



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 2023-24 educational progress for [Byron Center Charter School](#) (BCCS). 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 John Krajewski, BCCS Chief Administrative Officer for assistance.

The AER is available for you to review electronically by visiting the following website [LINK](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school, Byron Center Charter School, has not been given one of these labels.

THE KEY CHALLENGES AND KEY INITIATIVES:

BCCS is continually looking at ways to accelerate student achievement and close persistent gaps in achievement. Based upon analysis of data, information from previous AER Reports, our school's comprehensive needs assessment we have identified key challenges and key initiatives we are employing to improve these deficiencies.

The first challenge relates to variances in performance of students on state and national assessments. Historically, the BCCS student growth and proficiency rate averages tend to outperform their county and state cohorts. However, the 2023-24 student growth percentiles and proficiency rate comparisons were lower than usual on state tests.

- The annual average growth percentile rank in math dropped from 42% to 37.2% on state tests and rose 49% to 61% on NWEA MAP assessments while the average ELA/Reading growth rate percentiles dropped from 45% to 36% on state assessments and rose from 53% to 60% on the NWEA MAP.
- The proficiency rates on state assessments include data from twenty grade level content area tests in grades 3-11 (M-STEP, PSAT, and SAT).
- The BCCS growth and proficiency trend data indicates a pattern of low performance in mathematics and ELA/Reading, particularly in the upper elementary and middle school grade bands.

BCCS is implementing several strategic measures to address disparities in student growth and proficiency. These efforts include a dynamic Child Study process and a robust Multi-Tiered System of Support (MTSS) rooted in the philosophy of early intervention. This approach encompasses processes to identify students in need, deliver targeted supplemental support in specific areas, and continuously monitor and adjust programs and services based on individual student needs.

Another strategy to enhance student performance involves strengthening the alignment and coherence of core instruction. This process requires teachers to break down the Michigan Grade-level/Course-level Content Standards, examine the progression of skills and knowledge across grade bands, and pinpoint the priority standards for each grade level, those standards that are deemed essential for preparing students to advance to the next grade. The goal is to ensure closer alignment between core instruction, including associated instructional materials and assessments, and the intended grade-level learning outcomes and priority standards. Finally, BCCS is using one-time grant monies to purchase and strategically use K-8 mathematical fluency software to increase automaticity and mastery of basic mathematical computations, and to provide funding for supplemental teacher assistants and tutors in mathematics for Mid-High students.

Historically, BCCS has an inordinate number of students considered chronically absent (having ten percent or more of school days absent in a school year) and/or who are frequently tardy for school. While our average daily attendance rate for the past three years is approx 95%, BCCS averages almost 12% of students considered chronically absent in that time period.

It is our intent to decrease the number and frequency of student absences and tardies by dedicating a portion of the Wellness Officer's position to student attendance, and continuing work with Kent ISD's Strive for Five initiative. Additionally, we intend to review programs/applications that may help families with carpooling and ridesharing as a possible means to improve student attendance.

While the state has lost around 15% of the student population in the last decade, BCCS student counts continue to be lower than expected. Since 2018 BCCS has experienced an approximate 25% decrease in student population: from over 250 students to just over 200 students. Last year BCCS reported having 190 full-time students. An additional factor is the student mobility rates. Historically, the student mobility rate averages a little over 6% statewide, and just under 4% in Kent County. In 2023-24 the average mobility rate in the state was 6.2%, the county rate average was 3.5%, yet BCCS was 10%. Recognizing we are a small K-12 charter located in a fairly affluent and high performing district, we seek to increase marketing of the school so as to attract area families interested in the unique attributes this school offers its students and families. We have also added a preschool run through Kent ISD Great Start Readiness Program to serve as a feeder program to BCCS K-12 School.

BCCS seeks to address these and other noted challenges through our plans for school improvement 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 qualified 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 continual improvement whereby revisions and adaptations are made annually under the direction of the building School Improvement (SI) Team. The 2023-24 student performance goals are primarily based upon having the Student Growth and Achievement Percentiles, and Proficiency Rates on state and national tests outperform state, county, national and performance of similar schools in the state.

The strategies and activities include:

- Continued work on core instruction: alignment and articulation of curriculum, instruction and assessments; adoption and purchases of text series associated resources; and related professional development.
- Enhance the capacity to effectively utilize instructional and educational technology by improving efficiencies in online and blended learning environments, promoting awareness and use of digital instructional resources aligned with intended outcomes, and expanding understanding and application of assistive technologies to support students.
- Foster a school climate and culture that supports the holistic development of every child by implementing a comprehensive child study/find process and a multi-tiered system of support to deliver supplemental services effectively. Enhance awareness and capacity to manage the needs of students affected by trauma, mental health challenges, behavioral issues, or social/emotional concerns that impact their well-being within the school environment. Establish standardized, transparent, and transferable classroom management protocols, and integrate K-12 Social Emotional Learning (SEL) programming into the student experience.
- Expand opportunities for BCCS families to access comprehensive preschool programs, support efforts to improve student attendance rates, and strengthen the Emergency Operational Plan (EOP) along with protocols for crisis prevention and threat management. Additionally, prioritize the training and retention of new teachers and staff to ensure a stable and effective instructional team.
- Integrate career development and technical education into the core curriculum for all students to enhance career awareness, support the creation and refinement of student Educational Development Plans (EDPs), and strengthen college and career readiness.
- Increase our capacity to effectively use performance, perceptual, demographic and process data to monitor progress, evaluate program effectiveness and make data-based decisions.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

This section is not applicable to BCCS.

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 [State of Michigan's academic standards](#), and can be obtained through the school office. All textbooks and text series adoptions are approved by the Board of Education. The school improvement team, instructional staff, and administration use the state frameworks to guide selection/adoption of instructional resources and materials. 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 core curricula are directly taken from Michigan's open source documents such as MAISA units of instruction for ELA (grades 6-8), HS Spanish I and II, and the K-8 Social Studies. Other selections of core curricula 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 and/or the general life expectancy of the adopted series. Other reasons for purchasing instructional resources may include upgrades made to existing text series previously adopted by BCCS. The instructional staff, with oversight from the administration, implement our curriculum. Variances from the core curriculum are based upon the needs of the students, and add to what is required by state standards.

Measures for reviewing effectiveness of the curricula and resources are primarily based upon student performance data of 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 Kindergarten through 8th grade take the Northwest Evaluation Association (NWEA) MAP Growth assessment (a nationally normed achievement test) annually. All students in grades K-8 are tested in Reading and Math in September, January and May and grades 4 and 7 are administered the Science test in September and May only.

The aggregate Fall to Spring results for the last three school years can be viewed utilizing the table below:

NWEA Mean Growth Percentiles Fall/Spring	2020-21	2021-22	2022-23	2023-24
Kindergarten				
Math	NA	83/94	62/71	58/84
Reading	NA	64/94	56/75	48/84
1st Grade				
Math	76/70	66/64	60/64	64/73
Reading	97/92	68/67	54/58	76/68
2nd Grade				
Math	52/83	59/72	NA	55/70
Reading	74/94	90/94	91/90	34/64
3rd Grade				
Math	84/84	35/41	57/68	54/70
Reading	99/97	33/44	88/83	74/71
4th Grade				
Math	47/43	62/72	47/49	47/55
Reading	91/66	86/78	66/60	66/50
Science		89/77	93/74	57/56
5th Grade				
Math	47/18	38/23	47/34	40/54
Reading	84/18	45/17	52/50	34/39

6th Grade				
Math	31/63	23/35	31/21	45/57
Reading	57/74	55/63	28/11	62/45
7th Grade				
Math	48/67	54/58	37/19	40/42
Reading	59/75	69/51	27/28	42/35
Science			32/46	63/69
8th Grade				
Math	86/88	58/79	50/39	38/29
Reading	85/86	73/59	42/21	42/35
K-8 Growth % Avg				
Math	53/65	55/57	50/49	48/61
Reading	81/75	63/58	49/53	56/60

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

	2021-22	2022-23	2023-24
Elementary parent-teacher conferences	93/99 = 94%	83/92 = 90%	94/104 = 90%
Middle School parent-teacher conferences	56/60 = 93%	33/50 = 66%	35/47 = 74%
High School parent-teacher conferences	31/43 = 72%	25/51 = 49%	42/42 = 100%

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

1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS

- 2020-21: 1/22-5%
- 2022-23: 3/25-12%
- 2023-24: 1/4-25%

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

- 2021-22: 3 = 100%
- 2022-23: 4 = 100%
- 2023-24: 6 = 100%

IN CLOSING

The Annual Education Report provides our families and the public a snapshot of a school's key indicators of performance. Byron Center Charter School is proud to live out our mission of, "empowering students to reach their greatest potential by emphasizing personal connections, academic excellence, and positive character values."

Below listed are some additional transparency reports in MI Schools Data that are related to school performance and federal and state accountability measures:

- Parent Dashboard for School Transparency:
<https://www.mischooldata.org/dashboard-home/>
- School Index Report:
<https://www.mischooldata.org/school-index/>
- School Grades:
<https://www.mischooldata.org/school-grades/>

Success can be measured in many ways, but our primary goal is for the school to consistently meet or exceed the measurable objectives established by the State of Michigan for district and building accountability and accreditation. Our dedicated faculty and staff are committed to a model of continuous school improvement. As members of the BCCS School Community, it is essential that we work collaboratively to ensure the success of every learner. Each of us is encouraged to engage in activities that support the social, emotional, and academic well-being of our students. Together, we can create a meaningful and lasting impact on their lives.

Sincerely,

A handwritten signature in black ink, appearing to read "John Krajewski". The signature is fluid and cursive, with the first name "John" being more prominent than the last name "Krajewski".

John Krajewski
Chief Administrative Officer
Byron Center Charter School