

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 2021-22 educational progress for West Middle 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 Abby Kanitz for assistance.

The AER is available for you to review electronically by visiting the following website: [MI School Data: West Middle 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.

Byron Center West Middle School continues to hold academics in high regard. All students at West Middle School are expected to show growth in all subject areas. Collectively, Byron Center West Middle School continues to implement highly effective instructional methods in order to increase proficiency levels. The Professional Learning Community process (PLCs) is West Middle School's approach to addressing the challenge of improving proficiency for all students. Focusing on and answering the four questions that drive PLCs are pivotal to our success. The four questions that we use to drive our decisions are below.

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

By setting attainable goals and expectations, using common assessments aligned to our state standards, having a sound Response to Intervention (RtI) program and Multi-Tiered Systems of Support (MTSS) in place, and Progress Monitoring, Byron Center West Middle School continues to rise to the top of the county and state in academics. Key challenges are identified and addressed through this process.

State law requires that we also report additional information.

Process:

Byron Center West Middle School 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 monitored constantly by building principals and academic support personnel.

School Improvement Plan:

Our School Improvement team meets regularly to discuss all components and facets of our building school improvement plan. Surveys to all stakeholders are sent out to gather both qualitative and quantitative data to ensure all voices are heard in order to build a plan for success. West Middle School's current school improvement plan is up-to-date and constantly being reviewed in order to ensure student and building success.

Alignment:

Each content area at the middle school level meets 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, MAP, and PSAT testing information, and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:

Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common report card help us work toward our goal of equity. In addition, principals and other leaders in the school have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between general education and special education staff also facilitate this process. We are committed to all of our students having multiple opportunities to learn and be successful in the core curriculum.

Aggregate Student Achievement Results

Student results are displayed below. Utilizing this data and making decisions based off of the data allow for West Middle School students to thrive. Below are achievement and projection tables/charts for all 7th and 8th grade students in the subject areas of reading and math.

Byron Center West Middle School

Growth: Math 6+ MI 2010

MI K-12 Standards Mathematics: 2010

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
						Winter 2022-2023	7	325	231.2	16.6	232	232.0	17.9
Fall 2022-2023	7	331	228.0	15.1	229	227.8	14.9	229.4	16.4	226.7	16.4	228.1	17.2
Spring 2021-2022	7	318	238.4	14.8	238	238.4	16.4	241.5	16.3	236.7	14.8	236.8	16.1
Winter 2021-2022	7	309	233.1	15.3	233	234.0	15.9	234.7	16.8	231.4	15.5	232.1	16.8
Fall 2021-2022	7	319	229.0	14.8	229	228.4	14.4	229.9	16.3	228.3	15.7	229.6	16.6
Spring 2020-2021	7	333	233.2	17.7	235	234.2	20.5	237.4	18.3	231.8	17.3	229.1	18.2
Winter 2020-2021	7	282	232.5	14.9	233	234.9	16.7	237.4	15.8	228.9	16.7	228.3	14.9
Fall 2020-2021	7	333	224.2	14.9	224	225.4	17.4	227.0	16.2	221.9	15.5	222.4	15.6
Winter 2019-2020	7	356	232.5	14.1	233	234.5	14.8	236.4	15.9	229.7	13.9	229.3	16.4
Fall 2019-2020	7	363	227.1	14.6	227	227.6	14.6	229.2	16.3	226.1	14.9	225.8	16.8
Spring 2018-2019	7	328	237.6	15.7	239	238.6	17.9	241.5	16.7	234.8	15.7	235.5	17.1
Winter 2018-2019	7	328	233.3	15.9	234	235.4	17.3	236.0	17.2	231.2	15.7	230.9	17.4
Fall 2018-2019	7	324	227.8	15.8	229	227.7	15.6	229.4	16.9	227.0	16.6	227.2	18.1
Winter 2022-2023	8	306	238.6	17.1	239	239.9	18.4	237.9	18.1	239.2	17.7	237.4	18.1
Fall 2022-2023	8	325	237.2	15.9	237	237.3	17.3	237.0	17.1	237.0	16.1	237.7	17.6
Spring 2021-2022	8	343	241.1	16.9	243	242.7	17.8	242.8	18.4	239.5	18.1	239.3	17.4
Winter 2021-2022	8	332	236.5	17.9	238	238.0	19.9	237.1	18.5	236.2	18.3	234.7	18.5
Fall 2021-2022	8	342	232.8	16.5	234	233.4	18.7	234.4	17.7	232.2	16.3	231.2	17.1
Spring 2020-2021	8	351	240.4	16.9	242	241.9	17.6	243.6	18.3	238.3	18.6	237.8	17.0
Winter 2020-2021	8	300	240.5	14.7	242	242.7	15.7	243.5	13.8	239.1	17.8	236.2	16.6
Fall 2020-2021	8	359	231.8	15.9	232	232.9	17.1	234.9	17.0	229.0	16.7	230.2	17.4
Winter 2019-2020	8	320	241.8	15.2	244	243.3	15.9	244.5	15.8	239.9	16.7	239.6	17.0
Fall 2019-2020	8	327	237.1	14.3	238	237.7	15.5	238.1	15.4	235.8	14.4	237.0	16.3
Spring 2018-2019	8	290	244.4	17.2	246	244.2	17.1	247.3	17.6	243.8	19.4	242.3	18.9
Winter 2018-2019	8	294	236.8	16.8	239	237.6	18.1	237.6	16.8	236.9	17.8	235.1	18.7
Fall 2018-2019	8	290	234.2	17.6	237	234.1	18.7	237.2	19.3	232.7	17.2	233.0	19.2

Byron Center West Middle School

Growth: Reading 6+ MI 2010

MI K-12 Standards Language Arts: 2010

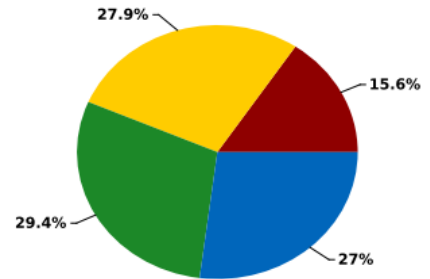
Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literary Text: Key Ideas and Details		Literary Text: Language, Craft, Structure		Informational Text: Key Ideas and Details		Informational Text: Language, Craft, Structure		Vocabulary: Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
						Winter 2022-2023	7	322	217.3	14.6	220	216.2	16.7	217.3	16.3
Fall 2022-2023	7	330	217.8	13.1	219	216.9	15.3	217.5	14.9	216.5	15.6	217.9	15.0	220.1	14.2
Spring 2021-2022	7	318	225.2	11.9	225	224.6	13.6	224.4	14.4	225.8	14.3	225.1	14.0	226.3	13.5
Winter 2021-2022	7	311	220.9	12.9	222	220.2	15.5	220.4	14.7	220.0	15.1	221.0	15.0	223.2	14.6
Fall 2021-2022	7	321	219.4	13.8	220	217.5	16.3	219.4	15.7	219.3	15.5	220.1	15.4	220.8	15.7
Spring 2020-2021	7	339	221.4	13.2	223	221.3	15.5	220.6	14.7	221.6	15.5	220.7	14.8	222.8	14.6
Winter 2020-2021	7	296	220.7	13.6	222	220.7	16.1	220.7	14.7	220.4	15.9	220.5	14.8	221.4	15.3
Fall 2020-2021	7	333	217.9	14.1	219	217.8	16.2	218.3	15.5	216.8	16.0	217.5	16.0	219.6	15.4
Winter 2019-2020	7	364	219.6	13.1	221	220.3	15.6	219.6	15.1	218.8	15.3	219.6	15.0	219.8	14.7
Fall 2019-2020	7	367	217.5	13.4	219	217.4	15.8	217.8	14.9	216.8	15.8	217.8	15.3	218.1	14.7
Spring 2018-2019	7	328	225.1	13.3	226	225.3	15.2	225.3	14.5	224.9	14.9	225.5	15.7	224.8	15.6
Winter 2018-2019	7	327	222.2	13.9	223	221.2	16.2	221.9	15.4	222.0	16.4	222.9	15.5	222.8	15.8
Fall 2018-2019	7	321	220.5	13.6	222	219.9	15.7	220.3	15.3	220.3	15.6	220.7	15.7	221.2	14.9
Winter 2022-2023	8	312	223.4	14.7	224	221.3	16.5	222.9	16.6	223.5	16.8	223.4	16.2	226.0	16.0
Fall 2022-2023	8	327	223.6	14.3	225	222.7	16.5	223.5	15.9	222.6	16.6	224.5	16.0	224.9	15.8
Spring 2021-2022	8	345	226.2	13.4	228	225.8	15.8	225.6	15.7	225.1	16.0	226.8	15.1	227.6	13.9
Winter 2021-2022	8	333	222.5	14.4	224	221.4	16.7	222.3	16.1	221.6	16.9	222.5	16.2	224.2	14.9
Fall 2021-2022	8	344	221.6	13.6	223	221.0	16.6	221.7	15.3	220.6	15.9	221.1	15.5	223.9	15.4
Spring 2020-2021	8	356	225.4	13.7	227	224.6	15.4	225.6	15.4	225.5	16.1	225.4	15.9	226.0	14.8
Winter 2020-2021	8	308	223.9	13.8	226	222.1	15.5	223.9	15.4	224.9	16.6	223.9	15.6	224.8	14.6
Fall 2020-2021	8	236	221.2	13.5	223	220.5	17.0	221.3	15.6	220.6	15.4	222.0	14.5	221.3	15.4
Winter 2019-2020	8	327	225.6	14.5	227	225.4	16.8	225.5	15.7	225.1	16.3	225.8	16.2	226.3	16.0
Fall 2019-2020	8	331	222.9	14.1	224	221.7	16.9	222.7	15.3	223.3	16.1	223.2	15.6	223.6	15.2
Spring 2018-2019	8	291	227.0	11.8	227	225.9	13.1	227.3	13.7	227.1	14.1	227.6	14.5	227.5	14.3
Winter 2018-2019	8	294	222.3	14.0	225	221.6	16.5	221.8	15.6	222.3	15.1	223.1	16.5	222.8	15.9
Fall 2018-2019	8	285	221.2	13.3	223	221.3	15.0	221.0	15.3	220.9	15.2	221.0	15.7	222.1	14.1

Projected to: **Michigan Student Test of Educational Progress** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
7	333	52	15.6%	93	27.9%	98	29.4%	90	27.0%
Total	333	52	15.6%	93	27.9%	98	29.4%	90	27.0%



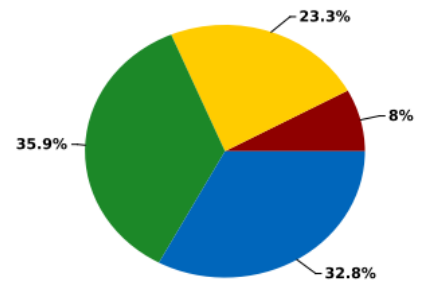
Math: Math K-12

Byron Center West Middle School

Projected to: **PSAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

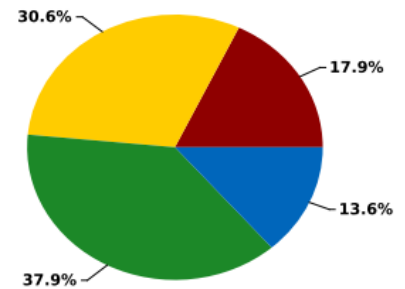
Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	326	26	8.0%	76	23.3%	117	35.9%	107	32.8%
Total	326	26	8.0%	76	23.3%	117	35.9%	107	32.8%



Projected to: **Michigan Student Test of Educational Progress** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
7	330	59	17.9%	101	30.6%	125	37.9%	45	13.6%
Total	330	59	17.9%	101	30.6%	125	37.9%	45	13.6%



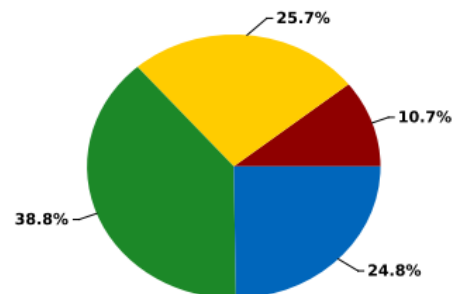
Language Arts: Reading

Byron Center West Middle School

Projected to: **PSAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	327	35	10.7%	84	25.7%	127	38.8%	81	24.8%
Total	327	35	10.7%	84	25.7%	127	38.8%	81	24.8%



Parent-Teacher Conference Attendance



Byron Center West Middle School holds Parent/Teacher Conferences in October and March. Out of 675 students, face-to-face meetings with parents, phone calls, electronic communication, letters regarding academics and/or behaviors were sent home to 100% of parents/guardians. Parents and guardians have full access to their son/daughter's grades through an online portal for full transparency of academics.

Closing

For the 2020-2021 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Byron Center Public Schools Mission Statement states "Helping Students Build Success Stories." At Byron Center West Middle School, we understand that this is an integral part of an adolescent's life and that we can play an important role in this preparation and pursuit of success. By continuing to provide a balanced academic and social/emotional curriculum, making learning relevant and rigorous, and using research-based instructional strategies in the classroom, West Middle School will look to continue to prepare each and every student for success in all of their endeavors.

Sincerely,

Abby Kanitz
West Middle School Principal