



School Annual Education Report (AER) Cover Letter

January 31, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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 Jessie MacGonigal Pratt for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3OqE0xt>, or you may review a copy in the main office.

For the 2023-24 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 2022-23. 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 one of those 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 but significant growth is seen over long term.





Kensington Woods has been implementing a new strategic plan since the 2022-2023 school year. One of the key foci of the plan is a focused target on student growth and achievement as well as student motivation. The administrative and teaching team at Kensington Woods meets regularly to analyze data and collaboratively plan to address student learning loss that we are still seeing due to the pandemic as well as accelerate learning and engage students. Part of this is the addition of our Early Middle College program in the fall of the 2023-2024 school year, allowing students to earn up to an Associate degree or Technical certificate as part of their high school experience.

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

- a. The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- b. 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.
- c. 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.
- d. 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 targeted instruction and curriculum development in mathematics, reading and writing 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, PSAT, SAT and NWEA assessments provides the direction for school improvement goals and efforts. These goals are continuously being updated and the progress is monitored to adjust efforts toward reaching these goals.

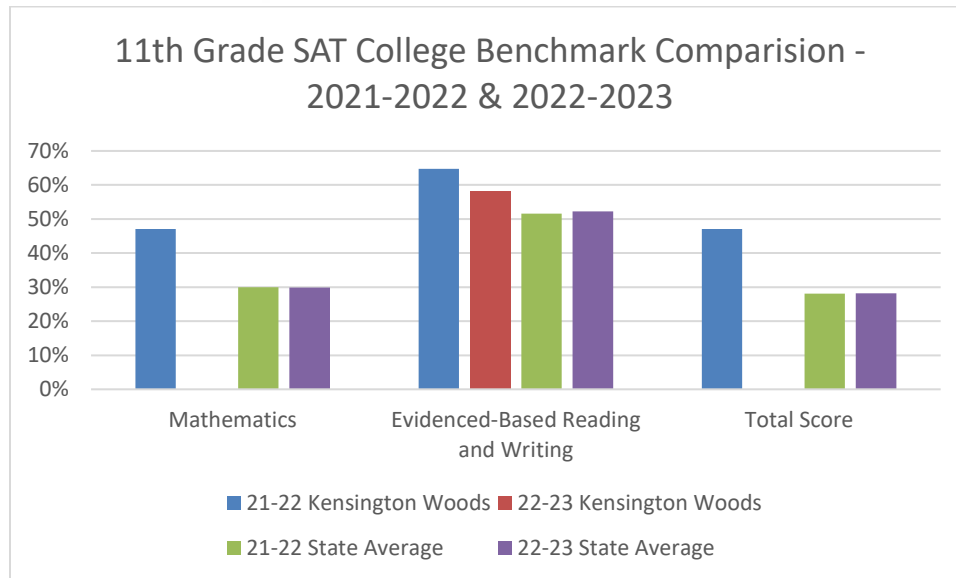




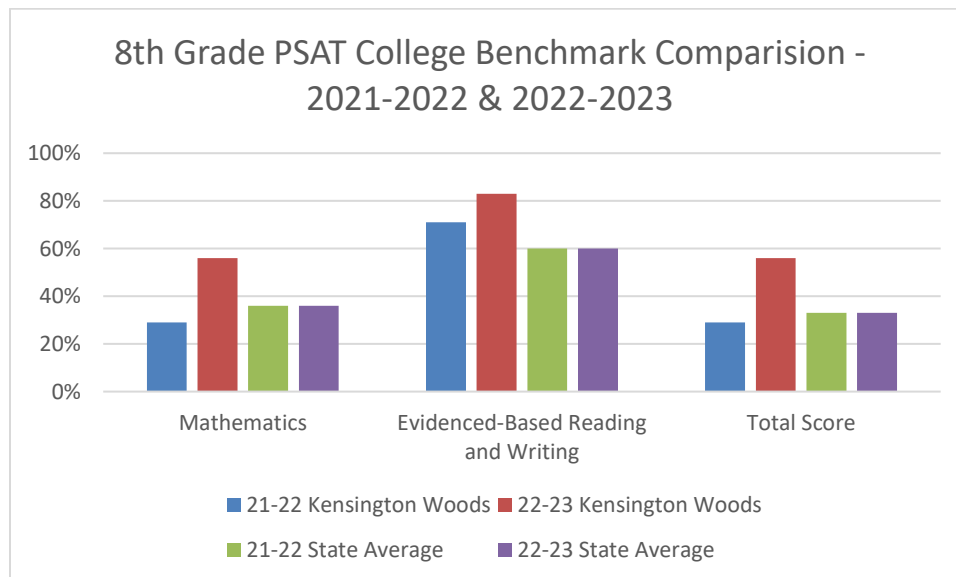
Parents are invited to regularly scheduled school improvement meetings and participate in the parent group that meets regularly. Staff members attend parent group meetings to report on school improvement aims and goals and encourage parents to stay involved in the school's mission. Kensington Woods Schools 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 and an inclusive leadership program.
4. The curriculum at Kensington Woods Schools 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. The charter contract is available for the public to access online at <http://www.thecenterforcharters.org/cmu/PDFForWebsite/contracts/MI-47901.pdf>. 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 also available by request through the school office.
5. In looking at achievement data for the 2022-2023 school year, due to the size of the 11th grade cohort, not all data is available for public reporting. However, there was a small drop in students who met the SAT benchmark in Evidenced Based Reading and Writing (EBRW) and a more significant drop in students who met Mathematics in comparison to the 2021-2022 school year. In comparison to the state averages, Kensington Woods outperformed the state proficiency in EBRW and is approaching the state average in overall proficiency and meeting the Mathematics benchmark.



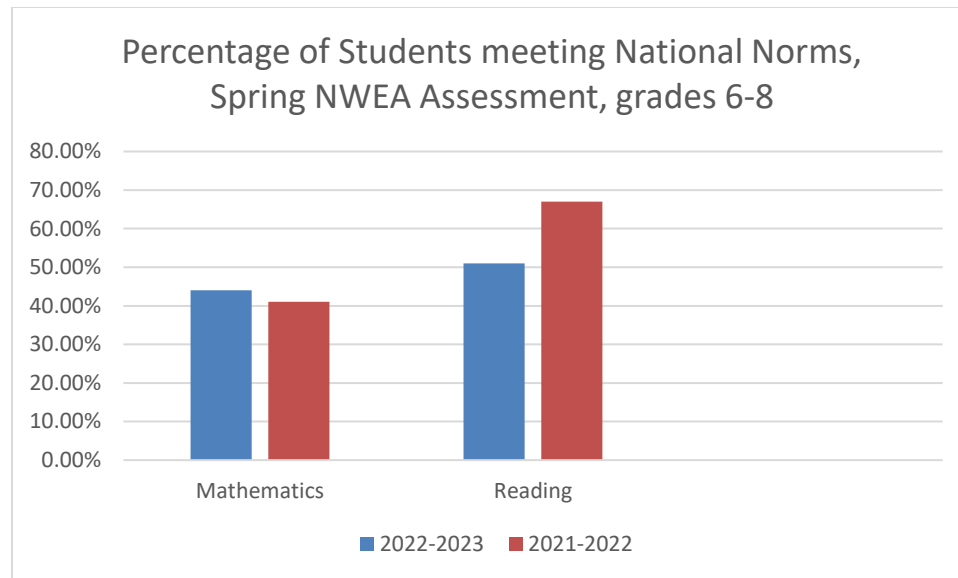


8th grade performance on the PSAT in 2022-2023 shows significant growth from 2021-2022 and that students are far exceeding state averages in overall proficiency and meeting both Mathematics and EBRW benchmarks.





During the 2022-2023 school year, 6th-8th grade students showed growth in meeting national norms in the NWEA Map Growth exam for Mathematics but showed a drop in Reading. Both areas show room for improvement.



6. During the 2021-2022 school year, 75 (58%) KWS students were represented by parents at functions involving Parents and Teachers at some point during the year.

During the 2022-2023 school year, at least 77 (73%) KWS students were represented by parents at functions involving Parents and Teachers at some point during the year. 73 students (68.2%) were represented by a parent at at least one Family/Teacher Conference event.

7. Students at Kensington Woods have the opportunity to dual enroll while at the high school level in postsecondary classes through higher learning institutions, local and virtual AP classes. Starting in the 2023-2024 school year, students are also eligible to enroll in the school's Early Middle College program. During 2021-23, students took advantage of these offerings as follows:



		2021-2022	2022-2023
Students in Dual Enrollment	# of Students	3	2
	% of KWS High School Students	4.1%	3.4%
College Equivalent (AP) Courses Offered	# of Classes	2	2
Students enrolled in College Equivalent (AP) Courses	# of Students	6	6
	% of KWS High School Students	8.2%	10.3%
Students receiving a Score leading to College Credit	# of Students	8	7
	% of KWS High School Students	10.9%	12.1%
	% of DE/AP Students	89%	100%





Students at Kensington Woods are seeing the effects of the Covid-19 pandemic in their standardized test scores, as are many other students in the country but are also starting to improve and show growth. In addition, overall, Kensington Woods students are faring better than students from other areas of the state and country due to the culture, size and consistency that the school offers.

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,

A handwritten signature in black ink that reads "Jessie MacGonigal Pratt". The signature is written in a cursive, flowing style.

Jessie MacGonigal Pratt
Principal
Kensington Woods Schools

