



# BYRON CENTER CHARTER SCHOOL

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## School Annual Education Report (AER) Cover Letter

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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 2019-20 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: <https://bit.ly/38Bfkxq> or you may review a copy in the main office at your child's school.

For the 2019-20 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.

BCCS has not been identified with any of these labels

### *Key Challenges and Initiatives:*

Due to the COVID-19, there are several omissions in the combined report and we did not have scores from state and national tests. Nonetheless, BCCS acknowledges there are key challenges based upon analysis of data and information from previous AER Reports and the school's comprehensive needs assessment.

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 necessarily a particular grade or content area. Therefore, a building initiative to address the student proficiency and growth performance is having a dynamic Multi-Tiered System of Support (MTSS) and Child Study Process. This includes a philosophy of early intervention with processes to identify of students for supplemental support services, methods to determine targets for improvement, a systematic plan of intervention, ongoing method to monitor student progress/ growth, and an evaluation plan to determine program effectiveness and areas for improvement.

The second challenge is student attendance: in prior years, our school had an inordinate number of students having 10 or more absences in a school year and/or who are frequently tardy for school. Our daily attendance rate was around 94%, yet approximately 45% of students have chronic disruptions in attendance, and in the in the 3 years prior to 2019-20 BCCS averaged around 20% of students considered chronically absent. After the pandemic, 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 15<sup>th</sup>. 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**  
The school's plan for improvement has been in a state of reconstruction for the past two years. While COVID-19 impacted SI planning and development, the 2019-20 year SI focus areas included: continued plans to implement K-5 reading and new 2018 math series with fidelity; continued development of processes and provisions for K-12 supplemental support services for at-risk/high need students in a multi-

tiered system; pilot of new MS and HS Science series /programs; an orientation and awareness training of revised state standards in Social Studies; continued training and development of essential practices in literacy; increased capacity to effectively use data to monitor progress, evaluate effectiveness and make decisions; increase student awareness and opportunity in career and technical education; increased availability, access, understanding and application of educational and assistive technologies; grow awareness and capacity to effectively manage students impacted by trauma, mental health, abuse, and/or considered to have behavioral or emotional issues in the school setting.

Each focus area was associated with an improvement goal and included designated strategies and activities. The BCCS school improvement team will use components the new MICIP tool as a way to review and revise the SI plan 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 to 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 standards, 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 series such as Reading Street (K-5 ELA), Math Expressions (K-5), and MS and HS Pearson Elevate Science. 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 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, major changes in the core curriculum are represented in the School Improvement Plan.

5. *The aggregate student achievement results for any local competency tests or nationally normed achievement tests -* In 2019-20 all students in grades kindergarten through ninth grade took the Northwest Evaluation Association (NWEA) growth standardized tests in September and January; however, the school was unable to administer spring assessments due to COVID. The NWEA results from the prior 3 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>2019-20</u>
Elementary parent-teacher conferences	113/115 or 98%	99/105 or 94%
Middle School parent-teacher conferences	54/69 or 78%	55/67 or 82%
High School parent-teacher conferences	30/59 or 51%	48/63 or 76%

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

- a. the number and percent of postsecondary enrollments (dual enrollment) –  
2018-19: 5/27 - 19%    2019-20: 4/30 - 13%
- 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 –  
2018-19: 5 – 100%    2019-20: 4 - 100%

Byron Center Charter School has a long history of living out its mission of 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 a school's key indicators of performance. There are two additional transparency reports in MI Schools Data that are related to federal and state accountability measures: the School Index Report <https://www.mischooldata.org/school-index/> and the School Grades Report <https://www.mischooldata.org/school-grades/>. Both reports provide values and/or ratings of public school performance in components associated with school accountability and designations of support; however, due to the impact of COVID-19, several indicators associated with the 2019-20 school year are unavailable.

While there are many measures of success, it is our goal to have our school routinely meet or exceed the measurable goal objectives designated by the State of Michigan for district/building accountability and accreditation. Our faculty and staff are committed to a model of continuous school improvement.

As members of the BCCS School Community, we all must work in unison to ensure success for all learners. Each of us is encouraged to seek and engage in activities that support BCCS and the social, emotional and academic welfare of our students. Working together, we can make a powerful and lasting difference in the lives of our students.

Educationally,  
Mark R. Kasmer  
Principal/CAO