



2021-2022 Annual Education Report

January 14, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Renaissance Public School Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Lisa Bergman for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3eJjNAz> or you may review a copy in the main office at your child's school.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

For the 2021-2022 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

In looking at our AER data, we see that student achievement is below the state average for English Language Arts and Mathematics. To increase the achievement of all students we will review assessment results to focus classroom instruction on identified areas of need. Additionally, we will implement targeted interventions designed to meet the specific needs of individual students and Passion Projects to provide students with the opportunity to investigate something of interest in order to apply what they are learning to real life situations.

State law requires that we also report the additional information included on the following pages.

We are committed to helping your child be successful in school, and we thank you for allowing us to partner with you in this endeavor.

Sincerely,

Lisa Bergman
Executive Director

Description of the School

Renaissance Public School Academy serves students in kindergarten through the eighth grade. Programs provided at the school include Physical Education, Music, Art, Special Education, and Title I. Renaissance consistently utilizes key initiatives to accelerate student achievement and close persistent gaps in achievement. Teacher schedules include an hour of collaborative team planning time each day to monitor student progress through the regular examination of formative and summative assessment data. Teachers design units of study to promote student understanding by identifying target outcomes, determining the criteria by which mastery is demonstrated, and developing learning paths starting at the students' current achievement level that will allow students to build the skills necessary for them to succeed. Structured intervention programs are implemented with fidelity to accelerate the growth of the lowest achieving students. At this time, Renaissance does not offer any specialized schools.

Process for Assigning Pupils to the School

Enrollment at Renaissance Public School Academy is open to all families who reside in Michigan. In the spring of each year we hold a re-enrollment window for all returning students to apply. After re-enrollment closes, we have an open enrollment window allowing those not currently enrolled to complete an application. If more students have applied than

available spots, a lottery is held at the end of the open enrollment period to place students and a waitlist is started. Renaissance Public School Academy shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

Status of Integrated Continuous Improvement Process

A copy of the MICIP, or Michigan Integrated Continuous Improvement Process, plan is available at the school office upon request. The Renaissance MICIP Team meets regularly during the school year. The purpose of the team is to develop, review, and evaluate goals, objectives, and strategies for the MICIP Plan. The team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

| GOALS | PROGRESS | | |
|---|---------------|-----------------|-----------|
| | Not Yet Begun | Making Progress | Completed |
| Goal 1: Improve Informational Text: Language, Craft and Structure Achievement | | | |
| Strategy 1: Multi-Tiered Systems of Support | | X | |
| Strategy 2: Early Literacy Coaching Model | | X | |
| Goal 2: Improve Operations and Algebraic Thinking Achievement | | | |
| Strategy 1: Multi-Tiered Systems of Support | | X | |
| Strategy 2: Instructional Coaching/Consulting for Mathematics | | X | |
| Strategy 3: Problem Solving with Contextualized Tasks | | X | |
| Goal 3: Demonstrate Science and Social Studies Proficiency through Project-Based Learning instruction | | | |
| Strategy 1: Project-Based Learning | | X | |
| Strategy 2: Cognitive Coaching Seminars & Learning Guides | | X | |

Core Curriculum Status

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan’s State Board of Education. One of the instructional tools Elementary teachers utilize is Houghton Mifflin’s Journeys verified by research conducted by James F. Baumann, et. al. Teachers also utilize a Guided Reading Library of small group instructional materials based on high-quality, high interest books published by Scholastic, Inc. The English Language Arts curriculum was last revised in spring of 2017, and professional development was conducted in September 2020.

Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan’s State Board of Education. One of the instructional tools teachers utilize is Houghton Mifflin Hartcourt’s Math in Focus verified by research conducted by Dr. Fong Ho Kheong, et. al. The Mathematics curriculum was last revised in 2017. The Mathematics

curriculum was last revised in the spring of 2017, and professional development was conducted during the Fall of 2020.

Science

The Science curriculum follows the Next Generation Science Standards as approved by Michigan's State Board of Education. One of the instructional tools teachers utilize is Phenomenal Science verified through a regional collaboration between the Science, Mathematics, and Technology Center at Central Michigan University and the Great Lakes Bay ISDs. The Science curriculum was last revised in the spring of 2017, and professional development was conducted in August 2017.

Social Studies

The Social Studies curriculum follows the standards approved by Michigan's State Board of Education. One of the instructional tools teachers utilize is the Michigan Open Book Project verified by social studies specialists across the state. The Social Studies curriculum was last revised in spring of 2017, and professional development was conducted in August 2017.

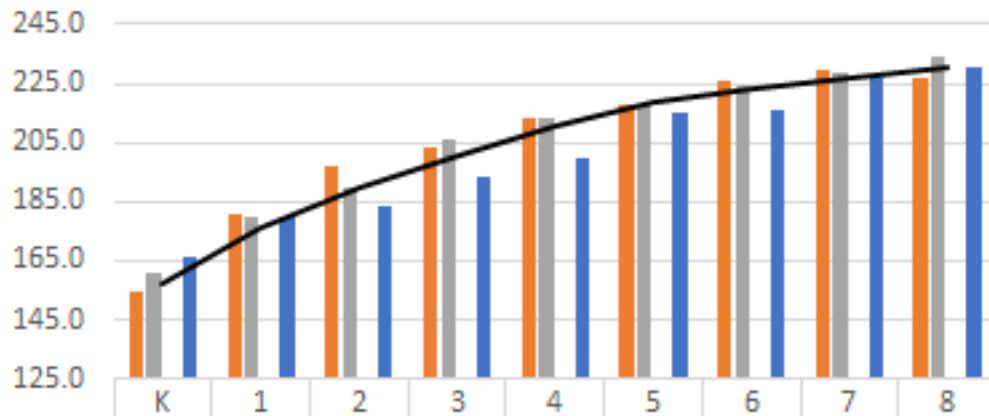
A request for a copy of the curriculum guides can be made at the school office.

Local Assessment Data

Renaissance Public School Academy administers the NWEA Measures of Academic Progress (MAP) Growth Computer-Adaptive Assessment three times each year to students in the kindergarten through eighth grades. Renaissance also administers the DRA2 Reading assessment to students identified as potentially needing additional support based on their NWEA results.

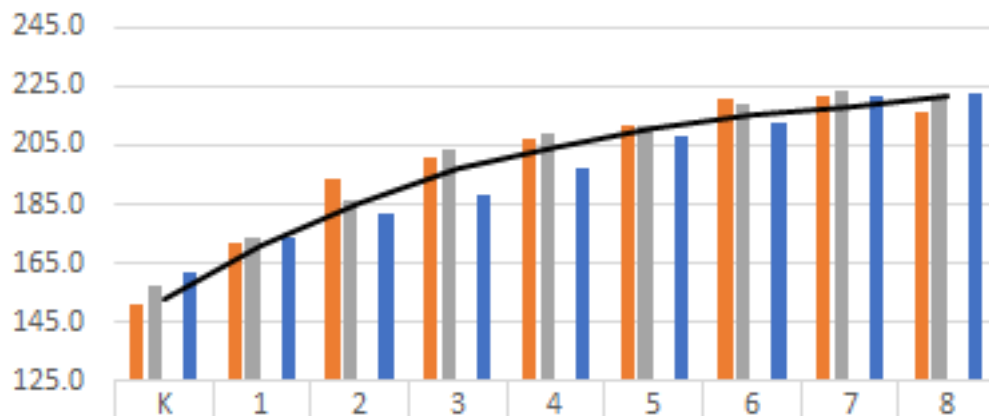
Schools were required by state legislation to develop a Return to Learn plan addressing the challenges faced during the COVID-19 pandemic. We implemented the NWEA benchmark assessment, set growth goals based on national norms, and reported our progress. Students did not test in the spring of 2020 due to the COVID-19 pandemic.

NWEA Math Annual Trend



| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Spring 2018 | 154.7 | 180.6 | 196.6 | 203.5 | 212.9 | 217.6 | 226.2 | 229.3 | 226.8 |
| Spring 2019 | 160.8 | 179.5 | 189.9 | 206.1 | 213.0 | 218.1 | 223.7 | 228.5 | 233.8 |
| Spring 2020 | | | | | | | | | |
| Spring 2021 | 166.1 | 179.5 | 183.0 | 193.1 | 200.2 | 215.5 | 215.8 | 226.6 | 230.5 |
| Spring Norm | 157.1 | 176.4 | 189.4 | 201.1 | 210.5 | 218.8 | 222.9 | 226.7 | 230.3 |

NWEA Reading Annual Trend



| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Spring 2018 | 150.9 | 171.8 | 193.9 | 201.2 | 207.1 | 212.0 | 220.7 | 221.6 | 216.5 |
| Spring 2019 | 157.2 | 173.6 | 186.6 | 203.9 | 208.6 | 212.1 | 218.9 | 223.3 | 221.5 |
| Spring 2020 | | | | | | | | | |
| Spring 2021 | 161.8 | 173.5 | 181.6 | 188.2 | 197.4 | 208.4 | 212.4 | 221.2 | 222.8 |
| Spring Norm | 153.1 | 171.4 | 185.6 | 197.1 | 204.8 | 211.0 | 215.4 | 218.4 | 221.7 |

Parent Conferences

Student-Led Conference Attendance Data

| | 2019-2020 | | 2020-2021 | |
|-----|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| | Number of Students Represented | Percentage of Students Represented | Number of Students Represented | Percentage of Students Represented |
| All | 406 | 93% | 389 | 91% |