

January 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for the Byron Center High 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 Principal Scott Joseph for assistance.

The AER is available for you to review electronically by visiting the following website: [MI School Data: Byron Center High School](#), 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.

2021-2022 was a year of piecing back together what was lost during the COVID shut downs, regulations and rules that did not allow for many of our common practices to continue. From class assemblies, parent volunteers, and even how we did intervention due to contact tracing, we were forced to retool, and rework procedures.

Although our students as a whole dropped in learning proficiency in the 2020-2021 school year due to the disruptions of hybrid and virtual learning, our team worked hard to minimize the drop. In the 2021-2022 school year, we have been trying to close those gaps while keeping offerings for those advanced learners. Some examples of the work done to close the gaps are listed below:

- FLEX time is utilized twice per week for 30 minutes for students to be assigned or to choose areas they need intervention, extension, or time in any course. As our courses have common assessments, common grading, and common expectations for proficiency, our teams work together through the PLC process to consistently look at data and react to help students in each area. Math and ELA have been a strong focus based on SAT data. Below are specific additions that are used in those subject areas.
- Math
 - BCPS hired 2 math interventionists based on math being the area that was affected in the largest amount based on Spring 2021 data. These interventionists work with our math team as each learning target is taught to mastery through tier 1, 2, and 3 intervention. Students who master the concepts move to enrichment where skills are added upon for SAT-style assessment.

- Our math team is also aligning with WMS in using Big Ideas math for a full 7-11 alignment for our students with senior year options.
- Reading & Writing
 - BCPS hired a reading & writing interventionist that has been working with our English department in developing ongoing systems for tier 1, 2, and 3 interventions. The focus of this is in writing and editing based on what we are seeing in our data.
- Each of our courses have a progress monitoring system where students can get help based on their individual needs. We utilize formative spreadsheets, student data notebooks, and a correctives model to help students learn from mistakes.

State law requires that we also report additional information to be included in this document.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Students in the Byron Center Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Byron Center Public Schools Administration Building located at 8542 Byron Center Ave.
- Families enroll using our central enrollment system at the Central Office. This includes proof of residency and appropriate documentation and information collected.
- Our central office team then communicates to our high school counseling information where the transcripts and student file of the student are requested.
- The counseling department reviews the student's file, checks for IEP, 504, disciplinary action, or other pertinent information that may be an obstacle for the student's learning. The counseling team then begins the scheduling process with the student, makes sure immunizations are up to date, and helps the student get the right academic schedule.
- Our student ambassadors are notified of a new student, who will then give tours, work with the student getting up to speed on software used at BCHS, and help the student to connect socially.
- Teachers are notified of a new student if it is at a time other than the start of a new semester.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- BCHS is showing positive progress in our school improvement plan as we work through the academic supports, and we are continuing to see growth in the areas identified. Our newest area of that plan is our focus on social and emotional support, which we are working through with our team.
- The following are initiatives that continue on for us to focus on improvement:
 - Professional Learning Communities where teachers work in a collaborative environment in a data driven culture to enhance, change, and improve curriculum, instruction and intervention
 - 1:1 MacBook Airs or 1:1 Chromebooks where students have authentic learning opportunities for increased relevance

- o Increased Advanced Placement enrollment and success
- o Tiered intervention strategies for students of all abilities
- o Reading and Writing Workshop Implementation
- o Consistent curriculum alignment
- o Social Emotional focus for our students using Leader in Me
- o College and Career Readiness and supports

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The North Star Academy at Byron Center High School is an alternate learning style and credit recovery program based on a blended learning model that offers students the opportunity for online learning with the Edgenuity program, small group and one-to-one direct instruction, individualized academic support and social-emotional support. This program was designed for credit recovery and in addition to providing social emotional support, to lead to graduation. We have found that there are a variety of needs that aren't being met in the traditional academic setting for a subgroup of students. This program is designed around building deeper and longer lasting relationships and providing support to students that are school dependent. The online platform provides students more independence and autonomy while maintaining a progress monitoring and rewards system to provide accountability. This program is growing by just under 50% for the 2022-2023 school year due to growth of BCHS.

CORE CURRICULUM

Byron Center Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: [Michigan Academic Standards](#). Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is consistently monitored by building principals and academic support personnel.

Alignment:

Each grade level at the elementary level and each content area at the secondary level meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP, PSAT, and SAT testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity: “Helping Students Build Success Stories” is the motto of Byron Center Public Schools, Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between regular education and special education also facilitate this process. We are committed

to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

The following data is from our Spring 2022 standardized assessments:

1. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Spring 2022		Overall	Math	ELA
	# students Assessed	% Proficient	% Proficient	% Proficient
PSAT 8	338	63%	66%	83%
PSAT 9	362	70%	74%	84%
PSAT 10	326	58%	59%	82%
SAT	294	56%	61%	69%
M-Step Science	289	63.3%		
M-Step Social Studies	288	57.6%		

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

Fall 2022	33.91%
Spring 2022	21.47%

3. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - i. a. Dual Enrollment -1.2% 17 students (some in multiple classes, some in Launch U)
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. 16 AP Classes
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. 28% of students in grades 9-12 are enrolled in AP Courses.
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>



Helping Students Build Success Stories

- i. In May 2022, 339 students took 678 Advanced Placement exams. 82% of the scores earned were 3 or higher.

Byron Center High School team has done an amazing job of working with the various challenges that a high school faces, and in light of the COVID-19 pandemic, they have learned to be remote learning teachers, hybrid learning teachers, and have had to adapt over and over to changing circumstances. However, through it all, the team has been working together to help our students weather this storm together. From our diversity team coming together, our counselors helping our students socially and emotionally, and our academics, athletics, and arts doing all they can to support our students. Our community should be proud of the work that the team at BCHS has accomplished.

Sincerely,

Mr. Scott Joseph
Principal