



2022-2023 Annual Education Report

January 18, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given any 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 also requires that we report additional information, which you can find 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	
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 OpenUp Education's *Bookworms* verified by research conducted by Dr. Sharon Walpole, 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 July 2022.

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 Savvas's enVision Mathematics verified by research conducted by Dr. Randall I. Charles, et. al. The Mathematics curriculum was last revised in the spring of 2017, and professional development was conducted in August, October, and December 2022.

Science

The Science curriculum follows the Next Generation Science Standards as approved by Michigan's State Board of Education. Teachers utilize Project-Based Learning instructional units utilizing instructional strategies promoted by Dr. John Spencer and verified by Renaissance teachers through our professional collaborative review process. The Science curriculum was last revised in the spring of 2017, and professional development was conducted in November 2022.

Social Studies

The Social Studies curriculum follows the C3 Framework Social Studies 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. Teachers utilize Project-Based Learning instructional units utilizing instructional strategies promoted by Dr. John Spencer and verified by Renaissance teachers through our professional collaborative review process. The Social Studies curriculum was last revised in spring of 2017, and professional development was conducted in November 2022.

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

Local Assessment Data

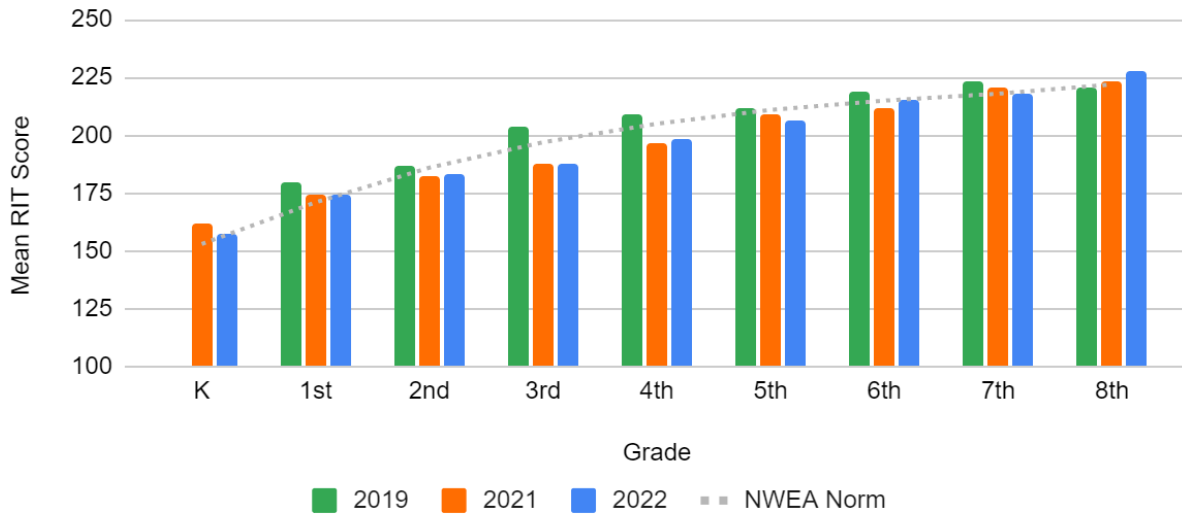
Renaissance Public School Academy administers the NWEA Measures of Academic Progress (MAP) Growth Computer-Adaptive Assessment three times each year to students in the kindergarten through eighth grades. Renaissance also administers the DIBELS assessment to students identified as potentially needing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

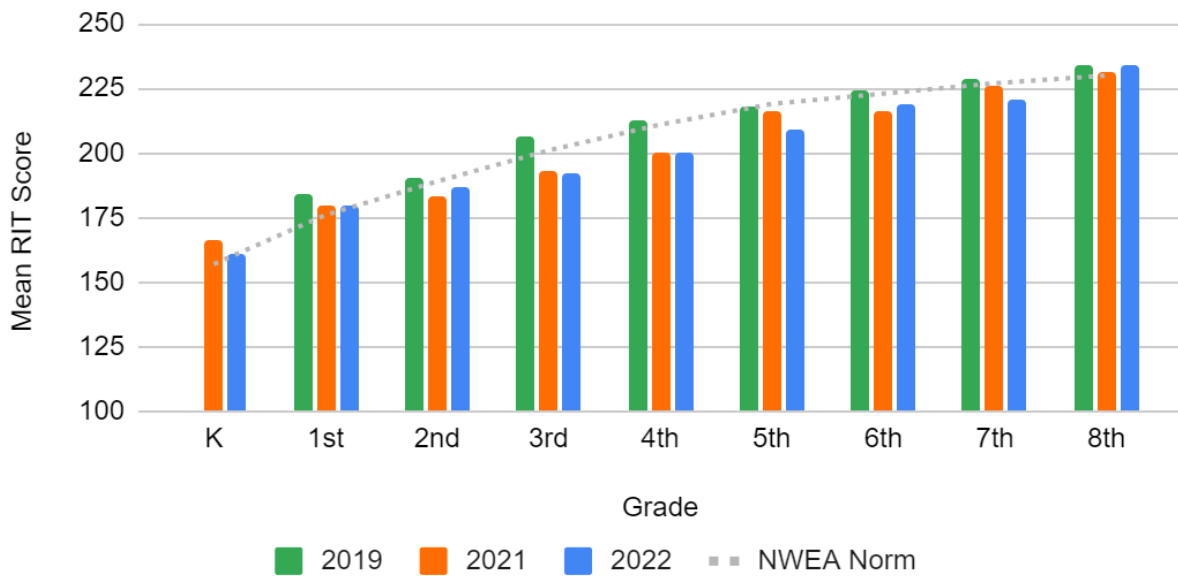
Spring 2022 NWEA Three-Year Trend *

ELA



Spring 2022 NWEA Three-Year Trend *

Math



Parent Conferences

Student-Led Conference Attendance Data

	2020-2021		2021-2022	
	Number of Students Represented	Percentage of Students Represented	Number of Students Represented	Percentage of Students Represented
All	389	91%	395	96%