

School Annual Education Report (AER) Cover Letter

May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Insight School of Michigan (ISMI). 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, Head of School, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/6XAfn1>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Insight School of Michigan was identified as a 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, and Social Studies). In total, 24.2% of tested students were proficient in ELA compared to the state average of 49.5%, 4.2% in mathematics compared to the state average of 39.1%. 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 in the 2018-19 school year ISMI will be 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 will be adding a Credit Recovery Coach to our Intervention Team to work directly with students taking credit recovery courses. ISMI staff regularly engages in high quality professional development and 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 is seeking 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.
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.



District Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: Insight School of Michigan (Cyber)
 Grouping: None
 Small Group Display: No

Mathematics

Insight School of Michigan (Cyber)

Growth: Math 6+ CCSS 2010 V2

Common Core State Standards Mathematics: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
						Operations and Algebraic Thinking	The Real and Complex Number Systems										
Spring 2015-2016	6	32	213.1	20.1	215	212.4		218.0	16.1	212.7	21.6	210.3	24.4			210.3	24.4
Fall 2015-2016	6	21	210.5	12.8	209	208.4		213.0	12.1	211.0	17.1	209.5	13.1			209.5	13.1
Spring 2014-2015	6	43	210.5	15.8	210	209.4		212.7	17.0	210.7	14.8	209.5	16.4			209.5	16.4
Spring 2015-2016	7	55	212.2	16.5	213	209.1		213.2	16.6	213.6	18.2	213.1	17.0			213.1	17.0
Fall 2015-2016	7	52	208.8	12.1	210	205.7		210.7	14.7	209.9	11.6	208.9	12.9			208.9	12.9
Spring 2014-2015	7	60	207.4	20.3	211	207.2		209.6	22.7	207.0	21.9	206.5	21.9			206.5	21.9
Spring 2015-2016	8	82	213.2	21.2	213	211.9		215.2	22.0	214.0	22.6	211.6	22.2			211.6	22.2
Fall 2015-2016	8	65	215.2	16.8	216	213.5		218.9	16.6	213.9	20.0	214.7	17.7			214.7	17.7
Spring 2014-2015	8	81	212.1	17.3	213	210.8		213.8	18.7	211.8	17.8	212.0	18.2			212.0	17.8
Spring 2015-2016	9	208	215.8	16.4	217	215.6		218.1	17.7	215.1	16.5	214.4	16.9			214.4	16.9
Fall 2015-2016	9	172	218.2	15.6	219	217.6		220.8	16.7	217.6	16.6	217.1	17.1			217.1	17.1
Spring 2014-2015	9	215	221.6	15.8	223	223.0		223.3	16.6	220.2	15.8	220.2	17.1			220.2	17.1
Spring 2015-2016	10	123	224.0	16.7	226	224.3		226.4	15.9	223.6	15.9	222.1	19.7			222.1	19.7
Fall 2015-2016	10	132	225.1	14.3	226	226.0		226.8	15.1	224.3	14.6	223.3	16.0			223.3	16.0
Spring 2014-2015	10	169	228.5	13.1	229	230.6		229.0	14.4	226.9	14.4	227.8	15.0			227.8	15.0

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.



District Summary Report

Aggregate by School

Term: Spring 2015-2016
 District: Insight School of Michigan (Cyber)
 Grouping: None
 Small Group Display: No

Reading

Insight School of Michigan (Cyber)

Growth: Reading 6+ CCSS 2010 V2

Common Core State Standards English Language Arts/ Literacy: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Literature		Informational Text		Vocabulary Acquisition and Use	
			Mean	Std Dev	Mean	Std Dev	Mean	Std Dev			
Spring 2015-2016	6	32	210.2	19.2	214	209.3	19.5	207.8	19.7	213.5	20.7
Fall 2015-2016	6	21	207.2	16.0	212	206.3	17.6	207.5	16.4	208.1	16.1
Spring 2014-2015	6	43	207.5	14.2	210	208.9	15.6	206.1	15.4	207.6	15.1
Spring 2015-2016	7	55	209.8	16.8	208	207.6	17.9	208.2	17.8	213.4	17.2
Fall 2015-2016	7	52	204.9	14.5	203	202.8	17.1	203.6	13.5	208.3	16.0
Spring 2014-2015	7	60	204.4	19.8	211	203.2	22.2	204.4	18.4	206.2	20.6
Spring 2015-2016	8	82	211.2	24.4	213	209.9	25.0	209.6	23.9	213.9	26.7
Fall 2015-2016	8	64	210.0	19.0	214	209.5	19.7	207.5	20.4	212.9	19.7
Spring 2014-2015	8	81	209.9	20.4	212	208.6	21.5	209.3	19.7	212.0	22.4
Spring 2015-2016	9	208	212.6	17.9	217	211.9	18.8	210.8	19.1	215.3	18.4
Fall 2015-2016	9	172	214.2	17.7	217	212.5	18.6	212.8	18.9	217.2	17.9
Spring 2014-2015	9	215	214.0	18.5	217	212.6	19.8	212.4	18.9	216.9	19.0
Spring 2015-2016	10	119	216.5	20.3	219	214.3	21.7	214.5	20.8	220.4	20.3
Fall 2015-2016	10	132	218.7	16.1	222	218.1	17.5	216.8	16.0	221.2	17.1
Spring 2014-2015	10	169	221.3	14.2	223	220.4	16.0	220.2	14.4	223.3	14.9

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Insight School of Michigan (Cyber)
 Grouping: None
 Small Group Display: No

Mathematics

Insight School of Michigan (Cyber)

Growth: Math 6+ CCSS 2010 V2

Common Core State Standards Mathematics: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Operations and Algebraic Thinking	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	6	23	196.2	15.7	196	195.3	17.8	196.5	17.1	197.1	17.2	195.8	15.3
Winter 2016-2017	6	18	199.4	20.8	196	199.2	24.9	202.4	22.3	197.9	19.2	198.6	18.0
Fall 2016-2017	6	22	197.5	14.3	197	198.0	15.2	196.8	14.5	198.8	16.2	196.2	15.0
Spring 2015-2016	6	32	213.1	20.1	215	212.4	21.9	218.0	16.1	212.7	21.6	210.3	24.4
Fall 2015-2016	6	21	210.5	12.8	209	208.4	12.6	213.0	12.1	211.0	17.1	209.5	13.1
Spring 2014-2015	6	43	210.5	15.8	210	209.4	19.2	212.7	17.0	210.7	14.8	209.5	16.4
Spring 2016-2017	7	59	209.2	18.0	212	208.4	17.7	212.2	21.2	207.9	17.9	208.4	18.6
Winter 2016-2017	7	42	214.3	16.5	214	213.5	16.8	218.7	17.0	212.2	18.4	213.2	18.9
Fall 2016-2017	7	51	213.6	14.3	215	213.9	16.1	214.7	15.6	212.8	14.7	213.0	14.6
Spring 2015-2016	7	55	212.2	16.5	213	209.1	18.5	213.2	16.6	213.6	18.2	213.1	17.0
Fall 2015-2016	7	52	208.8	12.1	210	205.7	14.4	210.7	14.7	209.9	11.6	208.9	12.9
Spring 2014-2015	7	60	207.4	20.3	211	207.2	18.6	209.6	22.7	207.0	21.9	206.5	21.9
Spring 2016-2017	8	66	211.7	18.0	212	211.3	21.0	215.2	17.9	210.5	18.2	210.0	19.9
Winter 2016-2017	8	76	216.3	15.5	218	216.9	17.7	218.1	16.2	214.7	15.5	215.8	17.5
Fall 2016-2017	8	83	212.8	15.5	214	212.5	17.3	215.0	17.3	213.1	15.5	211.1	17.0
Spring 2015-2016	8	82	213.2	21.2	213	211.9	21.5	215.2	22.0	214.0	22.6	211.6	22.2
Fall 2015-2016	8	65	215.2	16.8	216	213.5	18.4	218.9	16.6	213.9	20.0	214.7	17.7
Spring 2014-2015	8	81	212.1	17.3	213	210.8	19.3	213.8	18.7	211.8	17.8	212.0	18.2
Spring 2016-2017	9	183	213.2	21.7	213	213.4	23.6	215.4	22.0	212.1	21.3	212.0	23.8
Fall 2016-2017	9	201	217.6	17.3	219	217.9	18.7	218.8	18.2	216.7	18.2	217.0	18.5
Spring 2015-2016	9	208	215.8	16.4	217	215.6	18.4	218.1	17.7	215.1	16.5	214.4	17.8
Fall 2015-2016	9	172	218.2	15.6	219	217.6	16.5	220.8	16.7	217.6	16.6	217.1	16.9
Spring 2014-2015	9	215	221.6	15.8	223	223.0	18.5	223.3	16.6	220.2	15.8	220.2	17.1
Spring 2016-2017	10	146	216.8	21.5	218	217.2	21.7	218.0	22.8	217.5	22.7	214.9	22.7
Fall 2016-2017	10	182	218.2	16.1	218	218.8	18.6	219.2	16.1	217.8	17.2	217.3	17.4
Spring 2015-2016	10	123	224.0	16.7	226	224.3	19.6	226.4	15.9	223.6	15.9	222.1	19.7
Fall 2015-2016	10	132	225.1	14.3	226	226.0	15.5	226.8	15.1	224.3	14.6	223.3	16.0
Spring 2014-2015	10	169	228.5	13.1	229	230.6	14.1	229.0	14.4	226.9	14.4	227.8	15.0

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GROWTH

District Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Insight School of Michigan (Cyber)
 Grouping: None
 Small Group Display: No

Reading

Insight School of Michigan (Cyber)

Growth: Reading 6+ CCSS 2010 V2
 Common Core State Standards English Language Arts/
 Literacy: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance			Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev			
Spring 2016-2017	6	23	198.0	17.1	199	197.4	15.8	195.6	19.0	201.0	18.2			
Winter 2016-2017	6	19	194.5	23.5	195	195.9	21.7	192.8	25.7	195.1	25.5			
Fall 2016-2017	6	22	196.8	20.0	203	197.7	19.9	195.2	21.2	197.8	21.2			
Spring 2015-2016	6	32	210.2	19.2	214	209.3	19.5	207.8	19.7	213.5	20.7			
Fall 2015-2016	6	21	207.2	16.0	212	206.3	17.6	207.5	16.4	208.1	16.1			
Spring 2014-2015	6	43	207.5	14.2	210	208.9	15.6	206.1	15.4	207.6	15.1			
Spring 2016-2017	7	59	211.7	18.1	214	211.7	18.0	209.4	18.2	213.8	20.1			
Winter 2016-2017	7	41	210.4	19.7	215	211.0	20.6	209.5	19.8	210.6	20.0			
Fall 2016-2017	7	50	212.7	15.6	216	212.5	17.4	211.6	16.4	213.7	15.4			
Spring 2015-2016	7	55	209.8	16.8	208	207.6	17.9	208.2	17.8	213.4	17.2			
Fall 2015-2016	7	52	204.9	14.5	203	202.8	17.1	203.6	13.5	208.3	16.0			
Spring 2014-2015	7	60	204.4	19.8	211	203.2	22.2	204.4	18.4	206.2	20.6			
Spring 2016-2017	8	66	210.8	18.1	211	208.8	18.3	210.4	18.5	213.6	19.3			
Winter 2016-2017	8	77	210.4	19.2	215	208.7	19.8	209.4	20.3	213.2	20.0			
Fall 2016-2017	8	83	213.5	15.1	214	212.7	16.3	212.1	15.6	215.7	16.0			
Spring 2015-2016	8	82	211.2	24.4	213	209.9	25.0	209.6	23.9	213.9	26.7			
Fall 2015-2016	8	64	210.0	19.0	214	209.5	19.7	207.5	20.4	212.9	19.7			
Spring 2014-2015	8	81	209.9	20.4	212	208.6	21.5	209.3	19.7	212.0	22.4			
Spring 2016-2017	9	187	210.7	20.2	212	208.9	21.6	209.6	19.9	213.8	21.4			
Fall 2016-2017	9	200	215.7	17.2	218	214.4	18.6	214.4	17.6	218.4	17.9			
Spring 2015-2016	9	208	212.6	17.9	217	211.9	18.8	210.8	19.1	215.3	18.4			
Fall 2015-2016	9	172	214.2	17.7	217	212.5	18.6	212.8	18.9	217.2	17.9			
Spring 2014-2015	9	215	214.0	18.5	217	212.6	19.8	212.4	18.9	216.9	19.0			
Spring 2016-2017	10	147	216.5	21.6	219	214.9	22.2	215.1	21.8	219.8	23.0			
Fall 2016-2017	10	179	214.9	18.5	218	213.7	20.0	213.9	19.1	217.3	18.8			
Spring 2015-2016	10	119	216.5	20.3	219	214.3	21.7	214.5	20.8	220.4	20.3			
Fall 2015-2016	10	132	218.7	16.1	222	218.1	17.5	216.8	16.0	221.2	17.1			

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District Summary Report

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 Grouping: None
 Small Group Display: No

Reading

Insight School of Michigan (Cyber)

Growth: Reading 6+ CCSS 2010 V2

Common Core State Standards English Language Arts/

Literacy: 2010

Term	Grade	Student Count	Mean	RTT	Std Dev	Median	Goal Performance				
							Literature	Informational Text	Vocabulary Acquisition and Use		
			Mean	Std Dev	Mean	Std Dev	Mean	Std Dev			
Spring 2014-2015	10	169	221.3	14.2	223	220.4	16.0	220.2	14.4	223.3	14.9

Explanatory Notes

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6. Due to the unique model of ISMI, Parent-Teacher conferences are held throughout the year at parent and student request. However, all students receiving Title 1 support do have Parent-Teacher conferences.

School-year 2015-16

Title I parent meetings held throughout the year with all 60 families. Program did not hold formally structured parent-teacher conferences in 2015-16

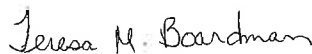
School-year 2016-17

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

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, Head of School
517-580-0020