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Byron Area Schools

Byron High School Annual Education Report (AER) Letter

January 5, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Byron 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 Bob Cassidy for assistance.

The AER is available for you to review electronically by visiting the following web site (<https://bit.ly/2XbRTEs>) or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools are 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.

Byron High School has not been assigned a label by the State of Michigan.

Byron High School, like many other schools, faces certain challenges that impact student performance. These challenges have been compounded by pandemic learning. Reduced levels of state funding have impacted the staffing, programming, and the levels of support that Byron High School can utilize to ensure student growth. In spite of these challenges, the staff at Byron High School is eager to provide Byron students with exceptional learning opportunities. For the 2019-20 academic year, the high school continues to design teaching and learning by incorporating project-based lessons and units throughout our instructional courses. Our goal is to make our students' learning engaging, challenging, and connected with the work outside the classroom. Teachers have been utilizing technology to increase students' understanding and utilization of 21st century skills. We continue

to focus on improving math and reading achievement through different curricular offerings. We attempt to reach the whole student with learning about character strengths through the Positivity Project. Professional Learning for staff focuses on strategies and ways to reach all learners.

Byron High School services all students in grades 9-12 who live in the Byron Area School District. The school also accepts Schools of Choice students from other districts following 105c rules.

The School Improvement Team has written a school improvement plan focused on raising achievement in writing, math, reading, science, and social studies. The team analyzed student data in each of these content areas and developed a strategic plan for accomplishing these goals. The plan is reviewed by the team multiple times throughout the year to monitor progress of implementation.

It is the philosophy of the Byron Area Schools and the Shiawassee Regional Education Service District to serve each person with special needs in the least restrictive environment. A continuum of education placement options is offered from age 0-26, which provides for mild to severe handicapping conditions, supportive services, and vocational training programs designed to meet the needs of special needs persons. The placement options are provided through cooperative planning by the Byron Area Schools, Shiawassee Regional Education Service District, and the Michigan Department of Education, since no district could support a full continuum itself. The Shiawassee Regional Education Service District operates programs and services for the low incidence populations. Likewise preprimary impaired programs and center programs service clusters of districts. For the high incidence of EMI, EI, and LD, each individual district offers those options that best meet their needs. However, by agreement, each district can have placement access to categorical programs operated by another district, if appropriate. In this way, a full continuum is available in an efficient and cost effective manner regardless of district size. Byron does have students who attend programs within the Shiawassee Regional Education Service District.

Byron High School curriculum units are aligned with the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE) are integrated into the existing curriculum. Students take the PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, and ACT Workkeys. Our annual parent-teacher conferences were held in October and approximately 30% of students were represented. Sixty students (21%) participated in a dual enrollment course. One AP course was offered with six students (2%) enrolled in AP Calculus.

Byron High School is made up of dedicated professionals and support staff who recognize the students as very special people who are here to learn and grow. We are also fortunate that our parents are very involved and support the staff and students in a variety of ways. We will continue to stay focused on academics while

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setting high standards for character and behavior. With the support of the school, family, and community members, we can make a difference.

Sincerely,

Mark Dobson
Principal
Byron High School