



# 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 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 Mark Kasmer, BCCS Chief Administrative Officer, 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 2021-22. 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.

Byron Center Charter was not identified as an TSI, ATS or CSI School. Rather, because the school's performance was above the criteria used to identify the support labels above, BCCS is labeled as a Universal Support School (see School Index link below).

## THE KEY CHALLENGES and INITIATIVES:

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, 2020-21 and 2021-22 we did poorer on the M-STEP and NWEA growth and proficiency rates than the recent past, especially in specific grades with the he greatest variance was in the scores at the upper elementary and Middle School. Additionally, our school historically performs better on state and national tests in ELA/Reading than math. Therefore, there are two primary strategies used to address these recognized variances. The first is a building

initiative to address the student proficiency and growth performance by 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 is to align the mathematical instructional resources and tools used to provide better articulation between grade levels, primarily at the middle and high school levels. Additionally provide the professional training and support to implement the selected resources with fidelity.

The second challenge is student attendance rates. 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. While our daily attendance rate was around 94%, approximately 45% of students have chronic disruptions in attendance. Last year we experienced 38.5 percent of BCCS students considered chronically absent. It is our intent that BCCS will continue to work with Kent ISD's *Strive for Five* initiative as a means to address this challenge. Additionally, we intend to review programs/applications that may help families with carpooling and ridesharing as a possible means to address our attendance issues.

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 counts continue 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 more than double. Last year the mobility rates in the state were 6.5 %, the county rate averaged 3.5 %, yet BCCS was 10.5% . Recognizing we are a small K-12 charter located in a fairly affluent and high performing district, we seek to market the school so as to attract area families interested in the unique attributes this school offers its students and families.

BCCS seeks to address these noted issues through our school improvement efforts and in collaboration with our authorizers, regional educational service providers and the members of the BCCS Educational Community.

**ADDITIONAL REQUIREMENTS:** State law requires that we also report additional information. Each school is to provide a report that addresses the following topics including the most recent two years of data/information where appropriate.

## 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.. The 2021-22 year SI focus areas included: introduction development and implementations 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 and math resource and curricula development and implementation; an orientation to increase our 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; growing awareness and capacity to effectively manage students impacted by trauma and or mental health , behavioral or social/emotional issues that impact their performance and/or well-being in the school setting. Since the spring of 2020 the strategies and activities represented in the SI Plan have been impacted by the pandemic. For the past couple years the priority of the school shifted and was directly related to adjusting to COVID-19. In 2022-23 we hope the focus returns to our SI plan whereby each focus area is associated with an improvement goal and includes designated strategies and activities. This past year, the BCCS SI Team began using the new MiCIP tool, and is to continue to use MiCIP as the primary resource for planning, developing, implementing, monitoring and adjusting, and evaluating the Building's SI Plan moving forward.

## 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 Michigan's open source documents such as MAISA units of instruction for ELA (grades 6-8), HS Spanish, the K-8 Social Studies. Other selections are adoptions of text series such as Reading Street (K-5 ELA), Math Expressions (K-5), MS and HS Pearson Elevate Science and Envision

Mathematics . 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 existing text series previously adopted by BCCS. 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 state and national assessments, teacher administered assessments and grades. Finally, any major changes in the core curriculum and/or instructional resource adoption are represented in the Building 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 eighth took the Northwest Evaluation Association (NWEA) standardized MAP 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 PSAT 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 [NWEA MAP 3 Year Assessment Data](#)

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	<u>2020-21</u>	<u>2021-22</u>
Elementary parent-teacher conferences	75/78 95%	93/9994%
Middle School parent-teacher conferences	31/42 71%	56/60 93%
High School parent-teacher conferences	23/39 59%	31/43 72%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS

2020-21: 1/22-5%      2021-22: 3/25-12%

2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)- None

3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)- None

4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2020-21: 4-100%      2021-22: 3-100%

## CLOSING:

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:

School Index Report: <https://bit.ly/3dZ1pm3>

School Grades: <https://www.mischooldata.org/school-grades/>

Both reports provide values and/or ratings of public school performance in components associated with school accountability and state designations of support and recognition. In particular, BCCS was recognized as a Reward School for the 2021-22 school year. Reward Schools are identified in the Grades Report annually as being high-achieving public schools. Specifically, BCCS was identified for earning a letter grade of an 'A' in performance among peer groups (compare average proficiency rates to a group of schools with similar demographics), and in the area of graduation rates. This is the second Reward rating achieved by BCCS in the past 5 years.

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  
Chief Administrative Officer  
Byron Center Charter School



