



312 W. Maple Avenue
Byron, MI 48418
Phone: (810) 266-4881

Byron Area Schools

January 31, 2022

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 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 Olivia Lake-LoFiego for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2XbRTEs>, 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Byron High School was not identified with any of these labels.

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 and declining enrollment have impacted the staffing, programming, and 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 2020-21 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 and to continue to grow through Social Emotional Learning.

State law requires that we also report additional information.

Byron High School

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Olivia Lake-LoFiego, Principal

Don McLennan, Dean of Students **Greg Goffee**, Director of Athletics / At Risk Coordinator

1. Process for assigning pupils to the school

Students are assigned to the school based on their home addresses. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to schools based upon space availability.

2. The Status of the 3-5 year school improvement plan

The School Improvement Team has written a school improvement plan focused on Social Emotional Learning. The team analyzed student data in this area and developed a strategic plan for accomplishing this goal. The plan is reviewed by the team multiple times throughout the year to monitor the progress of implementation. The implementation is in year one of its five year plan.

3. A brief description of each specialized school

Byron Area Schools offer K-6, 7-8, and 9-12 buildings.

4. Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of any variance from the state's model.

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.

5. The aggregate student achievement results for local competency tests and nationally normed achievement tests are located at the end of this letter.

Click the following link for access to assessment results. [Assessment Results](#)

6. Identify the number and percent of students represented by parents at parent-teacher conferences:

Our annual parent-teacher conferences were not held face-to-face due to Covid restrictions. Teachers and parents connected virtually as needs arose.

7. Post-secondary and college equivalent course information for 2020-21 included the following:

- Fifty three students (20%) participated in a dual enrollment course.
- Two AP courses were offered with nine students (3%) enrolled in AP Calculus and seventeen students (6%) enrolled in AP Literature.

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

Sincerely,



Olivia Lake-LoFiego
Interim Principal
Byron High School