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February 15, 2024

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Holland Middle 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 Rene Bair for assistance.

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

For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. 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 2021-22. 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 2021-22. 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 a label.**

Holland Middle School (HMS) serves 617 students from grades 6-8. Extensive data digs have identified gaps in ELA achievement between white students and black, Hispanic, Economically Disadvantaged, English Learners, and Students with Disabilities. Similar gaps were identified when looking at M-STEP scores for Math with the same subgroups performing significantly below their white counterparts.

In efforts to increase achievement for ALL students in the areas of ELA and Math, HMS has implemented the following areas of focus:

- Common use of IXL for skill based learning for ELA, Math, Social Studies, and Science.
- What I Need (WIN) classes for all 6th grade students- an hour of intervention or extension based on what the students need academically.
- Advisory: Monday, Tuesday, Thursday, and Fridays have advisory for the first 20 minutes of the school day. This focuses on social emotional learning, study skills, and reflection on academics.
- Increased Differentiation and Math support through Math Interventions and acceleration opportunities. (Math 180)

- Reading Interventions for identified students (Read 180, Systems 44, and Seeing Stars)
- After school tutoring for identified students in Math and ELA
- Early Release Wednesdays- Professional Learning Communities (PLC) meet on Wednesdays to work in content level teams to complete ongoing cycles of inquiry on how to increase student productivity and achievement.
- Data meetings in grade-level teams to analyze trends in students across all curriculum areas who may need tier 2 or 3 supports.
- Increased Mental Health Supports (TRAILS)
- Testing Center and break room
- Graduation Coach for identified students with attendance, behavior, and/or achievement concerns.
- Tier 2 and Tier 3 Behavioral and Academic Support Team meetings
- Implementation of an attendance team

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

HMS has the following 3 goals in its School Improvement Plan:

- **Goal 1:** All students will be able to read and write well and independently at grade level.
- **Goal 2:** Social Competency-All students and staff will be afforded powerful learning opportunities in safe, secure, and predictable learning environments.
- **Goal 3:** Recruitment/Retention; The District will retain current students/families of the district and recruit a 20% increase in the market share of students/families who reside in the school district.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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).

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

In 2022-2023 and 2021-2022, MSTEP and PSAT were administered to 6th-8th grades. Below is the last three years of data for both MSTEP and PSAT. Note that in 2019-2020 Michigan did not administer the MSTEP or PSAT, due to COVID.

MSTEP and PSAT Data 2020-2021

Note: 6th/7th graders took MSTEP while 8th grade took PSAT for both ELA and MATH assessments.

MSTEP and PSAT: ELA

	Percentage of Proficiency ELA 2020-2021	Percentage of Proficiency ELA 2021-2022	Percentage of Proficiency ELA 2022-2023
6th Grade	38.6%	25.9%	23.7%
7th Grade	40.7%	29.4%	29.4%
8th Grade	63.6%	53.5%	46%

MSTEP and PSAT: Math

	Percentage of Proficiency Math 2018-2019	Percentage of Proficiency Math 2020-2021	Percentage of Proficiency Math 2021-2022	Percentage of Proficiency Math 2022-2023
6th Grade	35.1%	28.6%	17.5%	13.2% ^c
7th Grade	35.7%	32.3%	14.9%	17.2%
8th Grade	41.4%	36.0%	26.8%	24%

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

2018-2019 - Fall - 475 parents- 66%

2018-2019 - Spring - 447 parents- 62%

2019-2020 - Fall - 451 parents- 64%

2019-2020 - Spring - 437 parents- 62%

2020-2021- Fall-402 parents- 66%

2020-2021- Spring- 427 parents- 70%

2021-2022- Fall - 213 parents- 37%

2020-2021- Spring- 427 parents- 70%

2022-2023- Fall- 338 parents -54%

Holland Middle School is excited by achievements it has made as a middle school. HMS has placed a large focus in improving the climate and culture for students and teachers and has seen significant reductions in disciplinary referrals, increased support for students struggling with mental health, and programming which has improved the educational experience for all. Through the increased opportunities and course offerings we are confident that we will continue to increase achievement for all students while working to close the achievement gaps for identified subgroups through strategic interventions and support. As we navigate the effects of the pandemic, we will continue to create supports moving forward that will support the learning loss and gaps that have occurred as a result. HMS continues to create its own traditions while following the Vision, Mission, and Core Values of

Holland Public Schools. We invite our parents and community members to support us as we Embrace, Engage, and Empower each student for success in an ever-changing world.

Sincerely,

Rene Bair
Holland Middle School Principal