May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the East K-7 of Holland Public Schools. 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 Nicholas Cassidy for assistance.

The AER is available for you to review electronically by visiting the following web site https://goo.gl/MJA4cX, or you may review a copy in the main office at your child’s school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school, Holland East K-7, has not been given one of these labels.

In 2013, East K-7 was named a Focus School because the school has a large student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). While growth was made in many of these areas over the last few school years, the achievement gap remains at East, but East was removed from Focus School Status for the 2017-2018 school year. We continue working to address the school issues by thoroughly analyzing our data to determine which students are struggling with which learning targets. We are committed to providing the best-individualized instruction for all students. Through the use of Benchmark and Progress Monitoring Data meetings, our staff is guided by our Data Coach to help determine the specific areas of need for our students. These areas of need can then be addressed through our 2nd-7th grade Response to Intervention (RTI) groups, which are taught by our teachers and Tier 2 Providers. There are intervention blocks for Reading and for Math. Our Kindergarten and 1st grade classrooms are supported in Math and Reading with our Tier 2 Early Interventionist. In addition, we have started the 95% group phonics program for grades K-3 after identifying basic phonics instruction an area of needed improvement for our Bottom 30%. EL students in grades 1 and 2 are served in a sheltered program for the Reading Block.

After reviewing the combined report, it is evident that many of our students are struggling in Math and Reading. In Reading, grades 3-7 are only showing proficiency levels from 35-55%. To help increase our students’ proficiency, our District has implemented a new reading curriculum for our 3rd-5th grades from Houghton Mifflin Harcourt called Journeys. This curriculum, which is aligned with the Michigan Standards, will strengthen our Tier 1 instruction. In 6th and 7th grades, some of our students are able to participate in an intervention class called Read 180 or System 44. These research-based
Interventions have proven to be effective for our students. Our teachers will continue to work with our Data Coach and our ELA Coach. In addition, we have started the 95% group phonics program for grades K-3 after identifying basic phonics instruction an area of needed improvement for our Bottom 30%.

Through data digs, which explored the students performing in our bottom 30%, many trends were identified. By grade level, nearly 100% of students who were ranked in the bottom 30% received Free or Reduced lunches, and over 50% of the students were considered chronically absent (missed 10% or more of the school days). There were also disproportionately higher representations of Special Education and Limited English Proficiency students in our bottom 30%. During the 2017-2018 school year, about 8% of all East students were considered chronically absent, while 30% of students who were in the bottom 30% were considered chronically absent. While 22% of students at East receive some form of special education services, nearly 50% of students in the bottom 30% qualify for special education services. While 10% of all students at East are Limited English Proficient (LEP), about 14% of students in the bottom 30% are LEP.

In an effort to close the achievement gaps, East continued several “Focus Strategies” during the 2015-2016 school year, which target subgroups of students who are achieving in the bottom 30%. These strategies will continued through the 2017-18 school year, despite East not being a focus school:

1. School attendance committee was maintained which focuses increasing student attendance and reducing the number of chronically absent students. This focus area is now also supported by the Department of Health and Human Services. In the five years this has been a focus at East we have reduced chronically absent students from 17% to less than 8% of students in 2017. As of April 2017, there were 9.1% of East students considered chronically absent.

2. School schedule adjustments, which reduced or eliminated students being pulled from core content, especially students who fall into subgroups such as Special Education students and Limited English Proficiency students.

3. Read 180, System 44, and Tier 2 Provider supports for reading interventions, which target students identified by 31A criteria as at-risk.

4. Intentional Phonics Instruction and Interventions through the use of The 95% Group in grades K-3

5. A Check-And-Connect Parapro has been assigned to work with identified At-Risk students

State law requires that we also report additional information.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Board Policy 5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE for Holland Public Schools

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

1. School Assignment/Transfer
a. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.

b. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.

c. Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.

d. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.

e. When families relocate from one neighborhood to another within the District during the school year, the children affected may continue their education at their original school if parents provide transportation to/from school.

2. Class and Grade Assignment/Transfer
   a. Assignments to class and grade shall be made by the principal after consultation with relevant staff.
   b. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.
   c. Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are assigned to classes and/or teachers or are transferred after initial assignment.

3. The following procedures shall be followed in a transfer of a student within a school:
   a. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.
   b. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
Holland East has established significant learning goals this school year. Work on these goals will continue in subsequent years through the efforts of teacher-led professional learning communities and a building-wide school improvement team. Completed 2013-2018

In English Language Arts our goal is for all students to become proficient in English Language Arts at Holland East K-7. Our goal is supported by four objectives:

- 5% of K, 1st, 2nd, 3rd, 4th, 5th, 6th, and 7th grade African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase on state summative test(s) in English Language Arts by 6/1/17 as measured by M-Step from 2015-2016 in English Language Arts by 01/01/2022 as measured by the Reading M-Step.
- 15% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency by moving into strategic or benchmark category in English Language Arts by 06/07/17 as measured by DIBELS
- 10% of 3rd, 4th, 5th, 6th, 7th grade English Learners students will demonstrate proficiency in writing in English Language Arts by 06/07/2017 as measured by the M-STEP.
- Strengthening Student Writing by implementing writing units with district support. These objectives are supported by a variety of strategies and activities aim at professional development and student achievement

In Mathematics our goal is all students at Holland East K-7 will become proficient in math. Our goal is supported by the following objective:

- 5% of K, 1st, 2nd, 3rd, 4th, 5th, 6th, and 7th grade African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase on state summative test(s) in Math by 6/7/17 as measured by M-Step from 2015-2016 in Math by 01/01/2022 as measured by the Math M-Step.

These objectives are supported by five strategies and a variety of activities. A copy of our complete School Improvement Plan can be found on our district’s website or by stopping by East K-7.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

1. Severe Multiple Impairments Classrooms

Two Special Education Programs designed to serve elementary age students with Severe Multiple Disabilities. These classrooms operate according to the regulations defined by the Individuals with
Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1748).

2. Early Childhood Special Education Classrooms

Three Special Education Programs designed to serve preschool age students (3 through 5 years) with Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1755).

3. Classrooms for students with Hearing Impairments

Three Special Education Programs designed to serve preschool through 12th grade students with Hearing Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1742).

4. Autism Spectrum Disorder Classrooms

Three Special Education Programs designed to serve preschool through 12th grade students with ASD. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1758).

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

The framework for developing curriculum is established through the Michigan Department of Education (MDE). Within that framework, local schools adopt the core curriculum as designed, or modify the curriculum to address local needs. Currently, our district has written curriculum maps Pre-K-12 for Math and ELA that are aligned to the Michigan Academic Standards. The Grade Level Content Expectations (GLCE’s) in the area Social Studies will continued to be used through 2020. Next Gen Science curriculum maps will be completed by the fall of 2018 for grades 6th-12th and K-5 will be developed in the 2018-19 school year.

Our curriculum is aligned with the State of Michigan content standards, which are contained in the Michigan Academic Standards Page, on the State of Michigan website: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html. Pacing guides and curriculum guides are available on the district website or through the Office of School Improvement.

www.hollandpublicschools.org  Escuchen esta información en español en el 494-2865.
Holland Public Schools has a defined guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

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

East K-7 STAR Assessment Report - Reading/Language Arts- Jan. 2018

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*All values represented are a percentage
## East K-7 STAR Assessment Report - Mathematics - Jan. 2018

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*All values represented are a percentage

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

East has been working to increase parent involvement and has managed to maintain high parent involvement at parent-teacher conferences as well as other community events such as Reading night, Math night, and Technology night. Below are the number and percentage of conferences held during fall conferences for the last 2 years; 2015-2016: 541 conferences at 90% and 2016-2017: 535 conferences at 90%.

East K-7 continues its work to close the achievement gap and increase the achievement of all, and only can do so with the support of our parents and the community. If you would like to know how you can get involved or what you can do to support East K-7, please don’t hesitate to contact me.

Sincerely,

Nicholas Cassidy

www.hollandpublicschools.org

**Escuchen esta información en español en el 494-2865.**
Principal, Holland East K-7