



District Administration Building
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January 3, 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 **Holland Virtual Tech Highschool**. 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 Zach Kapla for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3eaIOj4>, 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.

Our school was identified as a **School that has not been given one of these labels.**

A key difficulty with graduation rates is that students that enter our school are already behind in credits. Some may graduate into their fifth year as well. We have worked hard to increase early identification of need as well as creating more targeted approaches to individual student needs within the program. Along with adjusting some of our practices, we continue to increase the number of opportunities for students to recover credit during the summer months. This will be true into the future as well.

Reading and math deficiencies are indicators of being behind in grade level learning. To that end we have increased our interventions and skill building for reading and math with groups and individual coaching that occur daily.

State law requires that we also report additional information.

1. 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.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The status of the school improvement plan is in the monitoring and evaluation phase. HVRT continues to carry out our school improvement plan and focus on increasing positive graduation outcomes for all students. We continue to do this work through looking at grades, course requirements and survey data from parents and students. We are evaluating the efficacy of our math small group studies this year.

3. 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).

4. 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 of Social Studies will continue to be used through 2020.

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. Holland Public Schools has a defined guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

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

We did not have any aggregate results that tracked data on state testing.

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

20%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

0

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

0

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

0

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

0

Holland Virtual Tech will continue to strive towards our goal of success for each student. Through personalized schedules, individual and small group academic and social/emotional supports, and individualized curriculum plans, HVRT will continue to grow and adapt to reach its goals. We are dedicated to the idea that students and staff will continue to improve.

Sincerely,

Zachary Kapla