

## **Byron Center Charter School 98b End of Year Report 2023-24**

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 2023-24 was face to face while in school.

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 rates are what is 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 three years of MAP test administration are presented for your review.

Other important considerations when looking at student test performance include looking at trends/patterns using multiple tests (IE M-STEP, PSAT, F&P Levels etc.), as this provides a more comprehensive profile of student performance. Another consideration is looking at the standard deviation or achievement span of individual test scores, as this suggests a range individual students are likely to perform on any given test. With regard to multiple data points, parents are encouraged to look at building and individual scores on all state and national assessments so as to create a profile of performance over time. Specific to achievement range, parents are encouraged to look at the achievement band on a student's individual score reports. For instance, in the 2023-24 MAP scores (below), over 30% of students who did not meet their annual benchmark rates were within the achievement range of having met the growth score in math and/or reading.

Nonetheless, the BCCS NWEA MAP trend data shows the percentage of students who met or exceeded their growth targets is improving in both reading and math.

[23-24 NWEA MAP Disaggregated Data](#)

[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 performance shows improvement in students growth rates: the mid-year and end of year percent of students meeting/exceeding growth targets in Math were the highest in the past 4 years. The mid-year reading was also the highest in the past 4 years, yet fell below school target at the end of the year. As in the past, BCCS shows little discrepancy in subgroup performance (IE Male /Female, Free and Reduced Lunch/Non-Free and Reduced Lunch, and Special Education), this is especially true when looking at historical or trend data.

### **Mid-Year Averages**

The highest mid-year grade-level reading rates were in 2nd grade 80% and the lowest were 1st grade at 36%. All but 1st grade exceeded the 60% mid-year benchmark in reading. The highest mid-year average performance in math was 3rd grade 89% grade at 68% and the lowest was 5th grade at 36%. 1st, 2nd and 3rd grade exceeded the 60% mid-year benchmark in math. Females slightly underperformed their male cohorts in reading, yet slightly outperformed them in math. However the difference is not considered to be substantial and trend data does not show discrepancies as well. Special Education students showed marked decrease in math and slight decrease in reading than prior years. Free and reduced lunch (ED) students underperformed non-free and reduced students in reading, but not in math. However the difference is within 3 points and is not considered substantial

### **End of Year Averages**

The highest performing grade was kindergarten in reading at 88% of students meeting their projected target scores, while the lowest performing was 1st grade at 33%. K, 2nd and 7th grade exceeded the end of year 70% benchmark in reading . The highest performing class in math was 2nd grade having 90% of students meet their growth target, while the lowest performing class was 4th grade with 44% of students having met/exceeded their growth targets. K, 2nd and 3rd grades met or exceeded the school's 70% annual growth benchmark. There was little variance in scores between males and females,as were the growth rates having been met between free and reduced lunch students and non free and reduced lunch students. As noted, this is consistent with past subgroup comparisons. The greatest discrepancy in subgroups was between special education students (42%) and general education students (72%) in math, however special education students (65%) outperformed their general education (57%) students in end of year reading percentages.

Overall, there is little doubt the pandemic impacted student performance across the country, and BCCS is certainly not immune from this reality; however, our school's student performance trend rates show steady improvement. While our 2023-24 NWEA MAPassessment growth rates did not meet our school improvement benchmark goals in all areas,the school appears to be on a good trajectory toward recovery. Additionally, our school has consistently outperformed like-schools, and our school generally performs above average at the county, state and national levels. BCCS is committed to monitoring our student performance and providing services that support the needs of our students.