



# 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 2022-23 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 [LINK](#), or you may review a copy in the main office at your child's school. For the 2022-23 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 2022-23. 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. The Universal Support label is the designation for schools that are not identified with any of these labels.

Based upon the 2022-23 school performance, Byron Center Charter was not identified as an TSI, ATS or CSI School and 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. Historically, the BCCS student growth and proficiency rate averages tend to outperform their county and state cohorts. However, the 2022-23 students growth percentiles and proficiency rate comparisons were lower than usual.

- The annual average growth percentile rank in math dropped from 45% to 42% on state tests and from 61% to 44% on NWEA MAP assessments while the average ELA/Reading growth rate percentiles dropped from 56% to 45% on state assessments and from 50% to 48% 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). In 2022-23 eight of the twenty tested areas were below state and county proficiency rate averages compared to five of twenty areas the previous year.
- The BCCS growth and proficiency trend data indicates a pattern of low performance in mathematics, particularly in the upper elementary and middle school grade bands.

BCCS is taking several measures to address the discrepancies in student growth and proficiency to include a dynamic Child Study process and Multi-Tiered System of Support (MTSS) with the philosophy of early intervention accompanied by processes to identify students, provide targeted areas of supplemental support, and methods to monitor and adjust programs and services based upon student need.

Another effort to increase student performance is tightening the alignment and articulation of core instruction. This includes a process of having teachers decompose the Michigan Grade-/Course-level Content Standards, analyze the articulation of the grade band skills and knowledge, and identify the grade level priority standards: those that are considered the primary readiness standards for transition to the next grade. The intent is for tighter alignment between the core instruction (including related instructional resources and assessments) and the grade level intended learning outcomes and recognized 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.

The second challenge is student attendance rates. 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 23% 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.

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 be lower than expected. Since 2018 BCCS has experienced an approximate 25% decrease in student population: from 250+ to under 200 students. Last year BCCS reported having 193 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 2022-23 the average mobility rate in the state was 6.2%, the county rate average was 3.5%, yet BCCS was 11.3%. 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 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 like-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.
- Improve the ability to use instructional/educational technology: increase efficiencies in on-line and blended learning environments; increase awareness and use of digital instructional resources aligned with the intended outcomes; and increase understanding and use of assistive technologies with students.
- Provide a school climate and culture that supports the development of the whole child: implementation of a comprehensive child study/find and multi-tiered system of support processes for effective delivery of supplemental support services; increase awareness and capacity to effectively manage students impacted by trauma and/or mental health, behavioral or social/emotional issues impacting the well-being in the school setting; secure standardize, transparent and transportable classroom management protocols; and embed K-12 SEL (Social Emotional Learning) programming into K-12 experiences to increase opportunity for BCCS families to attend comprehensive preschool programs; support improvement of student attendance rates; support EOP (Emergency Operational Plan) and protocols and processes for crisis prevention and threat management; and promote new staff teacher/staff training and retention of instructional faculty and staff.
- Incorporate career development and technical education into the core instruction/curriculum of all students to increase career awareness, support student EDP (Educational Development Plan) development and increase 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- 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. All text 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. In 2023-24 the BCCS will adopt a new comprehensive reading 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 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 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 grades Kindergarten through eighth 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 last three school years can be viewed at [BCCS NWEA MAP 3 Year Trend Data](#)

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

	2020-21	2021-22	2022-23
Elementary parent-teacher conferences	75/78 95%	93/99 94%	83/92 90%
Middle School parent-teacher conferences	31/42 71%	56/60 93%	33/50 66%
High School parent-teacher conferences	23/39 59%	31/43 72%	25/51 49%

**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%    2022-23:10/26-38%
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%    2022-23: 4-100%

**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 Education Report provides our families and the public a snapshot of a school's key indicators of performance. There are 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/>

The School Index and School Grade 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 has never been a school identified for improvement and in 2021-22 was recognized as a Reward School. 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 School rating achieved by BCCS in the prior 5 year period. 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 the social, emotional and academic welfare of our BCCS 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



