

Hoosier Academy, Inc.
Regular Board Meeting Minutes
January 31, 2017

Upon determining the presence of a quorum, Board President Marske called the meeting to order at 5:40P.M. Tuesday, January 31, 2017.

Chairman Marske read the Board Mission: 1) make sure that our school accomplishes the outcomes it was chartered to produce (i.e. student achievement) and 2) Make sure that nothing illegal, unethical, or imprudent occurs.

B. Attendance:

Name	Present	Absent	Arrived Late	Departed Early	Electronic Participation
John Marske	✓				
John Luta		✓			
George Giltner	✓				
Gary Meyer	✓				
April Turner					✓
Shawn Justice	✓				

Others in Attendance:

K12 Representatives	HA Staff	Community Members
Byron Ernest Patti Ashley Cindy Wright Dominique Franklin Chris Chalker Ken Goff Kathy Coe Patsy Woods Kent Martin Mary Market, <i>virtual</i>	Dana Smith Jennifer Lyons Rachel Borrelli Jill Landers	Dr. Bob Mara, <i>virtual</i> Robert Scott

C. Approval of the Minutes:

Mr. Giltner motioned to approve the December 20, 2016 minutes. Mr. Justice seconded. Roll Call Vote: Mr. Giltner, yes; Mr. Meyer, yes; Mr. Justice, yes; Ms. Turner; and Mr. Marske, yes. The motion passed 4-0.

D. Adoption of the January Agenda:

Mr. Marske presented the January agenda with the proposed amendment of moving up the School Improvement Report to be discussed to respect Dr. Bob Marra's time, as well as to add item C, under Governance and Organization, Update on Bylaws from Robert Scott. Mr. Giltner motioned to amend the January agenda with the proposed change of moving the School Improvement Report to the beginning, and adding the bylaws to the agenda. Mr. Meyer seconded. Roll Call Vote: Mr. Giltner, yes; Mr. Meyer, yes; Mr. Justice, yes; Ms. Turner; and Mr. Marske, yes. The motion passed 4-0.

E. Oral Communication:

No oral communication.

III. Hoosier Academy, Governance and Organization

A. DCS Reporting Briefing, Kent Martin

Hoosier is implementing a more streamline process for our teachers when needing to work with the Department of Child Services. This process is more aligned to what DCS requires, allows for us to know what our responsibilities are, and it allows for us to have all of our documentation in one place; making it easier for communication with DCS.

B. Extension of Franklin Road Lease Resolution 2017-1, John Marske

Last month we had an extension on the Caito lease, and we now need to have an extension on the Franklin lease. The extensions are allowing us to work on building consolidation without having any lap in lease terms. The extension for Franklin Road is set on the exact same terms that are currently in place for Franklin, just for another year.

Mr. Meyer motioned to approve Resolution 2017-1. Mr. Giltner seconded. . Roll Call Vote: Mr. Giltner, yes; Mr. Meyer, yes; Mr. Justice, yes; Ms. Turner; and Mr. Marske, yes. The motion passed 4-0.

C. Board Bylaws, Robert Scott

The bylaws are part of the renewal process with Ball State. The bylaws are to be reviewed during the renewal process to make sure that they are consistent to the Office of Charter Schools requirements, are consistent and update to date with any federal and state laws, and are compliant to Open Door Laws. The review from Ball State has been completed, and Robert Scott met with Ball State's representative to discuss the reviews. The reviews made by Ball State are suggestions, and there were certain suggestions that made sense to implement because they provide more clarification on Open Door Laws. Section 2.9 saw a lot of suggestion changes, and added the electronic participation by a board member is limited by statue and by policy; the number of board members and how often they can contribute electronically. The discrimination policy that is currently in the board bylaws matches Ball State's policy. The board attendance policy will be referenced in the bylaws.

Robert will make changes to the bylaws, send them back to Ball State to get their final approval before having the Board approve them.

II. Hoosier Academy, Financial, Legal, and School Operations

A. Financial Report, Patti Ashley

The Finance Committee reviewed the December vouchers for Indy, Virtual and Insight. Some of the expenses included payments to K12 for \$1.5m, payroll, oversight fee to Ball State around \$60,000, and rent. In total, we spent \$2.6m in the month of December.

Mr. Meyer motioned to approve the December 2016 vouchers for all three schools for audit. Mr. Justice seconded. . Roll Call Vote: Mr. Giltner, yes; Mr. Meyer, yes; Mr. Justice, yes; Ms. Turner; and Mr. Marske, yes. The motion passed 4-0.

Ms. Ashley reviewed the Forecast Presentation. In revenue, Title funding updated for FY16; the overall school expenditures decreased, and the YTD forecast decreased from previous forecast. The balance sheet assets had a 10% increase in cash balance, and there was a decrease in the overall liabilities.

Mr. Meyer shared that the Finance Committee looked at does Hoosier compare to other K12 schools when it comes to cost per pupil, and Hoosier is in middle in comparison to other K12 schools. The FAQ tab will see different numbers because of an increase from Title funding.

Mr. Meyer motioned to accept the December financials for audit. Mr. Justice seconded. Roll Call Vote: Mr. Giltner, yes; Mr. Meyer, yes; Mr. Justice, yes; Mr. Luta, yes; and Mr. Marske, yes. The motion passed 4-0.

B. Community Report, Rachael Borrelli

Rachael Borrelli highlighted the January events that were held around the state. With second semester starting January 23rd, we held ten strong start super sessions; held nine library day and school choice celebrations; the Children’s Museum; Police Museum; and Indiana State museum. February events will include statewide science fair virtually and face-to-face at four locations; high school field trip to the Levi Coffin House; cookie and canvas; a skating party; and PAC/parent-to-parent mentoring program.

C. Enrollment Report, Kathy Coe

Enrollment for Indy is 215; virtual is 3102; Insight is 769; and the total enrollment is 4086. Second semester started last week and we had a lot of transfers from within. We will be right around the 3100 mark for the February 3rd count date. Here is the breakdown:

**Hoosier Academy Indianapolis
Enrollment 2016-2017 School Year**

Total Enrollment

Grade	August	Sept	October	November	December	January
K	16	14	15	15	15	15
1	13	18	18	18	15	18
2	14	15	17	17	17	16
3	21	18	17	17	17	16
4	19	16	16	16	16	14
5	30	23	23	21	21	20
6	18	18	21	19	15	20
7	20	21	21	19	17	15
8	25	26	24	26	21	19
9	22	24	25	26	24	18
10	20	19	19	18	17	15
11	20	21	19	18	18	17
12	18	19	17	17	17	16
Grand Total	252	250	250	240	236	212

Hoosier Academy Virtual Enrollment 2016-2017 School Year

Total Enrollment

Grade	August	Sept	October	November	December	January
K	176	180	189	177	172	171
1	156	143	139	152	131	153
2	114	196	192	189	187	179
3	239	226	217	214	210	210
4	209	206	205	200	197	190
5	211	196	201	200	196	194
6	234	217	213	212	208	200
7	239	217	211	216	212	208
8	300	345	346	314	327	314
9	361	365	316	311	364	311
10	477	493	491	463	432	416
11	166	391	396	386	370	353
12	320	301	293	307	295	329
Grand Total:	3563	3427	3427	3351	3222	3102

Insight School of Indiana Enrollment 2016-2017 School Year

Total Enrollment

Grade	August	Sept	October	November	December	January
7	80	86	82	87	84	83
8	67	76	78	80	79	83
9	70	83	84	93	93	114
10	112	122	134	122	122	146
11	130	131	134	133	177	186
12	124	124	127	120	114	126
Grand Total:	663	680	689	683	659	709

Total All Schools

Grade	Hoosier-Ind	Hoosier-VS ISIN	Grand Total
K	15	177	192
1	14	183	197
2	16	179	195
3	16	210	226
4	14	190	204
5	20	194	214
6	20	200	220
7	15	208	223
8	19	314	333
9	18	311	329
10	13	410	423
11	17	353	370
12	16	229	245
Grand Total	213	3102	3315

Mr. Meyer hopes that as we continue to see growth and continue to make the calls for recommendations to transfer to another school, we have enough staff to keep with the demand.

Ms. Coe also provided the Board with reasons why families withdrew from Hoosier and the top three responses out of 1089, were: Students not motivated to complete work in this environment; number of required live class connect sessions; and pace of program is too fast for the student. Mr. Justice appreciated the information and realizes that there are a lot of reasons that are out of our control, but this does help identify the areas where we can make a difference. This information helps us know what it takes to be successful at our school and what we need to be communicated up front. Ms. Coe shared that we do send the message out the expectations like having internet, having a back-up plan, along with other pertinent information. Ms. Turner stated that the commercials and advertisement talks about the flexibility of the program, but flexibility doesn't mean you go to school for one hour each day. Mr. Meyer recognizes that there will probably be biases as well when families fill out the survey.

D. Compliance Report, Kathy Coe

All State reporting has been submitted and we are up-to-date. There are some big reports coming in February such as membership, and testing labels. Form 9 has been submitted, 100R, and 1099 and in mail- working with Fitzgerald on that.

E. Personnel Report, Nadina McFann

One new hire for Insight, social studies. One teacher currently out on medical leave. Four resignations for the month. The resignations were because of new opportunities, and we had one move to a K12 position, as testing coordinator.

Mr. Giltner asked about if there are teachers being hired for the backfill. Dr. Ernest stated that we have a middle school teacher starting and two English teachers are in the works. Mr. Meyer asked if we had enough applicants for the positions. Dr. Ernest replied back with yes. Mr. Meyer is happy to know that there is a pool of applicants and wanted to know the how long it takes for a new teacher to start. Dr. Ernest shared that the process is longer than a week. Mr. Meyer followed up by asking what happens to the students during that time. Dr. Ernest shared that other teachers pick them up. Does that violate and lead to higher ratios? Yes, it does. There is a permanent sub that we use for teachers going out on leave, which is planned. Mr. Meyer stated that we are responsible for the Hoosier staff that is our part of the budget that we have control over and we need to make sure that process is smooth; rotation for students is not fair and not fair for our teachers. We got to get teachers here and get them here quickly so we maintain our ratios for everyone; students, teachers, Ball State, the public, and the state board. Mr. Meyer asked if we spend the money to have a pool of teachers who are ready to go when resignations and leaves happen.

Mr. Meyer asked what the process is. Dr. Ernest stated that when we know we need a position, we contact Insperity, your recruiter that we need hire. The recruiter will post and compile the resumes to send to the admins. In the meantime, we fill out a requisition that finance looks at, then we interview by phone and then a face-to-face, then we have a process here; you fill out a spreadsheet that requires additional information that K12 approves. The turnaround for the hiring process depends because we might need to include more data/information on the spreadsheet. Once we, the school, get approval to hire, then Insperity makes the offer. Then we start the Hoosier process with the background check and such.

III. Hoosier Academy- School and Student Outcomes

A. Academic Reports ,Dr. Chris Chalker, Dominique Franklin, Jill Landers, and Ken Goff

See attached reports. Mr. Marske asked about the drop of the special education students in hybrid and assumes that it's because we have been looking for a teacher; there is a shortage in special education teachers.

Mr. Meyer asked if there are any bottlenecks that we need to take care of in the hiring process. Again, I don't want to be way outside of our ratio numbers. Mr. Scott stated that the school hires the teachers and the hiring decision is going to be made by the HOS so long as it is consistent to the budget and executing at the process as quickly as possible.

Mr. Giltner asked if the hiring process is being slowed down by anyone; Insperity or K12? Do we have people ready to hire? Dr. Ernest stated that we have two currently in play. Mr. Giltner followed up by asking where the hang-up is. Insperity or K12?

Dr. Ernest replied that we just got asked for more information. Ms. Wright stated that K12 is asking questions to make sure it aligns to the budget- your enrollment fluctuates and we are getting to a point where your enrollment is going to slow down. If you keep going with the mentality of always hiring, then you will hire and then riff teachers; so that checks and balances that K12 is putting in, is to make sure that doesn't happen.

This is a new process so there is a learning curve for all.

Fast Report, Kent Martin

See attached report.

B. School Improvement Report, Dr. Bob Marra

Dr. Marra presented to the Board the School Report Card for 2015-2016. One of the areas that we, Ball State is looking at the spreadsheet is the participation for testing, and how can we get more points in that area and other areas that are easier for Hoosier to achieve. If Hoosier can get to that 95% participation level, then more points will be awarded. The other area that is a focus is the number of kids in your cohorts. Another area that is important to discuss is the graduation rates. There are a number of students that are still in the cohorts that have not been getting services since 2014, and there has to be an effort made by the school to remove them. As those kids get removed, the graduation rates will get higher. And lastly, another area to look at is credit deficiency. And a lot of students are behind in credits, but graduated. That is an important piece to look and to share with the State Board. Ball State met with Hoosier staff to determine how else Hoosier can show growth to share with the State Board in March. The key will be tracking students who have been with Hoosier for consecutive years. We are also looking at establishing one plan; one plan for K12, one plan for Ball State, one plan for the state, and one plan for AdvancED; this will really help and allow the teachers to focus on teaching. Ball State is requesting the additional services that Insight offers to show the State Board on how Insight is different from Hoosier Virtual. The Board understands why we have this school, so now we need to show them how it is different. The next State Board meeting where Ball State will be giving an update is March 8th.

Dr. Ernest shared that the cohort cleanup has begun for the 2016-2017 school year.

V. Board Development

A. Items for next month:

- Bylaws
- EMO Agreement (Ball State check list)

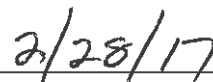
Next Board meeting is February 28, 2017, Franklin Rd, at 5:30pm.

Being no further business the meeting adjourned at 7:34pm

Signatures for Approval of the January 31, 2017 Minutes.



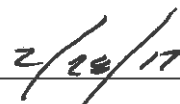
John Marske, Board President



Date



George Giltner, Board Secretary



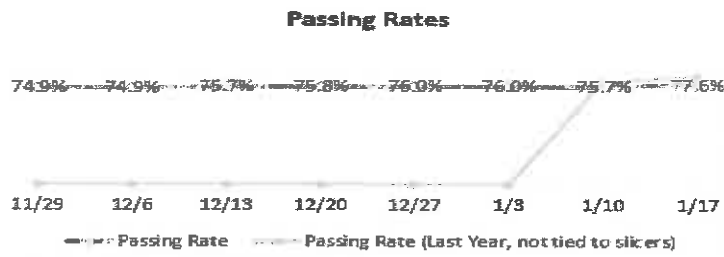
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Hoosier Academies

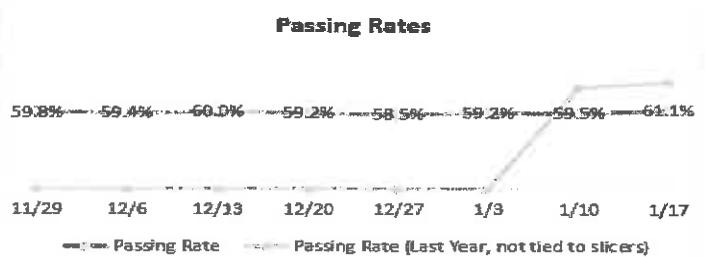
6-12 Hybrid School Board Academic Report

January 31, 2017

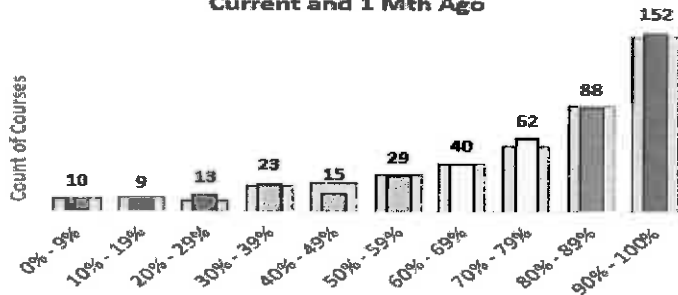
GRADES 9-12 PASSING RATES



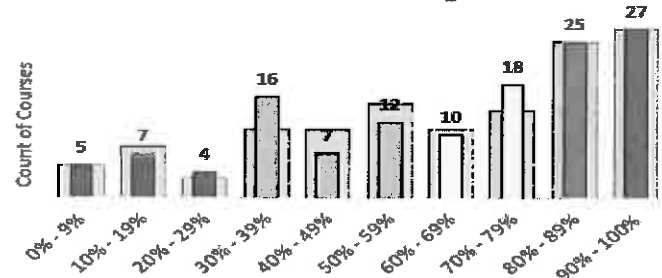
GRADES 9-12 SPECIAL ED. PASSING RATES



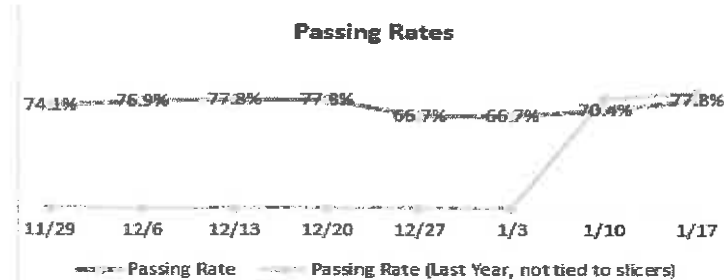
Course Average in Decile Bands Current and 1 Mth Ago



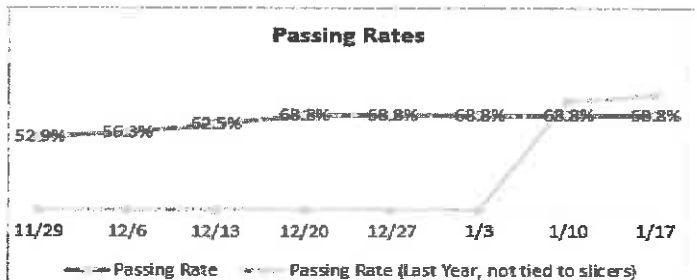
Course Average in Decile Bands Current and 1 Mth Ago



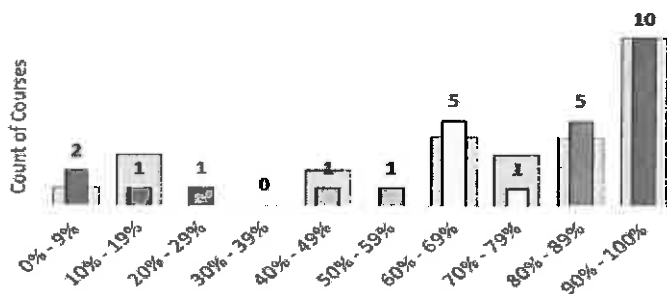
GRADE 10 ELA PASSING RATES



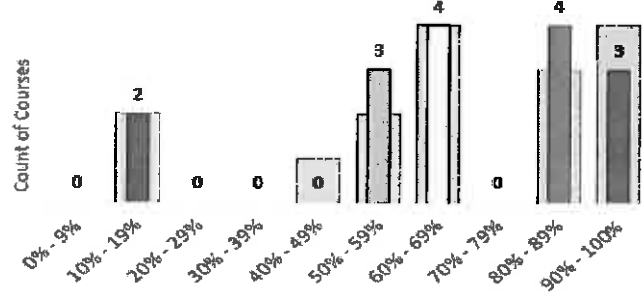
GRADE 10 MATH PASSING RATES



Course Average in Decile Bands Current and 1 Mth Ago



Course Average in Decile Bands Current and 1 Mth Ago



Grades 9-12 Hybrid Pass Rates and Action Step

The 9-12 pass rates are consistent to last year's pass rates. Special Ed. students have a passing rate that is 15% lower than their general ed. peers and 18% lower than last year. 10TH grade ELA has shown an 11% improvement in the past month. 10th grade math has shown a 15% improvement since the end of November.

SPECIAL EDUCATION ACTION STEP: Working to fill the special education position open since August.

MATH ACTION STEP: We are re-assigning chronically failing Algebra I students to Algebra IA and using a remediation approach with them.

MATH ACTION STEP: Focusing on the math Power Standards (Check Plus and Check) with Algebra I students in advance of ISTEP 10.

TENTH GRADE ACTION STEP: Planning a peer tutoring program for underperforming 10th grade students starting second semester in advance of ISTEP 10. We also have created an ISTEP 10 Prep class starting this semester.

End of Course Assessment (ECA) Retake Results

A scale score of at least 360 on the English test is passing. An additional 25% of students came within 11 points of passing.

Reading Comprehension	Writing Applications
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RETESTERS	Mean Student Score	% Passing	% Mastery	
School Summary Number Tested = 8	323	38 %	29 %	71 %

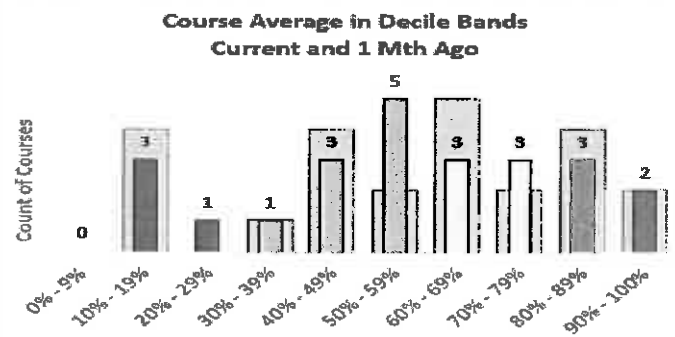
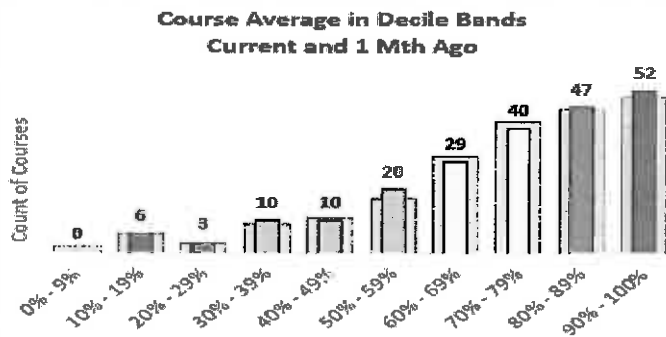
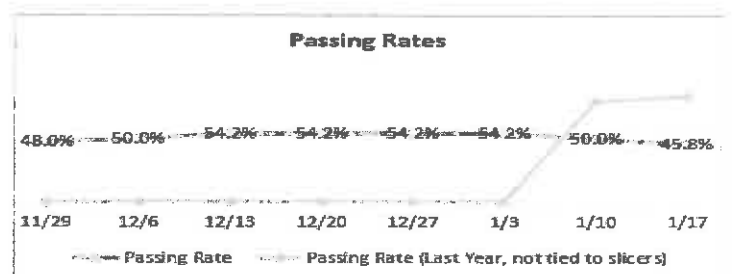
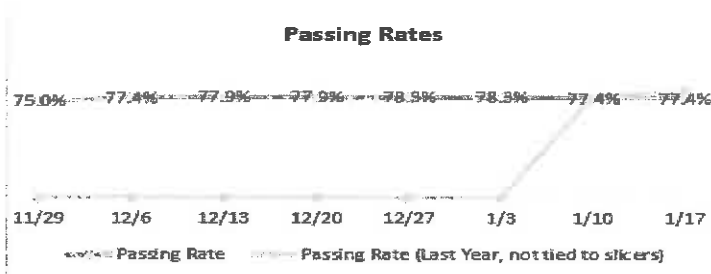
A scale score of at least 564 on the Algebra I test is passing. Another 35% of students came within 10 points of passing.

Linear Equations and Inequalities	Sketching and Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
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RETESTERS	Mean Student Score	% Passing	% Mastery				
School Summary Number Tested = 11	501	9 %	27 %	27 %	9 %	27 %	9 %

GRADES 6-8 PASSING RATES

GRADES 6-8 SPECIAL ED. PASSING RATES



Grades 6-8 Hybrid Pass Rates and Action Steps

The 6-8 pass rates are consistent to last year's rates, but low math pass rates are keeping the overall rate from surpassing last year. Special education students have a passing rate that is 31% lower than their general education peers and 36% lower than last year. The pass rate for general education students is 81% when special education students are filtered out.

SPECIAL EDUCATION ACTION STEP: Working to fill the special education position open since August.

MATH ACTION STEP: Focusing on the math Power Standards (Check Plus and Check) with math 6/8 students in advance of ISTEP. Peer tutoring by high school juniors and seniors will commence second semester.

MATH ACTION STEP: Providing students with an additional class period dedicated to teaching the Academic Standards.

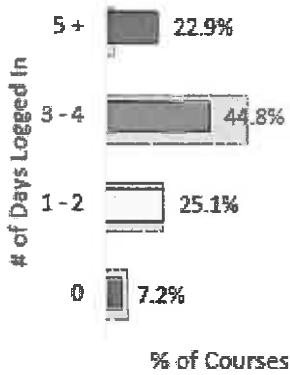
Hybrid 6-12 Virtual & Building Attendance

GRADES 6-8

**% of Students Attending
No BBC Sessions
Last 7 Days**



**Logins Per Course
Last 7 Days and 1 Mth Ago**

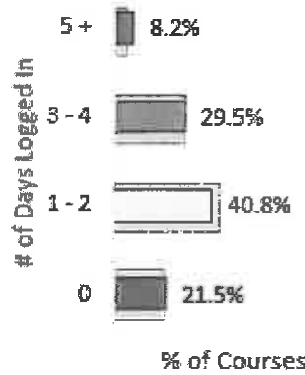


GRADES 9-12

**% of Students Attending
No BBC Sessions
Last 7 Days**



**Logins Per Course
Last 7 Days and 1 Mth Ago**



GRADES 7-12 BUILDING ATTENDANCE



Grades 6-12 Hybrid Virtual/Building Attendance and Action Steps

Grades 6-8 continues to experience a lower percentage of students attending no BBC session over a seven-day period, while grades 9-12 have experienced a positive 22% fewer students not attending BBC sessions over a seven-day period. Logins per course have continued to be steady in all grade levels in the 1-2 day range as compared to last month, while the 3-4 day login category has seen a decrease across the board. This decrease was partially offset again by an increase in logins over a five-day period at all grade levels. Red levels continue to be low for 6-8, while 9-12 is still too high.

Building attendance stayed steady between 93 and 94 percent, but the overall is still 1.5% below the 95% goal level.

VIRTUAL ATTENDANCE ACTION STEP: To continue grades 6-8 successful communication efforts with students and learning coaches while ramping up communication efforts at the grades 9-12 level.

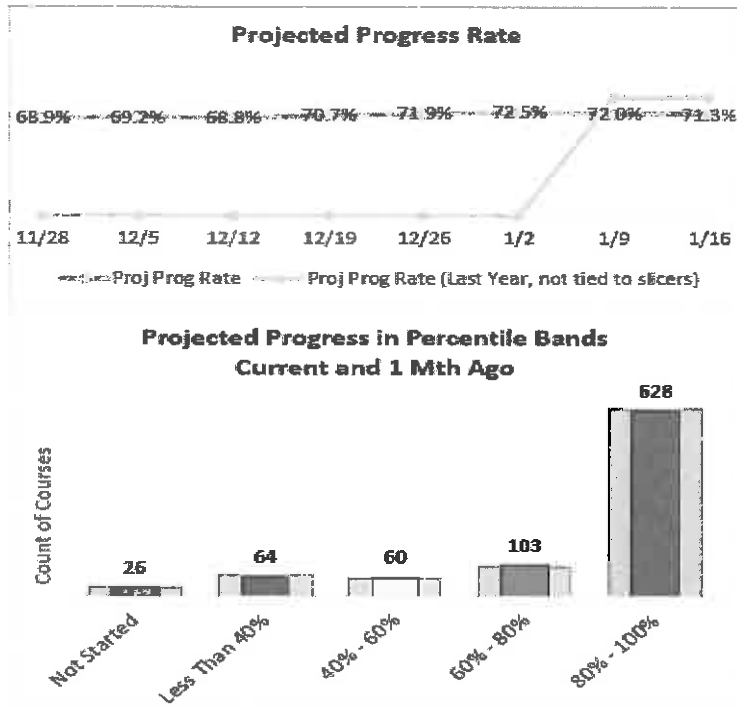
VIRTUAL ATTENDANCE ACTION STEP: To continue lowering the “red” grades 9-12 students and increasing the “yellow” and “green” students to facilitate improvement in the percentage of “green” students logging in for 3-4 days.

BUILDING ATTENDANCE ACTION STEP: To continue moving students through the truancy process, transferring students to the virtual school no longer able to make it to the building, and ramping up communication to show improvement toward the 95% attendance goal level. Other students with both grade and attendance problems are transferring to the Insight School.

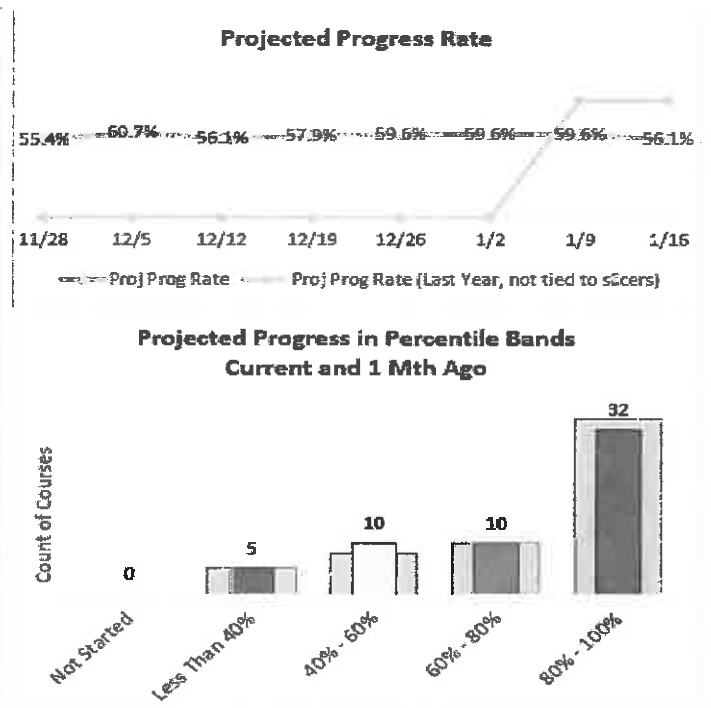
Hoosier Academies K-5 Hybrid School Board Academic Report

January 31, 2017

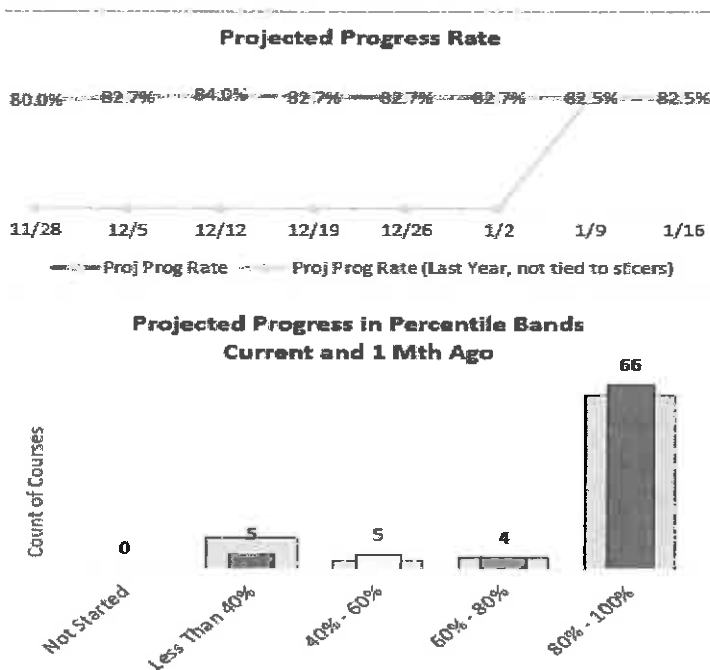
GRADES K-5 PROGRESS RATES



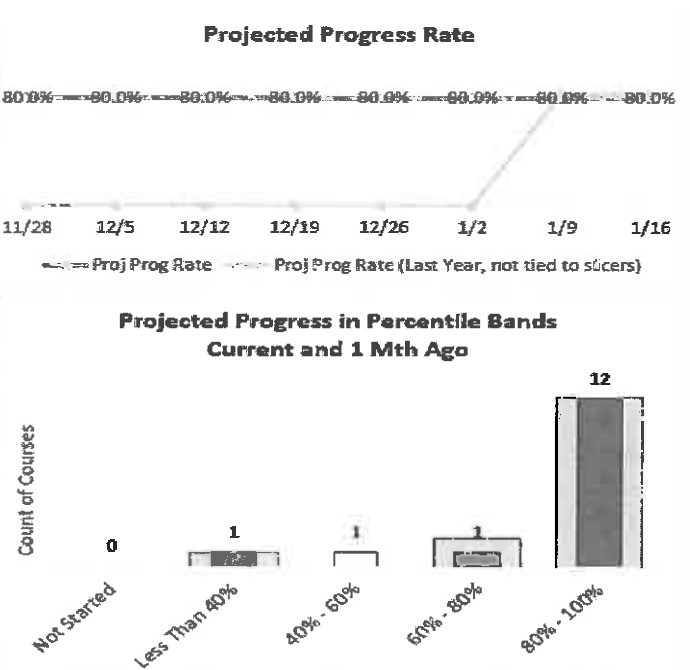
GRADES K-5 SPECIAL ED. PROGRESS RATES



GRADE 3 ELA PROGRESS RATES



GRADE 3 MATH PROGRESS RATES



Grades K-5 Hybrid Progress Rates and Action Steps

The k-5 progress rates are 10 percentage points lower than last year. Special ed. students have a progress rate that is 15 percentage points lower than their general ed. peers and nearly 27% lower than last year. The third grade IREAD testing group has consistent progress compared to last year in both ELA and Math, both registering in the low 80 percent range.

K-5 PROGRESS RATE ACTION STEP: Continue to support improvement in fifth grade progress rates through instructional coaching, classroom walkthroughs, and student intervention, with progress being 20 percent lower than the average.

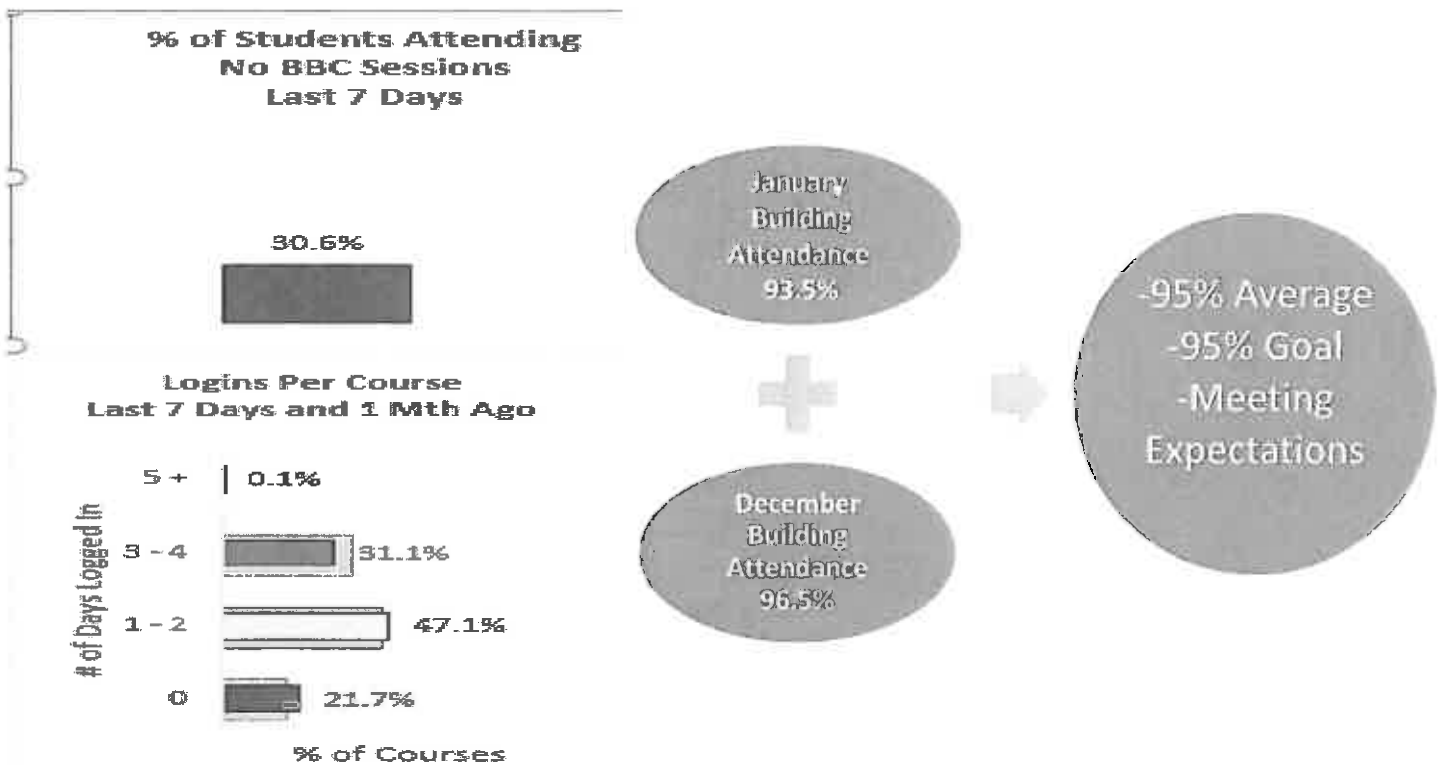
SPECIAL EDUCATION ACTION STEP: Working toward filling the open special education position.

THIRD GRADE ACTION STEP: The new third grade teacher is preparing students for IREAD/ISTEP by focusing on the Power Standards (check plus and check).

K-5 Hybrid Virtual & Building Attendance

GRADES K-5 VIRTUAL ATTENDANCE

GRADES K-5 BUILDING ATTENDANCE



Grades K-5 Hybrid Virtual/Building Attendance and Action Steps

The percentage of students attending no BBC sessions over a seven-day period increased to nearly one 1/3 of students. The number of “yellow” students attending 1-2 days has increased while the number of “green” students attending 3-4 days has decreased. The overall number of students attending between 1-4 days is still nearly 80%. Attendance continues to meet the 95% goal by coming in right at 95% over the two-month period. This is down slightly from last month.

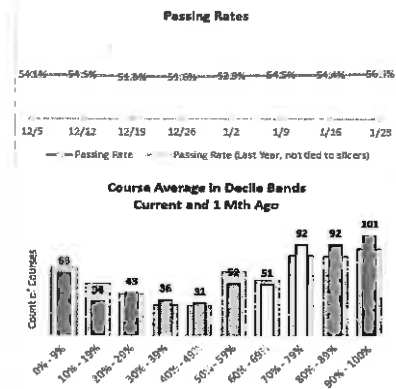
ACTION STEPS: Continuing the overall improvement in all attendance areas by keeping the communication to parents and learning coaches flowing in all directions and through all means.

Hoosier Academies Insight School Board Academic Report

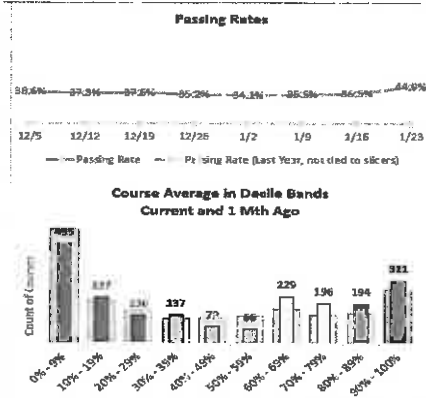
January 31, 2017

(Data from 1/23/17 data tracker)

7-8 Passing Rates (all courses)



9-12 Passing Rates (all courses)



Insight Pass Rates: 7-8 pass rates – slight increase at 56.4%
Course averages in the top 3 decile bands increased over past month.
HS pass rates - slight increases in pass rates 44.9%
Action: Continue to focus on strategies to strengthen student engagement/attendance (advisors, FAST, teacher – support to students)

ECA Winter ELA

Date: December 05, 2016
 Number of Students Tested in School = 88
 Number of Students with Completed Tests in School = 80

School: Insight School of Indiana (3423)
 Corporation: Insight School of Indiana (9129)

	Student Score	Proficiency Rating	Reading Comprehension	Writing Applications
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery	
School Summary Number Tested = 15	178	83%	85%	83%
RETESTERS	Mean Student Score	% Passing	% Mastery	
School Summary Number Tested = 64	185	24%	28%	45%

Student Score: A Score Score of at least 300 on the English 10 test is passing. A Score Score of 300 or greater is considered Pass.

ECA Winter Algebra 1

Date: December 05, 2016
 Number of Students Tested in School = 132
 Number of Students with Completed Tests in School = 130

School: Insight School of Indiana (352)
 Corporation: Insight School of Indiana (9129)

	Student Score	Proficiency Rating	Linear Equations and Inequalities	Graphing and Interpreting Graphs	Systems of Linear Equations	Polynomials	Quadratic Equations
FIRST TIME TESTERS	Mean Student Score	% Passing	% Mastery				
School Summary Number Tested = 11	445	78%	86%	77%	77%	88%	88%
RETESTERS	Mean Student Score	% Passing	% Mastery				
School Summary Number Tested = 127	409	5%	19%	9%	17%	15%	18%

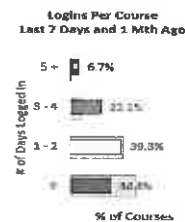
Student Score: A Score Score of at least 364 on the Algebra 1 test is passing. A Score Score of 365 or greater is considered Pass.

Insight ECA December Results:

ELA
 1st Time testers (15) 53% Pass
 Re-testers (84) 25% Pass
Algebra 1
 1st Time testers (11) 36% Pass
 Re-testers (127) 5% Pass

Action: Math & ELA Lab classes focus entirely on ECA test blueprint critical standards for students not passing. Teacher focus on re-testers.

Insight Class Connect



Logins per course do show an increase in 5+ and 3-4 logins, a measurable decrease is seen in the 0 logins..

IDENTIFIED NEED: Continue to INCREASE CLASS ATTENDANCE

ACTION: Continue to target students with poor engagement – reach out by advisors, counselors, SPED teachers, and teachers – FAST referrals made when warranted.

Set goals to decrease the 0 logins per week category.

Hoosier Academies

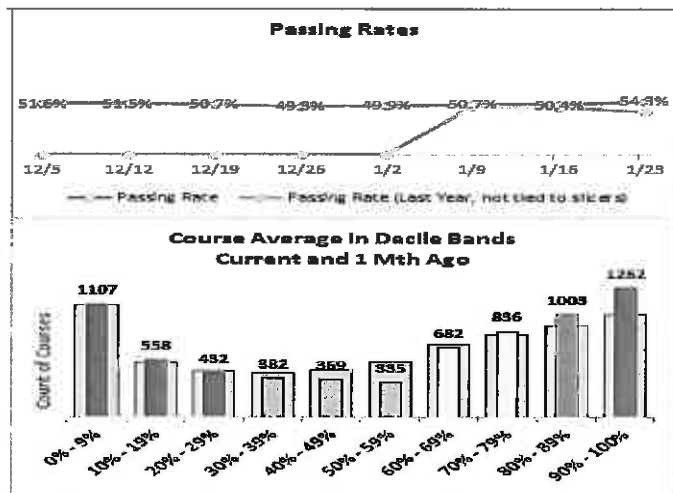
9-12 Virtual School Board Academic Report

January 24, 2017

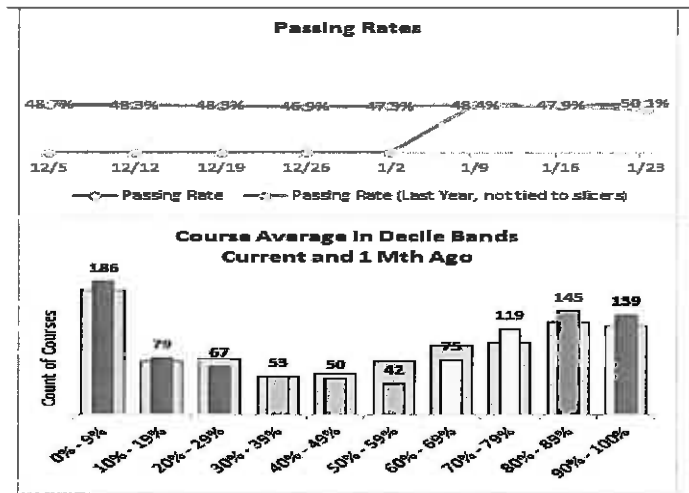
Virtual High School Pass Rates

The overall pass rates are 10.7% higher than last year's pass rates. Overall, Special Education students have a passing rate that is 4% lower than their general education peers, but 5% higher than last year. For 10th grade students, the pass rate is 10% higher in English and 15.8% higher in Math than December's report.

All Students

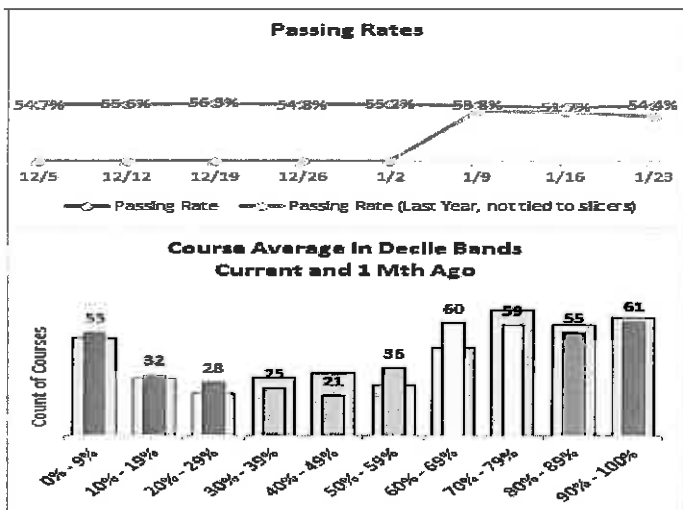


Special Education Students

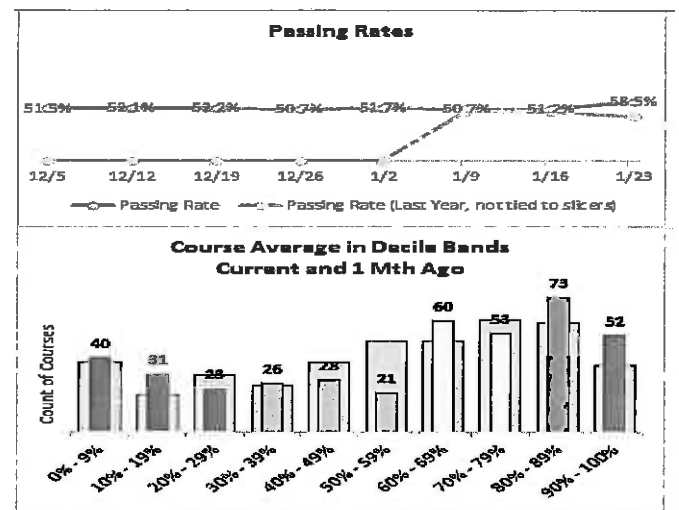


10th Grade Pass Rates- ELA and Math

ELA



MATH



Virtual High School Required Class Connect Attendance- 18.2%

Math		English		Science		Social Studies		Other	
Student Counts		Student Counts		Student Counts		Student Counts		Student Counts	
Total Inv:	3384	Total Inv:	3921	Total Inv:	3001	Total Inv:	2649	Total Inv:	974
Total Att:	631	Total Att:	707	Total Att:	545	Total Att:	556	Total Att:	93
Avg Hrs Att:	0.30	Avg Hrs Att:	0.26	Avg Hrs Att:	0.31	Avg Hrs Att:	0.53	Avg Hrs Att:	0.07
Att. Rate:	18.6%	Att. Rate:	18.0%	Att. Rate:	18.2%	Att. Rate:	21.0%	Att. Rate:	9.5%

ECA Update: Scores

Winter 2016 ECA Scores

Math: 12% Passed (23/193)

English: 38% Passed (53/138)

Spring 2016 ECA Scores

Math: 4% Passed (21/479)

English: 43% Passed (233/536)

Winter 2015 ECA Scores

Math: 10% Passed (39/379)

English: 34% Passed (70/208)

Action Steps

- The schedule for 2nd semester has been changed to allow for smaller whole group sessions and fewer conflicts with small group intervention sessions. The smaller whole group sessions will aid in greater checks for understanding activities/ formative assessments during class connect sessions.
- English and Math Labs are being created for 2nd semester for 11th and 12th grade students that still have not passed ECAs. Teachers are using ECA data and USA Test Prep assessments to identify areas of need for students.
- The Special Education teachers' class connect schedule has been changed to offer support focused on ELA and Math.
- Teachers continue to submit FAST referrals for unengaged students.
- ISTEP Test Prep sessions are being offered during the Math Small Group sessions.

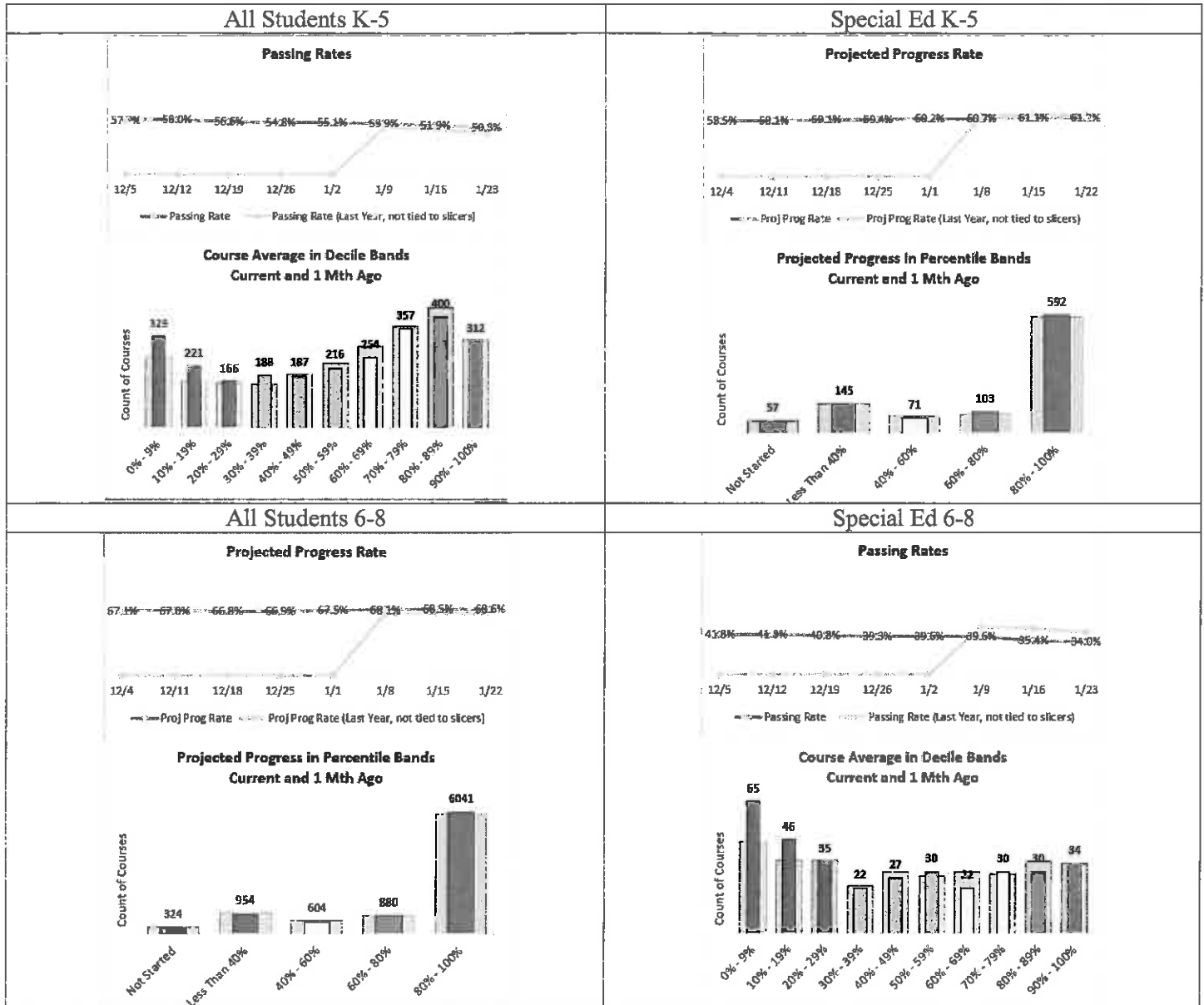
Hoosier Academies

K-8 Virtual School Board Academic Report

January 24, 2017

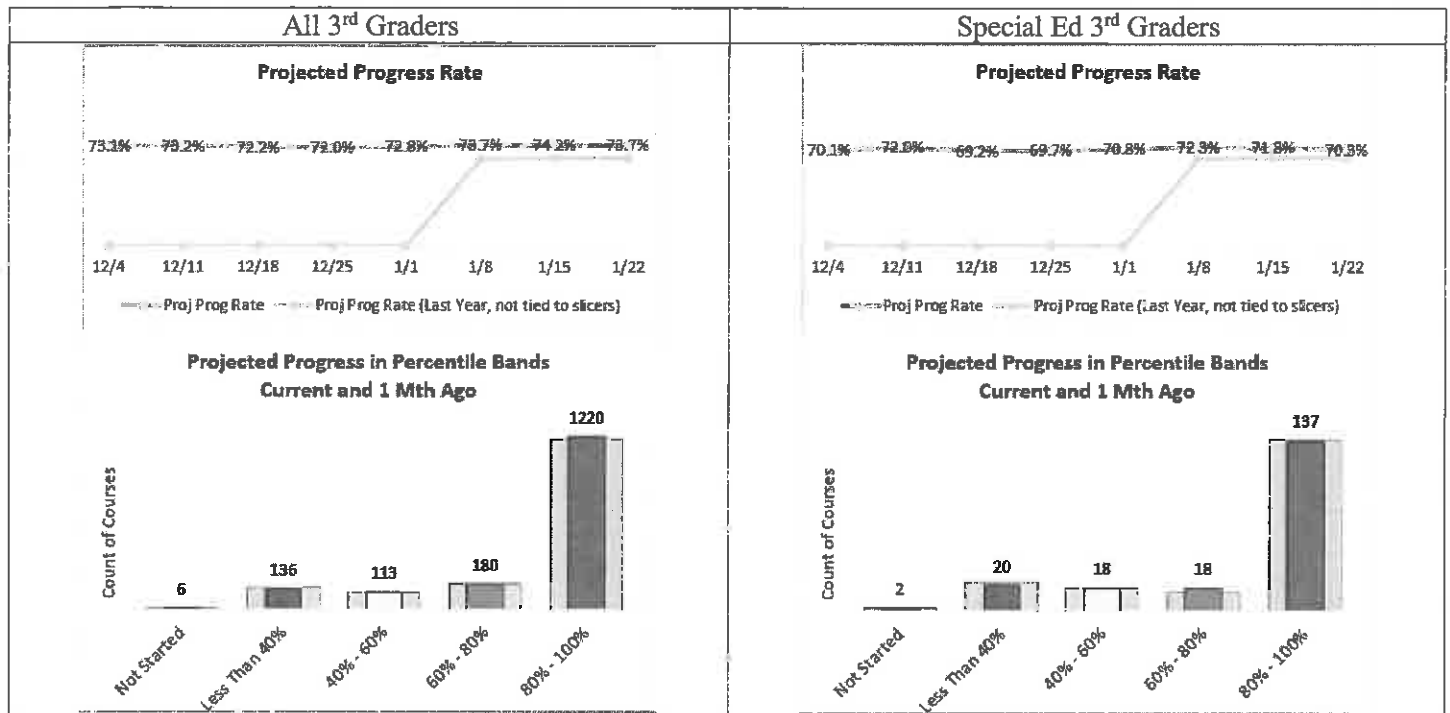
Virtual K8 Pass Rates

Since returning from winter break, student pass rates at K-5 have held steady around 50%, with special ed progress rates being closer to 60%. Middle school grade pass rates have held at 68%, and the special ed students have a significantly lower pass rate around 34-40%.



Focus Students – 3rd Grade Pass Rates

Interestingly, 3rd grade general education students and 3rd grade special ed students have similar pass rates, both hovering between 70-75%



K8 School Required Class Connect Attendance

All Session Average of K-8: **21.85%**

Required Session Average of K-8: **42.85%**

All Students K-5 – *ALL* Sessions	All Students 6-8 – *ALL* Sessions
<p>Student Counts</p> <p>Total Inv: 45683</p> <p>Total Att: 9868</p> <p>Avg Hrs Att: 1.82</p> <p>Att. Rate: 🟡 21.6%</p>	<p>Student Counts</p> <p>Total Inv: 15792</p> <p>Total Att: 3494</p> <p>Avg Hrs Att: 3.06</p> <p>Att. Rate: 🟡 22.1%</p>
All Students K-5 – *REQUIRED* Sessions	All Students 6-8 – *REQUIRED* Sessions
<p>Student Counts</p> <p>Total Inv: 22559</p> <p>Total Att: 7694</p> <p>Avg Hrs Att: 1.46</p> <p>Att. Rate: 🟢 34.1%</p>	<p>Student Counts</p> <p>Total Inv: 4295</p> <p>Total Att: 2217</p> <p>Avg Hrs Att: 1.84</p> <p>Att. Rate: 🟢 51.6%</p>

Action Steps

- We held collaborative planning days right after break in order to allow teachers to map their curriculum so that it fully aligned with the K12 curriculum. We also provided time for teachers to restructure and/or update their small group (targeted instruction) time with the students. Teachers paced out the third quarter content and created interim assessments.
- We are intentionally integrating more spiral review of basic skills at the beginning of live sessions for math and ela as well as best practices based upon what teachers gleaned from an ISTEP PD from the state. Teachers are creating short, meaningful ISTEP assessments to help further direct their instruction as we lead up to ISTEP (which begins 2/27).
- After getting feedback from administrators who are doing evaluations as well as looking more deeply at our coaching feedback, we have begun implementing Wednesday PD sessions from 3-4 for teachers to incorporate more effective techniques with breakout rooms and in general during their live sessions. Anecdotal feedback up to this point has been good.