



District Administration Building  
320 West 24th St  
Holland, MI 49423  
(616) 494-2000

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 **Jefferson**. 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 Lanada Avinger for assistance.

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

The 2020-2021 continued to be met by the challenges of the pandemic. Although students were able to attend in-person, we experienced a significant number of staff and student absences due to COVID - 19 related illnesses. The average attendance for 2020-2021 was 86%. As a result, we are concerned about gaps in education for our students. Our testing methods are designed to be in-person, there were virtual options due to the nature of the pandemic.

Our most recent local data (for the 2020-2021 school year) collected via the STAR assessment, we are remaining stagnant with the percentage of students meeting and exceeding the standards in the Fall 2021

We are focusing on story problems and fractions in math and independent reading and small group instruction in ELA in order to work on improving student outcomes.

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**

Jefferson continued to focus on school climate, reading and math in our School Improvement Plan. We focused on continuing with the improvements we had made in Independent Reading and focused heavily on improving small group instruction during the 2020-2021 school year. Observation data shows that these instructional areas are showing improvement.

We continue to focus on story problems and fractions in math. Local observation shows improving in teaching the story problem process.

We have had a heavy focus on improving climate and culture. During the 2020-2021 school year, Jefferson focused on improving our Tier II behavior support systems. Through this and our continued work in positive behavior supports, we experienced an overall reduction in behavior referrals from the prior year (adjusted based on reduced days of in person instruction in 2020-2021). We will continue to focus on further improving our climate and culture.

### **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 12<sup>th</sup> 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 12<sup>th</sup> 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](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**

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3efzMGo>, or you may review a copy in the main office at your child's school.

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

Parent-Teacher Conference attendance increased in the fall of 2020 from the fall of 2019. In the fall of 2019 we had 82.5% attendance. In the fall of 2020, Jefferson had 95% attendance. The fall of 2021 saw a steady participation rate with 90% attendance.

We are proud of the sustainability Jefferson has shown over the years. We have many school partnerships that are committed to the success of Jefferson Elementary. Our school partnerships provide resources in academic, attendance and the social-emotional growth of our students. Our school-wide teams continue to meet on a regular basis to analyze and monitor the implementation of strategies we engage our students for their growth and development. We are looking forward to continuing to provide the best educational opportunities for our students and families.

Sincerely,

*Canada Avinger*

Principal Jefferson Elementary

