

Kensington Woods SCHOOLS

School Annual Education Report (AER) Cover Letter

January 23, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Kensington Woods Schools. 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 me for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/wQikSC#StudentAssessment> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

As a Public School Academy and School of Choice, Kensington Woods Schools is challenged to help students succeed who may not have enjoyed much academic success previously, evident to the public by examining performance data of lower grade levels. The transition to achievement has shown to be achieved best by providing a small, personal environment, character education, Choice Theory based learning and high standards. The transformative process leading to higher achievement requires a change in learning habits, making it difficult to show improvement data until students have had a chance to adjust to the new environment.

State law requires that we also report additional information. Unless otherwise specified, this information has remained unchanged for at least two years:

1. Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which the students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the University Charter Schools Office.

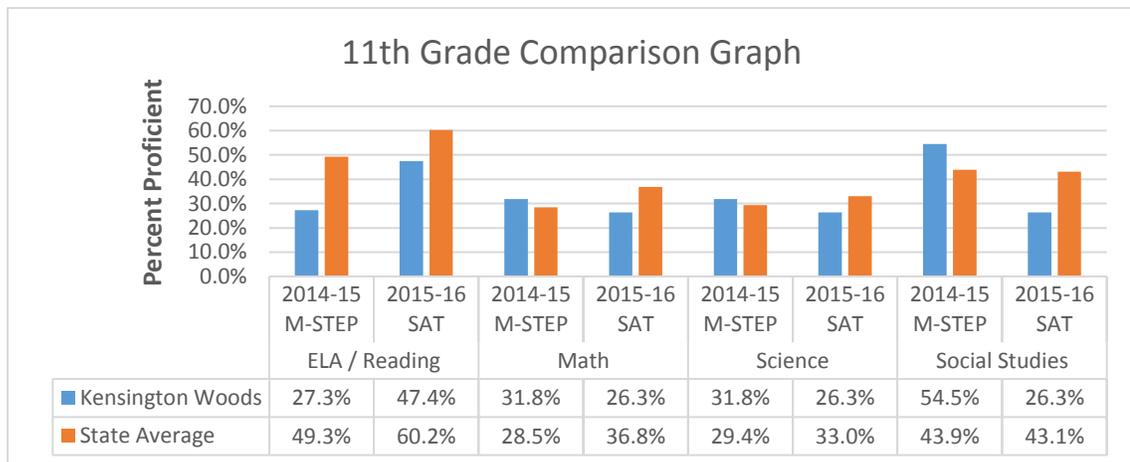
2. Kensington Woods continues to make advances in all areas of its School Improvement Plan including linking the new Michigan Science standards to classroom instruction with dedicated times for collaboration and alignment. Staff is engaged in careful data collection and data analysis to target instruction based on identified student needs. Any gaps between state standards and current achievement as measured on the MME assessments provides the direction for school improvement goals and efforts. These goals are currently being updated as the state transitions to a new assessment tool and is monitored and to adjust progress toward the goals.

Parents are invited to regularly scheduled school improvement meetings and participate in the parent group that meets monthly. Staff members attend parent group meetings to report on school improvement aims and goals and encourage parents to stay involved in the school's mission. Kensington Woods High School holds parent teacher conferences twice a year in the evening, but also offers afternoon drop-in visitation every marking period.

3. As a unique mission driven school, Kensington Woods Schools actively develops student's understanding of, and shared responsibility in achieving the aims of the mission and in ensuring their own future success. This is done through the advisory program, through an inclusive leadership program, and through student presence at school improvement meetings.

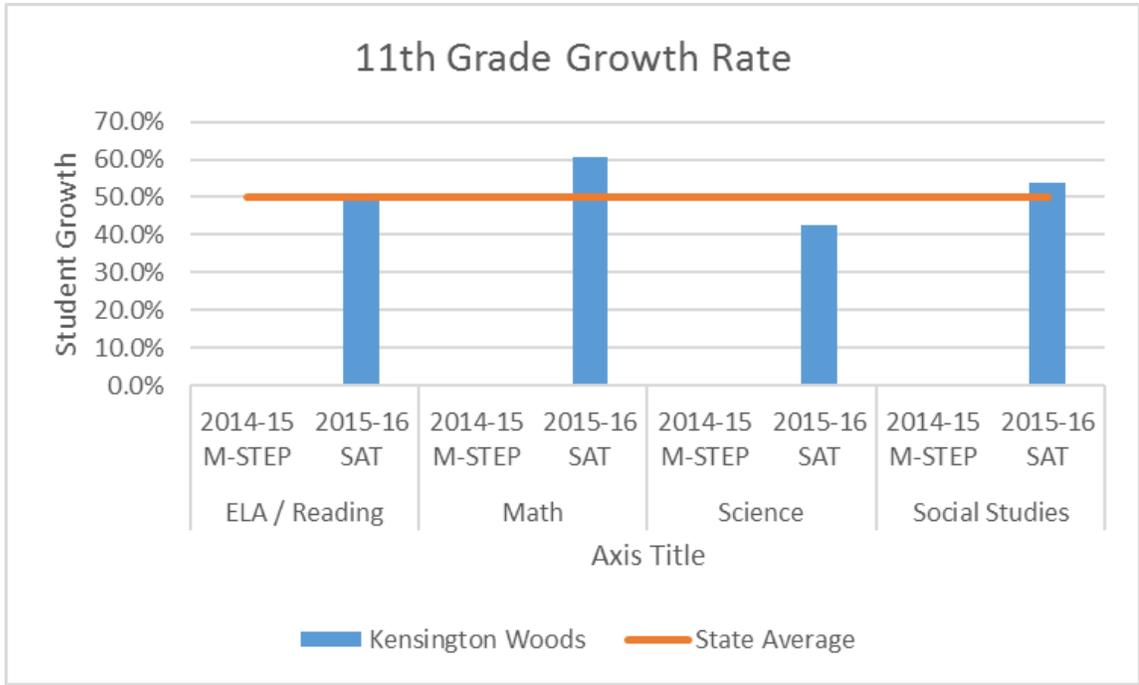
4. The curriculum at Kensington Woods High School is tightly aligned with the requirements of the Michigan Merit Curriculum. The curriculum map is a dynamic document that covers the core curriculum as well as any electives, online courses and blended instruction courses that are taught at the school. The document is filed with the schools' authorizer, Central Michigan University, which accepts and approves it at each re-authorization review. Faculty review the document at regularly scheduled intervals to revise, add, adjust and monitor instruction and assessment to increase student achievement and to meet the goals of the School Improvement Plan. The curriculum and any supporting documentation are available by request through the school office.

5. Comparison of achievement data between the 2015-2016 and the 2016-17 school year are complicated by the transition to a new assessment tool as required by the state and changed proficiency standards. Shown below is a comparison of proficiency data between state averages and Kensington Woods Schools, collected via the M-STEP (2015) and SAT (2016). Testing cohorts at the school has been averaging close to 20 students, all of who enter Kensington Woods Schools with a variety of academic backgrounds.



Data collected from www.mischooldata.org

Since students enter Kensington Woods with a varying degree of proficiencies, this data is best viewed together with a comparative growth chart between the school and the state. The data summarizes the advancement students have made between the two assessments.

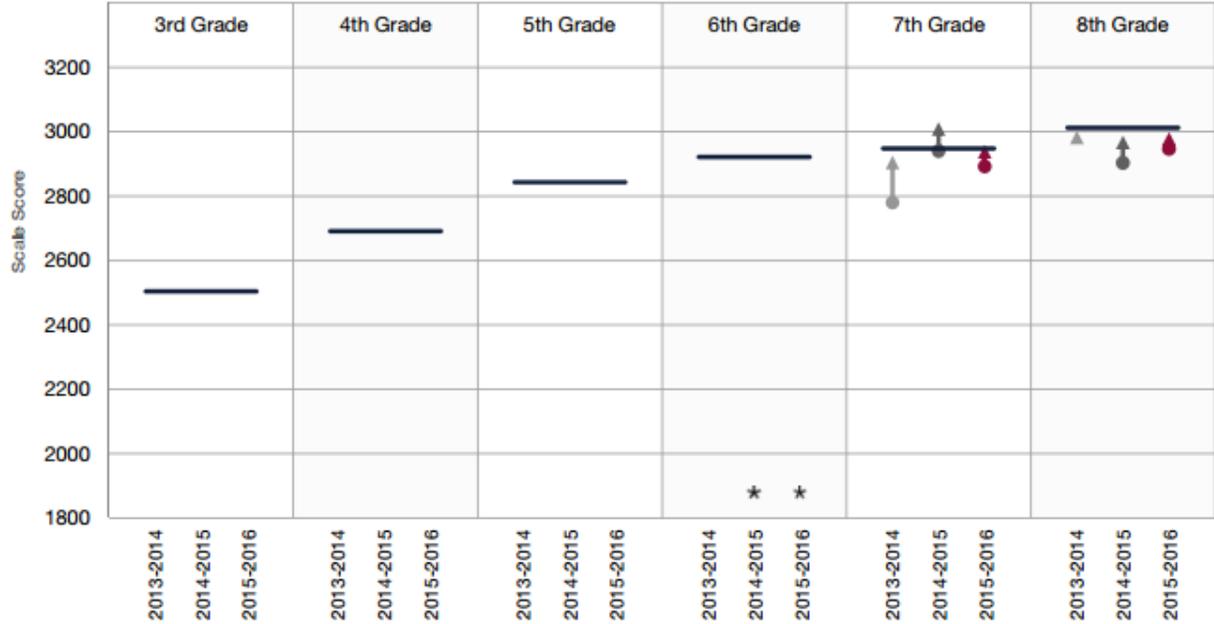


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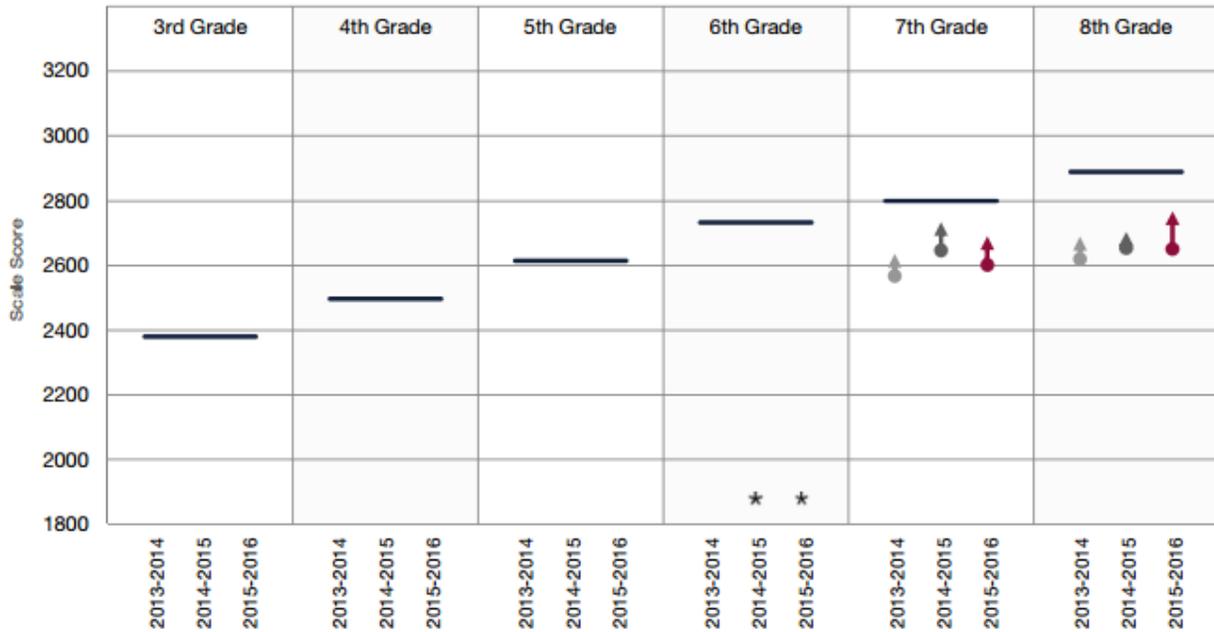
Achievement among Middle School students are measured using the Performance Series test, administered in the fall and in the spring. Kensington Woods Schools is a grade 6-12 Public School Academy with no Elementary School program. Many students enroll at the Academy during those years, minimizing the amount of time the school has had to impact student learning when assessed at this level. Data shows these students arrive on average two to three grade levels below benchmark.

Performance Series Fall-to-Spring Results

READING



MATH



● Beginning Score ▲ Ending Score — Achievement Target

* Family Education Rights and Privacy Act – Federal law prohibits student-identifiable data from being publically disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

6. During the 2014-2015 school year, 108 KWHS parents (73%) attended functions involving Parents and Teachers at some point during the year, but less than 55 students (37%) were represented by a parent at any one parent/teacher conference.

During the 2015-2016 school year, 109 KWHS parents (71%) attended functions involving Parents and Teachers at some point during the year, but less than 51 students (33%) were represented by a parent at any one parent/teacher conference.

Other activities involving parents in each year included:

- Student/Family handbook distributed to all parents
- E-newsletter sent via email regularly to all parents
- Parents have the opportunity to check their child's grades, attendance, behavior, transcript, etc. on-line through the use of MiStar Parent Connect
- Students also have the same opportunity (through MiStar Student Connect) to monitor on line their own missing assignments, attendance, grades, etc...
- The first Friday afternoon after each progress report is reserved for parent teacher conferences where parents have the opportunity to drop in and visit with their child's instructors
- Automated e-mail and text notification to parents regarding missing assignments
- Parent Group meets monthly
- Special parent section of the school website
- Annual parent survey to gather information regarding parent satisfaction and suggestions
- Classroom volunteers, extracurricular activity volunteers, guest speakers, and as contact persons for internship placements

7. Students at Kensington Woods have the opportunity to dual enroll at the high school level in postsecondary classes through higher learning institutions and local AP classes. During 2014-16, students took advantage of these offerings as follows:

		2014-15	2015-16
Students in Dual Enrollment	# of Students	4	5
	% of KWHS Students	4.5%	5.7%
College Equivalent (AP) Courses Offered	# of Classes	1	1
Students enrolled in College Equivalent (AP) Courses	# of Students	4	2
	% of KWHS Students	4.5%	2.2%
Students receiving a Score leading to College Credit	# of Students	3	7
	% of KWHS Students	3.4%	7.9%
	% of DE/AP Students	75%	100%

Kensington Woods Schools is proud of the growth it is experiencing because of its commitment to its students, to its parents, and to its community. We feel confident that by continuing with our school improvement plan, by researching and applying best practices in education, and by training and developing the best teachers that we will succeed in our mission in guiding each student successfully to adulthood.

Sincerely,



Markus Muennix
Principal
Kensington Woods Schools