



BYRON CENTER CHARTER SCHOOL

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Byron Center Charter School
98b End of Year Report 2022-23

Overview of Legislation: In accordance with Section 98b of Public Act 144 of 2022 all Michigan Public School Districts and Public Charter Academies shall report on the progress of meeting their interim goals and annual goals tied to benchmark assessments in grades K-8. The growth data is to be aggregated, broken down by grade level, demographics and mode of instruction. The data is to be presented to the BOE at a public meeting no later than the end of February and before the end of the academic year. The information must also be posted publicly to the school's website through the Transparency Reporting link.

At BCCS....

- the benchmark assessment used is the NWEA MAP Growth Assessments
 - Aligned to state academic standards
- students in grades K-8 are administered the MAP Growth Tests three times per year
 - Fall: within first 90 days of school
 - Mid Year: at the end of the first semester
 - End of Year: after state testing, yet approximately three to four weeks weeks prior to the end of the year
- all K-8 students are administered tests in reading and math
- students in grades 4 and 7 are also administered science tests
- Individual Student Reports are shared with students' parents/guardians
 - Fall and Winter Parent Teacher Conferences
 - Fall to Spring with final Report Cards
- the Mode of Instruction for All BCCS Students from Fall to Winter and Fall to Spring during 2022-23 was Face to Face

BCCS Performance Goals for Benchmark Assessments:

NWEA MAP Goal: Interim and Annual Percent of students meeting their growth targets in grades K-8 Reading and Math by Grade Level, Demographics/All Subgroups, Aggregate and mode of instruction.

- Fall to Winter (interim) 60% or better
- Fall to Spring (annual) 70% or better

Benchmark Assessment Data: Shows the Percentage of Students Who MET or EXCEEDED their expected Growth rates from Fall to Fall , Fall to Winter and Fall to Spring . The Fall to Winter and Fall to Spring growth rates are required in the 98b reporting legislation.

Performance Data Report(s) include....

- aggregate (all school) percentages
- grade level percentages
- a breakdown of percentages by subgroup reported in both aggregate and grade level reports (IE Gender, Race, General Education, Students With Disabilities, English Learners, Free and Reduced Lunch etc...)
- the number of students assessed in each group (listed in the parentheses next to the percentile rates)

Please Note: The benchmark tests are a snapshot in time, and looking at trend (multi-year) data is recommended as it is considered a better representation of student performance than is one year of data/performance. The data reports from the prior two years of test administration are also presented below for your review and awareness. In addition, there are two other important considerations when looking at student test performance: trends/patterns using multiple data points (IE M-STEP, PSAT, F&P Levels etc.. as this provides a more comprehensive profile of student performance, and looking at the standard deviation or achievement span of test scores as this suggests a range individual students are likely to score within on any given test at that time. With regard to multiple data points, parents are encouraged to look at building and individual scores on all assessments so as to create a profile of performance over time. Specific to achievement range on the 2022-23 MAP scores (below), approximately 30% of students who did not meet their annual benchmark scores were within the achievement range of having met the growth score while approximately 45% of BCCS students who did not meet the benchmark were within the achievement range in math.

[22_23 NWEA MAP Disaggregated Data](#)

[21_22 NWEA/MAP Disaggregated Data](#)

[20_21 NWEA/MAP Disaggregated Data](#)

Analysis Toward Reaching Mid-Year and Annual Goals:

In general terms our aggregate mid-year rates this year (and prior two years) have been lower than the targets. The mid-year average in Math was the lowest in the past 3 years at 40%, yet the reading was the highest in the past 3 years at 58%. Both are below the interim target of 60%. The highest mid-year grade-level reading rates were in Kindergarten 86% and the lowest were 5th grade at 38%. The highest mid-year average performance in math was 1st grade at 68% and the lowest was 7th grade at 20%. Females slightly underperformed their male cohorts in math, yet slightly outperformed them in reading. Special Education students met or exceeded their expected growth at a higher percentage than general ed students. Free and reduced lunch students underperformed non-free and reduced students in reading, but not in math.

Our end of year performance showed a similar achievement trend as did our mid-year reports. Both reading and math were below the growth rate targets set by our school, yet reading scores were the highest in the past 3 years at 53% of students meeting their projected annual targets compared to 46% of K-8 students meeting or exceeding their math targets. The highest performing grades were Kindergarten in reading at 100% of students meeting their projected target scores and 63% of third

grade students achieving their targets in math. The lowest performing grades were 8th grade in reading at 15% and 8th grade in math at 13%. This is not surprising as 5th and 8th graders were administered M-STEP assessments in all the 4 core areas just prior to the MAP test administration and test fatigue was likely a factor in their performance. In looking at trends in subgroup performance there does not appear to be any consistent performance gaps between aggregate and subgroup performance over time.

Please Note: According to the current nationwide post pandemic student performance there was a notable decrease in student rates of proficiency in both reading and math. An example is the NAEP (National Assessment of Academic Progress) test scores for 9 year olds show a significant drop in rates between 2020 and 2022. In reading this was the largest drop since 1990 and in math there was a greater drop than reading and the first drop in the history of the test [LINK](#).

At BCCS we are committed to providing additional services to support potential learning loss of our students and those identified as needing additional academic support. While our benchmark assessment rates did not meet our goals, our school has consistently outperformed schools and county, state and national performance averages on state and national assessments in the recent past : most recently realized in our school being identified as a reward school by the State of Michigan in 2021-22. Regardless, we recognize our student's growth rate scores on the recent MAP assessments, and please know we will continue to monitor our student performance and continue to address areas of concern in our plans of improvement. Continued support and engagement by all stakeholders is recognized and needed for the success of our students.