmingly positive experiences will continue to grow. At the close of this school year, we are experiencing some positive indicators of potential growth in the RVA for the coming school year with recent outreach attempts from 14 new school districts seeking to learn more about partnering with the RVA, and the highest number of open enrollment applications for the next school year than ever before. We have also already received 70% of our current families registration papers for the next school year indicating that our retention of current students looks to remain high.

The RVA was featured this year in the nationally recognized annual report formally known as “Keeping Pace.” This report is now called “Snapshot” and is produced to provide industry leaders, policy writers, practitioners, and lawmakers reviews of practice in the field of K–12 online, blended, and generalized digital learning. In this report, the RVA’s practices were highlighted. In particular, the report showcased our cooperative district model, academic achievements, live instructional format, accomplishments in working with

children with unique challenges and abilities, and fiscal sustainability. We were honored by this recognition as one of only two online schools recognized in “Snapshot 2020,” with the other residing in California. The national landscape now has 32 states allowing full-time virtual schools altogether educating 375,000 students. Here in Wisconsin, RVA served nearly 1,300 of the state’s 7,055 full-time virtual charter school students in this past school year.

Each year, our school goals are built upon supporting and improving our offerings to students and families through “relationships, values, and academics.”

Our “relationship” goals this year included increasing contacts with students and families, increasing collaboration, and increasing the use of authentic assessments. Our “value” goals focused on maintaining and increasing the flexibility we provide to families, mentoring our parents, increasing systems efficiencies, and making a child a “superhero.” Finally, our “academic” goals targeted reducing withdrawal rates, increasing GPAs, and exploring new curriculum options. I am proud to report that our staff met or exceeded each of these goals this past school year. Our total number of full-time students grew 18% and our withdrawal rate dropped 2.75% from the previous school year. As you will read at the end of this report, 92% of parents and students who responded to a year end satisfaction survey noted that the amount of interaction between home and school should remain the same. This is an indication of a strong connection between home and school. When asked to rate our teachers on an “A-F” scale, based on whether students were provided the opportunity to produce discussions, projects, videos, and other forms of

alternate assessments to demonstrate what was learned, 95% scored our teachers with an “A” or a “B.” When asked to rate how flexible teachers were in supporting individualized lesson pacing and flexibility, 98% scored us with an “A.” When asked to rate teacher overall performance, 96% of the respondents rated our teachers with an “A” or a “B.” When individual teacher scores were combined and averaged they ended up receiving a combined grade point average of 3.71 for the year.

We are proud of the level of accountability virtual learning provides to parents and taxpayers for the outcomes generated by our school. Our personalized online courses provide on-demand academic reports for teachers, school leaders, and parents. I am exceptionally proud of our teachers, support staff, coordinators, directors and administration who collectively embody and produce the high-quality outcomes we expect out of those who are privileged to work in the RVA. Unlike many private businesses, RVA is a non-profit school and we don’t have shareholders to please. However, the RVA has an abundance of stakeholders to whom we are very accountable to in producing exemplary fiscal and academic outcomes. Our stakeholders include our parents, the Medford Area Public School District Board of Education, the RVA Governance Board, our consortium of districts, and the taxpayers of Wisconsin who have chosen to invest in us and their children’s education. We appreciate that investment and working together with us to meet our mission. This invested commitment to excellence makes all the difference. With the backing of our stakeholders, and aligned to our State’s motto, the RVA remains committed to moving Wisconsin educationally “Forward.”

We are moving forward into next school year with a focus on humanizing virtual education. We are moving towards more “camera on” experiences for staff and students. We are going to start providing increased opportunities for group work and collaboration. Student participation and active collaboration must continue to be one of the fundamental elements in our educational offerings. We have to evaluate students’ knowledge with more than just what they know or do not know, but how they use that knowledge to teach others, argue a point, or lead a discussion. We will combine these enhanced practices with our use of authentic assessments to build a complex way of evaluating student performance based on group work, discussions, projects, participation, and course work. The end result being a portfolio of measured ways students can demonstrate their mastery of understanding.

In closing, 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 a pandemic and ever-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

WE ARE MOVING FORWARD INTO NEXT SCHOOL YEAR WITH A FOCUS ON **HUMANIZING** VIRTUAL EDUCATION. WE ARE MOVING TOWARDS MORE “CAMERA ON” EXPERIENCES FOR STAFF AND STUDENTS.

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 of 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 our school are the reasons public education will continue to positively evolve.

Sincerely,

Charlie Heckel

Charlie Heckel

RVA Administrator



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- Dans, Enrique. “The Coronavirus Pandemic Has Unleashed A Revolution In Education: From Now On, Blended Learning Will Be The Benchmark.” Forbes, Forbes Magazine, 13 Apr. 2020, www.forbes.com/sites/enriquedans/2020/04/13/the-coronavirus-pandemic-has-unleashed-a-revolution-in-education-from-now-on-blended-learning-will-be-the-benchmark/#1823146d536f.
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- Kennedy, Kathryn. “Snapshot 2020.” Digital Learning Collaborative, Digital Learning Collaborative, 24 Feb. 2020, www.digitallarningcollab.com/publications-blog/2020/2/24/snapshot-2020.



WE WERE HONORED AS **ONE OF ONLY TWO** ONLINE SCHOOLS RECOGNIZED IN “SNAPSHOT 2020,”



Although the RVA is an acronym for “Rural Virtual Academy” we believe it also stands for: “Relationships, Values, and Academics,” in that order and with no apologies. We know that a child’s success in school must first start with a trusting relationship with their school and teachers. Next, we believe that it is our obligation to support and instill the values important in becoming a successful adult into our students. Supporting the values of hard work, ambition, problem-solving, and a love for learning are all paramount. However, we also believe in respecting and supporting the individual values each child brings to their learning instilled by their parents and community. Children internalize the values taught to them by their parents, community, and school and end up regarding these values with deep importance and worth into adulthood. Finally, the RVA provides academic opportunities for children unsurpassed in education. With individualized learning pathways, a multitude of curricular options, and instructional approaches tailored to each child, the RVA provides children avenues to academic success not found anywhere else. The RVA is centered on removing obstacles from the individual

learner with unique challenges, talents and abilities and provides families the support they need to help achieve their personal best.

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.

In exchange, 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 initiatives to further improve the school. The following pages are a comprehensive list illustrating many of the larger tasks completed this past year.

SCHOOL PERFORMANCE



WE KNOW THAT A CHILD’S SUCCESS IN SCHOOL MUST FIRST START WITH A **TRUSTING RELATIONSHIP** WITH THEIR SCHOOL AND TEACHERS.

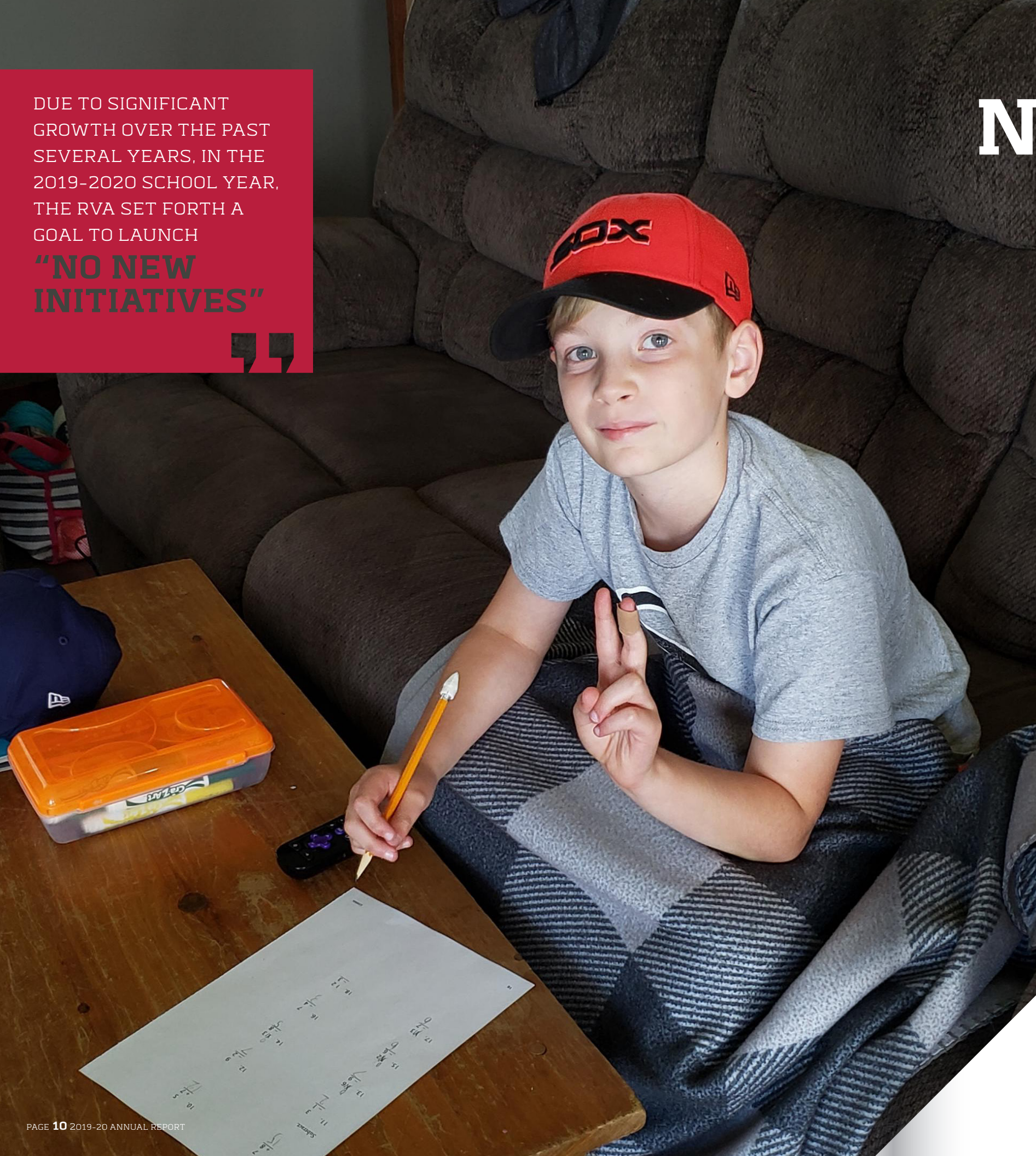
DUE TO SIGNIFICANT GROWTH OVER THE PAST SEVERAL YEARS, IN THE 2019-2020 SCHOOL YEAR, THE RVA SET FORTH A GOAL TO LAUNCH **“NO NEW INITIATIVES”**



NEW INITIATIVES

Due to significant growth over the past several years, in the 2019-2020 school year, the RVA set forth a goal to launch “No New Initiatives” as a way to allow both new and existing faculty to get immersed and comfortable in their roles and expectations. Even though “No New Initiatives” was set forth as the goal, initiatives that had not received proper attention over the past several years were tackled allowing for the school to adequately prepare for continued growth in the coming school year. Initiatives undertaken over the course of the 2019-2020 school year included:

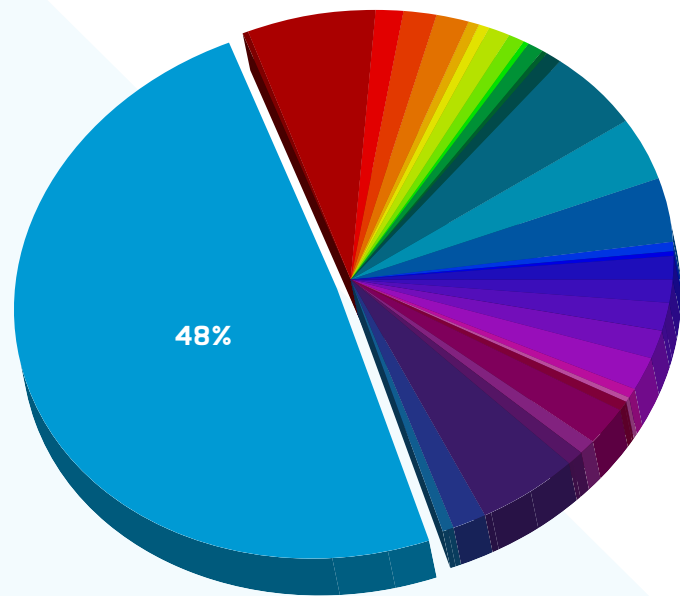
- Completed Approval for 3rd Charter Renewal Processes
- Expanded Consortium “RVA Learning Centers”
- Opened New “RVA Learning Center” Location for Non-Consortium Families
- Refined Marketing Processes for Online Enrollment Processes
- Piloted Use of “Moving Beyond the Page” Curriculum
- Adopted New Deaf and Hard of Hearing Services
- Adopted New Vision Therapy Provider
- Expanded Outbound Marketing Campaigns
- Supported Legislation in Support of Statewide Virtual Athletics
- Completed Special Education Best Practices Audit with DPI
- Accepted Greenwood School District as 66.0301 Affiliated Member of RVA
- Accepted Loyal School District as 66.0301 Affiliated Member of RVA
- Accepted Clintonville School District as 66.0301 Affiliated Member of RVA
- Onboarded Bloomer as New 66.0301 Affiliated Member of RVA for 2020-2021
- Onboarded Mercer as New 66.0301 Affiliated Member of RVA for 2020-2021
- Presented to 18 New Potential School District Partners
- Opened 21 Consortium On-Campus RVA Learning Centers
- Converted 5 Affiliated Partners to Invested
- Created “Standard Operating Procedures” for RVA Secretarial & Support Services
- Piloted and Purchased Zoom Online Classrooms
- Initiated Data Integration Project
- Attended Florida Virtual Leadership Training
- Promoted RVA at Wisconsin Education Convention
- Promoted RVA at Madison Family Expo.
- Piloted FLVS Elementary Curriculum
- Increased & Expanded Outbound Marketing Efforts
- Added Full-time High School Counselor
- Added Full-time Administrative Assistant for District Connect
- Added Full-time Additional Elementary Secretary
- Added Full-time Occupational Therapist
- Added Full-time 6th Grade Teacher
- Added Full-time Middle School Teacher
- Added Full-time English Teacher
- Added Full-time Art Teacher
- Added Full-time Special Education Teacher
- Added Full-time Elementary Teacher
- Added Part-time Music Teacher
- Added Part-time Business Teacher
- Conducted “RVA Tech. Summit” Professional Development
- Launched Parchment Transcript Service
- Completed Virtual Walk-Through Supervision Tool





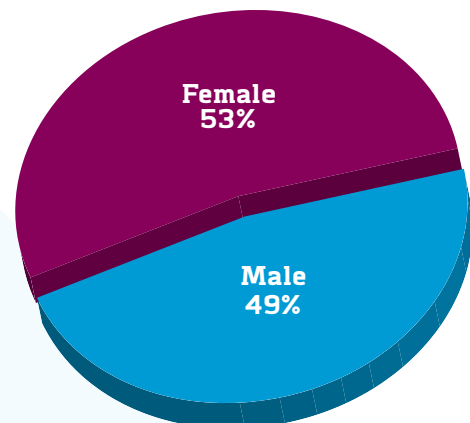
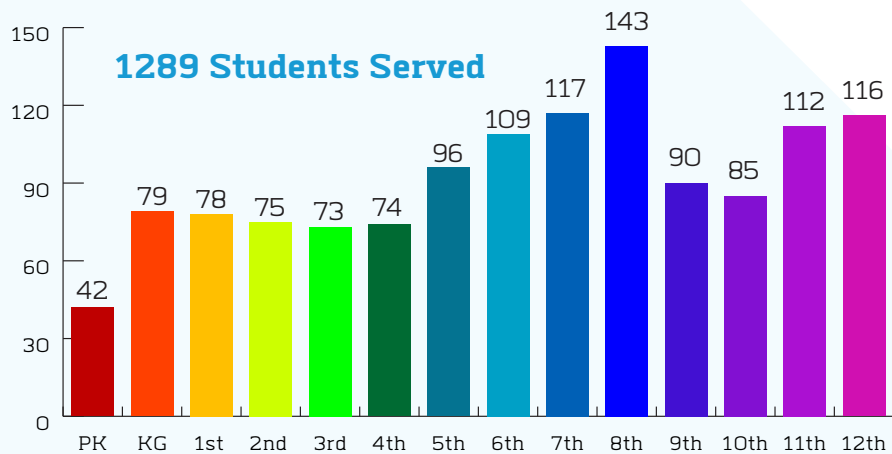
ENROLLMENT STATISTICS & DEMOGRAPHICS

Over the course of the 2019-2020 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.



ENROLLMENTS BY DISTRICT

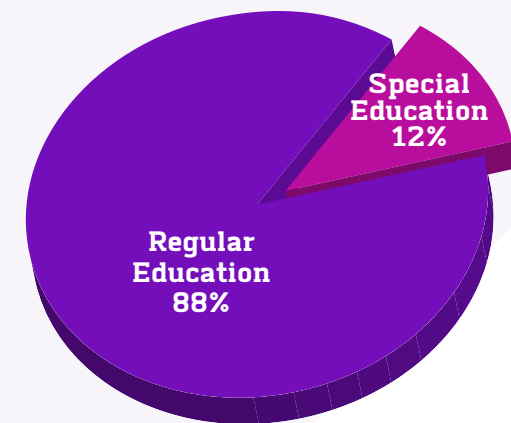
Abbotsford.....	5	Phillips	16
Antigo.....	86	Pittsville.....	18
Ashland.....	17	Prentice.....	22
Auburndale	21	Rhinelanders	24
Bowler.....	22	Rib Lake	26
Chequamegon.....	9	Rosholt	6
Clintonville.....	5	Southern Door	3
Colby.....	18	Spencer	10
Elcho.....	10	Stevens Point	28
Greenwood.....	4	Stratford	9
Iola-Scandanavia.....	9	Thorp	11
Loyal.....	6	Tomah.....	66
Marion.....	8	Westby	22
Marshfield.....	67	White Lake.....	7
Medford.....	52		
Mosinee.....	52		
Neillsville	8		
Owen-Withee.....	3		
		Open Enrolled	628



SPECIAL EDUCATION

Students enrolled in the RVA are provided by law the same special services as they would in any other public school. The RVA, under the authorization of the Medford Area Public School District, retains the legal responsibility to meet all special education or related services provided by State of Wisconsin Statute 115.787 other than for those students residing within the consortium.

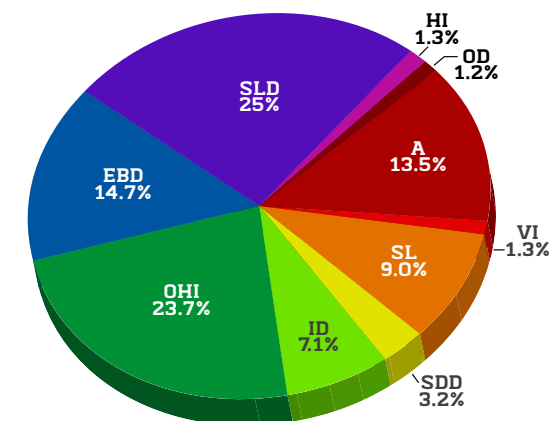
RVA Director of Special Education, Sam Penry, noted that in the 2019-2020 school year, special education students made up roughly 12% of the Rural Virtual Academy total student body. Students with special needs represent a wide variety of disabilities. This past school year the RVA was able to accept students into our school who had visual and hearing impairments by working with a new therapy company who secured certified teachers in this area. The RVA's special education department continues to grow as the demand for virtual services in this area increases. The RVA continues to grow at a steady rate while remaining cognizant of providing the highest quality program and services to our families.



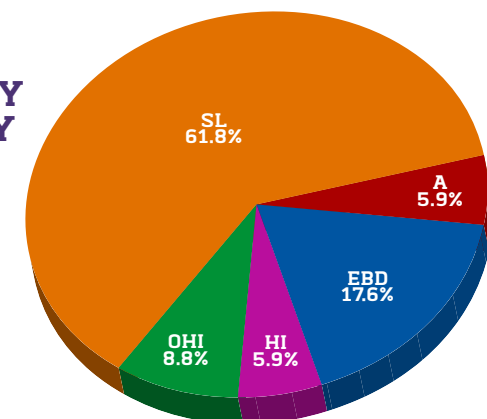
Abbreviation Key

- SDD, Significant Developmental Delay
- EBD, Emotional Behavioral Disability
- SLD, Specific Learning Disability
- OHI, Other Health Impairment
- SL, Speech and Language Impairment
- A, Autism
- ID, Intellectual Disability
- OD, Orthopedic Impairment
- HI, Hearing Impairment
- VI, Vision Impairment

PRIMARY DISABILITY



SECONDARY DISABILITY

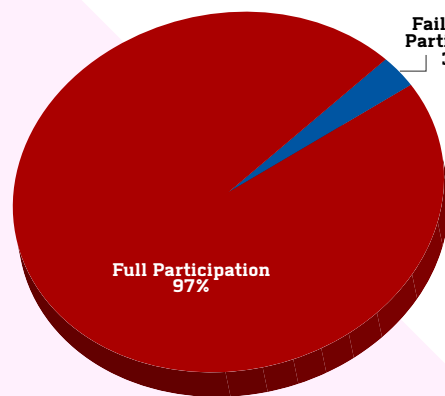


ENTRY/ WITHDRAWAL

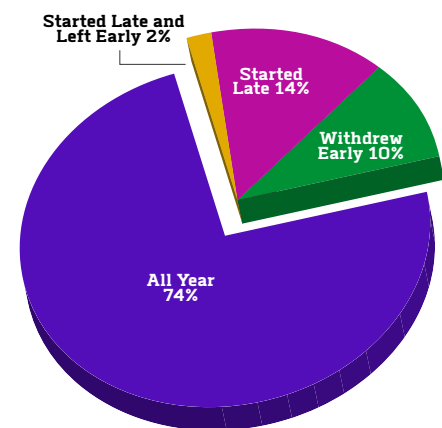
Every student who attends the RVA enters the school through parental choice. There are no student assignments to the RVA made by school districts. The RVA is a year-round school permitting students to enter the school at any time of the year, pending it is in their best interest and in allowable enrollment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

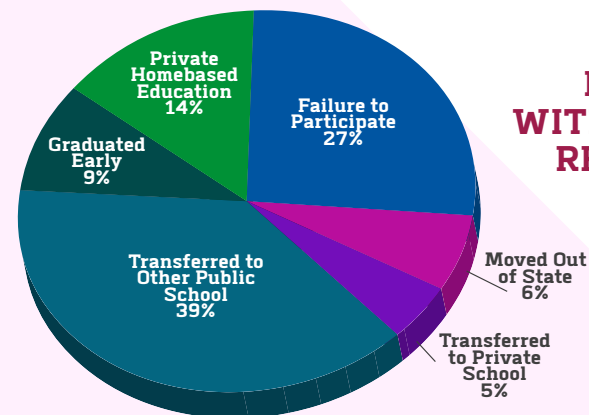
PARTICIPATION



ENTRY/WITHDRAWAL



EARLY WITHDRAWAL REASONS



EVERY STUDENT WHO ATTENDS THE RVA ENTERS THE SCHOOL THROUGH **PARENTAL CHOICE.** THERE ARE NO STUDENT ASSIGNMENTS TO THE RVA MADE BY SCHOOL DISTRICTS.





ADMINISTRATION, BOARD, STAFF & TEACHERS

RVA ADMINISTRATION & SUPPORT SERVICES

- | | | | |
|--|--|---|--|
| Charlie Heckel
Administrator | Audra Brooks
Director of Finance
Medford Schools | Taryn Reardon
School Counselor | Leatha Hopperdietzel
Special Education Student
Services Coordinator |
| Sara Holewinski
Principal | Dennis Hinderliter
Director of Technology
Medford Schools | Kelli Ray
Elementary Student Services
Coordinator | Lindsay Ferry
At-Risk "On Course"
Coordinator |
| Sam Penry
Director of Special Education | Becky Goodrich
Human Resources
Medford Schools | Jenna Versch
Middle School Student
Services Coordinator | Quinn Robinson
District Connect Coordinator |
| Athena Podolak
Director of Marketing | Dawn Meissner
School Psychologist | Leigh Sisneros
High School Student Services
& District Connect Coordinator | |
| Alli Ranum
Director of District Connect &
Online Learning | Kathy Alexander
Director of Pupil Services &
School Counselor | Jill Chasteen
Special Education Student
Services Coordinator | |
| Josh Duwe
Director of Activities & District
Connect Coordinator | | | |

RVA GOVERNANCE BOARD

- | | | |
|---|---|--|
| Greg Krause (President)
Prentice Representative | Jessica Weich
Abbotsford 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 & Board Secretary | Ember Roberts
Special Education Secretary &
Office Manager | Wendy Gebauer
High School Secretary | Maya Higgins
Elementary Secretary |
| Jen Harris
Executive Administrative
Assistant | Jessica Sherfield
Technology Support &
Administrative Assistant | Sandy Pope
Middle School Secretary | Rachel Wellman
District Connect Support &
Administrative Assistant |
| | | Angie Juedes
Elementary Secretary | |

ELEMENTARY TEACHERS

- | | | |
|--------------------------|-----------------------|-------------------------|
| Becky Born | Andrea DuWell | Kelli Ray |
| Shari Culver | Alison Reilly | Colleen Waldhart |
| Kirsten Jolivette | Kari Logterman | Nicole O'Connor |

MIDDLE SCHOOL TEACHERS

- | | | | |
|-----------------------|-----------------------|-----------------------|--------------------------|
| Laura Mukerji | Jenna Versch | Alex O'Connor | Stephanie Clabots |
| Allison Miller | Tricia Schmahl | Cassandra Riek | |

HIGH SCHOOL TEACHERS

- | | | | |
|--|-------------------------------------|--|--|
| Jessica Haenel
Phy. Ed. & Health | Leanna Oertel
English | Quinn Robinson
Science | Kevin Wellman
Social Studies |
| Ryan Bloom
Science | Leigh Sisneros
English | Greg Smith
Math | Nicole Homeyer
Business |
| Josh Duwe
Leadership | Tosha Tessen-McDonald
Art | Alison Smith
English | Janalee Knapmiller
Business |
| John Holbrook
Social Studies | Katie Zander
Math | Ryan Steinhoff
Driver's Education, Physical
Education & At-Risk | Ryan Gutsch
Music |
| Casey Kopp
Social Studies | Autumn Schlei
Spanish | Karla Svedarsky
Science | |

SPECIAL EDUCATION TEACHERS

- | | | | |
|---|---|---|--|
| Connie Hurley-Pronley
Speech & Language Pathologist | Pam Beron
Special Education | Melanie Ellenbecker
Special Education | Leatha Hopperdietzel
Special Education |
| Jacki Young
Occupational Therapist | Jill Chasteen
Special Education | Lindsay Ferry
Special Education & At-Risk | Morgan Van Ryn
Special Education |
| | | | Kelly Williams
Special Education & At-Risk |

REGIONAL EVENT COORDINATORS

- | | | | |
|---------------------------------------|---|--|--------------------------------------|
| Shanna Larson
Ashland | Rhonda Anderson
Marshfield | Nicole O'Connor
Madison | Jessica Haenel
High School |
| Tena Gnewuch
Antigo | Leatha Hopperdietzel
Marshfield | Pam MacDonald
Appleton | Quinn Robinson
High School |
| Emily Ernster
Eau Claire | Alli Ranum
Medford | Tracie Moldenhauer
Wausau & Mentor Series
Coordinator | Josh Duwe
High School |
| Charlone Nikolaus
Green Bay | Michelle Jacob
Milwaukee | Sara Osthoff
New Richmond | |
| Jenny Fischer
LaCrosse | Zainab Khan
Richland Center | | |



THE RVA IS NOT EXCLUSIVELY CONTRACTED WITH ANY PARTICULAR VENDOR AND IS **CONSTANTLY** LOOKING FOR NEW AND IMPROVED LEARNING OPTIONS FOR OUR STUDENTS.

CURRICULUM USE

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. In addition to individually piloting, negotiating prices, and adopting curriculum on its own, the RVA also partners with a large consortium called the Wisconsin eSchool Network. This network is composed 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.

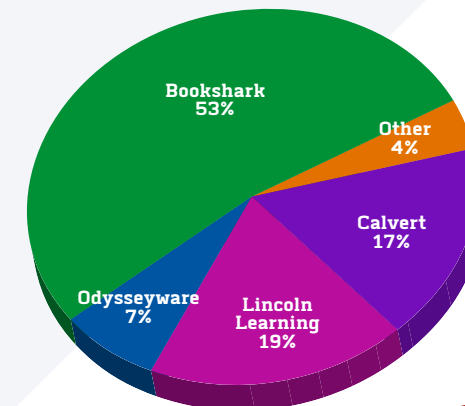
The network acts as a cooperative and because of the volume purchases made, the RVA has access to the highest quality digital content found on the market at the lowest access prices. These cost savings are passed along to the RVA consortium and help keep overall per pupil costs as some of the lowest 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.

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.

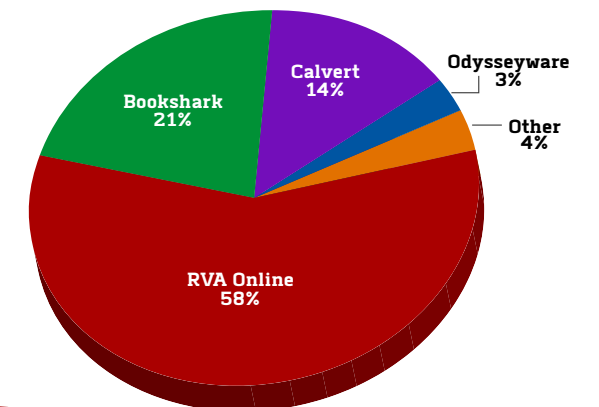
The following charts show the percentage of curriculum choices selected by parents in both the elementary (PreK-5), middle school (6-8), and high school (9-12) grades.



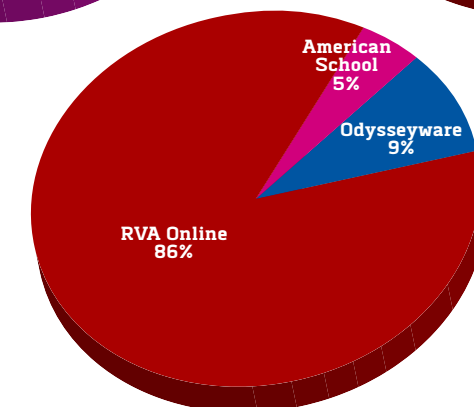
ELEMENTARY CURRICULUM USE



MIDDLE SCHOOL CURRICULUM USE

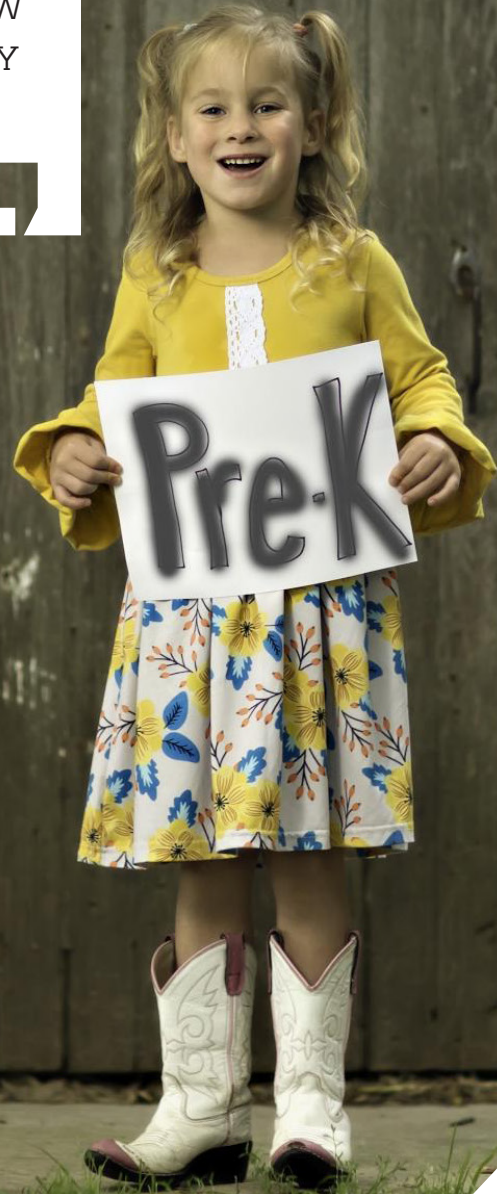


HIGH SCHOOL CURRICULUM USE



OUR ACADEMIC PERFORMANCE

A CHILD WHO IS ABLE TO DEMONSTRATE THEIR LEARNING IN WAYS THAT UTILIZE THEIR **NATURAL TALENTS** ALLOWS FOR THAT NEW LEARNING TO NOT ONLY BE MASTERED, BUT REMEMBERED.



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 2019-2020 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 & Other Authentic Assessments

Providing student choice in their way to demonstrate mastery over learning is one of the academic pillars of the RVA. We know that every child learns differently and if given the chance to use their strengths, a child will more often than not exceed academic expectations.

Standardized assessments focusing

on memorization of facts, “true / false”, multiple choice, and matching can not assess a person’s partial understanding of a topic and does not best allow a student to demonstrate connectivity to previously mastered content. The use of authentic assessments not only provides students and families a unique way to demonstrate mastery, it also produces an authentic demonstration of learning to the teacher. We believe that students need to be able to articulate and express their thoughts through discussion, creation, and problem-solving. A child who is able to demonstrate their learning in ways that utilize their natural talents allows for that new learning to not only be mastered, but remembered.

In the 2019-2020 school year, one of the school goals was to increase the number of authentic assessments being provided to students. The RVA teachers were asked to participate in the “Superhero Challenge 2020” over 45 days of the third quarter during which time teachers were challenged to showcase the authentic assessments they created. At our March staff inservice, over 85 authentic assessments were shared between staff. The authentic assessments were embedded in teacher lesson plans and online courses allowing for them to be reused from year-to-year. These authentic assessments will be combined with providing increased cooperative learning opportunities in the next school year. 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 2019-2020 school year, the RVA required all new elementary students to take both the Diagnostic Online Reading Assessment (DORA) and Adaptive Diagnostic Assessment of Mathematics (ADAM). The DORA / ADAM tests are again offered in the Spring to measure growth for students in grades PreK-2. The RVA annually participates in state-mandated standardized examinations including the American College Test (ACT), ACT Aspire, Access, Dynamic Learning Maps (DLM), and Wisconsin Forward exams. Additionally, the RVA continues to utilize AIMSweb® and other products 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 2019-2020, 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.

WE WILL CONTINUE WORKING WITH STAFF TO FURTHER BUILD OPTIONS **BEYOND THE BOOKS** FOR STUDENTS TO DEMONSTRATE LEARNING IN UNIQUE WAYS.



Graduation

In 2019-2020, the RVA is planning on celebrating its third graduation class. The RVA had 100% of the total 107 seniors meet the necessary requirements to graduate. Two students are returning in the Fall to participate in the RVA’s 18-21 year old transitional program. This transitional program is designed to provide opportunities for students with exceptional needs to gain independent living skills, social skills, employment, self-advocacy in real-life settings, and to participate in age-appropriate activities in their communities.

All students eligible to graduate

met or exceeded the full graduation requirements set forth by the State of Wisconsin statute 118.33, our authorizer, the Medford Area

public school commencement exercise or in the ceremony hosted by the RVA on July 31st in Wausau. Due to the COVID-19 pandemic, commencement exercises were not held at the traditional time in late May. Students attending the RVA through open enrollment are 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 intended to be given in the spring, and others were given multiple times over the course of the year. Due to the COVID-19 pandemic all state-

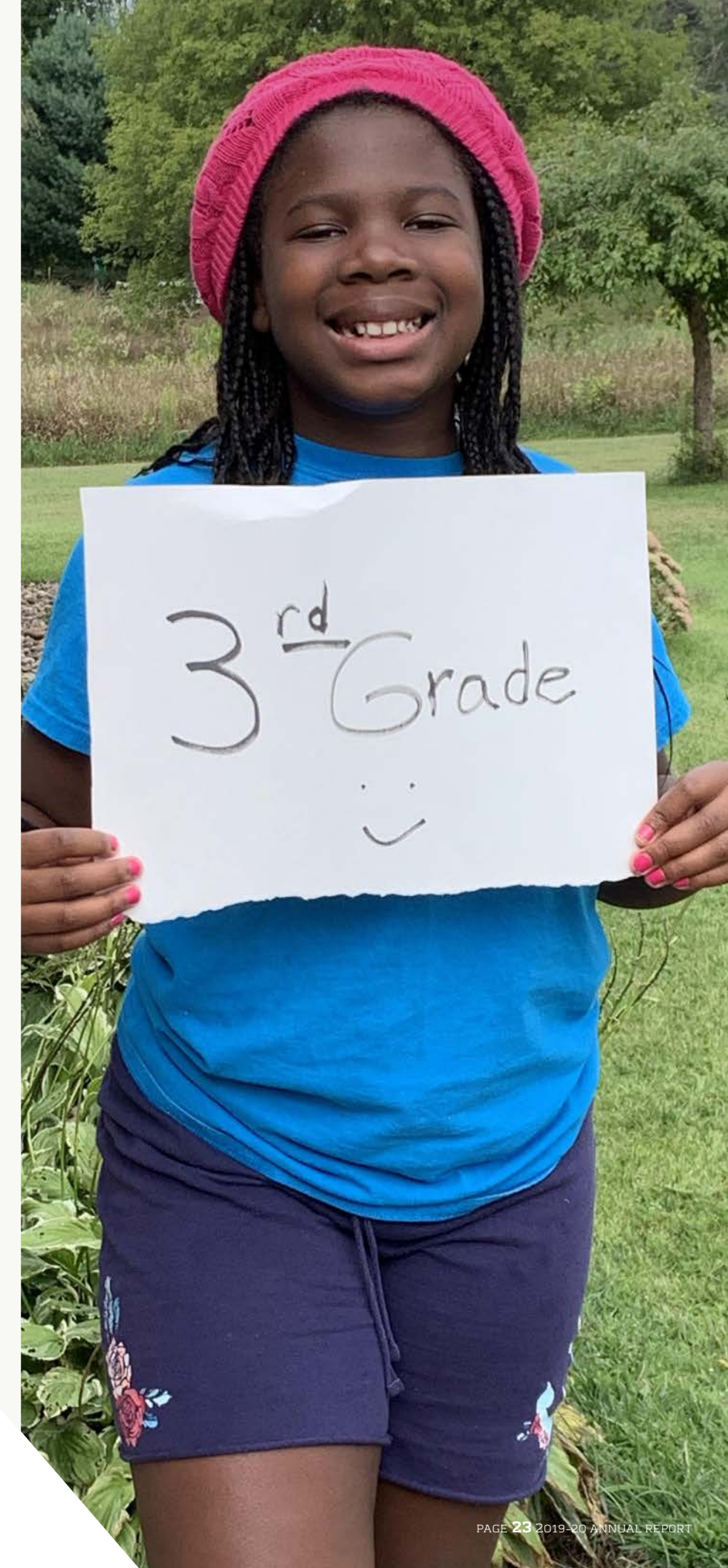
mandated examinations following the American College Test (ACT) on March 3rd were suspended for the remainder of the 2019-2020 school year. These suspended exams included: Wisconsin Forward, Access, Dynamic Learning Maps (DLM), and ACT Aspire. The Assessment of Reading Readiness was offered to students in grades PreK-2 to be completed online from home. Even though the majority of state exams were unable to be proctored, prior to the mandated cancellation, 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 705 students grade eligible to participate in state examinations, 442 (63%) were voluntarily opted out of testing by their parents. Of these students, 95 juniors were eligible to participate and complete the ACT examination with 35 students being opted out. Although not encouraged, these opt-outs are permitted by State of Wisconsin statute 118.30 "Pupil Assessments" and RVA policy RVA-IL "Testing Program."

Results are available for public review from academic outcomes achieved on state-mandated standardized

tests from the 2018-2019 school year. These results show the RVA "Meeting Expectations." 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.

Internal data review of the RVA's 2019-2020 ACT results do show a promising trend. Composite scores show that students who have been in the RVA for two or more years, score higher than students in the overall ACT benchmark. Composite scores are derived by taking a students individual math, English, reading, and science scores and finding their combined mean average. With the growth of the RVA, initial losses in academic achievement can be predictably anticipated. Likewise, after a student has acclimated to a new school setting, accelerated gains such as these should also be expected.



COMPOSITE SCORES SHOW THAT STUDENTS WHO HAVE BEEN IN THE RVA FOR TWO OR MORE YEARS, SCORE HIGHER THAN STUDENTS IN THE OVERALL ACT BENCHMARK.

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 community's local

State of Wisconsin Academic Report Card

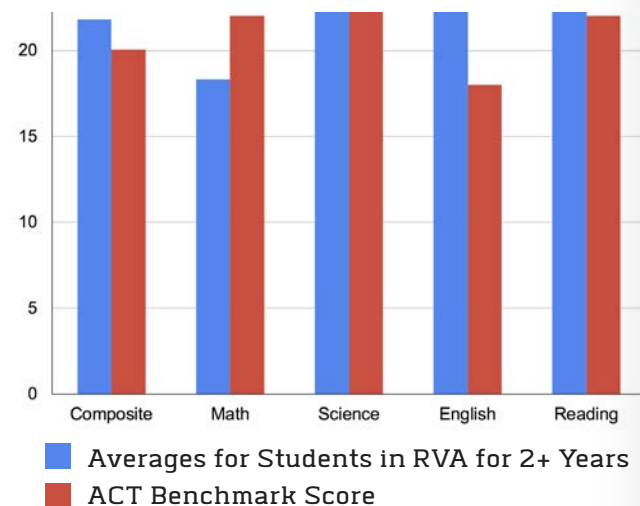
Overall Score



Meets Expectations

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 ★★★★★

Averages for Students in RVA 2+ Years and ACT Benchmark Score





ACTIVITIES

Under the supervision of Director of Activities, Josh Duwe, during the 2019-2020 school year the RVA held 99 physical field trips and activities along with an additional 20 virtual events. All of these various opportunities for our RVA families were organized and run by our 17 Regional Event Coordinators. Over 6,800 participants took part in these activities across the State.

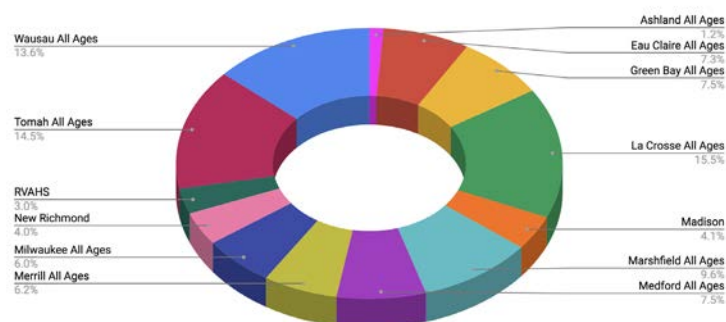
In addition to these field trips and activities, RVA teachers provided access to online clubs and events including “Snow Days,” “Iditarod Club,” “GoNoodle,” “Knowing Your Neighbors Club,” “Craft Club,” “Butterfly Club,” “LEGO Club,” “RVA’s Got Talent,” “Writer’s Block,” “Cooking Club,” “Sign Language,” “Virtual Yoga,” “Online Art,” and “Story Club.” High school students

also took part in co-curricular opportunities including “RVA Weekly,” “Forensics,” “Student Council,” “Environmental Alliance,” and “Yearbook.” In total, field trips, activities, and clubs equaled over 180 different activities for families and students to take part in over the school year. Additionally, a parent driven “RVA Mentor Series” and “RVA Mentor Series Book Club” continued to grow during the 2019-2020 school year allowing parents to both present and take part in a variety of educational topics.

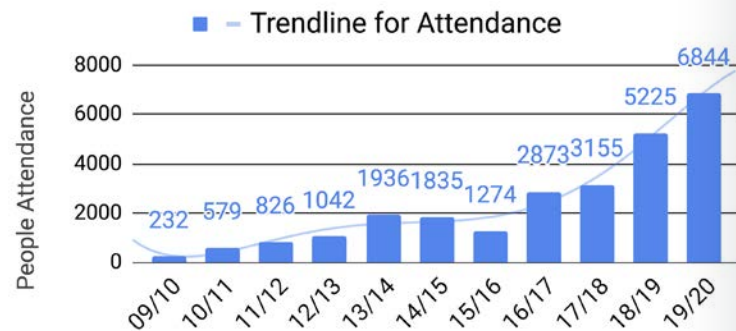
As noted by Director of Pupil Services, Kathy Alexander, “Although the COVID 19 pandemic resulted in our spring in-person events such as prom and the end of the school year picnic to be canceled, the RVA High School Student Council refused

to lose opportunities for students to interact with each other outside of their regular classes. Student Council led a fun first annual “Spirit Week” for the entire school that involved dress-up themes and daily challenges that revolved around the RVA’s mission of Relationships, Values, and Academics. The Student Council, along with the help of RVA Director of Activities, Josh Duwe, also hosted a virtual “Corona Carnival” that involved dancing, trivia, and a fashion parade where high school students got an opportunity to show off their prom attire. RVA High School Student Council did a great job making the most of this difficult and challenging time by finding creative ways to bring students together to share positive times and create great memories that they can look back on in the future.

Average PPL/Event



Attendance vs. Year



Month	Date	Event	#	S/per
AUG	11	Studio 808 Community Service	13	5.31
	13	Day’s Bowl-A-Dome	81	6.49
	21	Cool Waters Aquatic Park	59	4.32
	29	LaCrosse Meet and Greet Pizza/Potluck	57	3.58
SEPT	5	Copper Falls	12	0.00
	5	Eau Claire Meet and Greet	25	0.00
	7	Skate City Roller Skating	159	6.00
	9	Iron Mine Tour	62	6.00
	11	Acres for Joy-rained out	3	0.00
	17	Huey’s Hideaway Potluck	74	6.20
	17	Lapacek’s Orchard	51	4.00
	18	Community Cleanup	5	0.00
	18	Winnebago Playground Picnic	53	0.00
	19	Univ. of WI Ag Research Station	64	0.00
	19	Holiday Acres	30	17.50
	20	Riverlife Park and Firestation Tour	90	0.00
	26	MASH Barn Tour	2	0.00
	26	American Player Theater	39	17.95
	27	Grandpa’s Farm	191	7.00
28	Wisconsin Dells Boat Trip	384	8.37	
OCT	1	Fishing at Jeremiah’s Bullfrog Fish Farm	52	6.19
	2	Packer Stadium Tour	239	9.30
	4	Outdoor Education Day at Forest Springs	73	7.95
	7	REGI Raptor Presentation	48	3.24
	7	RVAHS 3D Printing at the Library	10	1.31
	8	Busy Barn Adventure Farm	33	6.58
	9	Marshfield Behind the Scenes Tour	100	1.80
	9	Wildwood Wildlife Center	43	12.20
	10	Hidden Trails Corn Maze	104	6.13
	14	Ferguson’s Apple Orchard	65	6.46
NOV	15	UW Arboretum - Effigy Mound and Land History Tour	25	6.12
	16	Grand Theater Play	99	6.99
	22	RVAHS High Ropes Course-Forest Springs	7	30.90
	23	Duluth Children’s Museum	3	4.67
	29	Community Service Project Rib Mountain	35	4.43
	1	Manitowoc Maritime Museum	107	4.30
	5	Box of Balloons Community Service Project	20	6.25
	6	Pizza and Bowling Richland Center	21	7.55
	7	CoVantage Tour	31	0.00
	8	Dancing Through the Decades	58	9.54
8	Pippi Longstocking Eau Claire Children’s Theater	52	6.06	
8	Little Chute Windmill Tour	46	3.48	
12	RVAHS Eau Claire Games and Arcade	14	6.43	
13	NTC Career Fair	4	0.00	
14	Amazon Distribution Center Tour	51	0.00	
14	RVAHS Bowling in Medford	8	14.27	
15	High Roller - Roller Skating LaCrosse	71	7.32	
22	Frozen II	102	9.22	
22	Frozen II - Medford	160	6.00	
26	Frozen II - Hudson	53	5.28	
DEC	3	RVAHS Great Northern Tour	12	0.00
	5	Bayfield Fish Hatchery Tour	5	0.00
	5	Frozen II Movie Appleton plus Funset Games	68	8.08
	6	Frozen II Movie Marshfield	141	6.29
	6	Scheckel Science Show	32	9.53
	6	Ice Skating and Gift Exchange	45	0.64
	10	Bowling and Billiards	14	11.89
	11	Key West Aquarium Online Tour	33	1.36
	11	Swimming at The Centre	23	3.25
	13	Nutcracker Ballet	91	6.00
19	Coffee, Cocoa, & Friends	4	9.82	
20	Star Wars:The Rise of Skywalker	25	6.00	

ACTIVITIES HELD THROUGHOUT THE YEAR

Month	Date	Event	#	S/per
JAN	3	Bowling and Pizza	63	8.11
	4	3 Bears Resort Waterpark	206	4.50
	7	Colossal Fossils	105	5.00
	8	Coffee, Cocoa and Friends	4	5.13
	14	Melody Gardens Skating	101	1.86
	16	Blue Harbor Water Park	87	7.00
	21	RVA Kids Yoga Session 1	27	0.93
	21	Black Earth Children’s Museum	53	3.70
	23	Chaos Waterpark	139	11.48
	23	Mitchell Park Domes	76	7.18
FEB	24	Ice Skating and Hot Chocolate	71	2.81
	28	RVA Kids Yoga Session 2	17	1.47
	29	EAA Museum, Oshkosh	94	6.88
	30	Island City Lanes, Bowling	19	11.91
	30	Canvas Painting and Cherry Berry	15	15.00
	4	Xtreme Air	92	7.91
	6	Splashland	24	9.58
	7	Sawmill Adventure Park	191	10.50
	7	UWSP Career Expo: Wausau Campus	14	0.00
	8	Knuckleheads Indoor Theme Park	220	10.00
MAR	10	Valentine’s Day Party	9	15.95
	11	Como Zoo	27	4.63
	12	Eau Claire Children’s Museum	35	3.86
	13	Gallery Night -Student Spotlight Skate City	44	9.48
	18	RVA Kids Yoga Session 3	43	0.58
	19	Cupcakes and Community Service	50	5.05
	20	Jump Start Trampoline Park	158	8.48
	20	Cheesehead Factory	25	11.60
	25	RVAHS Chippewa Valley Tech College Tour	16	0.00
	25	RVA Kids Yoga Session 4	8	3.13
APR	26	PlayN Wisconsin	26	2.69
	26	Fort Wilderness	13	0.00
	27	Fox Cities PAC Show Chicken Dance and Tour	44	5.23
	27	Drama Club	30	0.00
	5	Cracked Escape Room, Weston	15	25.00
	6	Hudson GNG	23	7.65
	11	National Eagle Center	50	6.60
	17	RVA Kids Yoga Session 5	9	2.78
	24	International Wolf Center	70	0.00
	24	RVA Kids Yoga Session 6	11	2.27
MAY	31	Virtual Read Aloud and Art Project	30	0.00
	1	Virtual Event- Author Mary Sue Woldt	44	1.29
	3	Virtual Event- Magician Dewayne Hill	193	1.19
	9	Virtual Event- Juggler Dan Kirk	107	1.87
	16	RVA Kids Yoga Session 7	20	1.25
	20	Earth Week Challenge	134	0.56
	23	RVA Kids Yoga Session 8	26	0.96
	27	Virtual Event - Mystery Science	23	0.00
	21	Virtual Event - Chameleon	10	0.00
	29	Virtual Event - Randy Peterson	63	2.38
30	Virtual Event - Wild Birds of Prey	47	0.00	
MAY	1	Kidstage Elementary Kids Acting Workshop	10	0.00
	9	Virtual Hearst Castle Tour	38	0.00
	12	Virtual David Landau Concert	8	12.50
	18	Virtual Kitchen Science	56	0.00
	20	APT Live Actor Chat	8	0.00
21	Virtual Puppet Show	22	3.41	

CAPACITY HAS BEEN ADDED TO ALLOW THE CONSORTIUM TO GROW TO

40 MEMBERS

WITHOUT JEOPARDIZING THE QUALITY OF SUPPORT CURRENTLY BEING PROVIDED TO RVA PARTNERS.



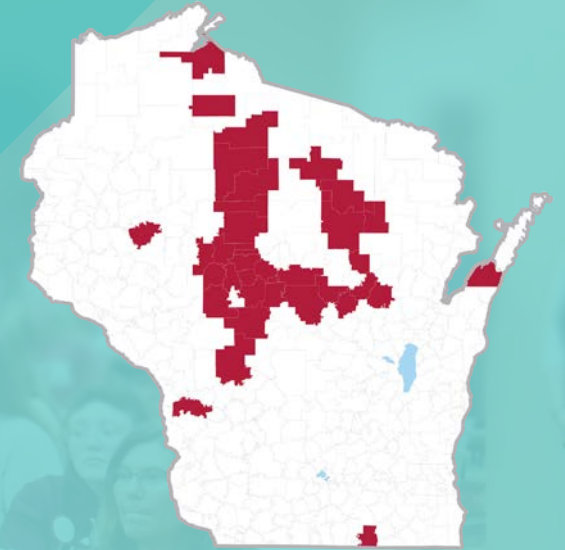
OUR STRENGTH LIES IN OUR PARTNERSHIPS

The RVA Consortium

The RVA's consortium continued to grow over the 2019-2020 school year. 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 support the operations of the RVA both fiscally and through governance 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 local school districts traditional classrooms.

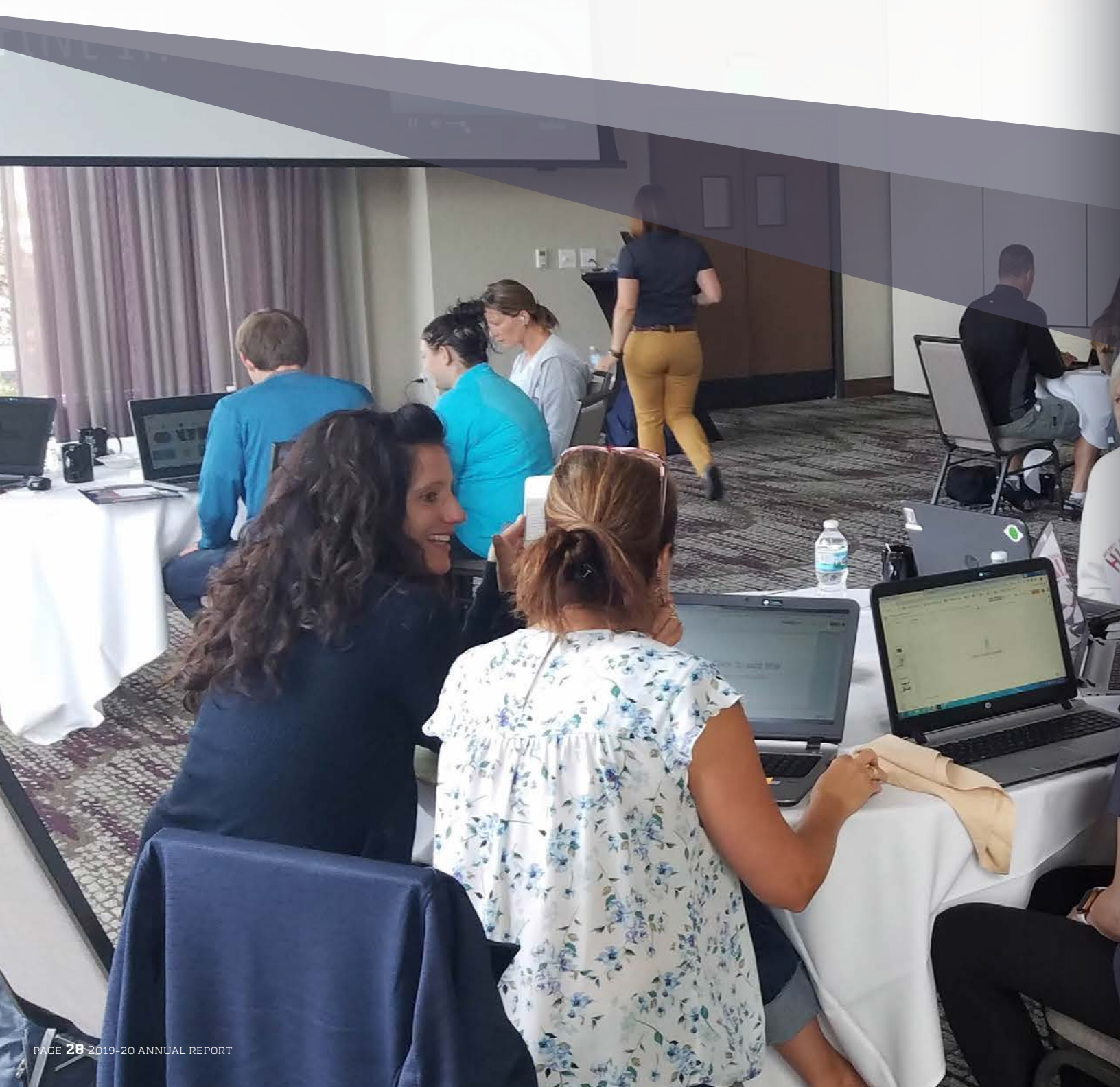


Over the course of the 2019-2020 school year, the RVA consortium grew to 32 districts. The make-up for the consortium consisted of 23 invested and 9 affiliate members.

Looking forward to the 2020-2021 school year, 8 new affiliate partnerships are being considered along with the conversion of 5 current affiliated members to invested. Capacity has been added to allow the consortium to grow to 40 members without jeopardizing the quality of support currently being provided to RVA partners. The RVA is committed to maintaining ongoing efforts to bring on future member districts throughout Wisconsin and beyond.

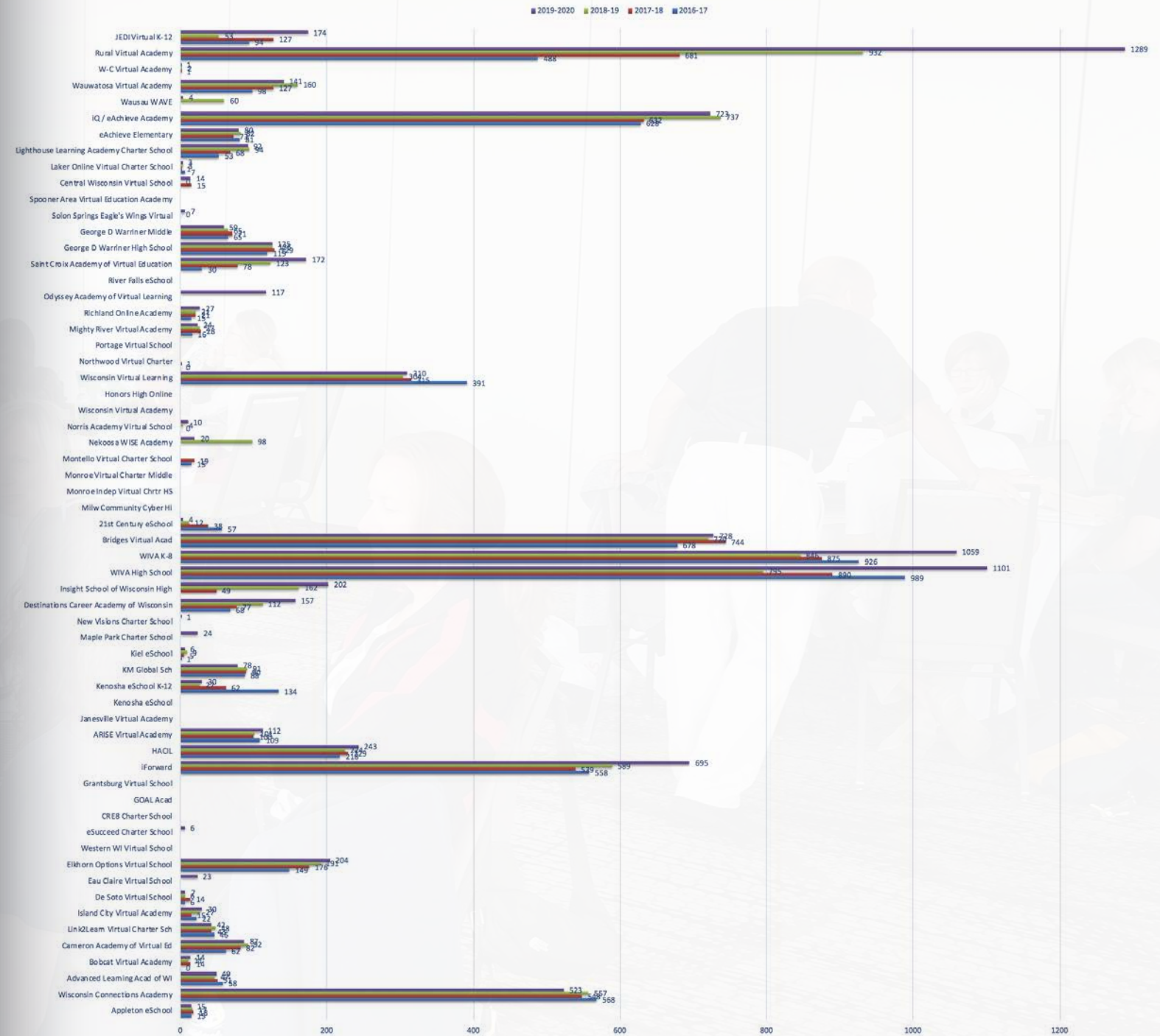
FULL-TIME VIRTUAL & SUPPLEMENTAL GROWTH TRENDS

The RVA serves not only full-time virtual enrollments but also supports the growth of digital learning in the traditional classrooms throughout all the consortium district's schools. The use of part-time, supplemental, online courses in traditional classrooms is managed under the RVA's District Connect team. By offering both services, the RVA is able to 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, portable and flexible learning solutions, the most current information, and instantaneous feedback.



FULL-TIME VIRTUAL 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 largest virtual school in Wisconsin. Further review of the Wisconsin virtual school landscape shows 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 three that continue to operate as a consortium.





GROWTH IN 2019-2020

By virtue of partnering with the RVA, consortium partners can have access to the RVA's digital content, learning management systems, professional development, and administrative support services.



RVA's content and learning management systems are all procured and vetted by the Wisconsin eSchool Network under the support and oversight of the Wisconsin Department of Public Instruction. The RVA consortium is an invested 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, training, support and technology to all consortium districts for use in their traditional classroom environment through the District Connect team.

District Connect Director, Alli Ranum, reported that in 2019-2020, District Connect had a great year serving our district partners with their digital curriculum and professional development needs. We have seen growth in every area of our operations. Our goals going into this school year were to:

- Expand Professional Development
- Cultivate Community
- Increase Number of Blended Teachers

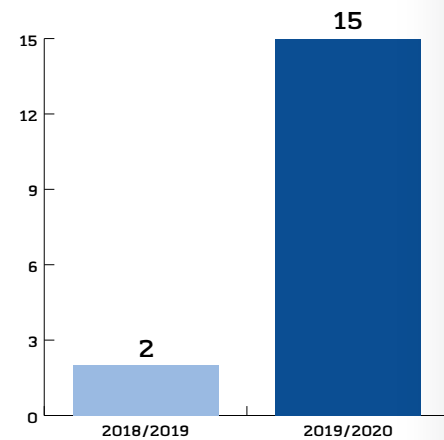
Expand Professional Development

Our number one priority this year was to ensure that teachers and staff in our partner districts felt supported by our staff. Whether that meant offering a formal professional development session, meeting virtually with a teacher 1:1 to walk through getting started with using digital curriculum, or providing trainings to groups of teachers to introduce virtual learning tips amidst school closures from COVID-19, we saw a major increase in the amount of support provided over the past year.

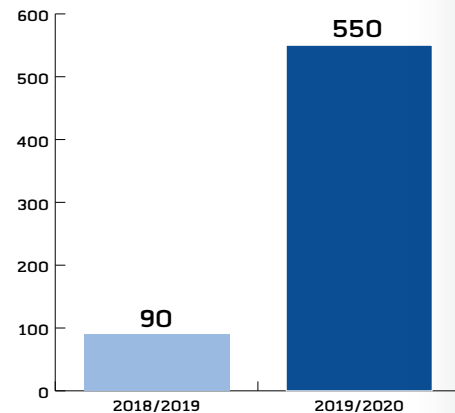
Cultivate Community

Another important goal that District Connect addressed this past year was bridging the divide between the virtual schooling world and our brick and mortar consortium districts. Again this year, we aimed to connect and share best practices between our virtual and traditional schools. While results from efforts to 'build community' are difficult to quantify and display, we can account for the numbers of content-specific Q&A sessions which were held

Formal Sessions Offered



Support Hours with Consortium District Staff



Mosinee Learning Center in Action!

along with the space provided on our website to share district policies relating to online learning. An additional community building service provided to our consortium partners is in support of opening and establishing on campus learning centers.

Learning centers are open to both full-time and part-time students within their consortium district of residence and provide students a space to study and receive academic support and technical assistance. In 2019-2020, the number of consortium learning centers which opened tripled over the previous year.

In addition to the on-campus consortium learning centers, the RVA also opened its first learning center for all students, regardless of district of residence. This 3,000 square foot facility is located in the city of Mosinee, Wisconsin. This location is the geographic center of the state as well as located within one hour or less for approximately 700 of the full-time RVA students. The RVA began occupying the space in January of 2020, but due to COVID restrictions, the use of this facility was limited.

The space was used for ACT testing as well as hosting a consortium district meeting. The space includes offices and large meeting room capacity to hold professional development trainings, student and parent gatherings and activities, as well as formal meetings. This location provides the RVA and the District Connect team both a centralized location and room to expand. An additional 7,000 square feet of space is still vacant at this location and could

potentially be used in the future should the RVA continue to grow and the use of this space prove effective and well-utilized.

Increase Number of Blended Teachers

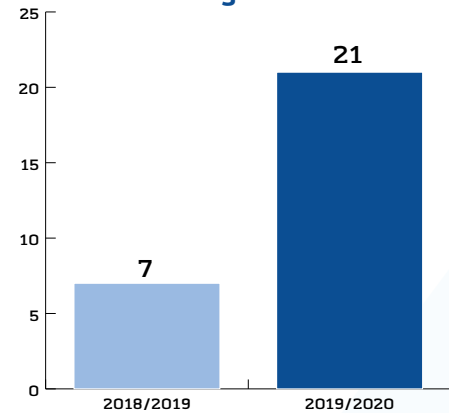
As central to its mission, Director Ranum notes, "The District Connect team feels very strongly that the use of digital curriculum provides many educational opportunities for brick and mortar teachers (for which most are unaware). When implemented with intention, using digital curriculum has the ability to:

- Increase opportunity for students with expanded course catalog
- Optimize personalized learning by more easily allowing for personalized instruction
- Make teachers' lives easier with standards-aligned curriculum

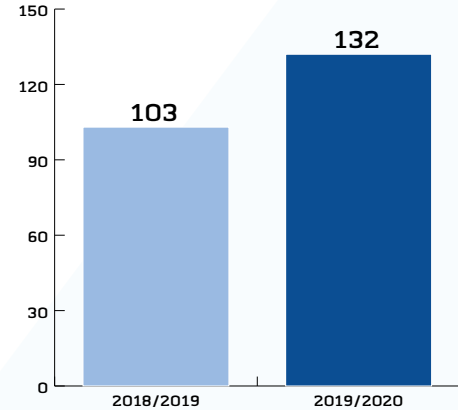
For all of these reasons, the District Connect team will continue to strive for reaching more teachers and introducing them to digital curriculum and the opportunities it provides for them and their students."

During the 2019-2020 school year, the RVA employed 3.0 FTE's of support in the "District Connect" side of operations. This included an full-time director, full-time administrative support staff, and three teachers with part-time District Connect Coordinator responsibilities. We continue to expand into 2020-2021 our reach in supporting partner districts with their digital curriculum and blended learning pedagogy needs.

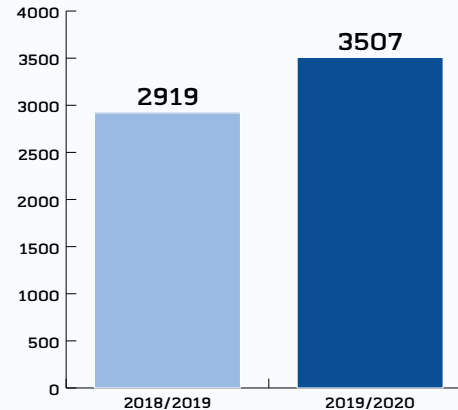
Learning Centers



Consortium Teachers



Total Enrollments



INBOUND & OUTBOUND 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 are already enrolled into the school.

During the 2019-2020 school year, the RVA's marketing strategy continued with a small budget increase to grow outbound reach. Additionally, the school focused on improving our inbound marketing strategy specifically with the exploration into automated data migration for both the RVA full-time side and District Connect. We also explored new ways to reach out to families, like the Kids Expo in Madison which was very successful.

Every fall we survey families 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:

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
- 82% of 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
- 15% of the respondents were completely new to virtual education
- Most families relied on trusted friends/family, internet research, and feedback from 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

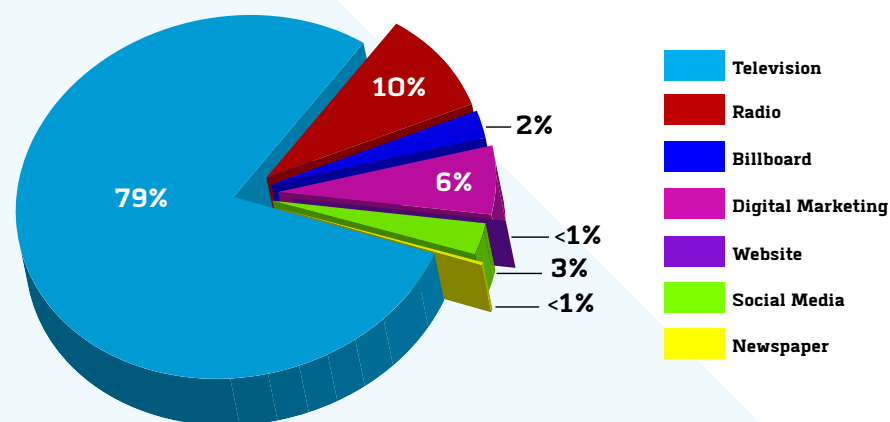
Areas the RVA was noted in need of improvement:

- RVA families wanted more communication throughout the enrollment process

Actions taken based on feedback provided:

- The RVA added timelines to enrollment communication to manage expectations of the process

2019-2020 MARKETING SPEND



Take a photo of this code with your iPhone or your QR Code App to read the complete Fall survey results!



"YOU'VE EARNED MY PRAISES BY THE WAY YOU RUN YOUR SCHOOL WITH **INTEGRITY AND VALUE** FOR ITS EMPLOYEES AND FAMILIES. KEEP UP THE GOOD WORK AND I'LL KEEP SUPPORTING YOU TO EVERYONE I KNOW." - FALL SURVEY RESPONSE



DUE TO SIGNIFICANT GROWTH OVER THE PAST SEVERAL FISCAL YEARS IT WAS DETERMINED NECESSARY AND BEST TO ALLOW NEW STAFF THE OPPORTUNITY

TO ADAPT
TO THEIR NEW POSITIONS WITHOUT THE ADDED STRESS OF EXPONENTIAL GROWTH.



FINANCIALS

BUDGET & EXPENDITURES

During the 2019-2020 school year, the RVA operated on a budget based upon having a total of 1,200 expected full-time enrollments. A full-time enrollment is calculated in the following manner for budgeting purposes:

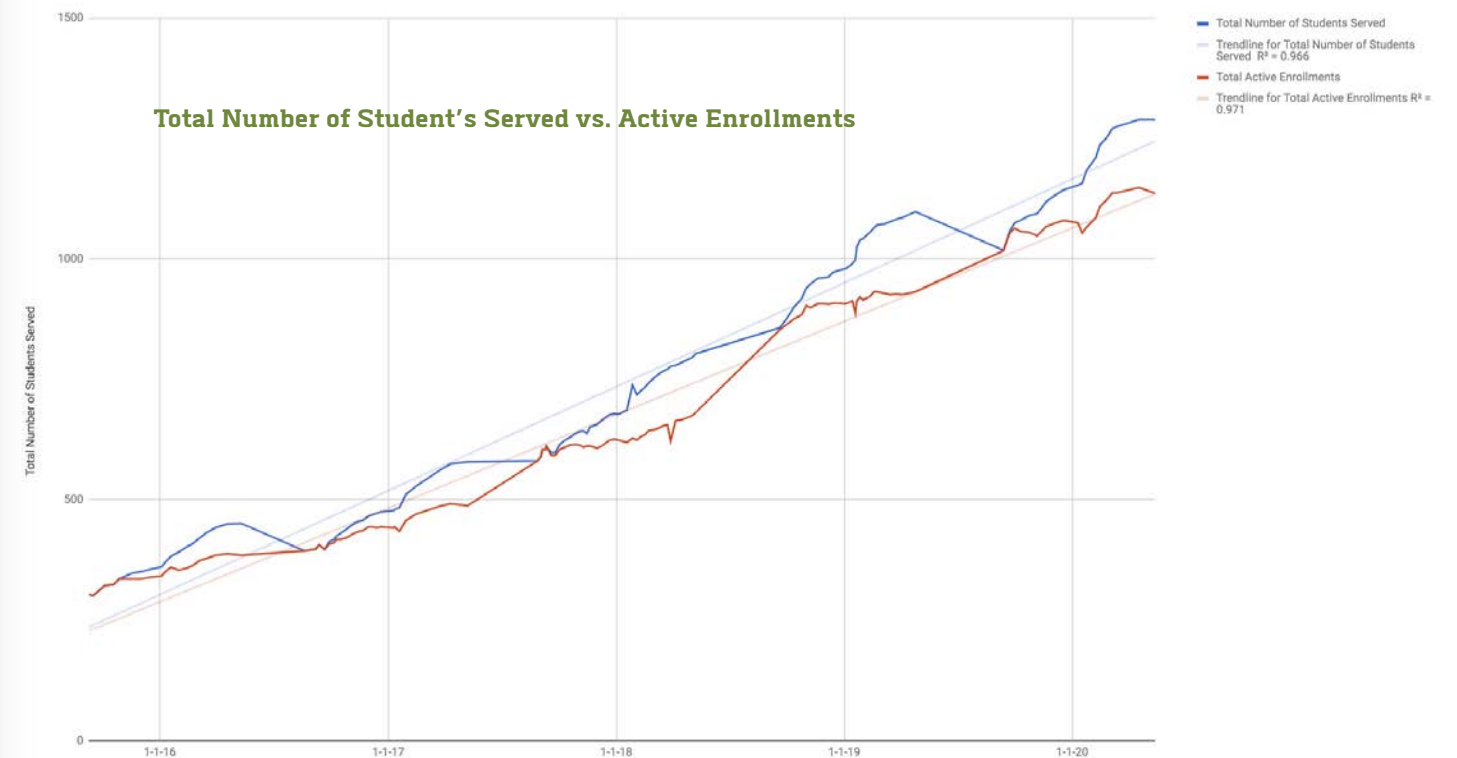
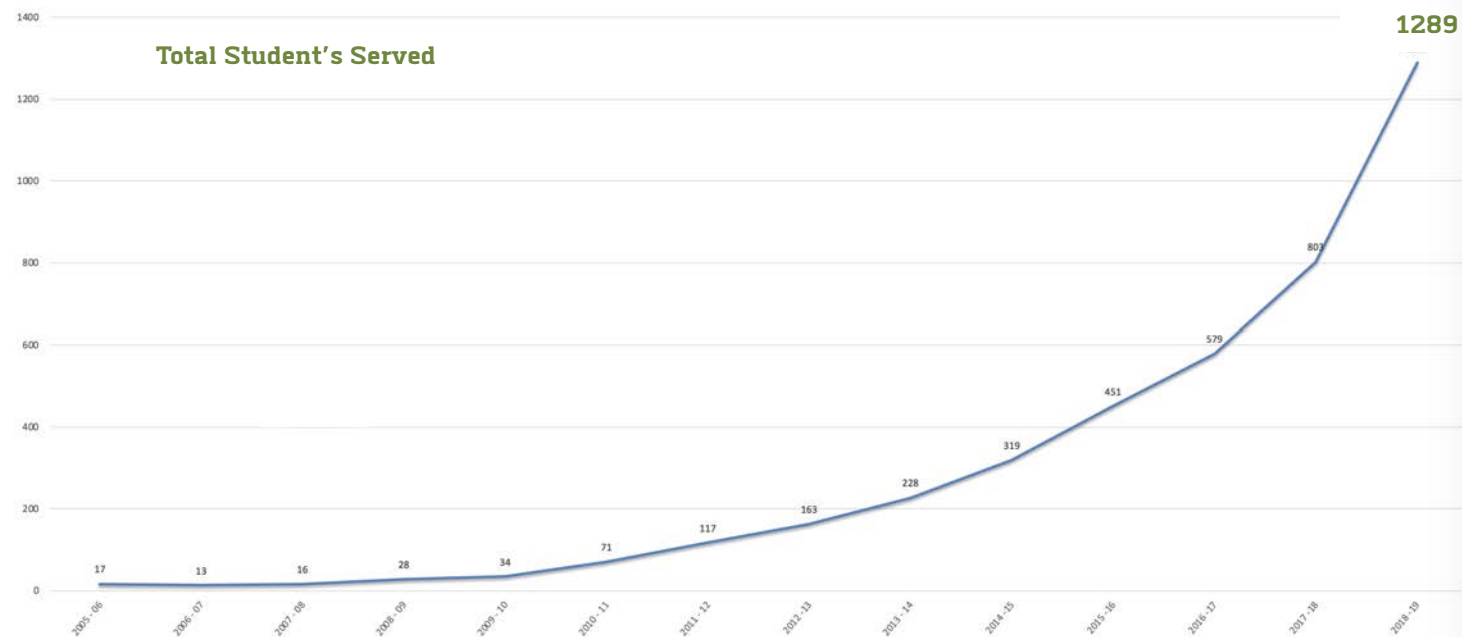
First, the total number of days students are enrolled in the RVA through open enrollment and affiliated enrollment, is calculated. This number is then divided by 180 to determine a total number of full-time equivalent (FTE) enrollments. In 2019-2020, the total number of days attended was 113,614 bringing the total number of full-time equivalent enrollments to 631.19.

Second, the total number of students enrolled from invested member districts is calculated. A student from an 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 the first semester (2 quarters) would be counted as a 0.5 FTE. A student who attended 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 2019-2020 school year the RVA had 483.53 FTE enrollments from its invested consortium districts.

In combined total, the number of FTE students attending

the RVA during the 2019-2020 school year was 1,114.72. This was approximately 85 FTE's below the budgeted amount. The actual number of different students who attended the RVA during the 2019-2020 school year was 1,289. 1,136 students were active in the school at the end of the year. This fluctuation of students in and out over the year accounts for FTE falling below actual. Overall, this equated to a 18% increase in enrollments over the previous school year and 7% lower than initially budgeted for in both expected revenues and expenditures. This moderate growth was attributed to the RVA closing enrollments in early 2019 and electing to enact a hiring freeze under the school's "No New Initiatives" goal for the year. Due to significant growth over the past several fiscal years it was determined necessary and best to allow new staff the opportunity to adapt to their new positions without the added stress of exponential growth. Likewise, the year allowed administration to get caught-up on previous initiatives and a refinement of processes to improve efficiency and allow for scalability in subsequent years.

Due to actual enrollments falling 7% below initial budgets, the total expenditure budget prepared and approved of \$6,407,747 was not met. A total of \$6,371,881 was expended in the 2019-2020 school year.



PROJECTIONS & ACTUALS: Budget and Spending

The past several years has brought with it exceptional growth for the RVA. Even with the orchestrated moderate growth over the 2019-2020 school year, invested member districts benefited from the fifth consecutive year 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 2020-2021 school year with end-of-year costs being projected to be on average.

Description	2019/20 Budget	2019/20 Actual	2020/21 Budget
Advertising	\$165,000.00	\$158,706.36	\$195,000.00
Board stipends/mileage	\$2,000.00	\$1,933.68	\$2,000.00
Capital equipment	\$135,000.00	\$248,665.36	\$145,000.00
Communication (Zoom, Blackboard)			\$50,000.00
Computer supplies (batteries, mice, flash drives, bags)	\$20,000.00	\$191,083.51	\$90,000.00
Construction Services	\$0.00	\$100,000.00	\$0.00
Curriculum (Calvert/LL/Odyss/BS/art/sped/other/FL)	\$795,000.00	\$560,912.00	\$875,000.00
Curriculum (high school)-American School Early College Ent Program/Start College Now	\$32,500.00	\$19,706.76	\$40,500.00
Curriculum (online)-WeN	\$203,500.00	\$194,609.00	\$300,000.00
Dues	\$40,000.00	\$3,718.43	\$45,000.00
Field trips/student clubs (student council)	\$55,500.00	\$38,823.04	\$55,000.00
General supplies (rewards, consumables)	\$24,000.00	\$71,072.29	\$112,500.00
Internet reimbursements	\$262,500.00	\$322,320.85	\$395,500.00
Interest payments	\$10,000.00	\$7,304.68	\$10,000.00
Office supplies/PAC Meetings	\$31,500.00	\$104,866.78	\$51,000.00
Personal services (High School Electives)	\$1,600.00	\$1,000.00	\$2,000.00
Personal services (curr.writing, website, Art, Regional Event Coordinators, Guidance, Mentors, cocurr, legal/hs dances)	\$89,000.00	\$75,146.74	\$169,300.00
Personal services (Reg hr)	\$45,000.00	\$1,935.97	\$45,000.00
Personal services (stipends)	\$4,000.00	\$0.00	\$4,500.00
Personal services (substitutes)	\$25,000.00	\$0.00	\$26,500.00
Personal services (new staff)	\$70,000.00	\$0.00	\$100,000.00
Personal services (TinyEye, PrLm, StSvc, Psych, PT Consult, VSC, Marinette SD)	\$50,000.00	\$26,267.79	\$40,000.00
Postage	\$45,000.00	\$12,601.35	\$50,000.00
Professional development (Training, Tuition)	\$35,000.00	\$5,965.00	\$37,500.00
Professional Merits	\$5,000.00	\$236.73	\$7,500.00
Property Services (Copier)	\$10,000.00	\$7,928.13	\$12,500.00
Rent/Heat/electricity/property insurance (RVA Office)	\$76,250.00	\$44,462.95	\$81,375.00
Salaries (RVA staff)	\$3,952,897.00	\$3,989,521.10	\$4,995,859.00
Scholarships			\$33,000.00
Shared Consortium Teachers/Learning Ctr.	\$75,000.00	\$122,500.83	\$150,000.00
Staff physicals/tb tests	\$1,000.00	\$740.90	\$1,250.00
Telephone (Charter/TDS/Verizon/CenturyLink)	\$6,000.00	\$7,395.52	\$8,500.00
Testing/Orientations	\$10,000.00	\$7,256.00	\$8,000.00
Travel (reg & sped) (inc. fuel for vehicle)	\$74,796.00	\$64,116.48	\$77,500.00
Other Post Employment Benefit Contribution	\$52,704.00	-\$24,544.17	\$30,000.00
Vehicle			\$50,000.00
Wellness Program	\$3,000.00	\$5,627.07	\$3,000.00
	\$6,407,747.00	\$6,371,881.13	\$8,299,784.00

OPEN ENROLLMENT

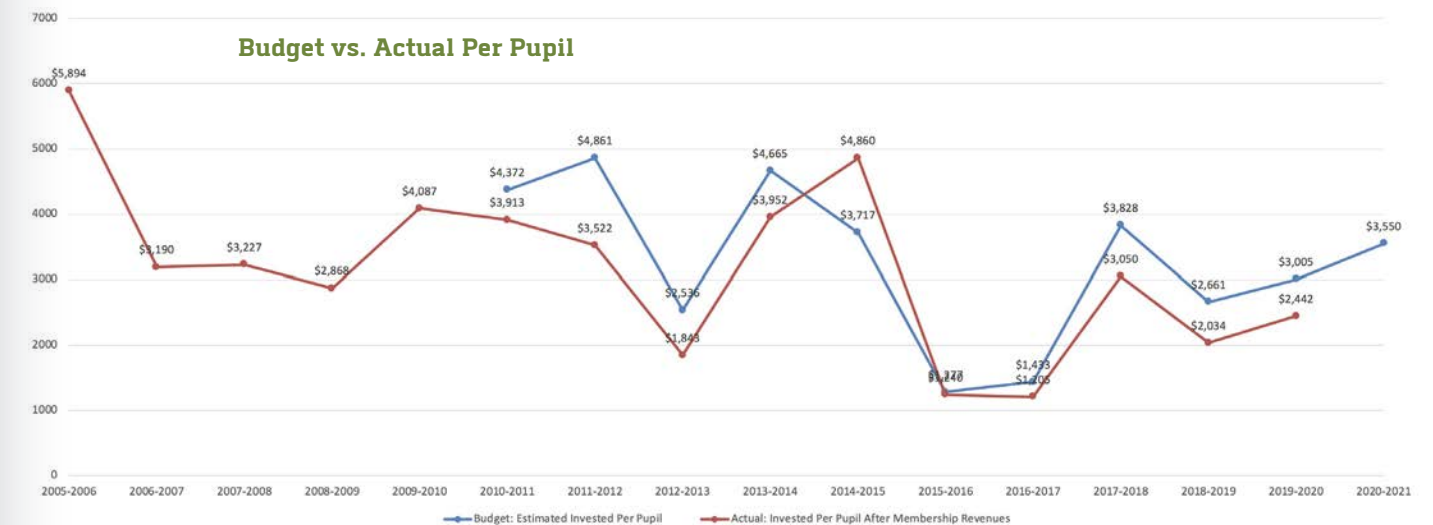
Through Wisconsin's open enrollment laws, parents can select to send their child to any public school district they choose at any time of the year. Additionally, parents can annually select up to three different school districts to send their child to besides their resident district. Open enrollment 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.

Prior to the start of the 2019-2020 school year, the RVA experienced growth from 237 to 325 families choosing to apply to attend the school for the following school year through the regular application process. During the 2019-2020 school year, the RVA saw a reduction in alternate open enrollments from 234 to 198 applications. This decline was attributed directly to the school reaching school and class size board policy limits by the start of the 2019-2020 school year and choosing not to hire and exceed. With a school closure in place prospective families were kept on a wait list throughout the year. As 153 spaces opened over the course of the school year, families were contacted and encouraged to file for open enrollment if still interested in wanting their child(ren) to attend. Throughout the school year, the RVA maintained a waiting list of a few hundred students. 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 \$2,034. This was followed with only a marginal increase to \$2,442 per pupil at the end of this past fiscal year. The historical 15 year combined average per pupil cost for full-time virtual school services to invested member districts is \$3,155. Casting forward, the per pupil amount per invested member district is expected to increase. This forecasted increase is due to needing additional staff and other value-added additions to the school with 2020-2021 year-end projections estimated to be approximately \$3,550. This estimate is above the historical average, but represents a realistic impact considering the amount of teaching and support staff capacity being added to the school.



2020-2021 RVA BUDGET

The 2020-2021 budget reflects a conservative estimate of 30% growth based against historical averages. This budget supports approximately 1,500 full-time students and approximately 5,000 part-time District Connect enrollments.

Prior to the 2019-2020 school year, the RVA had record growth over several years. Strategically planned in January 2019, a collective decision by the RVA leadership was made to purposely suppress growth of the RVA for the 2019-2020 school year. By restricting growth for one year, it would allow staff the needed time to refocus on high quality service and instructional practice. The central goal presented to staff in July 2019 for the 2019-2020 school year was “No New Initiatives.” In staying true to our goal, the school hit enrollment caps in early September of 2019 and did not hire additional instructional staff. The lack of adding new staff resulted in stunted enrollment growth for 2019-2020 in comparison to previous years. The RVA’s full-time equivalent (FTE) enrollments only grew 19% in 2019-2020 in comparison to over 40% in each of the previous two years.

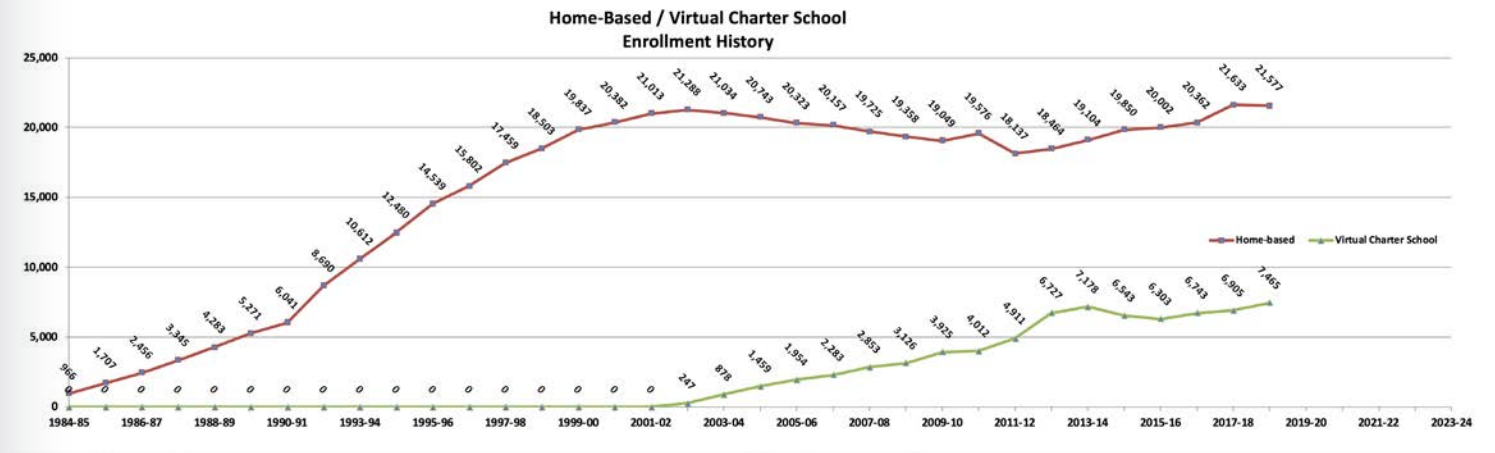
Looking forward to 2020-2021, it is the consensus of our consortium partners, RVA leadership, and entire staff that we need to continue to scale up to meet the growing demand of parents seeking flexible learning options found in the RVA. Enrollment caps this past year kept families from being able to gain access to the RVA resulting in families choosing enrollment options outside of our consortium. Likewise, families wanting to open enroll into the RVA were turned away resulting in lost opportunities for children and passage of enrollments to other educational institutions.

Therefore, the 2020-2021 budget supports an approximate 30% spending increase over the previous year allowing the RVA to grow again to meet enrollment demand. This is a conservative estimate and takes into account continual openings of new virtual charters and potential saturation limits which may loom on the horizon. It is believed to be prudent to protect quality and maintain realistic growth objectives to ensure the future longevity of the school. This budget provides for an end-of-year per pupil amount targeted to be approximately \$3,550. It is important to remember that this prediction is only a budgetary estimate. In preparation for growing 30% in the 2020-2021 school year, the RVA is hiring 10-15 new full-time staff with a full-time cap in place of 1,500 students. The targeted per pupil amount is higher than the historical average due to the significant increase in staffing. Using historical data as a reference, the RVA has experienced above average per pupil costs in years when staffing additions were the highest due to the caseloads of those teachers not being fully maximized in year one. Historically, it should also be recognized that the lowest per pupil costs have resulted in years two and three after large investments in staffing capacity.

	2017-2018	2018-2019	2019-2020	2020-2021
Total Operating Budget	\$3,142,442	\$4,929,069	\$6,407,747	\$8,299,784
Budget Increase % Year to Year	48%	57%	30%	30%
Budget Increase % Average	34%	38%	37%	36%
Expenditures	\$3,741,776	\$5,087,869	\$6,371,881	\$8,300,000
Total Affiliate & OE days of attendance	74236	101380	113614	145458
Affiliate & OE days /180 = Total FTE	412.42	563.22	631.19	808.10
Total Invested FTE days	235.4	373.975	483.53	621.44
Invested)	647.82	937.20	1114.72	1429.54
Enrollment FTE Increase (%) Year to Year	41%	45%	19%	28%
Enrollment FTE Increase (%) Average	36%	38%	35%	34%
Expenditures / FTE	\$5,776	\$5,429	\$5,716	\$5,806
Average Expenditures / FTE	\$5,267	\$5,290	\$5,343	\$5,395
Revenue - Medford 5%	\$2,840,690	\$4,092,756	\$4,918,928	\$6,093,966
Revenue Increase (%) Year to Year	33%	44%	20%	24%
Revenue Increase (%) Average	36%	38%	35%	33%
Total Per Pupil	\$1,391	\$1,062	\$1,303	\$1,543

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.



SCHOOL SATISFACTION SURVEY

As part of our school's commitment to our families, governance board, authorizing school district, and consortium of schools to provide transparency and input into our performance, we annually ask our RVA parents and students to complete an end of year survey. This survey is provided to all parents of full-time enrolled students and students in grades 6-12. The results of this survey are one input RVA staff use to help guide our school in goal setting and improvement plans for subsequent years.

Who Took the Survey?

Are you completing this survey as a parent or a student in the RVA? (198 responses)

61.6% Parents
38.4% Students

Trend! More students are taking the survey each year.

2018-19	2017-18	2016-17
62.3% Parents	72.5% Parents	80% Parents
37.7% Students	27.5% Students	20% Students

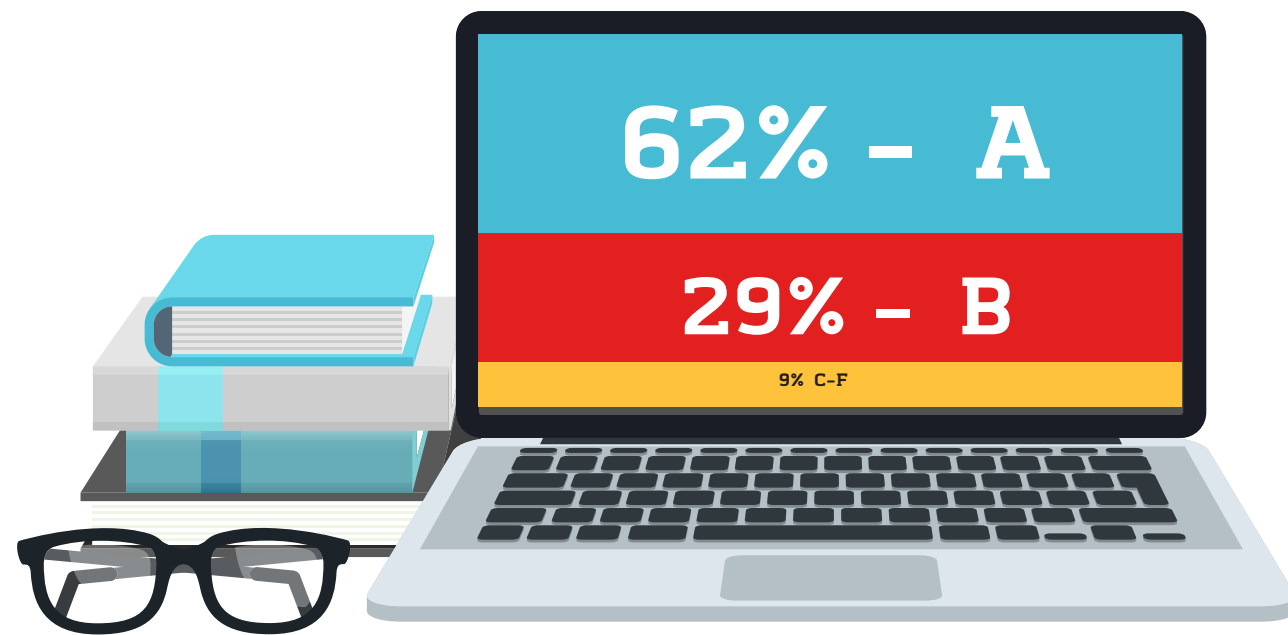


THE RESULTS OF THIS SURVEY ARE ONE INPUT RVA STAFF USE TO HELP **GUIDE OUR SCHOOL** IN GOAL SETTING AND IMPROVEMENT PLANS FOR SUBSEQUENT YEARS.



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.) (197responses)



Comments:

We had limited options this year that worked for my daughter's learning style and needs. We were using Calvert and struggled greatly this year in understanding and finding the true scope and sequence of what the learning outcomes were precisely upon finishing lessons. For once in our 8 years of schooling, I questioned often whether or not my daughter was learning and truly understanding grade level expectations for third graders. Within the last month, we have finished Calvert and moved into Moving Beyond the Page which has been a breath of fresh air for both of us. With all of the subject areas interrelated together, we have wholesome learning experiences that go in great depth to provide the learning that is appropriate for my daughter. Thank you for allowing MBTP to be a part of our curriculum choices!

We are Bookshark users and the curriculum has its strengths and weaknesses.

Buzz was confusing at first but it got better as time went on.

Would like to see update material/videos in FLVS.

Book Shark is good and planned out well! There is a ton of reading though.

We used Little Lincoln this last year. We like the book materials. My daughter did complain about the amount of writing that assignments required.

We've been happy with BookShark and supplementing with IEW.

“

It would also be great if the RVA were to offer a book option(s) for high school. As soon as my kids enter high school, we'll most likely pull them out of RVA and home school independently and use our local school for dual-enrollment.

My online teachers are amazing! They make class so engaging and fun. They make me enjoy going to class. They are also very helpful and help me when I need help. I have benefited dramatically (yay high honor roll!) this year compared to last year when I was in public school

We used Bookshark this year and were pleased. Looking back, I would have taken a bit of a different approach to language arts, not so heavy on the phonics, but it was a good foundation and something to work from.

I like Bookshark a lot, but it would be fun if there were brief online lessons to go along with the reading portions.

I had the opportunity to take 4 AP classes this year, so I am quite pleased with my core curriculum options.

Love the online instruction, wish more in-depth instruction could take place in a few classes.

I really like bookshark so I love all of that, it is informative and I'm learning a lot.

I am learning way more with the RVA than I ever did in public school. The curriculum is very educational.

I love how everything is online.

We used Bookshark for our curriculum and loved it! We switched from Calvery, which we did not like at all!

I really love Bookshark and the freedom to choose a non-online option.

Since we have joined the RVA my son has excelled in his classes. The fact that the courses are presented as both live instruction and in print makes it easy to review information (some of which he might have missed during a lecture) We also enjoy the fact that there are so many options available. Live instruction, Independent studies, class recordings, etc. It makes learning flexible and that's just what he needed.

I think we need more options for students that have IEPs. I like that my son attends class with everyone but his area is in writing and spelling which can be challenging. I am not sure how this would work out but it would be helpful for some subjects like Math.

RVA Online is very easy to navigate and use. Having everything in one spot is very convenient including your online classes. Along with being able to check your grades and the built-in to-do list.

We enjoy BookShark history and science but LA is lacking. Also the level 3 seems right for my 10 yr old but too advanced for my 8 yr old.

Writeshop was a good fit for my student.

Buzz was a bit difficult, because I didn't like the layout.

I wish there were business writing and technical writing courses instead of always regular English. Glad to see a new Consumer Math option but a Business Math option would be good as well.

As a student who took all Direct Instruction courses, I found the courses both academically growing and enjoyable. The (most) teachers work hard to ensure both grouped and individualized attention for students, which made my opportunity for learning advancement all the more easier to accomplish. I am beyond grateful for the countless hours and love teachers and faculty put into each of us to confirm that we have the greatest learning environment at our disposal.

Need more options especially for high school. We are leaving solely for that reason. We are not interested in online learning. I love RVA because they support homeschool not because it's public school at home. Maybe a mixed option could be achieved instead of just earning a flexible online schedule.

It's wonderful, interactive and easy to learn from and understand.

I really liked the core curriculum. However, sometime I felt my daughter could have been challenged more.

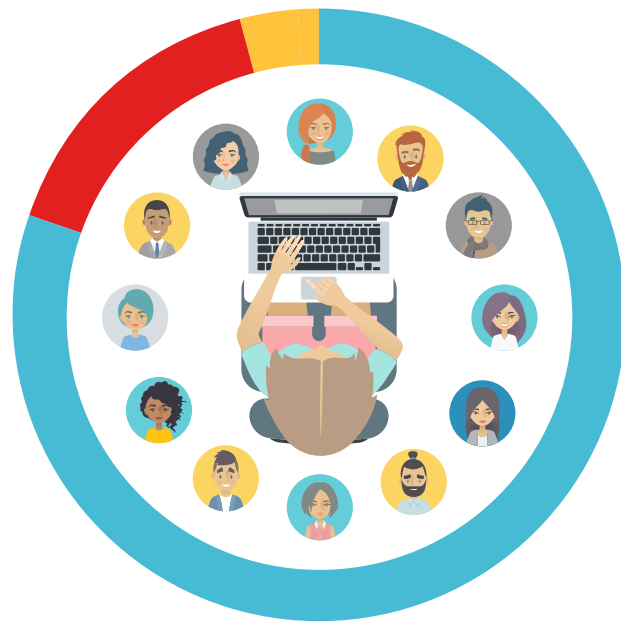
RVA online is user friendly, easy to follow. My son really enjoys the live classes

Love oddysseyware

”

RVA Teachers

My teacher(s) overall. (198 responses)



80% - A

16% - B

4% - C,D,F

RVA Teachers

The personal care you feel your child receives from his or her teachers. (187 responses)



77% - A

20% - B

3% - C,D,F

“

A couple of the teachers could do a little more of the curriculum that isn't just directly reading the lesson to the students.

support staff was always there to help with questions so I could get back to teaching ***** and it was greatly appreciated.

very good program, user friendly for parents and students

If teachers going have a baby they need to tell their family in way that they know. My teacher didn't get back with us in three weeks. She drop off and we didn't tells us until next month. She also didn't get pace sheet out to us.

It appears that that Milwaukee area field trips/ events are few and far between compared to other areas, and not always age appropriate which was very disappointing this year.

Several times I have stopped to chat with people around town because I saw them wearing a RVA shirt or we were already visiting and the subject of schooling came up and I realized they worked at RVA. Each person has been so kind and said "Thank you for sending your child to RVA and allowing us to work for you"!! That has been so amazing and such a breath of fresh air. We had become unhappily accustomed to some teachers and staff with a very superior attitude and not caring at all about our family. Of course not every experience was like that. But enough that we truly appreciate your wonderful attitudes, thank you so much!

The RVA has been excellent

I hope that virtual school can figure out better ways to serve kids with IEP's. I have voiced my concerns and ideas with the SPED.

Love the positive upbeat culture of RVA!

More technology education and support is recommended for the teaching staff and substitutes. There is a lot of wasted time for the students due to teachers either not knowing or understanding how the technology works. Also, internet service is an issue for some of the teachers and there is a lot of lost time waiting for teacher reconnects and sound quality. Long time substitute, ***** is a good example of several of these issues. She is a good teacher but spends a lot of time trying to reconnect or get her sound working at all. She also has difficulty sharing her screen and is unfamiliar with many of the applications used by the students and teachers.

Additionally, more events for older students would be beneficial. So many of the ones this year were geared towards elementary and pre-k.

***** is the best teacher ever and i think she deserves a raise.

I love the RVA and I will never go back to brick and mortar school.

Parent: We feel there needs to be additional assignments that challenge them after class is over. Perhaps 2-3 worksheets because we feel there isn't enough homework suitable to his grade.

I am taking this as a student, and I love my teachers and everyone in the RVA!

***** of 8th Grade ***** was Amazing!

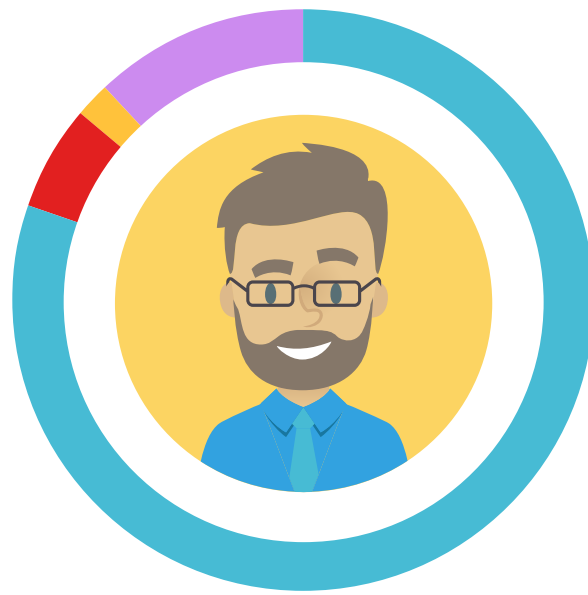
We really appreciate the RVA! The clubs are great! The teachers have been amazing! Their support has been more helpful than I can put into words! *****, *****, and *****i support my son in so many amazing ways.

I appreciate the events to meet some of the teachers and other parents. My kids have also loved events.

Every interaction with an RVA staff member has been ABSOLUTELY positive!!

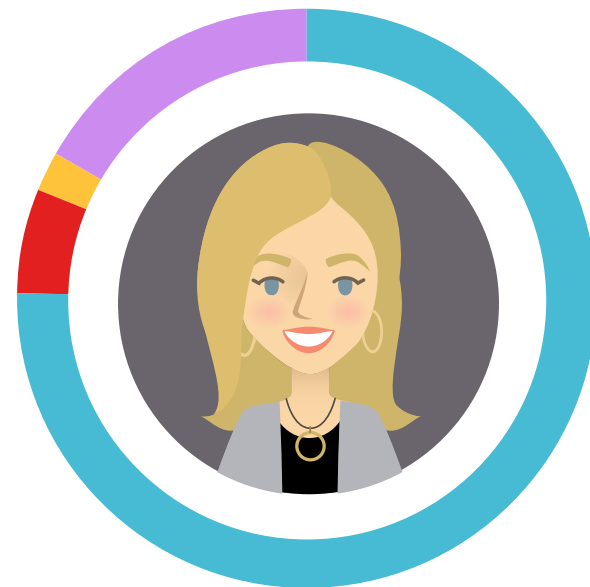
”

RVA Administration & General Faculty



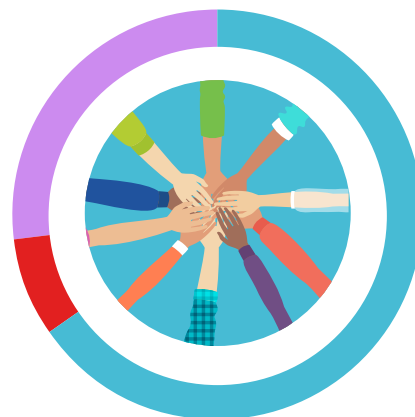
Administrator (Charlie Heckel)
(198 responses)

- 82% - A
- 4% - B
- 2% - C,D,F
- 12% - N/A



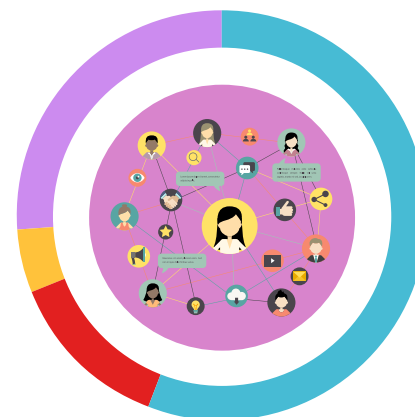
Principal (Sara Holewinski)
(196 responses)

- 77% - A
- 4% - B
- 2% - C,D,F
- 17% - N/A



Office Support
(198 responses)

- 65% - A
- 8% - B
- 27% - N/A



Regional Event Coordinators
(197 responses)

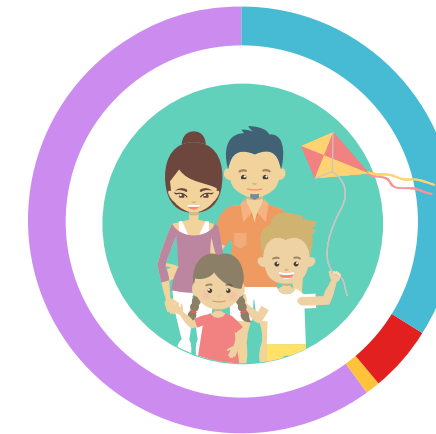
- 56% - A
- 14% - B
- 4% - C,D,F
- 26% - N/A

Online Clubs, Field Trips & Activities
(198 responses)



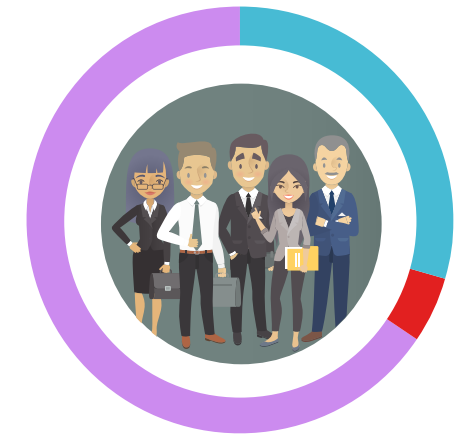
- 65% - A
- 16% - B
- 6% - C
- 13% - N/A

Parent Advisory Council
(198 responses)



- 34% - A
- 5% - B
- 1% - C,D,F
- 60% - N/A

Governance Board
(196 responses)



- 30% - A
- 4% - B
- 66% - N/A

“ I feel the RVA has the best “team” approach to education all around! We’re so thankful for the continued years of support and ongoing dedication to make our children’s education the very best! Thank you!

We absolutely love the school and i recommend it over any other online school, in fact, we have had three families who are friends with us apply with the RVA for this next year based on recommendations from us :D

Amazing school and staff!!!

I would like to get to know more teachers, I would loved to get acquainted with the principal, the secretaries, and other staff!

I think all the staff is great and is very helpful. Thanks for all you do! :)

The teachers/staff are bar none!

I think everyone puts a lot of work into what they do. To me an A is outstanding and goes above and beyond in what they do. ***** is an example of this. Every weekend he sends out an email of what to expect and the notes. He is super organized and works well with the the students.

I really want my son ***** to have the same teacher next year . Her name is ***** she is amazing and he has done amazing at school this year and I haven’t seen this progress in years so please let him have her for his teacher . He really likes her and that is a huge step

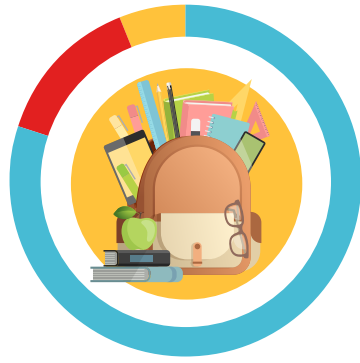
We love RVA!

I absolutely LOVE THIS SCHOOL. it has been such a blessing to me and my family, I feel so loved here by each and everyone of the teachers and administrators. I feel that I’m receiving an outstanding education. I look forward to doing my schoolwork on my own time and motivating myself to get ahead in my classes. I couldn’t have asked for a better high school to go to especially after the struggles that I faced in my previous brick-and-mortar school. Every time someone asks me about how schools going and what online schools like, I always tell them to check out RVA because it is such an amazing option for students like me. Thank you to all of the teachers and administrators that helped me through this year, you have been such a blessing to me.

We’re so glad you are here!

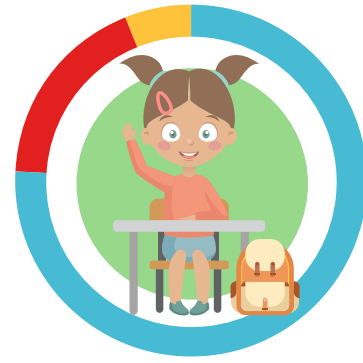


RVA Goals



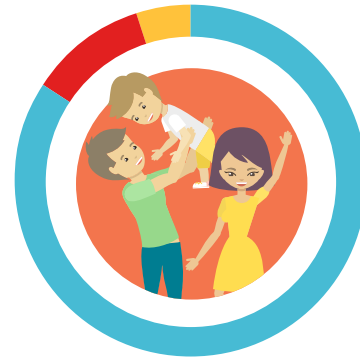
Rate how well we met our mission to support "Relationships, Values, Academics"
(198 responses)

81% - A 14% - B 5% - C,D,F



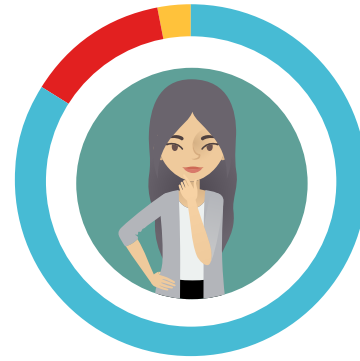
The individual attention your child receives
(191 responses)

76% - A 19% - B 5% - C,D,F



Parents and/or students feel welcome in our school
(198 responses)

86% - A 11% - B 3% - C,D,F



Parent and/or student understanding about the school and its general operations
(196 responses)

85% - A 13% - B 2% - C,D,F



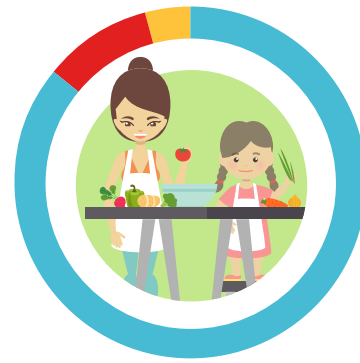
Your views thoughts and opinions are seriously considered when school decisions are made
(192 responses)

80% - A 14% - B 6% - C,D,F



School provides solutions and resources to assist parents in students learning
(192 responses)

81% - A 14% - B 5% - C,D,F



The RVA provided opportunities to produce discussions, projects, videos or other forms of alternate assessments to demonstrate what was learned
(197 responses)

85% - A 10% - B 5% - C,D,F



When reaching out for help a response is given within 24 hours
(198 responses)

70% - A 22% - B 8% - C,D,F



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

80% - Yes 20% - No

“

If I could give an A+ i most certainly would. i think very highly of this school and what a privilege it is to be apart of it

If we ever needed help with anything we received a helpful response very quickly.

No complaints here. Was a very smooth, easy school year. Keep up the great work!

I love the RVA School

I can't say enough about how amazing RVA has been for us. You truly honor your mission and do everything you can to make children feel successful. I don't know where we would be without this opportunity, it has been life changing for our family.

All staff have been very responsive.

I'm glad we were already with RVA during all the things going on this year. I don't think ***** would have handled the sudden changes that happened in the buildings this year.

I believe theres always room for improvement in any situation. I set set the bar high for my students and their school. We as a family strive to be better.

***** has been a blessing in my daughter's life this year! My daughter has enjoyed meeting with her online one-on-one and sharing her work with her. ***** has been so encouraging to her, and her positivity and excitement for seeing my daughter's accomplishments really spur my daughter on to always wanting to do her best! She and ***** have developed a wonderful relationship, and it has been great to see my daughter talking so animatedly and comfortably with her about school and life in general. Even though they've only met in person once, ***** has become a very important adult in my daughter's life, and I guess I didn't really expect that to happen in a virtual school! Also, ***** is always so responsive to my e-mails and, when she doesn't know the answers, she goes out of her way to get the answers for me even when I know she's tremendously busy.

”

Additional Feedback



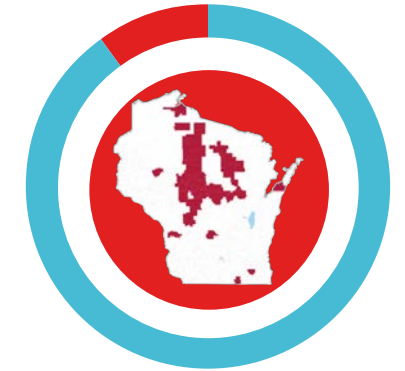
When considering the amount of interaction your family has with RVA staff, would you like to see less, the same or more interaction?
(122 responses)

92% - Same 8% - More



Please rate the value of the Mentor Series experience?
(156 responses)

59% - A 32% - B 9% - C



The RVA partners with 34 school districts in Wisconsin, which is called the "RVA Consortium." Should the RVA continue to add districts to this consortium?
(193 responses)

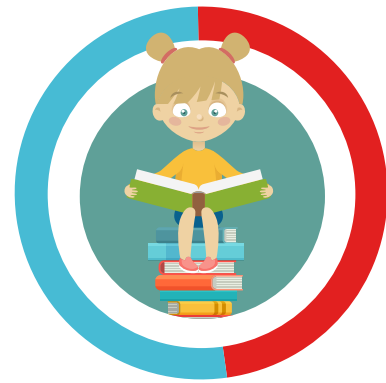
90% - Yes 10% - No

Elementary Questions



Do you think the Fall and Spring Parent/Teacher Conferences were worthwhile? (56 responses)

93% - Yes 7% - No



Do you feel the RVA should offer other curriculum choices? (58 responses)

52% - Yes 48% - No



Do you feel your teacher is available to you as you want them to be? (58 responses)

100% - Yes! 0% - No



Please rate how flexible you feel your teacher(s) has been with supporting individualized learning pacing. (58 responses)

98% - A 2% - C



We will be offering live instruction in elementary grades next year. Do you think this will be a benefit? (58 responses)

81% - Yes 19% - No

“

Can't remember if we had a spring conference yet, but yes, it was good to connect with the teacher that way.

My children's teacher is excellent! She has genuine interest in my children and their educational growth.

The Fall Parent Teacher Conferences were helpful to know that we are doing everything ok.

I feel with the addition of online and Moving Beyond the Page, we have a good, wholesome variety!

We're really excited for Moving Beyond the Page for the 20-21 school year!

a home ec class would be so awesome.

I love the ability to choose from the many curriculum options that RVA has to offer. I definitely don't think less should be offered. Every student is different and having the option to choose what works best for each individual child is what allows our children to be successful!

”

“

It would be nice if you see a need for about 3 curriculum choices at each level that would include one online, one blended, one book.

More is fine, but there is already a great variety of options!

I really appreciate that our teachers are well-versed on the curriculum choices that we have and can provide help directly instead of steering us to someone from a curriculum company.

All About Reading (for struggling readers who don't necessarily qualify for special ed), the option for parents to choose a religious based curriculum (at the cost of the family).

I would love the option to choose a select dollar amount for school-related items in the home- such as a large laminated world map.

Provide options for music and foreign language.

I really wish I could get All About Reading for my child

This is a tough one, I know there are many choices and some not able to use in public school. I do wish there were unit study types of curriculum.

Some teachers are better than others

Like I've stated before this was all so new to us this year but the experience was a positive one and *****was awesome!

”

Middle School Questions



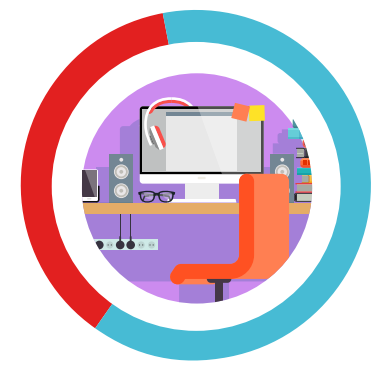
Do you feel your teacher is available to you as you want them to be? (33 responses)

91% - Yes 9% - No



Do you feel the "3 Week Grade Reports" were helpful? (32 responses)

81% - Yes 19% - No



Would you like more online middle school electives courses taught by teachers? (32 responses)

63% - Yes 37% - No

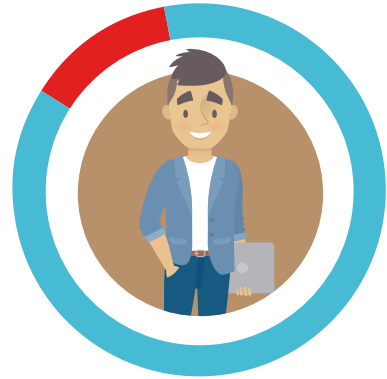
What Middle School clubs would you like offered?

- Choir
- Homestead and climate change
- More advanced coding club, online gaming club, financial planning club -loved stock market club.
- Some sort of athletic club
- Film club. The behind the scenes aspect, not discussing movies and movie plots. Editing, directing, creating story boards, etc.
- Photography club, E-Sports Club
- Pokemon club

What Middle School Electives would you like offered?

- Choir
- Spanish, art/drawing, photography, German
- computer technology, STEM related courses
- Painting and drawing
- More language electives
- Homestead
- Athletic, culinary, music, art
- Health/Sex Ed, Financial planning/Stock Market.
- Simple woodworking or construction
- Home Ec, Time Management
- Phy Ed.
- Political Science
- Medical Courses
- Agriculture Courses

High School Questions



Do you feel your teacher is available to you as you want them to be?

(31 responses)

87% - Yes 13% - No



Do you feel the "3 Week Grade Reports" were helpful?

(31 responses)

97% - Yes 3% - No

What High School clubs would you like to see offered?

- Photography Club
- FFA
- Foreign Language

What High School courses would you like to see offered?

- More Live Elective Courses
- Cooking Class
- Automotive Maintenance
- Basics Life Skills
- Business Math
- Business Writing
- Technical Writing
- Political Science
- Medical Courses
- Agriculture Courses

Final Questions & Thoughts

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

To reach more people to understand the benefits and protection that the RVA offers. Like, internet reimbursements and social distancing practices, etc.

Clubs for all ages--Would like to see sign language club brought back next year. Loved having Iditarod Club this year and some other new fun ones! More regional activities that can include ALL ages of students. A lot are focused on elementary ages.

I think making sure time isn't spent in class for students who are behind, making the students who are ahead/on-pace spend their time waiting for those who are behind in class.

Senior hello with graduation and communication with brick and mortar districts

More agriculture based classes and classes about Wisconsin.

A rigorous book option for high school!

Not switching over to Zoom. I enjoy using blackboard and personally since I am graduating next year and this being my first year I really don't want to use and learn a new program. I know Zoom has it's best qualities but it also has bad qualities right along with Blackboard. Please take all of the students of the student's opinion on this because not only will the teachers be using this but the students will as well. Maybe you could create a Google form asking for students' opinions on this concern.

I would like to see more events in southern Wisconsin.

Support for parents in extracurricular activities- music, sports, etc.

I don't think there is anything that needs to be improved.

I love the RVA and no improvements come to mind.

Final Questions & Thoughts

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

Maybe more assignments where work is "shown" instead of multiple choice assignments. I understand online may not afford this but perhaps students could submit photos of their work to the teacher.

time. For teachers to be available more, for emails to come in faster and for more help sessions. I do not want to take time out of their private, I understand that their life is more than just reaching me but I would appreciate like a half an hour more.

Finding even more ways for the students to connect.

Building up the virtual school through reaching out to more schools.

Offering book based options in the high school.

I think the greatest improvement the RVA could make is faster response times to email concerns.

Having more alternatives to the harder classes that aren't needed as much for the future.

My only suggestion would be to not put new teachers with new families. My first year our teacher was new to RVA and this year, my 3rd year, we were switched to a new teacher. Would've liked to have stayed with same teacher or switched to one who already was experienced in the RVA.

You are continuing to do it, always improving curriculum and watching out for the changes that are being made, making sure that these are in the best interest of your students. Thank you.

I think the RVA is doing a great job already

More information on the learning centers and when and how to use them.

The biggest improvement I would like to see is more activities in my area. I can't remember if the activity locations are already being expanded or not but in my town and the next over we have nine students in the RVA and events are almost always two or more hours away from here. I know that we would all love to have more events around here!

This is my fifth year in the RVA, and I would really, deeply appreciate a larger demographic in terms of RVA events and field trips. Yes, the opportunities the RVA provides outside of typical homework are outstanding, but out of the 4 "popular" groups (referring to the RVAHS Regional Event Coordinator Areas), that leaves a giant part of the state unattended. Specifically, the amount of RVA trips, especially in the High School Age (we got an event coordinator in Madison for all ages, but it's time for HS too!!) have slim to none opportunities. Sure, families can drive up-state, but it's unjust to expect the same families to have to drive 5+ hours every time. It should be more balanced, and since the RVA does fight for the best opportunity for each and every student, gas mileage should not at all be a reason that stops a student (referring to myself, but there's a LOT more) from developing the key piece of education, Relationships. Ultimately, I think the RVA needs to spread there events downstate, so there's an opportunity for the students downstate just as much as kids in Wausau or Marshfield.

i think that it is perfect it does not need any changes.

This was my son's first year in RVA. At this point, I feel like we're still too new to offer improvement suggestions. So far, we haven't had any issues and have not been disappointed in our decision to switch him.

Make sure book based materials arrive by mid August for parents to prepare and pace the lessons.

I severely miss the opportunity for my children to learn and participate in the arts. Locally we have affordable sports options but we do not have that with the arts. We have participated in Art Club all year but we do not like the way it is scheduled for a full week at a time with then 3-4 weeks off. We also found that ***** canceled 1-2 classes every month so the children really aren't getting all of the attention in art we were hoping for. This is still a great option compared with no art instruction. I sincerely hope that the RVA would consider adding a similar music club and/or making funds available to families for private/small group music lessons or classes or for purchase of music curriculum. There is so much research that shows the importance of the arts and this is the one thing I really dislike about the RVA.



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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