

March 13, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Insight School of Michigan. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Teresa Boardman for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VWim6j>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as Comprehensive Support and Improvement (CSI) school.

As you can see the data contained in the AER, Insight School of Michigan does face some challenges in the all tested areas (Math, ELA, Science, Social Studies). In total, 20.6% of tested students were proficient in ELA compared to the state average of 47.3%, 5.3% in mathematics compared to the state average of 38.7%. ISMI subgroups also scored below the state averages in all subjects. In order to accelerate student achievement and close the gaps in achievement, ISMI has strengthened our Family Academic Support Team (FAST), Partnering with Michigan Department of Education to strengthen school programs and student achievement, and expanding the use of Title I federal funds to support all

students in all grades. Our current planning focus is on intervention support for students in reading, writing, and math. Title I intervention teachers are highly qualified teachers. They are intervention specialists and will work closely with classroom teachers to support students' needs. ISMI has adding a Credit Recovery Coach to our Intervention Team to work directly with students taking credit recovery courses. ISMI also added a Curriculum Coordinator to work with teachers on curriculum alignment and increased our instructional coaching to increase their knowledge of instructional strategies, state standards, and student support.

State law requires that we also report additional information.

1. Students are assigned to ISMI based on parent choice as a full-time virtual Public School Academy.
2. ISMI currently has an up-to-date school improvement plan. ISMI has a School Improvement Team, holds regular Parent Advisory Meetings, and gains input from Title 1 parent feedback and other community stakeholders to make continuous improvement. ISMI is Partnering with Michigan Department of Education (MDE) on a 3-year improvement plan and has received accreditation through AdvancEd.
3. ISMI is a single-building district and does not have additional specialized schools.
4. For a copy of the core curriculum, a description of its implementation, and any variances from the state's model, please contact Mrs. Teresa Boardman, Head of School by calling 517-580-0020 or by email: [tboardman@12.com](mailto:tboardman@12.com) .
5. ISMI utilizes NWEA as a nationally-normed achievement test to identify students with additional support needs throughout the year prior to state assessments. See aggregate data attached.
6. Due to the unique model of ISMI, Parent-Teacher conferences are held throughout the year at parent and student request. However, all students in grades 6-8 were additionally offered a specific date and time Parent-Teacher conferences if they wished to attend.

School-year 2016-17

40/48 83% of Learning Coaches attended parent-teacher conferences during school-year 2016-17

School-year 2017-18 we broke it down more specifically

		6th gr	7th gr	8th gr	Total
Fall 2017 (November)	Attended	11	31	32	74
	% Attended	33%	86%	42%	51%
	Grade total	33	35	76	144

Spring 2018 (March)		7	21	30	58
		40%	32%	36%	37%
	Grade total	22	58	75	155

7. ISMI provides students who are struggling with their education and alternative learning program that helps them stay in school, achieve a high school diploma, prepare for success in college, life, and work. Due to the nature of our program, ISMI does not offer Advanced Placement classes and have no high school students participating in dual enrollment.

ISMI continues to work on improving our programing and on increasing student proficiency. We will continue to monitor student progress and adjust our teaching and learning policies as needed for the best student outcomes. We work closely with our authorizer Central Michigan University, our Governing Board, MDE, and the community to identify best practices and supports for students and will continue to make continuous improvement.

Sincerely,

*Teresa M. Boardman*

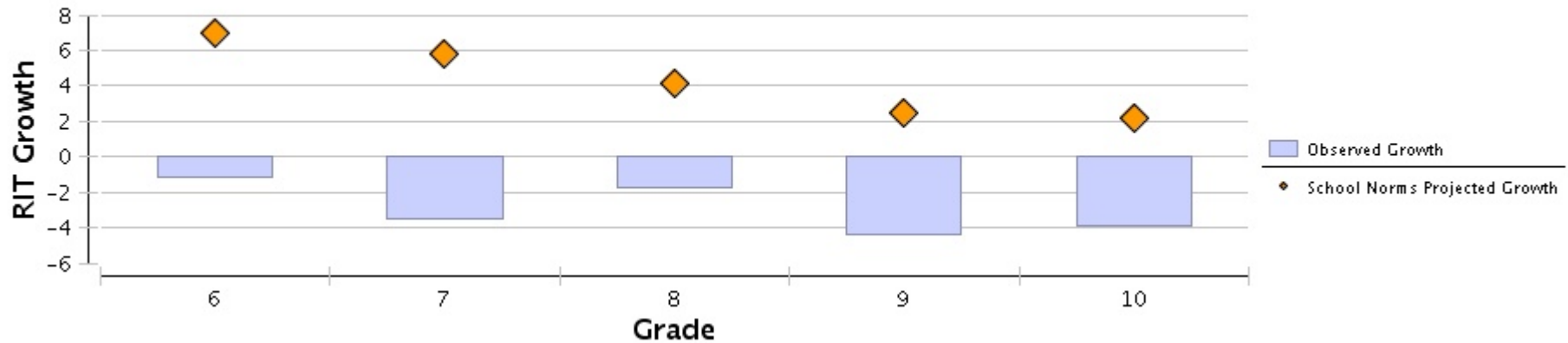
Teresa M. Boardman, Head of School  
517-580-0020

### Insight School of Michigan (Cyber)

#### Mathematics

Grade (Spring 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	16	198.6	15.3	1	197.4	16.9	1	-1.1	4.5	7.0	-3.34	1	16	6	38	23
7	38	212.3	14.9	10	208.8	19.4	1	-3.5	2.4	5.8	-4.16	1	38	10	26	12
8	58	213.0	16.7	7	211.2	18.0	2	-1.7	1.9	4.1	-2.61	1	58	21	36	29
9	132	217.6	17.8	9	213.1	22.5	2	-4.4	1.3	2.5	-2.85	1	132	43	33	25
10	107	218.4	15.9	13	214.6	22.0	5	-3.9	1.8	2.2	-2.10	2	107	48	45	36

### Mathematics



#### Explanatory Notes

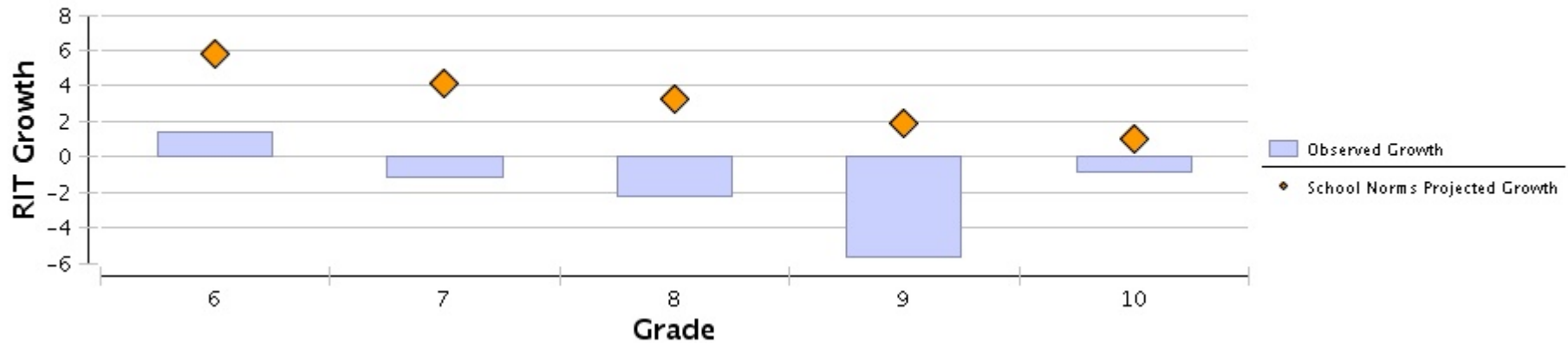
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

### Insight School of Michigan (Cyber)

#### Reading

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6	16	195.4	21.2	1	196.8	19.8	1	1.4	6.5	5.8	-2.14	2	16	6	38	30
7	38	211.9	15.8	37	210.8	20.0	14	-1.1	2.5	4.1	-2.68	1	38	14	37	27
8	58	213.5	15.4	32	211.3	18.7	12	-2.2	2.0	3.3	-2.31	1	58	23	40	43
9	135	215.3	17.1	25	209.7	20.7	5	-5.6	1.2	1.9	-3.03	1	135	36	27	29
10	105	216.5	19.3	32	215.6	21.4	25	-0.8	1.6	1.0	-0.65	26	105	41	39	43

#### Reading



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# Student Growth Summary Report

## Aggregate by School

Term: Spring 2017-2018  
 District: Insight School of Michigan (Cyber)

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2017 - Spring 2018  
 Weeks of Instruction: Start - 2 (Fall 2017)  
 End - 33 (Spring 2018)

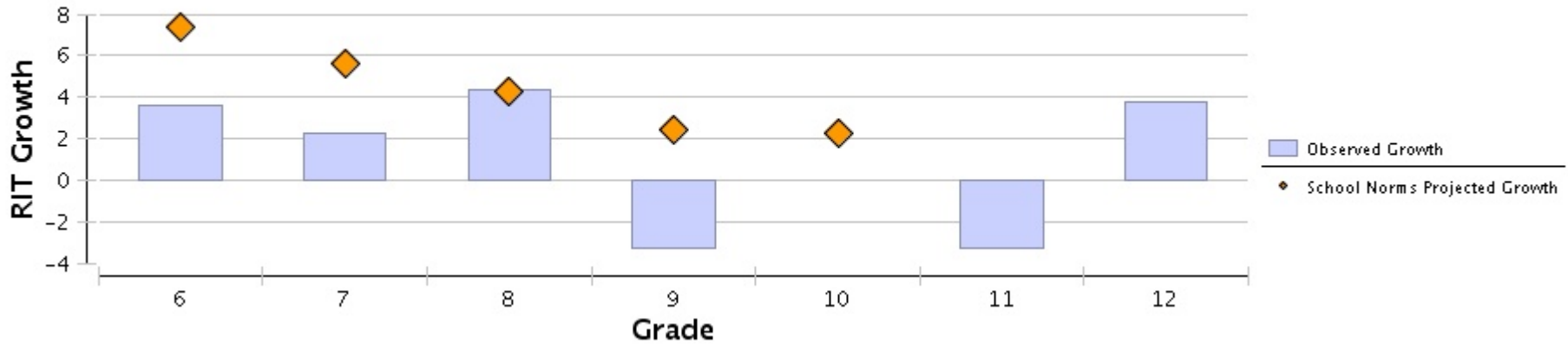
Grouping: None  
 Small Group Display: No

### Insight School of Michigan (Cyber)

#### Mathematics

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6	10	201.8	17.9	2	205.4	18.7	1	3.6	7.1	7.4	-1.51	6	10	4	40	29
7	39	206.1	14.9	2	208.3	16.6	1	2.3	1.3	5.6	-1.48	7	39	12	31	29
8	49	213.0	16.2	7	217.4	12.2	8	4.4	2.0	4.3	0.06	52	49	21	43	39
9	91	215.3	16.0	5	212.1	22.3	2	-3.3	1.5	2.4	-2.21	1	91	26	29	23
10	93	220.0	15.8	16	220.0	20.7	12	0.0	1.4	2.3	-0.77	22	93	41	44	43
11	117	226.1	17.0	25	222.8	20.9	13	-3.3	1.3				0			
12	98	225.1	19.1		228.9	20.0		3.8	1.7				0			

### Mathematics



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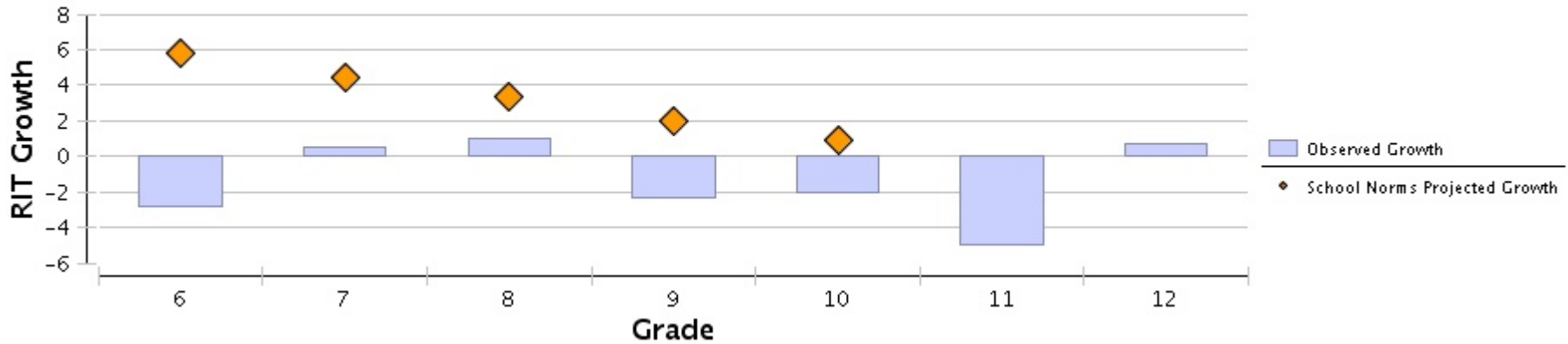
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### Insight School of Michigan (Cyber)

Reading

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6	10	199.1	20.7	4	196.3	20.5	1	-2.8	4.9	5.8	-4.05	1	10	2	20	15
7	40	206.6	12.6	13	207.1	15.0	5	0.5	1.6	4.4	-1.92	3	40	14	35	33
8	49	212.3	16.3	27	213.3	13.7	18	1.0	1.8	3.4	-0.99	16	49	21	43	44
9	90	211.9	16.1	13	209.6	19.6	5	-2.3	1.5	2.0	-1.69	5	90	34	38	34
10	94	219.3	15.7	45	217.3	17.5	32	-2.0	1.2	0.9	-0.95	17	94	35	37	47
11	117	223.1	16.1	53	218.2	18.5	30	-4.9	1.5				0			
12	90	221.9	19.4		222.6	20.9		0.7	1.7				0			

### Reading



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