

At Kishami Academy we approach education differently.

First, we test to find the educational gaps in the student's understanding. From the results we create the student's first educational plan to meet the student at exactly the level they tested and help them grow and move forward. Many of my students come to me three or more grades behind in math, with a first grade writing ability, and various reading, reading comprehension, listening comprehension, and spelling abilities.

We begin teaching them where they are and allow them to dictate the speed at which they learn.

* This means we do not segregate students by age, but rather by ability. A single math group may have students who are 9, 12, and 16. We also encourage students to help and tutor each other, this helps them really comprehend their material.

* We do not require students to remain in the same group if they start showing the desire to move forward at a greater speed. Most of the time this change happens at one of our testing dates (August, December, May), sometimes this happens between testing when they ask for more work or express that they are getting bored by the material--you should not be bored if you are learning something new.

* We do not expect a student to sit in a seat for 6 hours a day learning. We have short concentrated lessons, practice, real-life explanations, and a lot of downtime for student exploration.

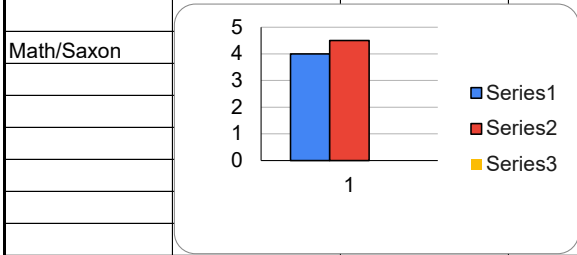
Students who have just come to us often spend the downtime playing computer games or hiding and staying away from others. However, the longer a student is with us, the more they turn to creating, exploring, trying new things or practicing what they have learned, and dreaming during downtime. We believe this transition from seclusion to interaction (even if it is just more interaction with teachers or imagination) is a growth in self-confidence and believing that they do have choices and possibilities ahead of them.

The proof of the way we approach education is in the data.

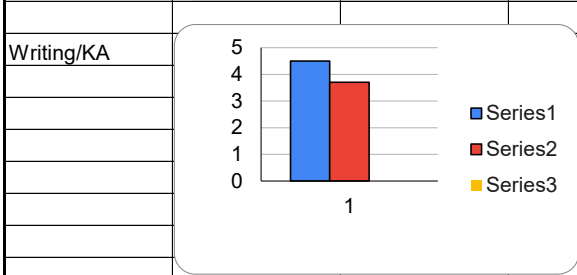
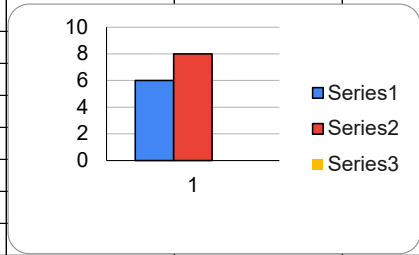
The following test scores are from our six students: August 2018 through December 2020.

Subject	BOY 19-20	MOY 19-20	EOY 19-20																							
Metacognition	82		57.5																							
Mathematics	3	4	6																							
Writing	1.8	2	2.5																							
Reading	7	7	12																							
Comprehension	6	6	9																							
Listening	8	8	10																							
Spelling	3.6	4.1	4.6																							
Math/Saxon	 <table border="1"> <caption>Math/Saxon Scores</caption> <thead> <tr> <th>Series</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Series1</td> <td>3</td> </tr> <tr> <td>Series2</td> <td>4</td> </tr> <tr> <td>Series3</td> <td>6</td> </tr> </tbody> </table>			Series	Score	Series1	3	Series2	4	Series3	6	Reading Level	 <table border="1"> <caption>Reading Level Scores</caption> <thead> <tr> <th>Series</th> <th>BOY 19-20</th> <th>EOY 19-20</th> </tr> </thead> <tbody> <tr> <td>Series1</td> <td>7</td> <td>6</td> </tr> <tr> <td>Series2</td> <td>7</td> <td>9</td> </tr> <tr> <td>Series3</td> <td>12</td> <td>12</td> </tr> </tbody> </table>		Series	BOY 19-20	EOY 19-20	Series1	7	6	Series2	7	9	Series3	12	12
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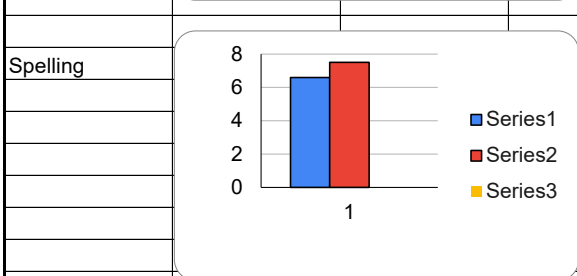
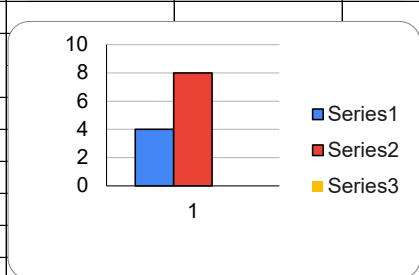
Subject	BOY 20-21	MOY 20-21	EOY 20-21			
Metacognition	48					
Mathematics	4	4.5				
Writing	4.5	3.7				
Reading	6	8				
Comprehension	4	8				
Listening	7	10				
Spelling	6.6	7.5				



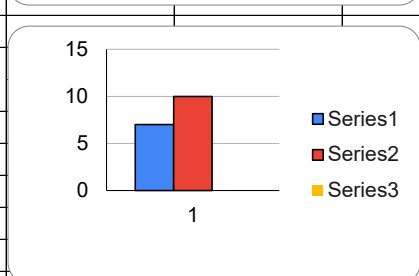
Reading Level



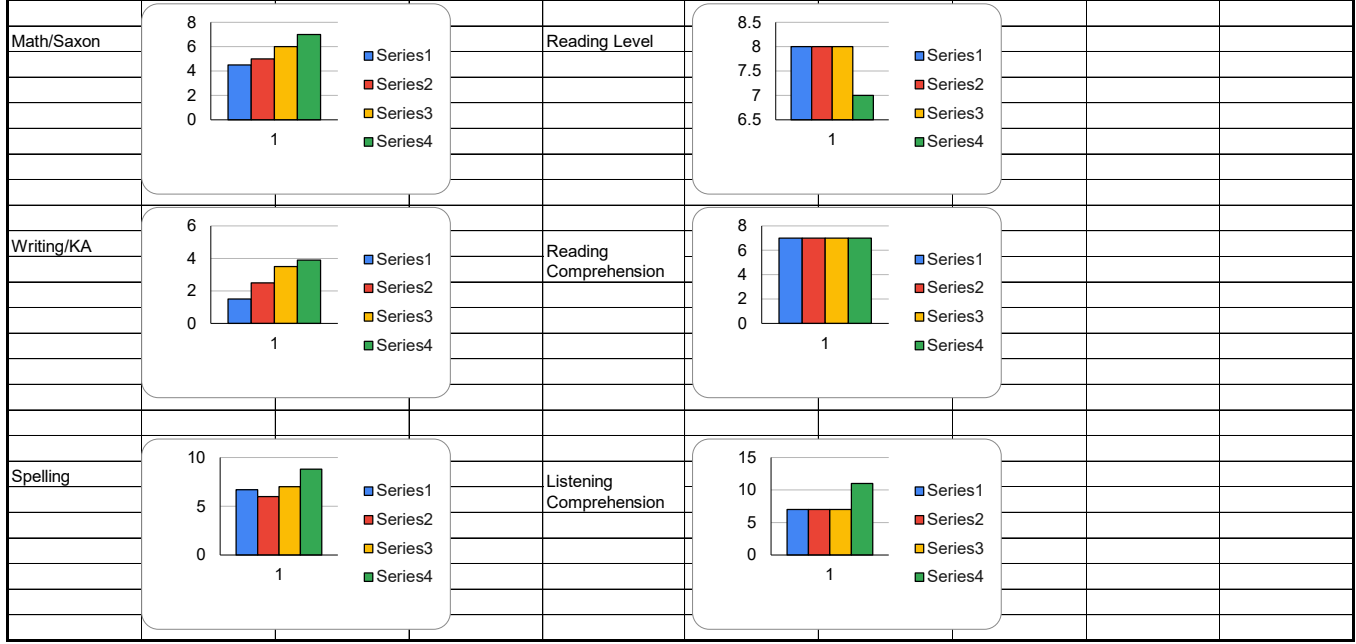
Reading Comprehension



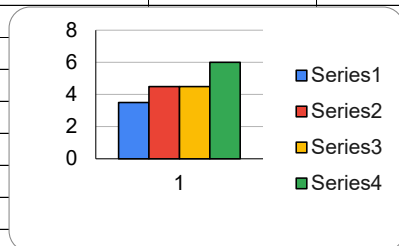
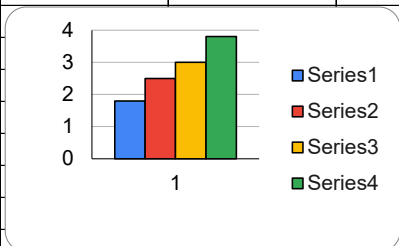
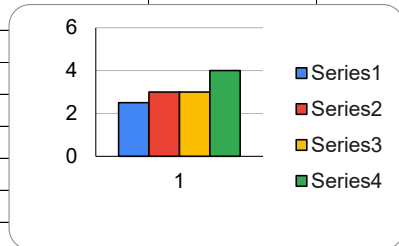
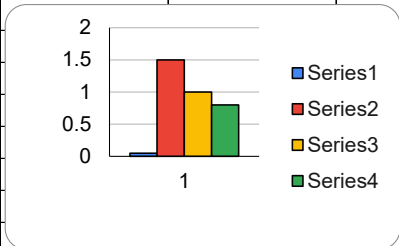
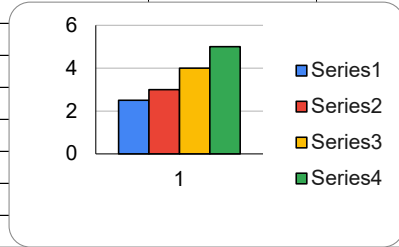
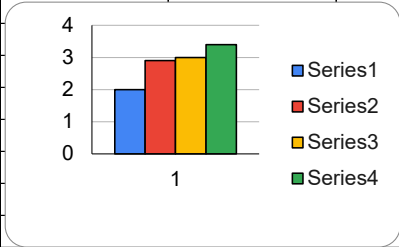
Listening Comprehension



Subject	BOY 19-20	MOY 19-20	EOY 19-20	MOY 20-21				
Metacognition	36		65.4		<i>Homeschooled from June 2019, Present for MOY testing</i>			
Mathematics	4.5	5	6	7				
Writing	1.5	2.5	3.5	3.9				
Reading	8	8	8	7				
Comprehension	7	7	7	7				
Listening	7	7	7	11				
Spelling	6.7	6	7	8.8				



Subject	MOY 19-20	EOY 19-20	BOY 20-21	MOY 20-21			
Metacognition		36	36				
Mathematics	2	2.9	3	3.4			
Writing	0.05	1.5	1	0.8			
Reading	2.5	3	4	5			
Comprehension	2.5	3	3	4			
Listening	3.5	4.5	4.5	6			
Spelling	1.8	2.5	3	3.8			
Math/Saxon				Reading Level			
Writing/KA				Reading Comprehension			
Spelling				Listening Comprehension			



Subject	MOY 19-20	EOY 19-20	BOY 20-21	MOY 20-21
Metacognition		30.5	30.5	
Mathematics	0.1	0.5	1	3
Writing	0.1	0.1	1	1.1
Reading	0.1	0.5	0.5	0.8
Comprehension	0.1	0.5	0.5	0.8
Listening	1	1.1	1.1	1.1
Spelling	1	1.6	1	1.7

