



BYRON CENTER CHARTER SCHOOL

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January 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 website <https://bit.ly/3FU2OHX> or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. 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

THE 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 during the 2019-20 school year. 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 BCCS student proficiency and growth rate

averages tend to outperform their county and state cohorts. While the overall schoolwide average growth and proficiency rates exceeded state and county cohorts, in 2018-19 and 2020-21 we did poorer on the M-STEP and NWEA growth and proficiency rates than the recent past, especially in specific grades. 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 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: prior to the pandemic 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 past 4 years 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.

A third issue is with student counts and mobility. While the state has lost around 13% of the student population in the last decade, BCCS student count continues to significantly vary. We have experienced a 25% student population decrease in the past 4 years, from 250+ to under 200 students. Additionally, the mobility rates in the state average around 6% and our school average is close to triple that amount. Recognizing we are a small K-12 charter located in a fairly affluent and high performing district, we are challenged to market the school so to attract area families interested in the unique attributes this school offers its students and families: quality academics and student performance, and personalized education in an atmosphere that focuses on positive character traits and values.

The fourth area of concern relates to the percentage of students taking advanced coursework and/or enrolling in post-secondary education courses during high school. Although the trend of BCCS students enrolled in college after HS is increasing, the percentages of participating students in both areas are 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 Schools Also Report the 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. 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 three years especially given the disposition of the pandemic since March 2020 in the 2019-20 school year. The 2021-22 year SI focus areas include: introduction, development and implementation of the essential practices of essential and disciplinary literacy strategies; continued development of processes and provisions for K-12 supplemental support services for at-risk/high need students in a multi-tiered system; science curricula development and implementation so to pilot of new K-2 Solid State Science Program, initial implementation of the new 3-5 Science Fusion and implementation of the new MS and HS Science series; 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. Regardless of the intended goals, since the spring of 2020 the strategies and activities represented in the SI Plan have been impacted by the pandemic. The priority of the school continues to shift and be directly related to adjusting to COVID-19. Nonetheless, each focus area is associated with an improvement goal and includes designated strategies and activities. This year, the BCCS SI Team began using the new MICIP tool as the format 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 (grades 6-8) and the K-8 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 implemented 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*

The aggregate student achievement results for any local competency tests or nationally normed achievement tests - All students in grades kindergarten through eighth took the Northwest Evaluation Association (NWEA) standardized tests (a nationally normed achievement test) in September and May last year. Due to COVID 19 no tests were administered in the spring of 2020 and therefore, as with all state tests, NWEA student growth percentiles were not recorded for the 2019-20 school year. Additionally, due to the onset of PSAT 8/9, 10 and SAT 11/12 test administration, 9th grade math and reading NWEA assessments are no longer administered. The 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>2019-20</u>	<u>2020-21</u>
Elementary parent-teacher conferences	99/105 or 94%	75/78 or 96%
Middle School parent-teacher conferences	55/67 or 82%	31/42 or 74%
High School parent-teacher conferences	48/63 or 76%	23/39 or 59%

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

- a. the number and percent of postsecondary enrollments (dual enrollment) –
2019-20: 4/30 - 13% 2020-21: 1/22 – 5%
- 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 –
2019-20: 4 - 100% 2020-21: 1 – 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 Kasmer
Chief Administrative Officer
Byron Center Charter School