HOLLAND PUBLIC SCHOOLS

District Administration Building
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Holland, MI 49423
(616) 494-2000

February 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Holland Virtual Tech. 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 Zachary Kapla for assistance.

The AER is available for you to review electronically by visiting the following website **found here** , or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Our school was identified as an Comprehensive Support and Improvement (CSI) in 2022-2023, as we were an ATS cohort but did not meet ATS exit criteria. We will remain a CSI school for an additional three year cycle.

A key difficulty with measuring 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. This year, we are also working with a reading and math interventionist to work with students.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

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 have been evaluating the efficacy of our online learning curriculum platform this year with recommendations for new curriculum for the 2026-27 school year.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL N/A**

4. **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**
HVRT follows the Michigan Merit Curriculum requirements for all students. Students achieve credit in their coursework through a mix of live classes and online courses completed through Odysseyware.

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: https://www.michigan.gov/mde/services/academic-standards

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**

   12 students and parents were represented at Parent-Teacher conferences. This constitutes 25% of our population.

7. **FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:**
   a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) N/A
   b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) N/A
   c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) N/A
   d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT> N/A

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 in all areas of our school.

Sincerely,

Zachary Kapla
Holland Virtual Tech Director