



BYRON CENTER CHARTER SCHOOL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Byron Center Charter School. 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 the school administrator, Mark Kasmer, for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2tloZxa> or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

BCCS acknowledges and addresses several key challenges presented in the information and data presented in the Annual Education Report:

The first challenge relates to the variances in student performance between groups of students on state and national assessments. Overall, the building student proficiency and growth rate averages tend to outperform their county and state cohorts as represented by the high proficiency and growth ratings in the 2017-18 school index. However, we find there are groups of students that consistently underperform their cohorts over multiple years on state and/or national assessments. There does not appear to be particular grade levels that consistently underperform or outperform their county and state cohorts; rather, the data indicates the challenges relate to particular groups of students. Therefore, the building initiative to address the needs of student groups is tied to having a dynamic Multi-Tiered System of Support (MTSS). This includes processes to identify students for supplemental support services, methods to

determine targets of improvement/areas of need, a systematic and explicit plan of intervention, an ongoing method to progress monitor student growth, and an evaluation plan to determine program effectiveness and identify plans of improvement.

The second challenge is student attendance: our school has an inordinate number of students who have 10 or more absences in a school year and/or who are tardy for school. BCCS will continue to work with the Kent ISD's *Strive for Five* initiative as a means to address this challenge in our SI plans.

The third and fourth areas are low percentage of students taking advanced coursework in HS and enrolling in post-secondary education. Offering advanced coursework is problematic for a school our size, yet our improvement plan will continue to seek opportunities for advanced coursework through dual enrollment and online courses. Our improvement plans also address growing student awareness of college and career readiness, and related opportunities through local, regional, and state CTE programs/services, and colleges and universities.

State law requires that we also report additional information.

1. *Process for assigning pupils to the school* - Students will automatically be admitted for the following school year in each grade or class that does not reach full enrollment by the deadline date of April 15th. Siblings, children of current staff, and current board members will be given enrollment priority. Students will be selected for admission by random lottery for each grade or class that exceeds the enrollment cap, if their applications were received by the deadline date of April 15th. Enrollment is open to all students statewide.
2. *The status of the 3-5 year school improvement plan* – In 2018-19 BCCS entered the first year of reconstruction of the 3-5 Year SI Plan. The focus areas for the year included plans to address the required components of the Reading by Grade 3 Law, institute a Multi-Tiered System of Support with K-12 supplemental support services, continue implementation of the new K-5 reading program, develop a transition plan for the new science standards, raise understanding and capacity to collect, analyze and use data in making educational/system decisions, increase aptitude and student opportunities through educational technologies, increase capacity for using effective transparent and transportable literacy strategies across grade levels/content areas, and a continued effort to enhance the school's culture using strategies to intended grow the members of the BCCS educational community's focus on the school's mission. The BCCS school improvement team will use components in the CNA (Comprehensive Needs Assessment) as a guide to review and revise the SI plans for the upcoming year.
3. *A brief description of each specialized school* - not applicable.
4. *Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model*- The core curriculum at Byron Center Charter School is aligned with the standards /common core, as set by the State of Michigan, and can be obtained through the school office. The school improvement team, instructional staff, and administration use the state frameworks to guide selection of instructional resources and materials. Selection of resources are also based upon the needs of the school/students. Some of the resources are taken from MI open sources documents such as MAISA ELA and Social Studies units of instruction. Other selections are adoptions of text series aligned to the state standards such as Reading Street (K-5 ELA) Math Expressions(K-5). Other selections are pilot programs that are under construction offered by KISD such as the MiSTAR Middle School science units through Michigan Tech University. The implementation of curricula varies based upon the timing of the state adoption and/or roll-out of content standards, and sometimes, upgrades made to text series adopted by BCCS (IE in 2019-20 BCCS will implement the 2018 edition of Math Expressions k-5). The instructional staff, with oversight from the administration,

implements the curriculum. Any variances from the core curriculum are made based upon the needs of the students, and generally add to what is required by state standards. The materials and resources used to implement the curriculum are analyzed through multiple means including usability and instructional delivery by teachers, and reviewing student performance results as measured by standardized state and national assessments, teacher administered assessments and student grades. Finally, information pertaining to changes in the core curriculum is represented in the School Improvement Plan.

5. *The aggregate student achievement results for any local competency tests or nationally normed achievement tests* - During the last two school years, BCCS continued to see growth on the achievement tests. All students in grades kindergarten through ninth took the Northwest Evaluation Association (NWEA) standardized tests (a nationally normed achievement test) in September and May. Results for last three school years can be viewed here: [BCCS 3-year MAP Summary](#).

6. *Identify the number and percent of students represented by parents at parent-teacher conferences* –

	<u>2016-17</u>	<u>2017-18</u>
Elementary parent-teacher conferences	130/134 or 97%	111/119 or 93%
Middle School parent-teacher conferences	54/61 or 88%	35/50 or 70%
High School parent-teacher conferences	59/74 or 80%	53/73 or 72%

7. *For high schools, only also report on the following:*

- the number and percent of postsecondary enrollments (dual enrollment) –
2016-17 - 5/39 – 13% 2017-18 – 9/40 – 22.5%
- the number of college equivalent courses offered (ap/ib) - none
- the number and percentage of students enrolled in college equivalent courses (ap/ib) - none
- the number and percentage of students receiving a score leading to college credit –
2016-17 – 5 – 100% 2017-18 – 8 – 89%

BCCS is a K-12 Charter School that has a long history of living out its mission *Empowering students to reach their greatest potential by emphasizing personal connections, academic excellence and positive character values.* The annual report provides our families a snapshot of key indicators of a school's performance. While there are many determiners of success, it is our goal to have all student groups meet the measurable performance objectives designated by the State of Michigan for District-/Building-level accreditation. Our 2017-18 overall MI School Index rating of 92.80 is commendable, and a 99.38 Growth Index rating and 98.29 Proficiency Index rating demonstrates our focus on growth and achievement for all BCCS students (see BCCS 2017-18 School Index Overview on the Mi School Data website @ <https://www.mischooldata.org/SchoolIndex2/SchoolOverview.aspx>). As participating members of our school community, our faculty and staff are committed to continuous improvement. And, as a member of the BCCS educational community, we must work in unison to support our students so that we can indeed ensure success for all. Each of us is encouraged to seek and engage in activities that promote and support BCCS and the educational welfare and success of our students. Together we can make a powerful difference in the lives of our students.

Educationally,
 Mark R. Kasmer
 Principal/CAO