



## Highpoint Virtual Academy of Michigan School Annual Education Report (AER) Cover Letter

February 1, 2023

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 Highpoint Virtual Academy of Michigan. 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 the Head of School, Mary Moorman for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3qxjX1L> 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 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 Comprehensive Support and Improvement (CSI) school due to graduation rate.

HVAM has many reasons to celebrate its accomplishments during School Year 2021-22.

- HVAM was able to have its first in-person graduation when we celebrated 86 graduates.
- Congratulations to twins Alex and Allyson Turner, our Valedictorian and Salutatorian.
- The class of 2022 earned \$245,795.00 in scholarships and grants.
- HVAM had its first Early Middle College graduates including Olivia Garcia, Elizabeth Rossow, Darontae Colley and Ashley Villareal who all earned Associate Degrees in their chosen area.
- HVAM continues to grow its dual enrollment opportunities for students through Baker College and Davenport University and allows students to participate in classes at any Michigan College or University. HVAM current has students attending college courses at more than 10 schools.
- Overall our graduation continues to climb from 40% with our first graduating class to a rate of 55% with our class of 2022.
  - Students continue to find success utilizing our Credit Recovery programs and summer school options to support our higher 5-year graduation rate of 65%.
- Thanks in large part to federal and state grants, HVAM was able to significantly expand its academic supports through intervention and summer school as well as provide increased opportunities for face to face and virtual social opportunities such as clubs and speakers.



- HVAM also launched its first eSports team including teams competing in Chess, Rocket League, Fortnite, Valorant, and League of Legends.

HVAM parents and Learning Coaches have continued to choose our program looking for an alternative academic solution for their student's unique needs. HVAM serves students all levels: from advanced coursework through dual enrollment and Early Middle College opportunities, to filling learning gaps utilizing additional supports such as intervention and various programs to make sure students are on-track to meet state, school and individual goals. HVAM is currently prioritizing the following strategies to help every student learn to their fullest capacity:

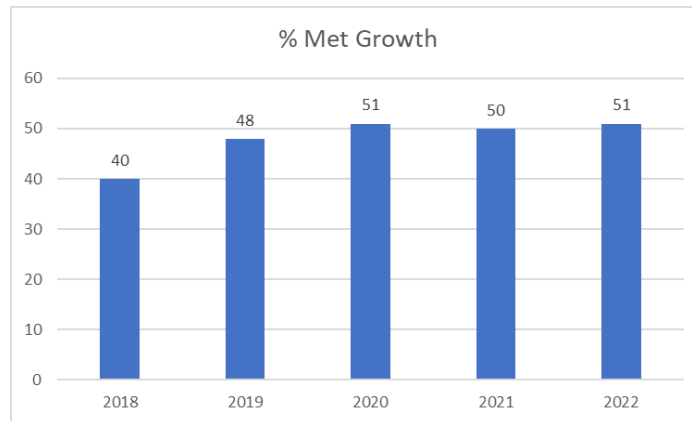
- Continuing to utilize Exact Path and Mindplay for K5 instruction and intervention
- Addition of Heggerty Phonemic Awareness program at the Elementary level
- Addition of K5 Math Instructional Coach to support the ongoing work of its K5 Literacy and Writing Coach
- Expansion of summer school programs including the Kids Read Now Summer Book Program
- Adoption of the Early Warning Intervention and Monitoring System (EWIMS)
- Ongoing teacher professional development with a focus on Math and Literacy "Best Practices"
- Creation of a Credit Recovery team
- Addition of a High School truancy and attendance support liaison
- Satchel Pulse social-emotional screening and intervention program
- Fall Learning Coach in-person support opportunities and expanded social opportunities for students

State law requires that we also report additional information:

1. Students are assigned to HVAM based on parent choice as a full-time virtual, Public-School Academy.
2. HVAM currently has an up-to-date school improvement plan that has been submitted to the Michigan Department of Education. HVAM has a School Improvement Team and Learning Coach Committee designed to solicit stakeholder feedback and make continuous school improvements.
  - a. HVAM's primary goals are to increase its overall graduation rate, state assessment proficiency and growth scores and overall student attendance.
3. HVAM is a single-building district and does not have additional specialized schools.
4. For a copy of the core curriculum, a description of its implementation, and any variances from the state's model (none known), please contact Mrs. Moorman, Head of School, by calling 855-337-8243 or by email: [mmoorman@highpointva.org](mailto:mmoorman@highpointva.org)
5. HVAM utilized the STAR 360 assessment through the 2021-22 school year as a nationally normed achievement test to identify students with additional support needs throughout the year. STAR 360 is given three times a year to monitor student, grade-band and school-wide growth and proficiency.



- Overall, HVAM demonstrated growth in areas of Math and Reading for 51% of students. (55% Reading and 48% Math) This growth continues an upward year-over-year trend for students at HVAM.
  - Prior Year Percent of Students meeting growth targets:
    - 2017: 40% \*NWEA
    - 2018: 48% \*NWEA
    - 2019: 51% \*NWEA
    - 2020: 50% \*NWEA with Growth Measure Adjusted
    - 2021: 51% \*STAR Assessment



- 13% of students in grades K-3 moved from “not proficient” to “proficient” in the area of reading, showing average of 56% of all students in K-3 reading at grade level by the end of the academic year.
  - Students in grades 9-11 showed significant year-over-year improvement with close to a 10% increase in students meeting growth expectations over the prior year.
  - HVAM saw lower growth in students with an IEP at 38%, approximately 10% difference in overall school growth.
6. Due to the unique model of HVAM, Parent-Teacher conferences are held throughout the year at parent, teacher, and student request.
  7. Dual Enrollment Participation:
    - a. 28 students participated in Dual Enrollment courses representing approximately 9% of HVAM’s high school students. 88 Classes were completed totaling 264 semester credit hours earned.
    - b. No AP/IB courses were taken and no credits were awarded via AP Test scores. HVAM students are encouraged to take college-level classes instead of these types of offerings.
    - c. HVAM students attended classes at the following colleges and university:
      1. Baker College (Partner for Early Middle College)
      2. Davenport University (Partner for Early Middle College)
      3. Delta College
      4. Grand Rapids Community College



**Highpoint Virtual Academy of Michigan**

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5. Great Lakes Christian College
6. Henry Ford College
7. Macomb Community College
8. Oakland University

Although we face many challenges due to the unique needs of our students, with Learning Coach, Parent, Board, and Teacher support, we have formed a collaborative unit with students' best interest and academic success at its core. Highpoint Virtual Academy is committed to continuous improvement in its programming to meet the evolving needs of its students and families.

Sincerely,

Mary Moorman, Head of School

855-337-8243