BSU Continuous Improvement Report-2019 Renewal Application

BSU Continuous Improvement Report

Insight School of Indiana
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Last Modified: 10/03/2018
Status: Open

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BSU Continuous Improvement Report

ENROLLMENT DIAGNOSTIC

Guidelines for Building an Enrollment Diagnostic

Using the Enrollment Diagnostic:

a. Download the Enrollment Diagnostic.

b. Develop your institution's enrollment using the Enrollment Diagnostic Template.

c. Upload your completed Enrollment Diagnostic in the attachment area below.

d. You may enter an optional narrative about your Enrollment Diagnostic below. If you do not have an optional narrative, enter N/A.

Enrollment Hoosier Academy Network of Schools Step-by-Step Process 1. Families apply on line with K12's Application a. K12 follows contacts the family b. Forms Included in the application process: i. Proof of Residency – Utility Bill or letter ii. Birth Certificate iii. CHIRP Release Form iv. Transcript/report card v. Release of Records vi. Question in the application asks if the student is IEP, ILP, 504 vii. Home Language Survey questions are asked in the application viii. McKinney Vento Form ix. Medical Release x. Tech Equipment Material Usage xi. Photo Release Form 2. The Application goes to the K12 Enrollment Center 3. K12 Contacts the families to explain the structure of online school 4. The student is waitlisted in Total View Enrollment (TVE) by K12. 5. Hoosier OPS reviews the wait list in TV daily to enroll students 7. Students start school immediately. Attachments: Enrollment and Demographic Overview ^ Enrollment Diagnostic (also in Financial) ^ Enrollment Process for our Schools ^ Insight Data Tracker EOY ^ New Student Support ^

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

EXECUTIVE SUMMARY

School and Community Overview

1. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Insight was launched in 2016-17 with the designed purpose of providing another school option for students who were at-risk, credit deficit, and significantly below grade level in math and/or reading. In August 5, 2017, we had 5 Seniors out of 87 who were reading on grade level as diagnosed on Mindplay Reading Benchmark testing in August 2018. 61 students were reading 2-4 grade levels below grade level and 11 were reading 5 or more grade levels below grade level. When examining our Insight students' Ascend math growth compared to ISTEP results, 61.98% of those students who made one year's growth or more in Ascend math, passed ISTEP. (See Ascend to ISTEP Analysis attached). Over 50% of our high school students enter Insight credit deficient. Our Free and Reduced lunch population is high. Our total enrollment last year was 766 students. Out of these 766, 586 students were Free (75%) and 89 were reduced lunch (12%). Our total free and reduced lunch population at Insight is 87%. With the closing of Hoosier Academy Virtual School on July 31st, 2018, a reduction of approximately 66 staff from all schools in the network, occurred which impacted the teaching and support staffing for the 2018-19 school year. Insight School has 800 students in grades 7 through 12. While the permitted cap was 1,000, the school board made the decision to lower the cap to 800, which has been the enrollment level for Insight since inception. Students are enrolled from across the state (In 92 counties), with instruction and curriculum on a virtual platform provide by K12, the educational management company. The most consistent and recurring challenge for Insight School of Indiana revolves around student attendance and engagement. With a 2016-2017 student enrollment of 1,023 students and total aggregate attendance days of 115,858, students missed a total of 6,840 days. In SY 17-18 and a student enrollment of 1,040 and a total of aggregate attendance days of 112,626, 15,561 days of unexcused absences were reported. The attendance rate fell during the 2017-2018 school year to 87.86%, which is a decrease from 94.6% in 2016-2017 (See App Center Attendance Report). This information is available in the STN application center, reports, data verification, and attendance. Many students enroll with a historic pattern of chronic absences which has impacted their academic performance and presents the challenge of engaging the student as an active participant in the educational process. In deeper, student specific attendance data housed in the STN Real time and attendance tabs, historic attendance records can be found and supports patterns of chronic attendance. Insight School of Indiana provides several levels of support to encourage and engage both students and families. Advisors, which are part of the FAST (Family Academic Support Team), are assigned as homeroom teachers as part of a wraparound tiered level of support. Their role is to serve as a consistent point of contact for students and families, which is vital in establishing strong relationships between home and school.

2. State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

The mission of our Insight School is to educate all students regardless of circumstance to be responsible, productive leaders who possess the knowledge and skills necessary to create and maximize the opportunities afforded to them throughout their life. The vision of our Insight School is molding and growing successful career-minded students who are prepared for the work force. Our students come from a variety of circumstances, and we want to provide them with a unique educational opportunity that cannot be provided in their local school districts. We offer a safe place for students to learn without the threat of bullying and judgement. Students often choose our school as an alternative option after experiencing challenges in their local districts, and we want to support any population of students that chooses us as their educational institution. Students First for Success Student success drives all decision-making by: ● aligning student tasks to desired

learning outcomes ● customizing to meet individual student needs ● offering multiple school options to meet the different needs of our students and families Educating, Supporting, and Empowering Teachers, Staff, and Families for Success We prepare our teachers and staff to deliver the best instruction, and a robust learning environment for our families, by providing: ● professional development driven by data ● hyper-personalized professional growth opportunities ● the potential to build leadership experience ● a collaborative culture ● relationships based on mutual trust and value ● learning coach partners with the tools and support they need to be effective Safe Environment for Success We embrace diversity and provide a safe environment for students of all backgrounds and learning abilities by: ● creating policies and procedures to secure, protect, and care for students ● establishing a culture of respect and trust where bullying is not tolerated Strong Community Relationships for Success We build strong relationships with our students in all 92 counties in Indiana by: ● providing wrap-around services along with enrichment activities and events ● hosting community events ● partnering with local and state organizations, agencies, and universities to provide a well-rounded school experience Accountability for Success We embrace responsibility for: ● clearly communicating expectations ● continually reflecting and reviewing progress ● supporting a culture of ongoing improvement

School Design

1. Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

The mission of Insight School of Indiana is to provide individualized educational, wraparound support services, and opportunities for success to enrolled students, regardless of circumstances, while collaborating with all involved stakeholders. The Insight School of Indiana is a tuition-free, public charter school authorized by Ball State University, serving students in grades 7-12. As part of the Indiana public school system, Insight is tuition-free, giving parents and families the choice to access the engaging curriculum and tools provided by K12, Inc. (NYSE: LRN), the nation's leading provider of K-12 proprietary curriculum and online education programs. See https://in.insightschools.net/ for more information. Insight uses a holistic approach, combining individualized learning, social and emotional learning, and 21st century technology to reach at risk learners who may require additional support to succeed. In addition to traditional semester courses, students are offered credit recovery courses, remediation, and positive behavior education with advisors. Credit recovery courses are offered to high school students who have not passed required Core 40 courses. The 9-week block course scheduling allows for students who are behind in credits to recover them at a faster pace. Students use an individualized online program called Mindplay, which offers adaptable lessons in English/Language Arts. They also use an individualized online program called Ascend Math, which offers adaptable lessons in math. At Insight, each student has a learning coach assigned to him/her, which is often a parent, grandparent, or guardian. The learning coach is responsible for holding students accountable for attendance and completing work. Teachers and the Family Academic Support Team (FAST) collaborate with both students and learning coaches to ensure they have a strong start and ongoing success in school. Students receive both whole group and small group instruction, implementing a curriculum aligned to the Indiana State Standards. The FAST team provides a tiered system of support, assisting students with time management skills, study skills, and other support as needed to help keep students on track.

2. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

The mission and vision statements were recently revised, which included a process that involved multiple stakeholders. On August 1, 2018, during professional development, the staff was charged with the task to provide suggestions that would enhance and more clearly define the Insight School student population and specific needs, narrowing the initial vision, "Success for every student in Indiana." As the revision process continued, both the revised mission and vision were reviewed by teachers, parents, administrators, Ball State, and our Board. Stakeholders were asked to provide thoughts and feedback throughout the process. The new vision is, "The vision of the Insight School of Indiana is to grow successful college and career-minded students who are prepared for the work force." The new mission is, "The mission of the Insight School of Indiana is to provide individualized education, wraparound support services, and opportunities for success to our enrolled students, regardless of circumstances, while collaborating with all involved stakeholders."

3. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

Since the opening of the Insight School of Indiana in 2016, the original mission statement for Insight School of Indiana was too broad and generic to realistically identify and imply the uniqueness of the student population. In revising the mission statement it was necessary to look at the at risk characteristics such as students who are credit deficient and two or more years behind in academic achievement; students who have significant gaps in school attendance; the high percentage of students who meet criteria for Free/Reduced Lunch; limited parental involvement; student mobility rate and those who are identified under McKinney Vento; as well as the last chance opportunity for many students to receive an education. The continued challenge for Insight School of Indiana will be to increase student achievement and to increase consistent engagement and attendance, which has historically impeded student success. In addition to the continued challenges, an underlying challenge related to student achievement, engagement, and attendance is the lack of learning coach and parental involvement. The administration strongly believes and wants input from all stakeholders and continues to find creative ways to engage our families through surveys, teacher communication, and auto dialers.

Goals and Plans

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (e.g. academic benchmarks, organizational changes, facility improvements, financial stability).

* See the Academic Excellence Framework attached.* The K12 Academic Excellence Framework completed and ready for implementation in spring 2018. The targeted goals for SY 18-19 were: 1. Within two weeks of a student's start date, all students will be provided differentiated onboarding to ensure they have the necessary information and appropriate tools to be a successful student at Hoosier Academies; 2. All FAY (full academic year) students will show an average of 1 year's growth in language arts and math (growth focus) and a 2% increase on state testing in all tested subjects (proficiency focus); 3. Focused, specific, and targeted professional development with ongoing support will be provided to staff based on data and aligned with our Academic Excellence Framework, and; 4. By June of 2019, Insight School of Indiana will build collaborative partnerships with all stakeholders that positively impact the community, resulting in student opportunities, as measured by survey results. From the instructional aspect, the steps for accomplishing these goals includes professional development focused on Math strategies and Reading across the curriculum, with additional teacher professional development focused on increased frequency and feedback from students during classes, develop student centered classrooms, and increase differentiation as identified in the Instructional Coaching rubric (see IC all EOY data attachment) as areas of need. All staff analyze data from multiple sources on a weekly including BOY, MOY, EOY data from our Mindplay Reading, Ascend Math, Content level tests and exit tickets. Organizational changes for the 2018-2019 included a new Head of Schools, who had been the Middle School Principal for

both Virtual and Insight School of Indiana. The new Head of School was instrumental in driving schedule changes, increased expectations for student engagement, required live class attendance, and required remediation participation, which resulted in positive student growth. The same expectations are being implemented for all grade levels at Insight School of Indiana. New Principals have been named for Insight Middle School and High School, both of which bring a variety of experiences in both virtual and traditional education. The administrative team also included a change in the Family Engagement Administrator (FEA), who has been instrumental in streamlining and ensuring consistent implementation of the school's engagement and attendance policies, which aligns with the K12 national Family Academic Support Team plan. The Director of Special Education has been a part of Hoosier Academy Network of Schools for 6 years and adds solid, established policies and procedures in the area of special needs. Since the school's inception in August 2016, the school board has gone through several changes. In 2016, the board was comprised of 5 members, with 3 members actively engaged. During SY 2017-2018, three board members resigned and were replaced, and a sixth board position added. Currently, the Insight School of Indiana school board has complete membership. They support the identified goals in moving Insight School of Indiana toward academic excellence. Currently, the operational budget and expenditures are aligned. The monthly financial forecast ensures continued monitoring of operational budgets and costs.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

We have implemented a cultural shift at our schools that is year-long and on-going, setting high expectations to increase learning outcomes as measured through assessments. Instrumental to our improvement is our change to a culture of measurement (Using data and assessment to guide our practices). This includes a new onboarding system, a new engagement policy and procedures, research based instruction, a positive support plan and new evaluation and professional development model. Onboarding, a New Approach to Support: We understand and recognize the needs of our students and implement programs of support. Our strong start and On Boarding process begins with our Family Engagement Team (FAST). FAST works to help the student have a successful start. Orientations occur every Monday and Wednesday by our Family Engagement Coordinator (FEC). Strong Start Calls are completed by the FAST Team. Enduring Connection contacts are made by the FAST Team as well. Additionally, our Onboarding process became individualized. Our Advisors work with our students to determine their readiness for online school using a proficiency assessment. Through this process we individualize pacing to prepare students for online learning. Our Family Academic Support Team (FAST) consists of Advisors, a Family Resource Coordinator/Social Worker, Family Academic Support Liaisons, Family Engagement Coordinator, and Family Compliance Liaison. This team uses a four-tier model to provide support and monitor progress. The Tier 1 Advisors meet weekly with students to teach positive behaviors, offer encouragement, and give reminders about attendance and scheduling. The Tier 2 team works with students and families to get them back on track by teaching study skills, time management, etc. The Family Engagement Coordinator proactively schedules orientations with new students, as well as coordinates Learning Coach/Parent education and family events. The Family Resource Coordinator/Social Worker handles crisis situations, offers community resources, and crisis prevention education. Engagement, relentless pursuit of our students: For the first time, all classes are required. This initiative is supported via the new Engagement Legislation passed in Indiana. We are the first state in the nation to have this support from our congress. This allows Hoosier to positively support, grow, and assist our students. Our school has worked and continues to develop explicit processes for all components of the organizational structure for our Network of schools. We continue to improve systems and structures to assist our school's efficiency and performance. All students are required to participate in our formative and state mandated testing. We go to great lengths to ensure all students who can test, do test. We communicate with the families via all methods possible (phone, email, text, social media, and home visits). Instruction

based on research based best practices: We instituted a culture of measurement. Data analysis guides our instruction. This analysis is a regular part of our academic excellence framework. Understanding our deficits and strengths allows us to have more meaningful instruction for our students. We review trends in our data, to provide students the instruction they need. Our model has included schedule changes for students. All students receive whole group instruction in the Indiana Academic Standards for their grade level and content area, small group remediation in ELA and Math, intervention instruction, high ability instruction, and individualized instruction using Math and Reading programs. All classes are required. Student below grade level received both small group remediation and individual adaptive remediation daily. Two and a half hours of Mindplay (Reading) and Ascend (Math) is required weekly. Shreveport, LA 5/2/2018 Ascend Education awarded Hoosier Academies Network of Schools in Indianapolis, IN the 2018 Gold Medal. The Gold Medal Award was established in 2010 to honor the schools or districts that best demonstrate a dedication to ensuring that all students become successful at math. The strategies employed by this year's Gold Medal honorees made use of Ascend Math, an intensive online math program, to accelerate math learning and improve standardized test scores. Our Intervention teams met weekly to evaluate students results to utilize flexible grouping in small group instruction to reach students at their level and move them forward in the curriculum. We achieved the highest pass rates and attendance rates that Hoosier schools have ever reached last year. Currently, our data shows us that we are ahead of where we were last year. Our final numbers were as follows: *Insight MS Overall passing rate is 77.5% Consolidated Plan- met math pass rate goal (not ELA) BBC Attendance 31.1% over LY * Insight HS Overall passing rate is 63.4% Consolidated Plan- did not meet math or ELA pass rate goals BBC Attendance 5.1% over LY We are working to develop a positive and supportive culture through a school wide Positive Behavioral Instructional System (PBIS). This includes rewarding students for positive behavior daily and weekly. The schools hold talent shows featuring student talent and reward students for positive behavior. We have a School Pride Emblem for our students and families. Small Groups Social Emotional Instruction is provided by our Counselor and Advisors, as well as, before and after school help and wrap around services. Evaluation and Professional Development: We are improving our processes and evaluation procedures. At the start of each year, each teacher attends a goal-setting conference with their supervising manager. Throughout the year, the teachers receive support from instructional coaches (Either K12 Coaches or Hoosier's Professional Lead teachers (PLT) on a bi-weekly basis. Our Teacher evaluation process changed to incorporate a rigorous rubric with norming exercises and analysis of reports to ensure evaluators were evaluating staff consistently. Instructional Coaches and Professional Lead teachers provide on-going support to our teachers to utilize best practices in the classroom. We began last year and are continuing this year to have provide on-going professional development in key areas identified via our coaching metrics. This year we have a weekly time set aside in our schedule from 1:00 -4:30 p.m. each Wednesday. This time is focused on data analysis, professional development, and collaborative planning. Our focus of Professional Development (PD) is to promote Student Centered Learning, On Boarding, Differentiation, On Going Student Feedback, Math Strategies, and Community Partnerships. Academically, our students are below grade level (many two or more grades below) typically in both reading and math. Therefore, we have began utilizing Mindplay reading programs to move student forward in reading. This began last year and is on-going this year in grades K-12. Students must use the program with fidelity (2.5 hours per week) with the potential to increase their reading level by one to two grade levels. The program was developed by experts in language, literacy and acquisition and assessment and is used by many school corporations in the state of Indiana with successful growth outcomes. Students experience a virtual one-on-one session with a reading specialist each time they log-on. Ascend Math diagnoses student's skill gaps based on Indiana State Standards and skill deficits in math. Interventionist utilize these programs to record and monitor the progress of their students. Students are required to complete 2.5 hours per week in the program. To provide additional

opportunity for students to complete both the MindPlay and Ascend time requirement, daily schedules have been developed to incorporate set aside time during Math and ELA classes. Additionally, students receive small group in conjunction with individualized instructional support. Organizationally, our leadership has changed at all levels, with the exception of the special education administrator. The administrators are experienced, innovative, and dynamic. They have the will and the ability to be change agents in our school . As a result of the closure of Hoosier Academy Virtual, Insight School of Indiana retained teachers who met or exceeded expectations in both instructional and professional practice, as measured by the evaluation process. Since the school's inception in August 2016, the school board has gone through several changes. In 2016, the board was comprised of 5 members with 3 members actively engaged. During ST 17-18, 3 board members resigned and were replaced, and a 6th board position added. Currently, the Insight School of Indiana school board has complete membership. Fiscally, our school is identified as a deficit school based on the -$895,816 deficit as reflected by the school's financial report and a per pupil deficit of -$1,190. Since Insight School of Indiana is managed by K12, any deficits are fiscally offset resulting in a zero deficit.

3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Insight School of Indiana goes to great lengths to ensure all students who are required to participate in all state mandated testing attend. Communication is provided to the students and families via robo calls, email, google text, individual phone calls, and home visits. As central test sites across the state are utilized, in some situations it is necessary to assist families with transportation. Please note all sites are within one hour of each student's residence in the assigned testing region. Staff does travel to libraries to meet families one-on-one outside of the designated site in order to test students. Certified administrative and teaching staff travel across the state to test all students. Last year, and continuing this year, on-going professional development in key instructional areas, identified in K12 provided Instructional coaching metrics, is scheduled weekly from 1:00 -4:30 p.m. each Wednesday. Areas of focus include differentiation, academic feedback, student led learning, and data analysis. Included in the weekly block is collaboratively planning and team meetings. (Instructional coaching metric attached) The master schedule for both the middle school and high school has been changed to include and ensure each student has whole group instruction in grade level content, small group instruction, and individual instruction which does include MindPlay reading and Ascend math programs.

Attachment Executive Summary
    Please list any comments for this section below with attachments, if applicable.

Agreement with K12 ^ Ascend to ISTEP Analysis ^ Family Engagement Team Description ^ IC End of Year Data Hoosier May 2018 ^ Insight Academic Performance Framework ^ Insight Mission Statement ^ Insight Vision Statement ^ Academic Excellence Framework for 17-18 SY ^ Academic Excellence Framework for 18-19 SY ^ Pulse Checks (Stakeholder) FAST Dashboard (Stakeholder) SY18-19 Hoosier Academic Excellence Project Planning Tracker ^ Advisors 101 ^ STN App Center Attendance Reports Historic Chronic Attendance

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

STUDENT PERFORMANCE DIAGNOSTIC

Continuous Improvement Practices

1. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

We utilize a formative Reading (Mindplay) and Math (Ascend) program to progress monitor students throughout the year. Additionally, we administer all state mandated testing. We utilize instructional coaching data to analyze and improve our pedagogy and professional development. Insight showed significant gains in our Formative Assessments Mindplay Reading and Ascend Math implemented in K-12 grade levels to provide more individualized learning for our students. Mindplay is a systematic explicit evidenced-based reading program which is designed to meet student's diverse reading skills. This is in addition our top notch 21st century K12 Curriculum. All students below grade level are required to complete two and a half hours of Mindplay reading, Ascend math weekly. Our students, on average, reached 1-2 years Growth over the course of a year in both. Progress on Mindplay reading and Ascend math data has been significant over the course of 2017-18.: * On average at all grade levels, students grew .6 years growth in Ascend Math and .7 in Reading. *On average at the middle school level students grew 1.1 in Ascend Math and 1.1 in Mindplay Reading. * By the end of the year in May of 2018, 25 out of 44 Full Academic Year Seniors, increased their reading grade level one or more year's growth. Professional Development is based upon State mandated informative professional development that include topics like bullying and child abuse. Then additionally our year-long plan is based upon reading/ math and ISTEP score analysis, as well as, instructional coaching analysis. On our Instructional coaching analysis we improved significantly, meeting the target in all areas over the course of 2017-18 school year. (See attached IC Data). Additionally, our professional development is based on our areas of improvement which are differentiation, on-going student feedback in the classroom, and student-centered learning.

2. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

The administration team meets weekly to analyze data and evaluate the progress of students and effectiveness of instruction. This data is shared with teachers in bi-weekly data meetings, where administrators collaborate with teachers to create strategies for identified issues. The qualitative data used to evaluate the academic program is teacher feedback and Pulse Check Survey results. The quantitative data used to evaluate the academic program includes pass rates, ISTEP scores, Ascend Math data, Mindplay data, and attendance data. In May 2018, 79% of Insight students were attending Blackboard Collaborate Classes and had a 57.4% pass rate, as measured by the HS 7-12 ISIN Tracker attached. In September 2018, 88% were attending Blackboard Collaborate Classes and had a 64.8% pass rate, as measured by the Insight Tracker 9-17-18 attached. An average growth of 0.6 grade levels in math was measured for 450 Insight high school students and an average growth of 1.06 grade levels in math was measured for 140 Insight middle school students at the end of the 2017-2018 School Year, as measured by the Ascend Data EOY Growth Report. An average growth of 1.06 grade levels in reading was measured for 196 Insight middle school students and an average growth of 1.1 grade levels in reading was measured for 555 Insight middle school students at the end of the 2017-2018 School Year, as measured by the EOY Mindplay Ascend S18 Report. The Spring ISTEP 2018 results showed Insight students with a 33% passing rate in ELA and 29% passing rate in Math. This resulted in a 6% growth in ELA from the 2016-2017 School Year and a 3% growth in Math from the 2016-2017 School Year, as shown in the ISIN ISTEP S18 Results Compared to Last Year.

3. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

The Insight School of Indiana plan includes the use of daily formative assessments to help teacher's better understand student's academic needs, with the ability to adjust and reteach instruction as necessary, in order to move student's towards mastery of the Indiana Academic Standards. Furthermore, staff work directly with students to review their academic goals. Teachers hold individual "test talks" with students. The teacher works with the student to understand testing and develop a goal plan for the state and formative assessments. Insight School of Indiana will continue to utilize Instructional Coaching (IC) data in order to focus our Wednesday professional development on the areas determined to be areas of improvement from our metrics from observations of staff. The assigned Instructional Coaches observe and meet bi-monthly, in one on-one-sessions, with teachers to discuss strengths and areas in need of instructional practices improvement . Teachers work collaboratively to share best strategies they learn with their colleagues via the school shared drive. Insight School of Indiana has created three Career and Technical Pathways (CTE) with a long term plan to add more pathways each year, to assist our students. Students receive certifications and can now graduate through CTE pathways. We are offering increased credit recovery classes all year long and during the summer allowing students to catch up on missing credits, as they work toward the 40 credits needed for graduation. This addresses student success for graduation. Our students receive intensive remediation through our Multi-Tiered Systems of Support (MTSS) and small group instruction to address deficit skills. Those students eligible for special education services also receive additional

4. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

Please refer to the following attachments: End of Year (EOY) Instructional Coaching metrics attached Teacher Evaluation Plan Attached.* Insight Data EOY 9-18-18 Insight Tracker School Accountability Report Card At the start of each school year, staff and teachers meet with their immediate supervisor for a goal-setting conference. During the course of the year, the teachers receive support from instructional coaches (K12 coaches for math and ELA or Hoosier Professional Lead Teachers for the remaining academic teachers) on a bi-weekly basis. Supervising managers complete a minimum of two walk-through observations and one long observation, with scores recorded in the NIET portal (EEPASS). The academic administrators meet monthly with the K12 instructional coaching team to analyze teacher data and utilize rubric data to identify instructional needs, which guides professional development. The school has an established, weekly scheduled, one hour staff training (Wednesday afternoon) focused on areas identified as needs from instructional coaching data . Instructional coaching data from the SY17-18 demonstrated growth in instructional practices from 0.4 to 0.8 points in all coaching indicators (see attached documentation). Teachers also participate in peer observations, receiving and sharing feedback with their peers. A year end conference is held with the evaluator to discuss overall performance and metrics as outlined in the teacher evaluation process. Special Education teachers are evaluated on the same timeline and with the same evaluation tool as the general education teachers. With the consistent NIET evaluation rubric, special education teachers are held to the same performance expectations as general education teachers. Additionally, using data in the IEP system, individual teacher compliance and quality is checked bi-weekly with information included in professionalism component of the evaluation. Each year, K12 conducts an audit of the school's special education program which covers the categories of operational compliance, file compliance, and academic compliance. For the SY 17-18, Insight School of Indiana exceeded expectations in operational compliance (15/15) , met expectations in file compliance (14.74/15), and in the below expectations in academic compliance (13.44/15). A score of 13.5 is the minimum score for meet expectations. Audit results in each area provides guidance into areas in need of development. (ISIN 17-18 Audit workbook; this document is password protected, password for access is K122018ISIN) The FAST team is evaluated using two short evaluations and one long evaluation each school year. They are focused on metrics, which include ensuring new students

receive a connection call and are enrolled in an orientation. Each student is assigned an advisor and receives enduring monthly connection calls. Students receive appropriate tiered support with ongoing communication, and families who need follow-up are contacted after each pulse check survey. The Professional Lead Teachers, PLTs, provide individualized professional development to teachers during their coaching sessions that happen twice a month. During coaching sessions, the PTLs are able to provide resources and strategies to each teacher based on their need. These coaching sessions allow for immediate implementation to ensure that teachers are continuously developing a deeper understanding of their teacher philosophy and understanding of how to best support student learning. The attached document titled PLT Evaluation 2018-2019, is the evaluation that is used for improved practice. As a result of the changes to the evaluation process, targeted instructional coaching, and overall consistent implementation of all practices across the school environment, student growth was demonstrated by benchmark data in intervention programs, higher course pass rates, and significant student growth as measured by the spring 2018 ISTEP .

Needs of Learners

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

Student progress is monitored through two online individualized learning programs called Mindplay reading and Ascend math. Students are given a full diagnostic assessment in the beginning of the school year, which identifies skill gaps and assigns lessons based on their level of performance. The programs have built in progress monitoring and benchmark assessments throughout the year. Interventionists and Special Education teachers use the data to drive instruction, measure growth and develop goals. Insight School of Indiana uses a multi-tiered system of support (MTSS) to support students. This is our RTI program. Tier 1 students receive support through the regular classroom curriculum and instruction. Students identified as Tier 2 meet with an interventionist in a small group each week. They start in Phase 1 and get monitored for six weeks. After six weeks, the interventionist will review the student's data and recommend if the student needs to fade back to Tier 1, stay in Tier 2-Phase 1, or progress to Tier 2-Phase 2. If a change in the student's status is recommended, the MTSS Committee will review the data and make a determination. The frequency of time an interventionist meets with a student depends on the Tier/Phase. The more a student progresses through the Tiers/Phases, the more intense the intervention gets. The interventionist communicates student progress and determinations made with teachers, Learning Coaches, and Administrators. Teachers and Administrators have daily access to the Interventionists' data trackers. They also attend weekly data meetings and share progress with teachers. The Interventionists communicate progress/growth to Learning Coaches monthly and/or if Tiers/Phases change. Special Education teachers communicate progress/growth according to progress monitoring time frame. Advisors check daily and follow up with students to ensure they have completed required time in the programs.

2. Explain how the school supports for diverse learners.

Insight School of Indiana provides service to students identified as English Language Learners (EL). Currently, there are four (4) Fluent English Proficient (FEP) students and two (2) students who are level five (5), students in the last year of the two year monitoring phase. WIDA's framework for language development standards are taught by all staff under the SIOP model in the classrooms. Using the "Can Do" Philosophy and Guiding Principles of Language Development as the foundation, teachers incorporate the ELD Standards of Academic Language in general education classes. The EL Lead teacher monitors student's progress via formative assessment in Reading (Mindplay) and Math (Ascend), grade progress and then mandated testing progress on ISTEP/ILEARN. The Indiana "2 Year Monitoring Form" is utilized to individually review/evaluate each student. A progress tracking spreadsheet is maintained and updated to ensure all students

receive instruction and assessment that they need. All families receive the annual parent notifications and Individual Learning Plans (ILP's). Special Education/504: The school provides a continuum of services for students, grades 7-12, identified as eligible for special education services per Article 7. Services from the assigned special education teacher are provided in a small group resource room, 1:1 setting, inclusion setting in the general education classroom, or consultative venue. Accommodations for both state assessments and daily instructional basis are provided to the general education teachers utilizing IEP at a Glance. Student teacher ratios are approximately 25:1, with an additional special education teacher assigned to students who are on an alternate functional life skills curriculum, with a 15:1 student teacher ratio. For students who are in need of accommodations that are not eligible for Special Education, a 504 process is in place to review any pertinent information, which includes medical data, to determine needed accommodations so the student is able to access the curriculum. Much like the IEP at a glance, information regarding the needs of identified 504 students is provided in a brief to general education teachers involved with the student.

Areas of Notable Achievement and Areas for Improvement

1. Which area(s) are above and below the expected levels of performance?

Changes and Notable Achievements: Over the course of the SY 2017-2018, significant changes in academic leadership occurred. In October 2017, the previous Head of School resigned, with an interim Head of Schools provided by K12 through the end of the school year. Additionally, the regional K12 Academic Director was assigned to Insight School of Indiana to support and assist with plan development and implementation for student growth. The virtual middle school principal was named Principal for Insight middle school at the end of semester one. At that time, for the middle school, a new schedule was implemented with increased engagement and participation expectations for students, which produced gains in student growth at the Insight Middle School level as measured by benchmark data in MindPlay and Ascend. Since the end of the previous school year, a new Head of Schools has been named. The current Head of Schools served as the Insight Middle School principal last year and has brought credibility, an understanding of the student population, methods by which to accomplish student growth, and documented positive student growth outcomes. A new Insight middle school principal was named, who had worked mainly with the K-6 grades during the previous year, implementing the student growth interventions and similar schedules which resulted in positive student growth. This administrative assignment added to the consistency of implementation and expectation for students and staff for the current year. Insight High School also has a new principal who came on board at the end of August 2018. Another change in the Administrative Leadership team was the Family Engagement Administrator, who oversees the Family Academic Support Team. The FEA has been instrumental in addressing the engagement and attendance issues and implementing the Family Academic Support Team services in alignment with the national K12 model. The Director of Special Education has been with Hoosier Academy Network of Schools, Insight School of Indiana, for six years. During that time consistent policies,procedures, and service delivery have been implemented. Special Education teaching staff has remained constant with three of six of the instructional staff employed 4 or more years, 2 teachers employed three years, and 1 teacher employed 2 years. Mindplay Reading and Ascend Math growth increased by 1/2 year to over a year's growth in aggregate all grades. The Middle School students grew 1.06 and the High School grew .5 year's growth in aggregate in Mindplay Reading. Ascend Math High School students grew .6 year's growth, the Middle school students grew 1.1 year's growth. ELA improved by 14%, Math by 6%, Science by 19% , and Social Studies by 12% over last year aggregate all grades. English and Science are our areas of strength and Math and Social Studies continue to be areas of growth opportunity. Instrumental to our improved scores and growth, we have created a cultural shift, a culture of measurement. The following were key changes made to increase learning and success. • Schedules changed for students in Virtual and Insight Middle School students to include whole

group instruction in the Indiana Academic Standards for their grade level. • All classes were required, the requirement that all students below grade level in math and/or reading have to complete two and a half hours of Mindplay (Reading) and Ascend (Math) weekly, • Processes were and are continuing to be implemented that assist our school's efficiency and performance • Students who were not attending were tracked down under increased accountability for engagement and attendance • Data analysis linked to instruction became a regular part of our academic excellence framework • Our Intervention teams met weekly to evaluate students receiving additional remediation through Title I services • All students received both small group remediation and individual adaptive remediation daily • Best practices were coached to all teachers through our instructional coaches and Professional Lead Teachers and presented in professional development on an on-going basis • Onboarding for new students became individualized with assessments to prepare students for online learning and with monitoring from staff. • Students have ability to recover credits in traditional and non traditional ways. 117 credits were recovered by students via summer school offerings. Science and History courses are offered on a block schedule allowing students to recover/earn credits more quickly than a traditional semester schedule. (See attached - ALL EOY Student Performance Data and Analysis and ISTEP Results)

2. Describe the area(s) that show a positive and negative trend in performance.

* ISTEP Data and Mindplay /Ascend Summary Attached.* Negative trends at the Insight School of Indiana include many students' skill levels are below grade level and/or are short credits at the time of enrollment, and some students demonstrating historical patterns of poor engagement. This puts below level students at a disadvantage to catch up on the skills needed to perform successfully at level. It requires many students to take credit recovery courses to reach graduation requirements. During the 2018 summer school session, 119 students passed credit recovery courses. Middle school students at Insight performed at an average of a 6.0 grade level equivalency for math and High School students performed at an average of 6.9 grade level equivalency for math, as measured by the Ascend Data Growth EOY Report. Samples of historical engagement issues are demonstrated by students having sporadic attendance, as referenced by the Historical Chronic Attendance Report. In the 2017-2018 School Year, 559 FAST referrals were made, as measured by the ISIN Archive Truancy Referrals 2017-2018 Report. Positive trends at the Insight School of Indiana include improved attendance to Blackboard Collaborate Classes, growth in Math and English/Language Arts, increased class pass rates, and increased ISTEP pass rates. The Blackboard Collaborate Class attendance was 79% at the end of the 2017-2018 School Year, as measured by Insight Data Tracker EOY. The Blackboard Collaborate Class attendance in September 2018 was 88%, as measured by the 9-17-18 Insight Tracker. The pass rates for all courses have increased from 40.8% in the 2016-2017 School Year to 55.2% in the 2017-2018 School Year, as measured by the Student Population Data Comparison Report. From Spring 2017 to Spring 2018, students increased pass rates in ELA from 19% to 33%, Math from 3% to 9%, Social Studies from 19% to 31%, and Science from 0% to 19%, as measured by the ISTEP Year to Year Comparison Report. During the 2017-2018 School Year, Insight middle school students made a 1.06 grade level gain in reading, and high school students made a 0.58 grade level gain in reading, as measured by the EOY Mindplay Ascend S18 Report. Insight Middle School students made a 1.1 grade level gain in math, and high school students have made a 0.6 grade level gain in math, as measured by the EOY Mindplay Ascend S18 Report.

3. Between which subgroups is the achievement gap closing and between which is the gap widening? Please support with data.

The achievement gap is closing for all students, including special education and basic or below basic students. Insight's overall class pass rates increased from May 2017 to May 2018. There was an increase from 28.7% to 46.6% in math, an increase from 37.9% to 53% in English/ Language Arts, an increase from 59.4% to 70.9% in Science, and an increase from 49.3% to

70.6% in History, as listed in the Student Population Data Comparison from May 17 to May 18 Report. The Middle School Special Education population has made the largest growth, increasing 55.2% from 21.2% to 76.4%. The achievement gap is also closing for ISTEP assessments pass rates in all subjects, most notably in science. Between the Spring 2017 and Spring 2018 ISTEP tests, students increased their pass rates by 14% in English/Language Arts, 6% in Math, 19% in Science, and 12% in Social Studies, as measured by ISIN ISTEP S18 Results Compared to Last Year Report. The achievement gap is widening for withdrawals. Students who have become unengaged or truant have gone through the FAST referral process. 559 FAST referrals were made during the 2017-2018 School Year, resulting in some withdrawals.

4. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

The analysis of the course pass rates data between May 2017 and May 2018 demonstrated increases in the overall school wide pass rate as related to specific subgroups. The most significant gains in pass rates were evident in our special education population. Middle School special education students demonstrated a 55.2 percentage point gain in pass rates increasing from 21.2% in 2016-2017 to 76.4% in 2017-2018. In 2016-2017, 19.5% of special education students hit pass rate targets. This population increased pass rate performance to 48.1% during 2017-2018. The middle school subgroup, which included all students in grade 7 and 8, increased pass rate performance from 53.4% to 77.5% during the identified time frame. In comparing subject area pass rates, history and science pass rates averaged 70%, while math pass rates were at 46.6% and ELA was 53%. (see NR powerpoint attachment) Insight School of Indiana has documented positive trends in reading growth for our special education and Title I students. Progress was monitored and measured with Mindplay reading benchmarks. The Special Education students made .79 grade level growth with Tier 2 & 3 students making 1.2 grade level growth in reading. High school students continue to struggle with increasing reading and math skills, showing less than expected aggregate growth with .58 in reading and .6 in math grades 9-12. (see EOY MindPlay Ascend attachment).

5. Discuss areas of academic concern, and changes made to address any deficiencies.

Prior to SY 17-18, participation in state assessment did not meet the state requirement of 95%. The goal for the 17-18 state testing cycle was to exceed the participation percentage. The approach of "All Hands on Deck" was implemented. All staff and administration were expected to be actively involved in calling, texting, emailing, and home visits to ensure all students were in attendance during the testing window. A central command was created in the administration office to update confirmed participation, arrange transportation, contact other staff for follow up calls, emails, texts, or home visits dependent on the area. Teachers and certified staff were assigned to a specific students and regions. Testing sites were connected via blackboard connect to communicate any issues or student no-shows. This effort resulted in 98.56% participation in ISTEP +. Another area of concern was with regard to onboarding of students (see Strong Start Program Overview attachment) . New students are frequently overwhelmed with the platforms and virtual means by which to access and input information. The new process includes students assigned to a homeroom advisor who addresses individual student concerns as well as monitor proficiency check list as related to strong start. Each new student is enrolled in an orientation class and a welcome to online learning class. Engagement and attendance has been an ongoing issue, which impacts several areas related to student growth and performance (see attachment Engagement/ Attendance policy) . A revised engagement and attendance policy has been approved and provided to all students and parents. Master schedules (see attachments Insight MS Schedule, ISIN HS schedule) have been developed which provide required live attendance, small group intervention/remediation, and collaborative, push in services for math and ELA from interventionists and special education teachers. The changes in expectations have resulted in

some students withdrawing from Insight School of Indiana. Multiple source data points support that these steps are positive changes and moving toward desired student and school outcomes. A waiver policy has been established identifying specific criteria for exempting students from live instruction requirement (see Waiver Policy attachment).

6. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the BSU Academic Framework during the charter term, please provide the school's assessment of those results and describe what has been done, and is planned to improve academic performance.

Insight School of Indiana has been chartered since August 2016. There is limited data available for comparison and analysis. However in the Summary of Quality Indicators, Insight School of Indiana fell in the far below rating for Student Progress over Time (Growth) in indicators 1.1.a, the expected growth based on the school's median student growth percentile in ELA; 1.1.b, the students expected growth based on the school's median student growth percentile in math; and 1.1.d, the lowest-performing students making expected growth based on the median student growth percentile of the lowest quartile of students in Math. Quality indicator 1.1.c regarding the lowest-performing students in the school making expected growth based on the median student growth percentile of the lowest quartile of students in ELA was rated as needs improvement. In the area of Student Achievement (Proficiency) indicators 1.2.a students in grades 3-8 achieving proficiency on state assessments in math and 1.2.b students in grades 3-8 proficiency on state assessments in math also fell in the far below range. Indicators 1.2.h, 1.2.i, and 1.2.j were not applicable to Insight School of Indiana. State Accountability, 1.3.a,. which is rated far below, measured the school meeting acceptable standards according to the A-F accountability Label. The final quality indicator of College and Career Readiness measured by students graduating from high school rated as far below. The information from this framework supported additional 2016-2017 data points which included the approximate 85% participation rate in state mandated testing, review of both school and individual student state assessment results, the 16% chronic absenteeism rate, and the low graduation rate of 17.2%. (see EOY Student Performance Data and Analysis attachment).* With the review of all EOY data for the school, the completion of the Academic Excellence Framework (see Academic Excellence Framework attachment), and school and individual state testing performance, the leadership team developed and implemented a plan for intervention and school-wide expectations for the 2017-2018 school year. Students were required to attend all live instruction and complete two hours each week for MindPlay and Ascend, unless all criteria for the Waiver Process was met (see Waiver Process attachment). Additionally, students were grouped according to skill level for additional small group instruction. The teacher evaluation was revised, with all teachers evaluated on the same professional, instruction based rubric, (see HANS Evaluation Plan SY 18-19 Insight School of Indiana). The school task timeline for state assessment added additional steps to process including more recurring robocalls and personal phone calls, emails, homevisits, command center administrators given clearly defined, specific areas of responsibilities, and transportation resources. The result of these efforts demonstrated student growth as measured by MindPlay, Ascend, and State Assessment data reflecting an overall grade of C for Insight Schools of Indiana, a 98.56% participation in the state assessments, which is an increase of 15 percentage points from 2016-2017 (see 2017-2018 Report Card and All End of Year EOY student data attachments) We have implemented a cultural shift at our schools that is year-long and on-going, setting high expectations to increase learning outcomes as measured through assessments. Instrumental to our improvement is our change to a culture of measurement (Using data and assessment to guide our practices). Onboarding, a New Approach to Support • We recognize the needs of our students and implement programs of support. o Our Free and Reduced Lunch Students at Insight-Total enrollment last year was 766. 586 were Free (75%) and 89 were reduced lunch (12%). Our total free and reduced lunch population at Insight is 87% Free and Reduced Lunch. o Our McKinney Vento Homeless students continues to grow. In 2016-17 we had seven homeless students and last year had eleven

homeless students. • Our strong start and On Boarding process begins through our Family Engagement Team (FAST) to help the student have a successful start. Orientations occur every Monday & Wednesday by our Family Engagement Coordinator (FEC). Strong Start Calls are completed by the FAST Team. Enduring Connection contacts are made by the FAST Team as well. • Additionally, our Onboarding process became individualized. Our Advisors work with our students to determine their readiness for online school using a proficiency assessment. Through this process we individualize pacing to prepare students for online learning. Engagement, relentless pursuit of our students • We have implemented a Family Academic Support Team (FAST), which consists of Advisors, a Family Resource Coordinator/Social Worker, Family Academic Support Liaisons, Family Engagement Coordinator, and Family Compliance Liaison. This team uses a four-tier model to provide support and monitor progress. The Tier 1 Advisors meet weekly with students to teach positive behaviors, offer encouragement, and give reminders about attendance and scheduling. The Tier 2 team works with students and families to get them back on track by teaching study skills, time management, etc. The Family Engagement Coordinator proactively schedules orientations with new students, as well as coordinates Learning Coach/Parent education and family events. The Family Resource Coordinator/Social Worker handles crisis situations, offers community resources, and crisis prevention education. • For the first time, all classes are required. This initiative is supported via the new Engagement Legislation in Indiana. We are the first in the state in the country to have this support from congress. This allows us to positively support, grow, and assist our students. • Our school has worked to develop explicit processes for all components of the organizational structure for our school. We continue to improve systems and structures to assist our school's efficiency and performance. • All students are required to participate in our formative and state mandated testing. We go to great lengths to ensure all students who can test, do test. We communicate with the families via all methods possible (phone, email, text, social media, and home visits). Instruction based on research based best practices • We instituted a culture of measurement. Data analysis guides our instruction. This analysis is a regular part of our academic excellence framework. Understanding our deficits and strengths allows us to have more meaningful instruction for our students. We review trends in our data, to provide students the instruction they need. • Our model has included schedule changes for students. All students receive whole group instruction in the Indiana Academic Standards for their grade level, small group remediation in ELA and Math, Intervention instruction, high ability instruction, and individualized instruction using Math and Reading programs that is required. Student below grade level received both small group remediation and individual adaptive remediation daily. Two and a half hours of Mindplay (Reading) and Ascend (Math) is required weekly. Shreveport, LA 5/2/2018 Ascend Education awarded Hoosier Academies Network of Schools in Indianapolis, IN the 2018 Gold Medal. The Gold Medal Award was established in 2010 to honor the schools or districts that best demonstrate a dedication to ensuring that all students become successful at math. The strategies employed by this year's Gold Medal honorees made use of Ascend Math, an intensive online math program, to accelerate math learning and improve standardized test scores. • Our Intervention teams met weekly to evaluate students results to utilize flexible grouping in small group instruction to reach students at their level and move them forward in the curriculum. A positive and supportive culture – Positive Behavioral Instructional System (PBIS) • Student earn Torch Awards, • We hold Talent Shows and Test Prep Rallies • We have a School Pride Emblem • Small Groups Social Emotional Instruction is provided by our Counselor and Advisors • Before and After School Help is offered to students • Wrap around services are provided– Big Brothers, Big Sisters, Cyber Bullying with IMPD Evaluation and Professional Development • We are improving our processes and evaluation procedures. At the start of each year, each teacher attends a goal-setting conference with their supervising manager. Throughout the year, the teachers receives support from instructional coaches (either K12 coaches or Hoosier's Professional Lead teachers on a bi-weekly basis. • Our Teacher evaluation process changed to incorporate a rigorous rubric with norming exercises and analysis of reports to ensure

evaluators were evaluating staff consistently. • Instructional Coaches and Professional Lead teachers provide on-going support to our teachers to utilize best practices in the classroom. • We began last year and are continuing this year to have provide on-going professional development in key areas identified via our coaching metrics. This year we have weekly time set aside from 1:00 -4:30 p.m. each Wednesday. This time is focused on data analysis, professional development, and collaborative planning. Our focus of PD is to promote Student Centered Learning, On Boarding, Differentiation, On Going Student Feedback, Math Strategies, Community Partnerships Future Teacher Leadership: Participation changed last year as we developed a policy that all staff and administration were involved in calling, texting, emailing and making home visits to ensure all student tested. We have staff and teachers assigned to students and regions to ensure that all student's tested. We had about 20 families that either refused to test, were out of state during testing, or the student was so medically fragile that they could not test. We tracked on two systems all students to ensure they tested. It was an amazing and we plan to employ the same policy this year. We have developed a Future Teacher Leadership program that provides intense training for our teachers. This is an employee development and engagement program. The idea is that great minds and great motives still matter. Teachers, FAST team members, Counselors, and Support Staff with school and educational leadership aspirations will have the opportunity to become part of a cohort, which will take part in monthly training and be part of supervised Focused Leadership Projects for the schools. Cohort size will be limited to 12-18 aspiring leaders per year.

Attachment Student Performance Diagnostic

Please list any comments for this section below with attachments, if applicable.

Academic Report Template Board Meetings ^ All End of Year EOY Student Performance Data ^ Ascend Data EOY Growth ^ Ascend to ISTEP Analysis (Executive Summary) ^ Assessment Calendar for State Mandated Assessments 2018-2019 ^ Assessment Enrollment Withdrawal ^ BOY Screener for Mindplay ^ Data Dive Weekly Tracker ^ Data Highlights for Insight ^ EOY Mindplay Ascend S18 ^ FAST Process Overview ^ Future Teacher Leaders Program ^ Graduated Plan Career and Technical Interests Survey ^ HANS MTSS Manual 18-19 ^ HS 7-12 Tracker ISIN 5-14-2018 ^ HS 7-12 Tracker ISIN 5-17-2017 ^ Insight Attendance and Engagement Policy ^ Insight Data for September ^ Insight Tracker ^ Insight Tracker 9-17 ^ Instructional Coaching Data for all teacher EOY ^ ISIN ISTEP S18 Results Compared to Last Year ^ ISIN MS ISTEP S18 Analysis of Pass Scores ^ ISIN Weekly Highlights 2018-09-17 ^ ISTEP Results from Spring 2018 for Insight ^ ISTEP Year to Year Comparison ^ Mindplay Universal Screener EOY SY1718 ^ PLT Coaching Session #3 ^ Professional Lead Teacher Evaluation #4 ^ SE ISIN 17-18 Audit Workbook ^ Strong Start Program Overview ^ Student Population Data Comparison - May 17 to May 18 ^ Summary of Data March ^ Waiver Process ^ ISIN Archive - Truancy Referrals 2017-2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

STAKEHOLDER DIAGNOSTIC

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

See Sped Audit Summary attached. We give seven pulse check surveys to families over the course of the year. Please find attached multiple Pulse checks and specifically survey from June, our July and August. In Summary from our Climate Surveys Areas of Strength *Communication. Example from Pulse check, "Its been very good the follow up calls and response to emails has been amazing." * This school and staff have the BEST communication. All staff are friendly, knowledgable, helpful and caring. In whole are extremely organized, more than most schools or businesses. Job well done." We have consistent interaction from our Family Engagement Team. * Instruction - "Love the K12 Flexibility and teacher interactions." Our students are provided multiple opportunities to receive teacher help in small groups and individually. Students are given time in the day to catch up on assignments. All students are required to attend all classes. * Staff and Teachers - "Staff very helpful. Good communication as to what to expect." * This school and staff have the BEST communication. All staff are friendly, knowledgable, helpful and caring. In whole are extremely organized, more than most schools or businesses. Job well done." *Community Events, Orientation and Back To School Nights Areas of Improvement Insight is working on. * Technology and system issues for students, teachers, and families. Equipment and blackboard failing. * Coursing in a timely manner for staff and students to get off to a smooth start. * Clear expectations communicated during enrollment.

2. Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.

See Pulse Checks attached. We have Teacher and Student Pulse Checks as part of our climate monitoring (7 per year) . Feedback is consistent across multiple data sources. Teaching satisfaction and morale are down from last year. Training, Materials, Expectations are all up from last year. Teachers feel the student and Learning Coach are better prepared than last year. Families 9/7/18 67% of both MS/HS families are satisfied with their school and K12 experience. New and Returning students have higher satisfaction from our first survey this year 55% to our second survey this year 67% and are up from both last year. Families are more satisfied at the high school level 73% than at the Middle School level 57%.

3. What are the implications and/or challenges related to any negative stakeholder perceptions?

A distinct challenge for the Insight School of Indiana is the mobility rate. In many cases, Insight is a short term solution for many students. The reasons may include health issues, bullying, differentiated learning needs, or students who have special circumstances. Other challenges include students who enroll with credit deficiencies and have skills below grade level. Students with these obstacles may struggle with retention, meeting academic goals, and attendance. Consequently, it has a negative impact on the school's state accountability grade. This gives stakeholders a negative perception of the school.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

Pulse check surveys are sent out to families seven times per year. Administrators review the pulse check results in weekly data driven meetings. Strategies are brainstormed to improve in the areas that present opportunities and celebrate improvements. Then administrators pass this information along to during weekly staff meetings to work on improvement. The Family Engagement Administrator (FEA) also receives results of each Pulse Check Survey and disseminates the information to the Family Academic Support Team (FAST). Advisors follow up on any issues or survey results requesting a follow up with a phone call to families.

Attachment Stakeholder Diagnostic

    Please list any comments for this section below with attachments, if applicable.

1st Pulse Check (July) for 2018-2019 SY ^ 2nd Pulse Check (August) Sent in 2018-2019 SY ^ Insight SE Satisfaction Survey ^ Letter to Families Explaining MP & Ascend ^ Pulse Check Survey to Families ^ Pulse Check in April - Survey to Families ^ Student Feedback Climate ^ TACPAC - Teachers, Administrators, Family Organizations ^ Teacher Feedback ^ Work Book Admin. Used to Analyze Data and Surveys 2017-18 ^

ATTACHMENTS

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ORGANIZATIONAL AND FINANCIAL DIAGNOSTIC

Organizational

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

See Fundraiser Policy and Attendance/Engagement Policy attached. The school's governance and organizational performance over the past charter term has been identifying areas of improvement such as refining the student attendance and engagement policy and adopting a school fundraising policy. These identified areas of improvement are some examples of how the school's governance and organizational performance has evolved over the past charter term. Some anticipated changes to the board include the board president stepping down at the end of the 18-19 academic year. The board is having discussions on identifying a new board president as well as board member recruitment.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO).

- **Yes**
- ○ No

2a. (OPTIONAL) If Yes, please describe evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

See Agreement with K12 attached. Insight contracted with K12 Educational Service provider during the original term of the a charter and intends to continue to contract with the same education service provider. K12 is the Governing Authority who is responsible of the overall governance of Insight. The contract is in place until 2021.

2b. (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

K12 is currently the management company for Insight School of Indiana. They will continue as the management company without any changes to the existing Agreement.

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

Insight School of Indiana is a virtual school, however, administrative and operational support staff are housed at the Hoosier Indianapolis Learning/ Administrative Center. The Learning Center is utilized by students and staff of Insight School of Indiana, who live within a 50 mile radius for activities such as state testing, planned community events, and school activities which include dances such as spring formal and science fair. Utilizing this facility for the various state testing windows, provides a space large enough to accommodate students in both large and small groups as well as individual testing needs, and provides free, accessible parking. At the current time there is no anticipated change from this location nor the lease agreement.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

We have received a fiscal audit from Ball State through the Donavon Accounting firm and did not have any organizational deficiencies.

5. (OPTIONAL) Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

We are a virtual school and all academic, pep rallies, talent shows, clubs, and activities, with the exception of state mandated testing, are conducted virtually. Transportation to mandated testing at the twelve sites around the state and this is accomplished via the family. We do have Back to School nights virtually and face-to-face in the regions of the state where we have a consentration of students. We have multiple family events around the state like Manufacturing Day, Library Day, and education field trips (college tours).

Financial

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

School allocations are dependent on the General Education Funding per pupil per diem and restricted funding sources. Currently, Insight School of Indiana has an enrollment of 810 students. The 2017-2018 total allocation for Insight from both restricted and general funds was $5.26 million, based on the 824 student enrollment as of September 2017. Current, anticipated 2018-19 total funding is $5.128 million. With the enrollment cap of 800 each year, our funding has remained consistent. In the overall comparison, funding has remained fairly stable from the previous school year to the current school year. While the 800 enrollment cap can be viewed as a challenge, by potentially limiting programming and staffing , the steady allocation allows the school to maintain consistent staffing and programming. Out of the total operational funding, the largest allocation is for personnel with all positions being back-filled when resignations occur in order to appropriately support academics. Insight School of Indiana has maintained consistent overhead costs, with non-operational funding remaining static. As a Title I school, Insight has utilized Title I funds towards Interventionists' salaries to help support the academic needs of students. Funding allows employment of two full-time Interventionists for the 2018-2019 school year. They provide a multi-tiered system of support (MTSS) for identified students. Insight also provides teacher-led English/ Language Arts and Math lab classes for high school students to receive remediation, if they did not pass state assessments (ISTEP/ILEARN). Advisors are assigned as homeroom teachers and meet with students weekly. They provide open office hours, where students can seek help and ask questions about courses. Advisors monitor student progress and send regular communications to students about test reminders, study strategies, and time management skills. Federal IDEA funding has been allocated to fund administrative support positions which include School Psychologist, Related Services Coordinator, and Case Conference Coordinator. These positions are vital for the identification, service delivery, and support of the special education population. State funding, generated by December 1st special education student count, is directed to Special Education instructional staff.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

Audit Findings Attached. A fiscal audit was performed by the Donavon Accounting Firm and findings were found. The corrective actions have been addressed and responses submitted. Please see attached Audit Findings. Our Finding: The School was unable to locate receipt books

for the period under review prior to November 30, 2016. Only master receipts, which are used to accumulate individual receipts into a total deposit amount, were available. For 3 of the 25 receipts tested, the receipt did not include a date that would allow us to determine if the funds were deposited in a timely manner. For 5 of the 25 receipts tested, the receipt did not show the form of payment (cash, check, etc.) Per review and discussion with school personnel, it was determined that the School was not in compliance with either of the minimum internal control requirements as set forth by IC 5-11-1-27. Corrective Action: Additional processes have been instituted to ensure that cash receipts are available and able to be matched to master receipts. Cash receipts will now include the master receipt number to better allow for matching. Master receipts will now include cash receipt numbers. Deposits will be made the next business day following receipt of funds. Developing procedure and training plan to ensure that IC 5-11-1-27, Part (g) is met and in place for FY 2018.

Attachment Organizational and Financial Diagnostic
      Please list any comments for this section below with attachments, if applicable.

Audit Finding and Response to Corrective Action S18 ^ Audit Report Full ^ Calendar for the School Year ^ HANS Evaluation Plan SY1819 - Insight School of Indiana ^ Insight Handbook 2018-2019 ^ Insight Middle School Schedule ^ ISIN HS Schedule ^ Staff and Administrator List for 2018-2019 ^ Strong Start Dashboard ^ Enrollment Pulse Checks Fiscal Audit Findings Fiscal Policy Fiscal Audit Results S18 Forecast Budget for Insight for the 18-19 School Year Price List for Our Classes K12 Insight Handbook 2018-2019 Fiscal Dashboard Enrollment and WD Summer 2018 ISIN EOY Tracker EMO with K12

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

FINANCIAL DASHBOARD

Guidelines for Completing the Financial Dashboard

Using the Financial Dashboard:

a. Download the [Financial Dashboard.](#)

b. Complete your institution's financial framework indicators using the Financial Dashboard.

c. Upload your completed Financial Dashboard in the attachment area below.

d. You may enter an optional narrative about your Financial Dashboard below. If you do not have an optional narrative, enter N/A.

DONE ELIZ Narrative Enrico Dashboard - Done *See attached Fiscal Dashboard* Our total budget for Insight is $5,261,492.00 based upon the restricted, basic, and complex funding sources. This funding is based on the 800 students enrolled at Insight. The Annual Principal, Interest, and Lease Payments paid are $3,095.00. The debt to asset ratio is one. Our current assets are worth $437,810.09 and our current liabilities are $451,176.16. Attachments: Enrollment ^ Enrollment Diagnostic ^ Fiscal Dashboard ^ Forecast Budget for the Insight for the 2018-19 School Year ^ Form 9 Certification for Insight ^ Fund Raising Policy ^ Price List for Our Classes K12 ^

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
1st Pulse Check (July) for 2018-2019 SY	These are the results from the first pulse check that went out to families on July 30, 2018 for the 2018-2019 SY.	
2nd Pulse Check (August) Sent in 2018-2019 SY	These are the results from the second pulse check that went out to families on August 20, 2018 for the 2018-2019 SY.	
ALL END OF YEAR EOY Student Performance DATA	All EOY student Performance Data	
Academic Excellence Framework SY17-18	Academic Excellence Framework for the 17-18 School Year.	
Academic Excellence Framework SY18-19	Academic Excellence Framework for 2018-2019 School Year	
Academic Report Template - Board Meetings	Academic Report Template - Board Meetings	
Advisors 101	A guide to an advisors role.	
Agreement with K12	Agreement with K12	
Ascend Data EOY Growth	Ascend Math Data that shows our EOY Growth	
Ascend to ISTEP Analysis	This document compares the results of how ISIN students did on Ascend compared to ISTEP for SY1718.	,
Assessment Calendar for State Mandated Assessments 2018-19	Assessment Calendar for State Mandated Assessments 2018-19	
Assessment Enrollment WD	Assessment Enrollment WD	
Audit Finding and Response to Corrective Action S18	Audit Finding and Response to Corrective Action - Conducted by Ball State	
Audit Report Full	Audit Report Full	
BOY Screener for Mindplay	BOY Screener for Mindplay	
Calendar for the School Year	2018-19 Calendar for the School Year	
Data Dive Weekly Tracker	Data Dive Weekly Tracker	
Data Highlights for Insight	Data Highlights for Insight - Pass Rates, Attendance Rates	
EOY Middle School	EOY Middle School Data	
EOY Mindplay Ascend S18	EOY Mindplay/Ascend S18 Results ISIN	
Enrollment	Enrollment for 2018-19 school year.	
Enrollment Diagnostic	Enrollment Diagnostic	,
Enrollment Process for our Schools	The step by step enrollment process for new students.	
FAST Process Overview	This describes the communications and support system put in place by our FAST team to keep students on track.	
Family Engagement Team Description	Family Engagement Team Information for Accountability for Student Engagement and Attendance	
Fiscal Dashboard	Fiscal Dashboard	
Fiscal Policy	Fiscal Policy adopted August 2018	
Forecast Budget for Insight for the 2018-19 School Year	Budget for Insight for the 2018-19 School Year	
Form 9 Certification for Insight	Form 9 Certification for Insight - Report is an online report from our former accounting agency Book Keeping Plus.	
Fund Raising Policy	Fund Raising Policy	
Future Teacher Leaders Program	Brochure for Future Teacher Leaders Program at Hoosier	

	Name	Description	
🟩	Graduation Plan Career and Technical Interests Survey	Survey to students to see what CTE Pathway they are interested in for the Graduation Plan	
📄 PDF	HANS Evaluation Plan SY1819 - Insight School of Indiana	This is our school evaluation plan.	
📄 PDF	HANS MTSS Manual 18-19	Explains our MTSS process	
📎	HS 7-12 Tracker ISIN 5-14-2018	HS 7-12 Tracker ISIN 5-14-2018	
📎	HS 7-12 Tracker ISIN 5-17-2017	HS 7-12 Tracker ISIN 5-17-2017	
📄 PDF	Historical Chronic Attendance	The attachment provides a brief snapshot of individual student attendance that provides comprehensive student attendance.	
🖥	IC End of Year Data Hoosier May 2018	Instructional Coaching Metrics. Shows growth.	
🟩	ISIN Archive - Truancy Referrals 2017-2018	ISIN Archive - Truancy Referrals 2017-2018	
🟩	ISIN HS Schedule SY1819	ISIN HS Schedule SY1819	
📄 DOC	ISIN ISTEP S18 Results Compared to Last Year	ISIN ISTEP S18 Results Compared to Last Year	
🟩	ISIN MS ISTEP S18 Analysis of Pass Scores	ISIN MS ISTEP S18 Analysis of Pass Scores	
📄 PDF	ISIN Weekly Highlights 2018-09-17	This document shows the data highlights based off of the most current tracker information. It compares current data to last month and last year.	
🟩	ISTEP Results S18 compared to Mindplay Reading and Ascend Math Progress	ISTEP Results S18 compared to Mindplay Reading and Ascend Math Progress	
🟩	ISTEP Results from Spring 2018 for Insight	ISTEP results grades 7-12 for Insight School of Indiana	
🟩	ISTEP Year to Year Comparison	ISTEP data from S17 compared to S18	
📄 DOC	Insight Academic Performance Framework	Insight Academic Performance Framework	,
📄 PDF	Insight Attendance and Engagement Policy	Insight Attendance and Engagement Policy	
📎	Insight Data Tracker EOY	Data Tracker EOY Pass/Attendance	
📄 PDF	Insight Data for September	Data for Insight for September (Pass Rates, Attendance, Strong Start etc.)	
📄 PDF	Insight Handbook 2018-2019	Insight Handbook 2018-2019	
📄 DOC	Insight Middle School Schedule	2018-19 Insight Middle School Schedule	
📄 DOC	Insight Mission statement	This document shows a side by side comparison of the original mission statement and the revised statement.	
🖥	Insight SE Satisfaction Survey	This report provides overall satisfaction for SE. Specific recognition for Hoosier Network located on slide 4.	
📎	Insight Tracker	Insight Tracker with EOY Pass Rates and Attendance Rates	
📎	Insight Tracker 9-17-18	Insight Tracker 9-17-18	
🖥	Insight Vision statement	Side by Side comparison of the original and revised school vision statement.	
🖥	Instructional Coaching Data for all teacher EOY	EOY Teacher Coaching Data for all teachers	
📄 DOC	Letter to Families Explaining Mindplay and Ascend to Families	Letter to Families Explaining Mindplay and Ascend to Families	
🟩	Mindplay Reading EOY Screener	Mindplay Reading EOY Screener	
🟩	New Student Support	New students receive support to ensure they understand the online system.	
🖥	Northern Region PowerPoint	Northern Region PowerPoint	
🖥	PLT Coaching Session #3	Professional Lead Teacher Coaching Session Template	
🖥	PLT Coaching Session, #3	professional lead teacher coaching session template	

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📄 Price List for our Classes K12	K12 Price List for Classes	
📊 Professional Lead Teacher Evaluation, #4	PLT Evaluation 2018-2019 #4	
📄 Pulse Check - Survey to Families	Survey to Families	
📄 Pulse Check in April - Survey to Families	April Pulse check - survey to families	
📊 Report Card Insight Accountability	Insight Accountability Grade	
📎 SE ISIN 17-18 Audit Workbook	This is the yearly SE audit workbook used by K12 for review.	
📄 STN App Center Attendance reports	The attachment provides a summary of school attendance for ST 16-17 and SY 17-18	
📊 SY 18-19 Hoosier Academic Excellence Project Planning Tracker	Hoosier Academic Excellence Project Planning Tracker for SY 18-19	
📊 Staff and Administrator List for 2018-19	Staff List	
📎 Strong Start Dashboard	Strong Start Dashboard - Provides data on our intense engagement support for our students	
📄 Strong Start Program Overview	Strong Start Program Overview	
📄 Student Feedback Climate	Feedback from Students to measure climate	
📊 Student Population Data Comparison - May 17 to May 18	This document highlights the pass rate information from the end of year data trackers from SY1617 to SY1718 for different populations of students.	
📊 TACPAC - Teachers, Administrators, Family Organization	Our quarterly meetings with our group of teachers, administrators, and family called TACPAC.	
📄 Teacher Feedback	Teacher Feedback to measure climate	
📄 Waiver Process	This is the process for providing a Waiver to making students Exempt from live classes, so they can watch recordings.	
📊 Work Book Admin. Used to Analyze Data and Surveys 2017-18	Work Book Admin. Used to Analyze Data and Surveys 2017-18. Includes Pulse Check Data.	

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