



**Spring Hill**  
SCHOOL DISTRICT



**PARTNERING WITH  
INSIGHT SCHOOL OF KANSAS  
&  
KANSAS VIRTUAL ACADEMY**



**Insight**<sup>®</sup>

SCHOOL OF KANSAS

POWERED BY K<sup>12</sup>



**KANSAS**  
VIRTUAL  
ACADEMY

# Insight School of Kansas

- Year founded: 2008
- Serves: students in grades 7-12 and adult students
- Percentage of students eligible for free and reduced lunch: 60%
- Percentage of special education students: 16%

# Kansas Virtual Academy

- Year founded: 2013
- Serves: students in grades K- 6
- Percentage of students eligible for free and reduced lunch: 63%
- Percentage of special education students: 18%

# Insight & KVA Instructional Staff

- Elementary:
  - 3 grade-level teachers
  - Math specialist
  - Reading specialist
  - 3 elective teachers
- Secondary:
  - ELA Teachers: 6
  - Math Teachers: 6
  - Science Teachers: 6
  - Social Science Teachers: 5
  - Elective Teachers: 6
- SPED teachers: 5
- Counselors: 2
- FAST: 5
- Advisors: 6
- Operations: 4
- Administrators: 3

# Enrollment numbers:

2016:

- KSVA – 270
- Insight - 900

2015:

- KSVA – 273
- Insight - 856

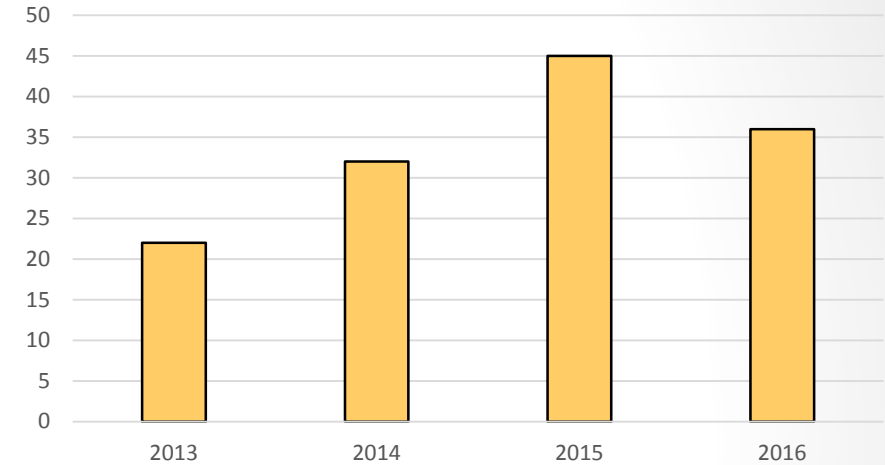
2014:

- KSVA – 232
- Insight - 859

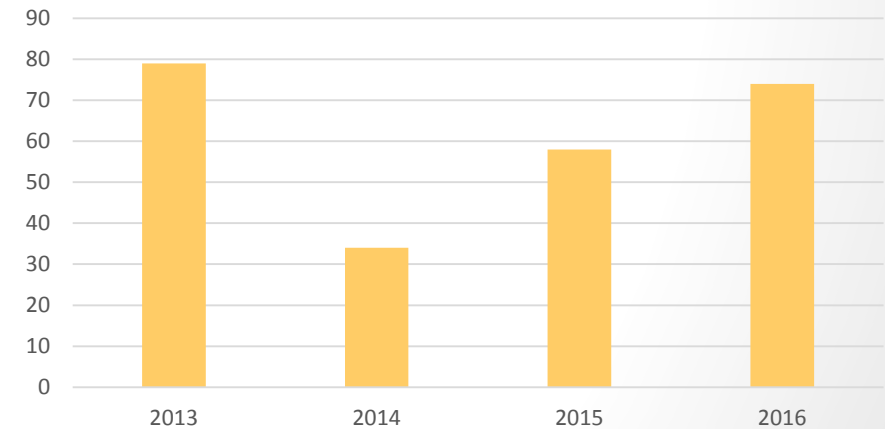
2013:

- KSVA – 98
- Insight - 744

KSVA



Insight



# Funding:

2016 - 2017:

- FTE = 1027.9
- Funding = \$4.74 M (est.)

2015 - 2016:

- FTE = 977.9
- Funding = \$4.56 M

2014 - 2015:

- FTE = 802.3
- Funding = \$3.24 M

2013 - 2014:

- FTE = 594.5
- Funding = \$2.46 M

Average funding for last 4 years = \$4408 per FTE

# Benefits for Spring Hill Schools:

- Serves our Mission and Vision - student success
- Great instructional model for some of our students
- Provides enrichment and variety
- Self sustaining – pays operational costs and facility usage
- ROI for schools looks different than business

# Reasons for enrolling at Insight/KSVA:

- Bullying/issues with students at local school
- Anxiety/depression
- More flexibility in schooling schedule
- Parents desire to be more involved in student's education
- Current schooling situation is not working for the student



# Supports for students:

- Licensed teaching staff
- Counselor
- Advisor
- Family Academic Support Team
- Administrative team
- Seven Mindsets (social emotional curriculum)

# Advisor role:

- The Advisor is the key coordinator and drives the activities of the student and family support team. KSVA & ISKS is creating a high touch approach to educational support and expect this staff to have superior customer service skills and a commitment and desire to provide the best experience possible for their students and families.

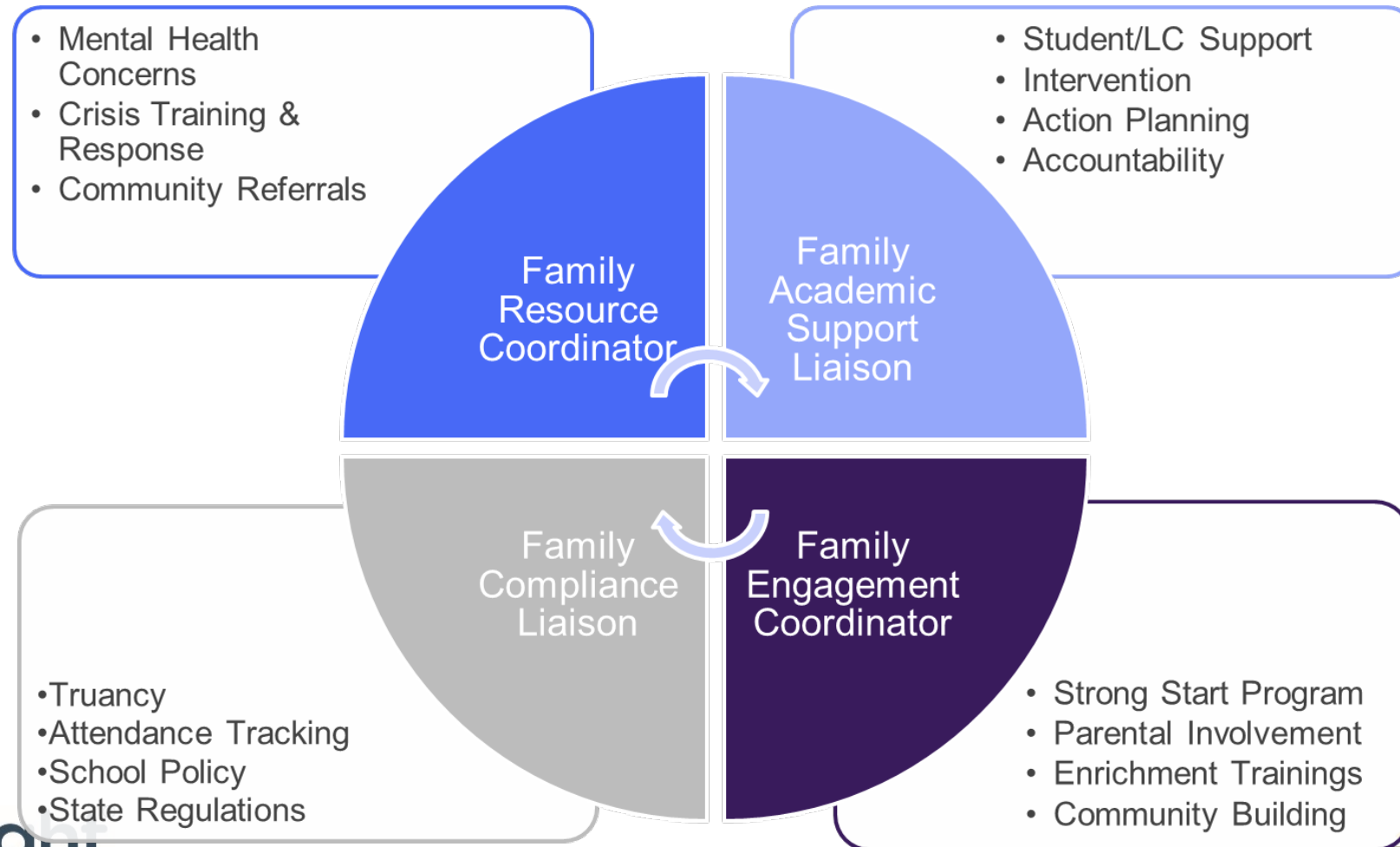
# Advisor duties include:

- Serves as a single point of contact for all non-instructional issues after the completion of enrollment
- Oversees onboarding process - Sends personal welcome notes and follows with phone call to welcome students to the school ensuring they have received equipment, know how to log in, have received the school calendar and start-up schedule.
- Moderates homeroom/advisory activities and creates required collateral (PPTs, handouts, etc.)
- Serves as a liaison between the student and other academic teachers and administration
- Examines academic progress and activity of students on their caseload on a daily and weekly basis
- Daily/Weekly contact of students by phone who are showing signs of failure or struggling, based on grade to date, missed log ins, activity in a course and number of missing assignments to assist student in creating a personal action plan
- Arranges and moderates advisor/parent/student/teacher conferences as needed to address performance concerns.
- Creates and delivers absence notices to students and parents for days of no log in
- Follows the ILP call plan to include end of school year synopsis calls
- Facilitates and attends F2F events

# Family Academic Support Team:

- The Family Academic Support Team or FAST empowers students to overcome challenges—be they academic, social, emotional, medical, or otherwise—to succeed in school and beyond. This holistic approach includes early intervention, support services, and linking families to school and community based resources.

# Family Academic Support Team:



# Family Academic Support Team:

## FEC

- Strong Start
- LC University
- Mentor Program
- Facebook
- Community
- Tier II sessions

## FRC

- Social, emotional and behavioral support
- Crisis Plan
- Trainings
- Community resources
- McKinney Vento

## FCL

- Truancy
- Attendance
- State compliancy
- Truancy prevention

## FASL

- Tier II – Tier IV
- Back on Track (BOT)
- Identify barriers
- Implement interventions and engagement techniques

## Teacher

- Continuous support to student
- Communicates with FASTeam
- Support BOT

# Socialization opportunities:

- Face-to-face outings
- Virtual homeroom weekly
- Local clubs
- National club offerings
- Parent Connect Facebook group for Learning Coaches
- Students also participate in Prom, Graduation, Fall Festival, and year-end picnic



**Spring Hill**  
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## HOW IT WORKS



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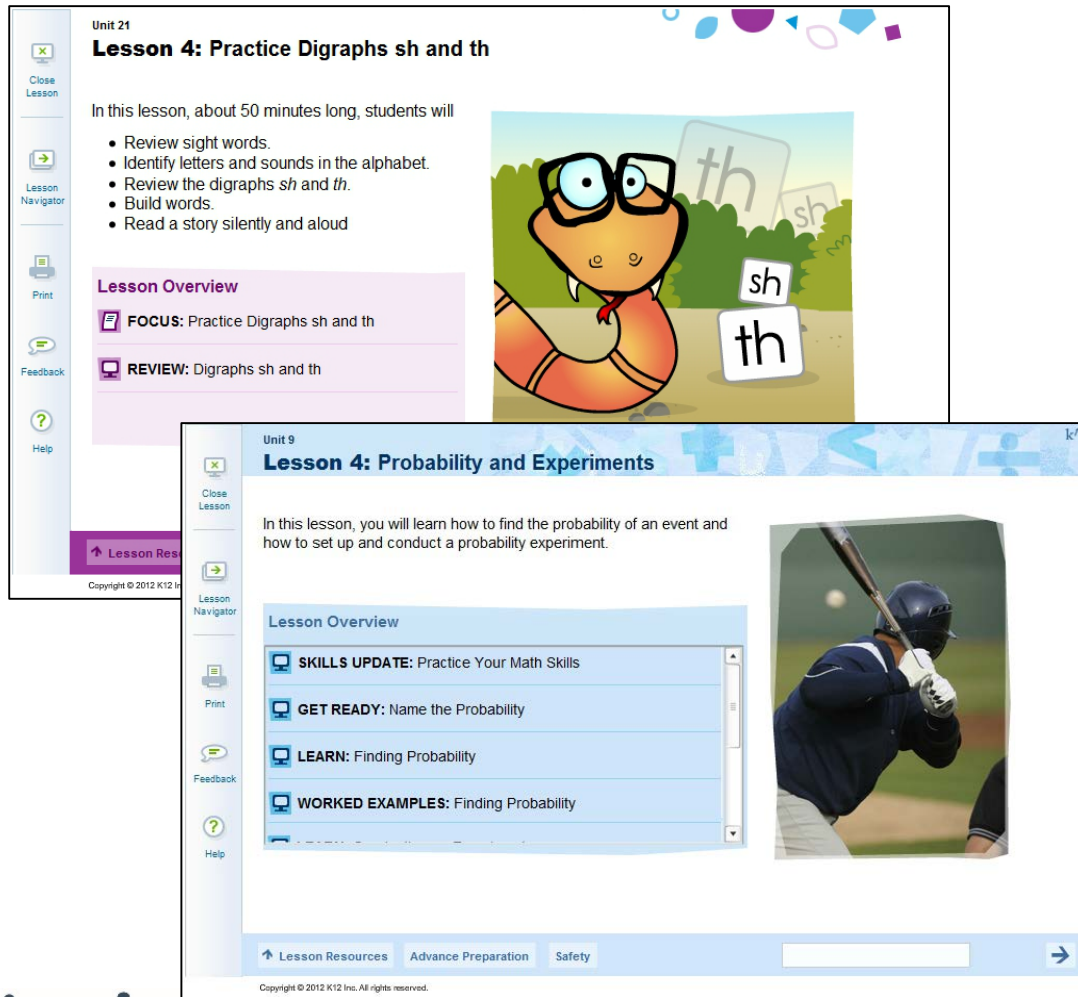
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# Courses:

- K-8<sup>th</sup> grade students
  - Placed in math, English, science, social science and health/PE courses upon enrollment
  - Students and learning coaches can choose from electives courses – art, music, Spanish, French
- High school students:
  - Counselor creates a graduation plan and evaluates incoming credits
  - Student completes an elective survey
  - Counselor schedules student in six courses for each semester
  - Offer some AP and Honors courses
- Adult high school students:
  - Counselor creates a graduation plan and evaluates incoming credits
  - Student completes an elective survey
  - Counselor schedules student in three courses for each quarter

# K12 Curriculum:



- Mastery-based program
- Rich, research-based content and “big ideas”
- Materials delivered right to students’ doorsteps
- We encourage families to spend more instructional time on important, difficult objectives
- We recognize that every child is different
- To ensure mastery, every objective is assessed

# K12 Curriculum:

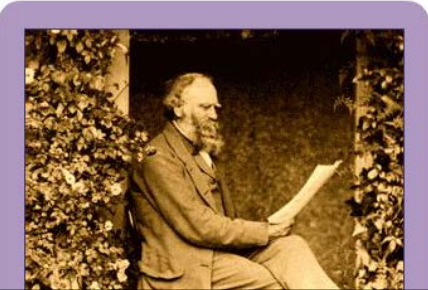


VHS: Literary Analysis and Composition | Unit 1: Stories in Verse

### Lesson 5: "The Wreck of the Hesperus"

Today, you will read "The Wreck of the Hesperus," a narrative poem by Henry Wadsworth Longfellow. After learning some background on the poem and its author, you will focus on Longfellow's use of characterization to establish mood and conflict. You will also explore the [allusions](#) in the poem and their impact on the story.

Before you begin the lesson, be sure to print the Student Guide. You will need to use it throughout the lesson.



#### GOALS FOR THIS LESSON


- Review the life and career of Henry Wadsworth Longfellow.
- Describe the character traits of the captain- particularly stubbornness-and his daughter, as well as the plot and of the poem.
- Explore Longfellow's use of allusions and imagery, such as the association between the woman and the ship.
- Explore the mood of the poem and how the mood is created.

Lesson Resources

VHS: Geometry | Unit 1: Polygons and Symmetry

### Lesson 2: Polygons and Symmetry, Part 2

Remember this octagonal window? Imagine a line dividing the octagon in half. If you could fold the window in half along that line, one side would match the other exactly. This balance on each side of a dividing line is one type of symmetry. In this lesson, you will learn about two types of symmetry—reflection and rotation.



#### GOALS FOR THIS LESSON

- Identify and draw figures with reflection symmetry and with rotation symmetry.
- Identify and draw axes of symmetry or a center of rotation for a figure with symmetry.

Lesson Resources

Go to page 1 Go 1 of 13

- Aligned to the Kansas Career and College Ready Standards
- Robust and rigorous, while also engaging
- Materials delivered right to students' doorsteps
- Taught by state-certified teachers who are subject experts



# Live sessions:

- Scheduled time for students to meet with licensed teacher for class
- Are recorded for students
  - Allows students to get the material if they were absent
  - Allows students to review the material whenever they'd like
- Variety of live sessions offered:
  - Whole group
  - Small-group (MTSS)
  - 1:1 sessions (MTSS)
  - Office hours for drop in help/questions
- In live sessions, teachers:
  - Cover content with students
  - Work example problems
  - Have robust discussions
  - Conduct class activities
- Students can communicate with teachers through:
  - Chat
  - Private chat
  - Raising their virtual hand to be called
  - Taking the microphone

# A Day in the Life – K-8



The image shows two overlapping screenshots of a digital daily plan interface. The top screenshot is for a 2nd-grade student, and the bottom one is for a 4th-grade student. Both screens show the date as Wednesday, January 20, 2016, and the homeroom teacher as QA-VA-Teacher. Each screen includes a 'Quick Links' sidebar with options like 'Materials I'll Need', 'Get Ready with Advance Prep', 'Schedule Setup', 'Contact My Teachers', and 'Quick Tour: Plan'. The main content area lists 'Courses' with columns for 'Print', 'Course', 'Adaptive', 'Adult Guided', 'Type', 'Assessment', and 'Mastery'.

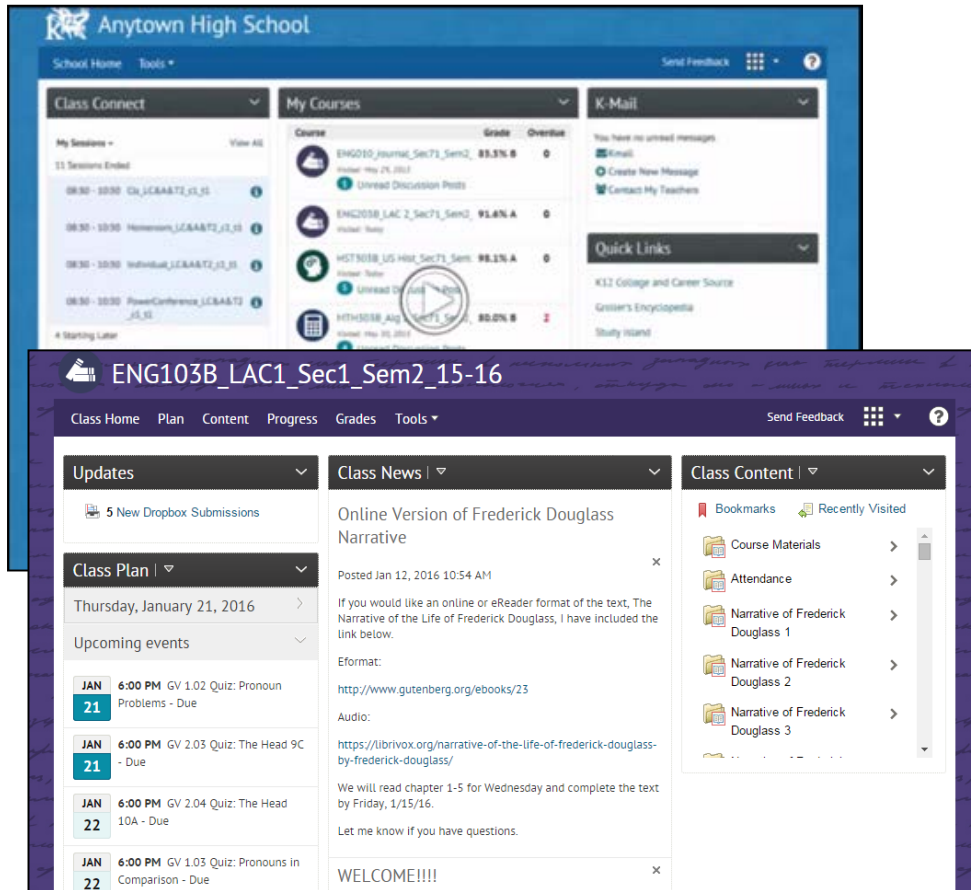
Print	Course	Adaptive	Adult Guided	Type	Assessment	Mastery
	Math Plus Orange Unit 1: Lesson 1: Count Aloud Through 500				Lesson Checkpoint Not Taken	
	Language Arts 2 Unit 1: Lesson 1: Language Arts 1				No Assessment	
	Summer Fun in the Online School Unit 1: Lesson 1: Math				No Assessment	
	Art 2 Unit 1: Lesson 1: Math				No Assessment	

Print	Course	Adaptive	Adult Guided	Type	Assessment	Mastery
	Intermediate Mathematics A Unit 1: Lesson 1: Semester 1 Introduction				No Assessment	
	Math Plus Red Unit 1: Lesson 1: Place Value Through 1,000,000				Lesson Checkpoint Not Taken	
	Math Plus Red* Unit 1: Lesson 1: Place Value Through 100,000,000				Lesson Checkpoint Not Taken	
	Math Plus Yellow Unit 1: Lesson 1: Round Whole Numbers in Story Problems				Lesson Checkpoint Not Taken	
	Intermediate Language Skills A: Composition Unit 1: Lesson 1: Parts of a Paragraph				No Assessment	
	Intermediate Literature A Unit 1: Lesson 1: Participating in Discussions				No Assessment	

- Students are expected to school 6 hours per school day
- School days are Monday – Friday
- Students will spend roughly two hours per day in live sessions with their teacher
- When students are not in live sessions, they are to be working on completing their daily plan - so they may have lessons to complete on the computer or in the materials



# A Day in the Life – High School

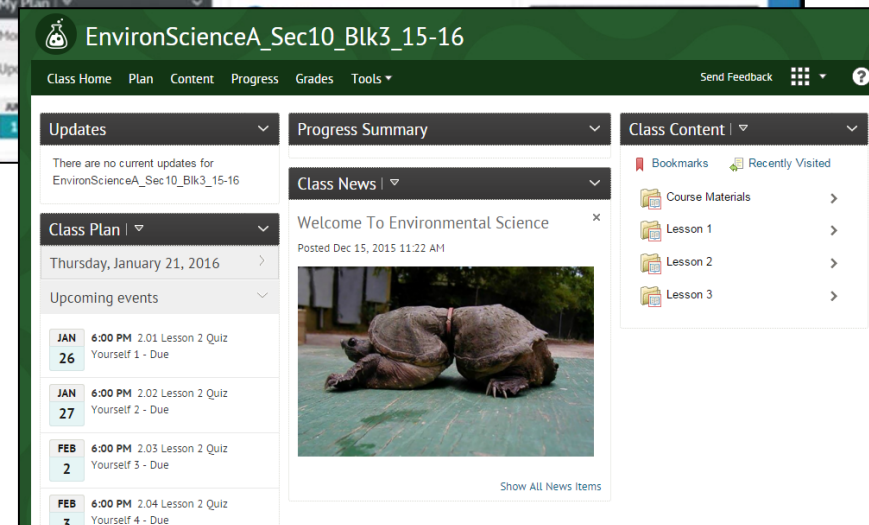
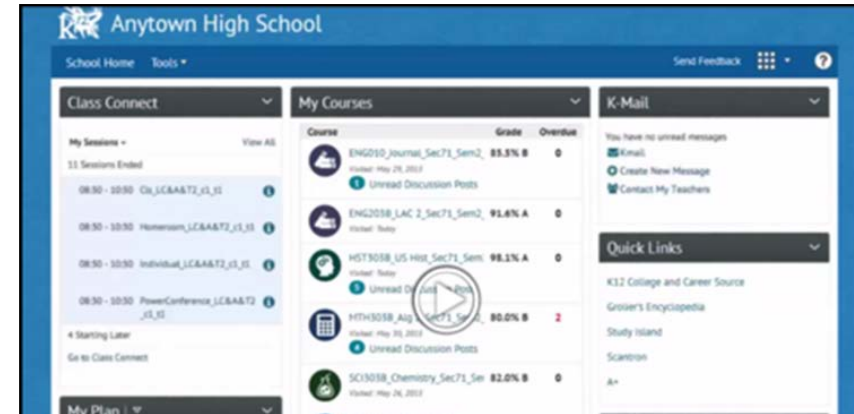


- Students are expected to school 6 hours per school day
- School days are Monday – Friday
- Students will spend roughly 3-4 hours per day in live sessions with their teacher
- When students are not in live sessions, they are to be completing assignments for all their courses and attending Office Hours if they need additional help or have questions for their teachers



# A Day in the Life – Adult School

- Students are expected to school 6 hours per school day
- School days are Monday – Friday
- Students will spend roughly 1.5-3 hours per day in live sessions with their teacher
- When students are not in live sessions, they are to be completing assignments for all their courses and attending Office Hours if they need additional help or have questions for their teachers





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# ASSESSMENT INFORMATION



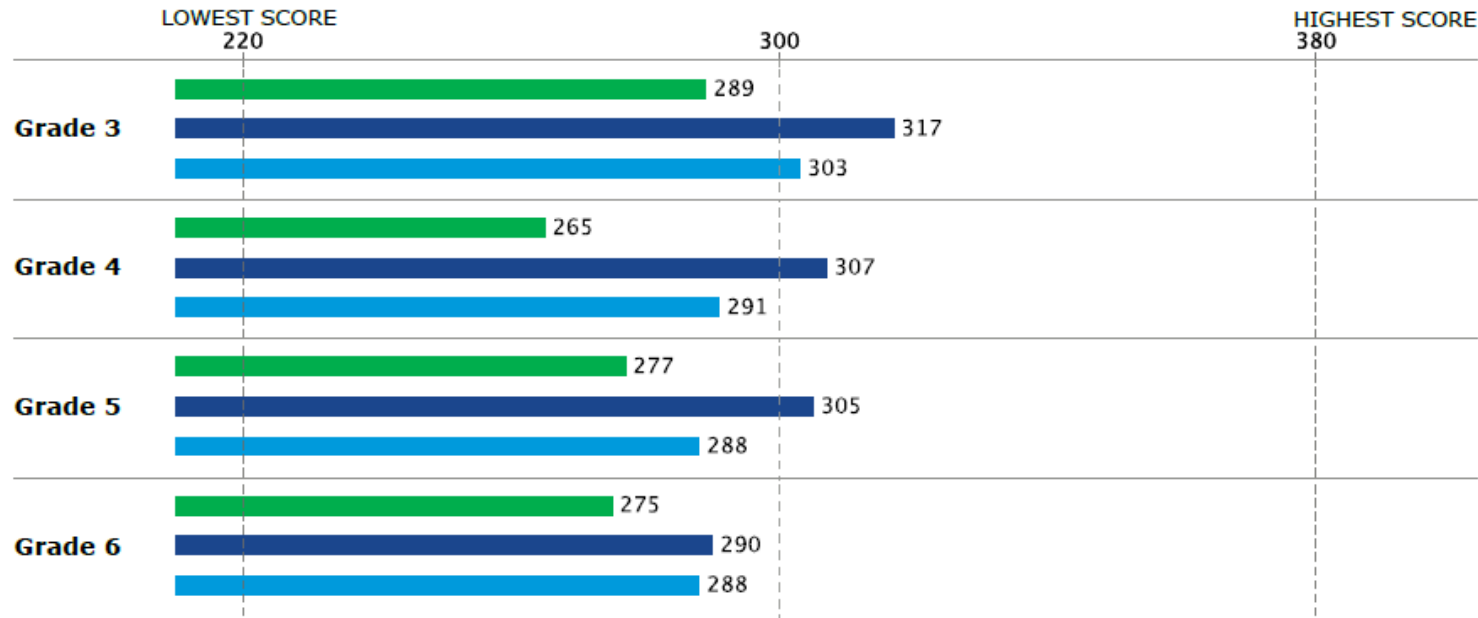
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# KSVA Mathematics – 2016 KSA

## Mathematics: Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



### Standard error of measurement for this report:

Grade 3: School—6.2 | District—2.3 | State—0.2  
 Grade 4: School—5.5 | District—2.6 | State—0.2  
 Grade 5: School—6.2 | District—2.4 | State—0.2  
 Grade 6: School—4.6 | District—2.1 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

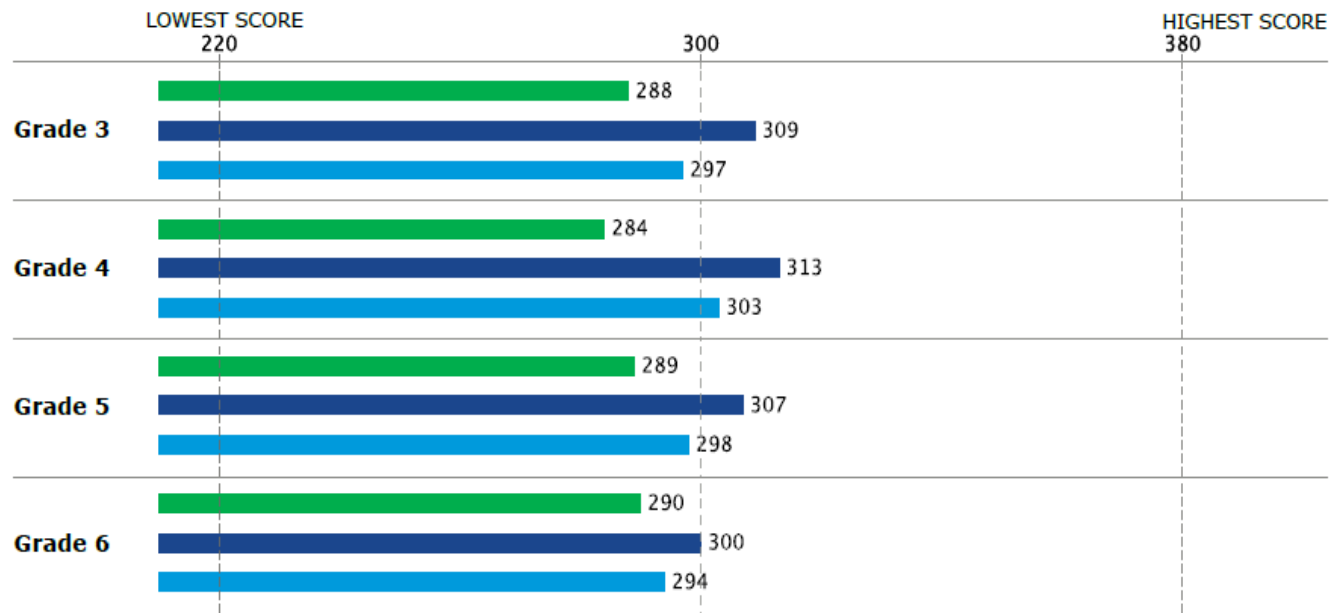
# KSVA English Language Arts – 2016

## KSA



### Reading, Writing, and Listening Scores: Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



#### Standard error of measurement for this report:

Grade 3: School—7.2 | District—2.4 | State—0.2  
 Grade 4: School—8.3 | District—2.6 | State—0.2  
 Grade 5: School—9.2 | District—2.2 | State—0.2  
 Grade 6: School—6.6 | District—1.9 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).



# KSVA Performance by Persistence

	KSVA Performance by Persistence By Subject							
	14-15				15-16			
	ELA Count	ELA %	Math Count	Math %	ELA Count	ELA %	Math Count	Math %
Less than 1 year	37	19%	37	11%	69	35%	69	23%
1 year but less than 2 years	26	38%	26	19%	39	21%	39	5%
2 years but less than 3 years	17	41%	17	24%	9	67%	9	11%

ELA & Math Count = total number of testers

ELA % & MTH % =percentage at or above proficiency

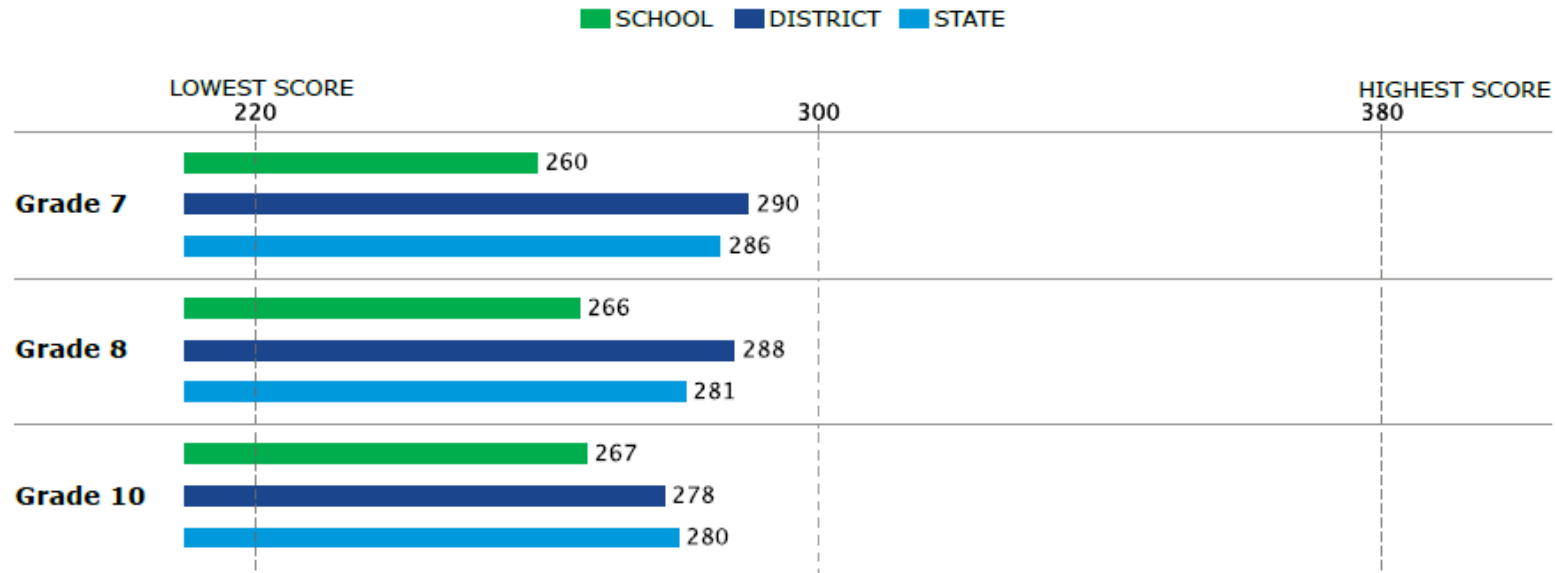
\* Results not reported because the number of students were not sufficient (n<10) to support meaningful analysis.

# DIBELS – Readiness Assessment

School	Well Below Benchmark	Below Benchmark	Benchmark	Total Students	
K12 Insight School of Kansas (KS)					
	Reference Point: District				
K12 Insight School of Kansas (KS)	14-15 BOY	25 (27%)	17 (19%)	49 (54%)	91
	15-16 BOY	48 (32%)	18 (12%)	82 (56%)	148
	16-17 BOY	65 (33%)	33 (17%)	99 (50%)	197
Kansas Virtual Academy	14-15 BOY	25 (27%)	17 (19%)	49 (54%)	91
	15-16 BOY	48 (32%)	18 (12%)	82 (56%)	148
	16-17 BOY	65 (33%)	33 (17%)	99 (50%)	197

# Insight Mathematics – 2016 KSA

## Mathematics: Median School, District, and State Performance



### Standard error of measurement for this report:

Grade 7: School—5.4 | District—2.4 | State—0.2  
 Grade 8: School—3.4 | District—2.6 | State—0.2  
 Grade 10: School—1.8 | District—1.8 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

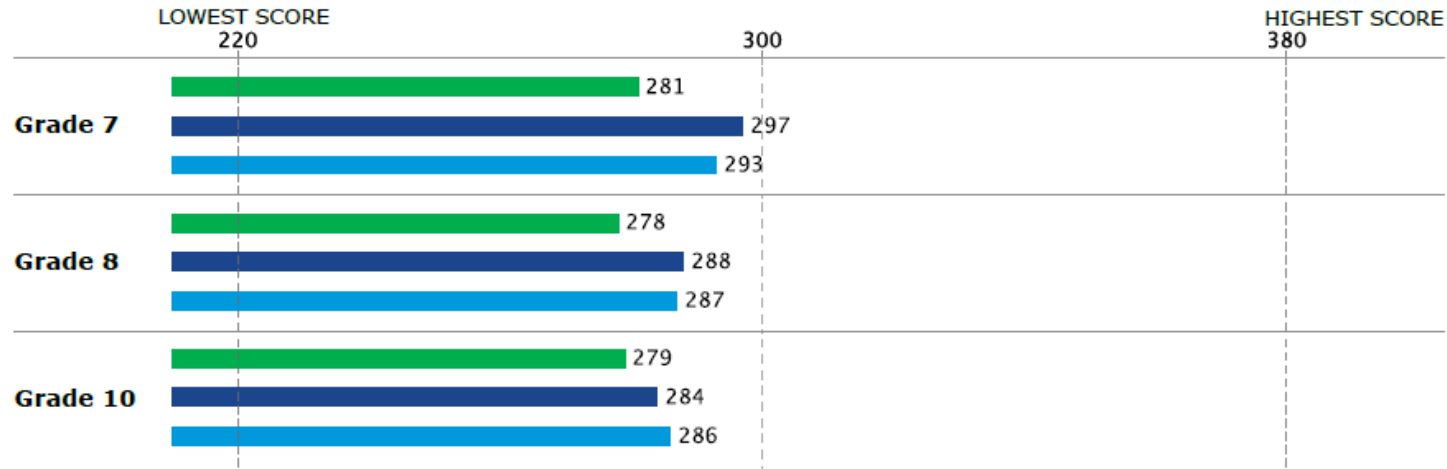
# Insight English Language Arts – 2016

## KSA



### Reading, Writing, and Listening Scores: Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



#### Standard error of measurement for this report:

Grade 7: School—6.3 | District—2.2 | State—0.2  
Grade 8: School—5.0 | District—2.2 | State—0.2  
Grade 10: School—3.0 | District—1.9 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).



# Insight Performance by Persistence

	ISKS 7-8 <sup>th</sup> Grade - Performance by Persistence By Subject							
	14-15				15-16			
	ELA Count	ELA %	Math Count	Math %	ELA Count	ELA %	Math Count	Math %
Less than 1 year	40	23%	40	8%	83	28%	83	7%
1 year but less than 2 years	20	20%	20	10%	15	20%	15	0%
2 years but less than 3 years	*	*	*	*	2	50%	2	0%

ELA & Math Count = total number of testers

ELA % & MTH % =percentage at or above proficiency

\* Results not reported because the number of students were not sufficient (n<10) to support meaningful analysis.

# ACT information

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2012	17	23,907	21.7	21.3	21.1	21.8	23.7	22.3	23.6	21.7	22.6	21.9
2013	15	24,268	22.5	21.2	21.0	21.7	24.1	22.3	22.4	21.7	22.5	21.8
2014	8	23,924	18.5	21.4	20.6	21.7	22.4	22.5	21.9	21.8	21.0	22.0
2015	17	23,708	21.9	21.3	20.1	21.6	21.8	22.4	21.1	21.8	21.2	21.9
2016	11	24,488	18.0	21.3	16.7	21.5	19.5	22.5	19.3	21.8	18.6	21.9

5-year state average = 21.9

5-year Insight average (68 students) = 21.4





**Spring Hill**  
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## SUCCESS STORIES



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# Graduation success:

2017 (to date)

- Teens – 15
- Adults - 15

2015 – 103

- Teens – 58
- Adults - 45

2013 – 101

- Teens – 79
- Adults - 22

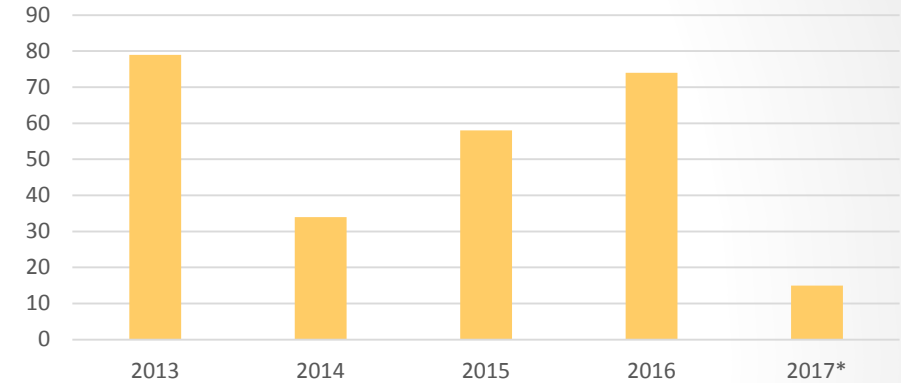
2016 – 110

- Teens – 74
- Adults – 36

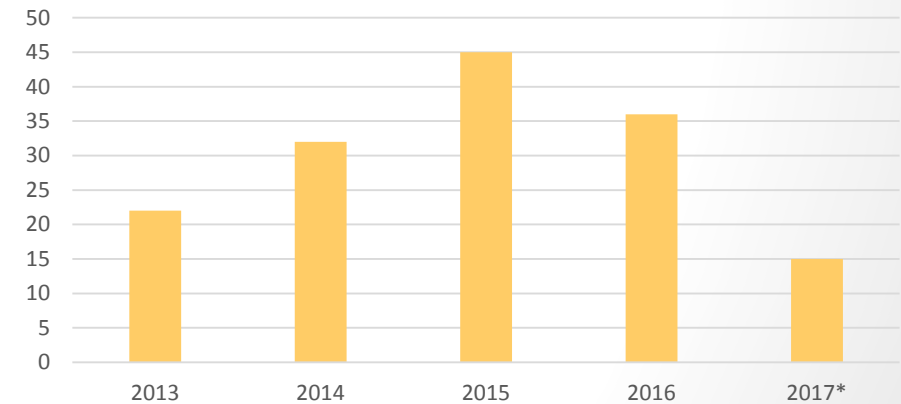
2014 – 66

- Teens - 34
- Adults - 32

Teen School



Adult School



# Success Stories:

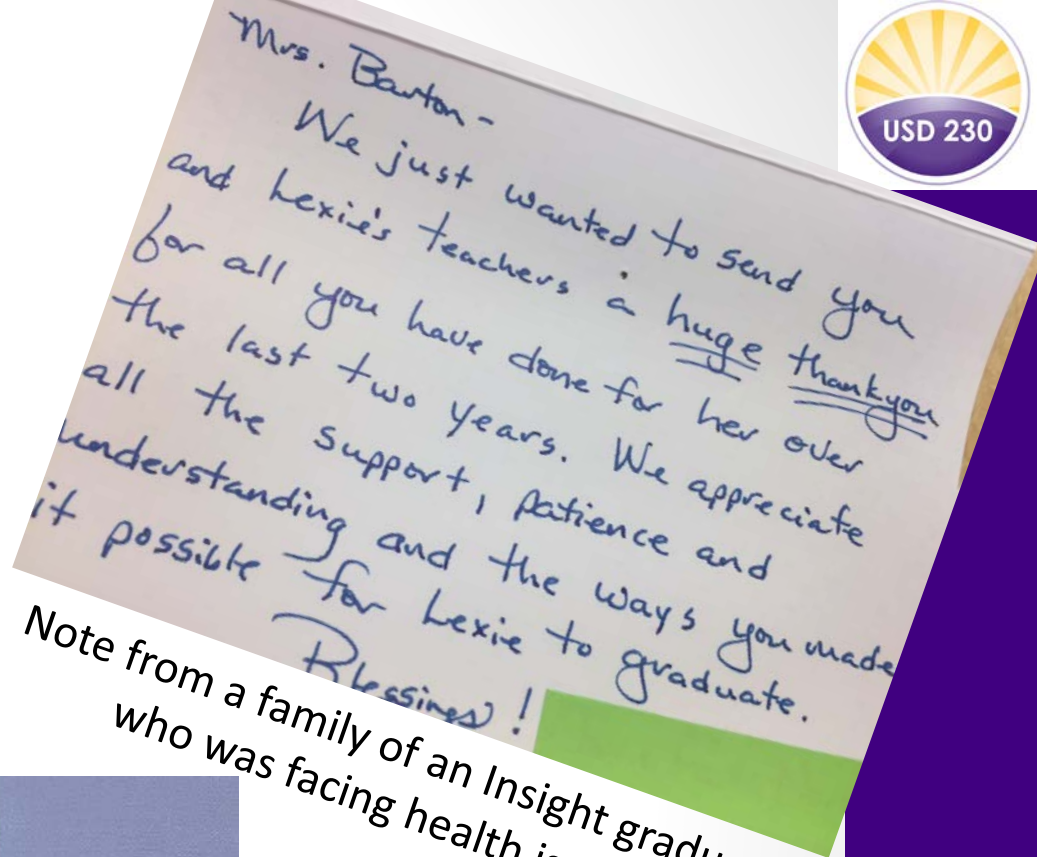
- A.N. – struggled with anxiety and an eating disorder; was in and out of hospitals for treatment, but did graduate on time despite health obstacles
- **J.R. – 53-year-old grandmother who was battling cancer and did not want to die without a true high school diploma – earned it!**
- D.T. and J.T. – Father/daughter pair who came to Insight together and graduated together
- **S.V. – wanted flexibility so she could take dance classes and work on her philanthropic interests; graduated early and attends Brigham Young University**
- S.A. – student had family issues and struck out on his own when he turned 18; was living in a van part of his senior year, but made it to graduation
- J.I. – was struggling at local school and mother was concerned he'd fall into the wrong crowd; now a member of NHS, going on college visits and on track to graduate in June 2017

# Success Stories:

- J.B. – student arrived with hardly any credits; has worked hard to take 8-9 courses a semester to get back on track and graduate on time
- **C.S.—health after-effects from very traumatic accident when she was 14; student was missing lots of school due to surgeries, rehab, etc.; is also a parent; student plans to graduate and join medical field in some capacity**
- C.R. —online school allows her time for her passion for theatre; she does stage makeup for many local productions and plans to pursue this as a career; won our volunteer award last year at Insight
- J.D. – originally from the Class of 2013 and he was able to finish his education and graduate, despite it taking longer than the typical time a student spends in high school
- I.S. – had issues at her traditional school that cause her to seek other school opportunities, had a baby recently, but was still able and was able to finish high school and graduate
- **D.N. – was accepted to attend the Royal Ballet School in London but also wanted to finish his high school diploma; he graduated on time and is still a professional dancer**



J.R., 53-year-old who has battled cancer, graduates!  
<http://www.kansascity.com/news/local/article82602027.html>



Note from a family of an Insight graduate who was facing health issues.



## Class Acts of 2014 **FATHER & DAUGHTER GRADUATES**

Father and daughter graduate together spring 2014

<http://www.learningliftoff.com/class-acts-of-2014-a-father-daughter-graduation/#.WlaCOFPad1s>

# Conclusion:

- Partnership between Spring Hill School District and K12 is mutually beneficial.
- Kansas students benefit from alternative instructional options and settings.
- K12 model that emphasizes certified content teachers and face to face interaction has shown to be successful.
- There are models that are less reliant on human capital, but we believe in this model to provide the best opportunities for student success.
- Less human capital may reduce costs, but would certainly come at a cost to results.
- We appreciate that the State of Kansas has been supportive of Spring Hill utilizing alternate means to help as many Kansas students as possible achieve success.