



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 2018-19 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/2tzLmES> or you may review a copy in the main office at your child's school.

For the 2018-19 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 issued one of these labels.

Key Challenges and Initiatives:

BCCS acknowledges and addresses several key challenges based upon the information and data presented in the Combined Report-

The first challenge relates to variances in performance of students on state and national assessments. Overall, the building student proficiency and growth rate averages tend to outperform their county and state cohorts. However, in 2018-19, we did poorer on the M-STEP growth rates than the recent past yet the average proficiency rates were similar to past years. NWEA growth rates were also slightly lower than past years, even though students performed slightly above average in math and significantly above average in reading. The greatest variance was in the scores at the upper elementary. In addition, we continue to show grade/class-level of students that consistently underperform their cohorts over multiple years on state and/or national assessments. Specifically, the data indicates the challenges relate to particular groups of students and not a particular grade or content area. Therefore, a building initiative to address the student proficiency and growth performance is to have a dynamic Multi-Tiered System of Support (MTSS). This includes a philosophy of early intervention with processes to identify students for supplemental support services, methods to determine targets for improvement, a systematic plan of intervention, ongoing methods to monitor student progress/growth, and an evaluation plan to determine program effectiveness and areas for 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 frequently tardy for school. Our daily attendance rate is around 94%, we have around 45% of students who have chronic disruptions in attendance, and in the last 3 years average around 20% of students

considered chronically absent. BCCS will continue to work with the Kent ISD's *Strive for Five* initiative as a means to address this challenge.

The third and fourth areas are low percentage of students taking advanced coursework in HS and enrolling in post-secondary education. Although the latest 3-year average percent of BCCS students enrolled in college after HS increased to 63%, the percentages of participating students in both areas are mostly below the average percent of participating students in the state and in like schools. While offering advanced coursework is problematic for a school our size, our improvement plan will continue to seek opportunities for advanced coursework through dual enrollment and online courses. In addition, our improvement plans address growing student awareness of college and career readiness to include related opportunities through local, regional, and state CTE programs/services, and opportunities in area and regional colleges and universities.

State law requires that we also report additional information:

1. *Process for assigning pupils to the school* – The initial deadline for requests to enroll students to BCCS for the following school year is April 15. Upon completion of a parent/guardian request for continued enrollment, students currently attending BCCS will be automatically enrolled for the following school year. For grade levels that do not meet the enrollment cap, additional enrollments will be offered to the public. Siblings of current students, children of current staff members and children of current board members are given enrollment priority. Students will be selected for admission by random lottery for each grade or class where requests exceed the enrollment cap, given their applications were received by the deadline date of April 15th. After which enrollment of students will be on a first-come, first-serve basis. Enrollment is open to all students statewide.
2. *The status of the 3-5 year school improvement plan* – In 2018-19 BCCS entered a second year in reconstruction of the 3-5 Year SI Plan. The focus areas for the year included: continue 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; update to the 2018 Math Expressions curriculum (K-5); 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 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. However, there are multiple considerations when selecting curricula and the associated materials and resources including alignment to state intended outcomes, instructional coherence, usability by teachers, and the relevance and interest to the learners. Some resources are directly taken from MI open source documents such as MAISA ELA and Social Studies units of instruction. Other selections are adoptions of text such as Reading Street (K-5 ELA), Math Expressions (K-5), and MS and HS Pearson Elevate Science series. The timelines for development and implementation of curricula

vary and are generally based upon the timing of the state adoption of content standards. Other reasons may include 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, implement the curriculum. Variances from the core curriculum are made based upon the needs of the students, and generally add to what is required by state standards. Measures for reviewing effectiveness of the curricula and resources are primarily based upon student performance on standardized state and national assessments, teacher administered assessments and grades. Finally, information pertaining to major 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* - All students in grades kindergarten through ninth took the Northwest Evaluation Association (NWEA) standardized tests (a nationally normed achievement test) in September and May. Performance information was addressed above, yet 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>2018-19</u>	<u>2017-18</u>
Elementary parent-teacher conferences	113/115 or 98%	111/119 or 93%
Middle School parent-teacher conferences	54/69 or 78%	35/50 or 70%
High School parent-teacher conferences	30/59 or 51%	53/73 or 72%

7. *For high schools, only also report on the following:*
 - a. the number and percent of postsecondary enrollments (dual enrollment) –
2017-18 – 9/40 – 22.5% 2018-19 – 5/27
 - b. the number of college equivalent courses offered (ap/ib) - none
 - c. the number and percentage of students enrolled in college equivalent courses (ap/ib) - none
 - d. the number and percentage of students receiving a score leading to college credit –
2017-18: 8 – 89% 2018-19: 5 – 100%

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 and the public a snapshot of key indicators of a school's performance. While there are many measures of success, it is our goal to have all groups of students meet the measurable performance objectives designated by the State of Michigan for District-/Building-level accreditation and accountability. Our 2018-19 overall MI School Index rating is 83.40, with a three-year average of 85.27. (For details, see the BCCS Index Overview on the Mi School Data website @ <https://www.mischoldata.org/SchoolIndex2/SchoolOverview.aspx?SchoolLevel=Elem+thru+High+School&LocationId=S%2c6042%2c976%2c90&LocationCode=08326%3a>).

As participating members of our school community, our faculty and staff are committed to continuous improvement. Additionally, 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