



School Annual Education Report (AER) Cover Letter

January 21, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the **2019-20** 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 Mary Moorman, Head of School, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3qxiX1L> or you may request a print copy by contacting the Head of School.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. **Our school has not been given one of these labels.**

During the 2019-20 school year all schools in the country faced the challenge of the COVID-19 pandemic, and while Highpoint was perhaps one of the most prepared to continue in its usual progression of learning, the impact of the pandemic went far beyond the scope of the classroom. Families, businesses, and more were impacted and therefore learning "as usual" was impacted.

Despite this barrier, Highpoint had many reasons to celebrate the 2019-20 school year.

- We celebrated our first graduating class of 18 students and cheered them on in our virtual ceremony.
- We inducted 7 members into our newly formed National Honor Society.
- We launched our first cohort of the Highpoint Virtual EMC program in which students began working their way towards their Associates Degree through our partnerships with Baker College and Davenport University.
- 134 8th Graders were promoted to 9th Grade, one of whom had the honor of being published in the Michigan Reading Association's annual Kaleidoscope publication.



- Our Elementary Program expanded to grow social opportunities, clubs and speakers for its students in an effort to form a community of learners and connect with real-life applications.
- We expanded our Summer School programs to continue the work towards increasing on-time graduation and student academic growth.
- Our Family Academic Support Team formed their Rising Eagles support groups to help students grow in engagement and academics. Students learning important social skills such as advocating for yourself and essential executive skills such as note-taking.
- We continued to build our Parent-School relationships through online forums and an active Learning Coach Committee.
- Our Transition program for 15-year-old plus in Special Education met compliancy with the state. The special education team continues to move forward with finding job experience programs for our students that have health and safety as key components.
- We partnered with the Learning.com pilot that allowed our students in grades 3-8 to learn critical Digital Literacy skills.

Although the combined report gives us some information with regards to key needs of the school, NWEA data and stakeholder feedback were the driver of our School Improvement measures this year. Our key steps for improving academic success during the 2020-21 School Year include:

- Small Group Testing NWEA (K-12) for Increased Validity in Fall Test Scores to better understand student needs.
- Additional Advisor supports at the High School to support on-time graduation.
- Reduced size classes in grades Grades K-5
- Updated ClassConnect schedules to better implement intervention and individualization as needed based on student needs.
- Streamlined Intervention Tools
- Staff learning focusing on Marzano's Instructional Strategies
- Increased Credit Recovery opportunities
- Addition of a Student Resource Coordinator position to support students' Social and Emotional needs.
- We added additional staff and interventionists in response to the increase in enrollment and to better support all 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.

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@k12.com.
5. HVAM utilizes NWEA as a nationally-normed achievement test to identify students with additional support needs throughout the year prior to state assessments. HVAM has continued to make year over year gains in the areas of Math and English based on these scores.
 - a. In the Fall of 2018, NWEA assessments indicated that in Mathematics, 22.6% of students were on track to be proficient or advanced while 40.2% of our students were on track for proficiency to start the year in ELA. Our Spring NWEA assessments more closely mirrored MStep assessment results in that 21.4% were scoring in the proficient or above ranges in Mathematics while 35.1% were proficient in the area of English Language Arts. 74% of students in Grades K-2 were considered proficient in Reading in the Spring of 2019 based on reading assessments.
 - b. During the 2019-20 school year, Spring NWEA results indicated that 30.4% (+9% from 2018-19) of students were projected to be proficient on the Math MStep assessments in grades 2-7. 30.1% of 8th graders were projected to be "on track" on the PSAT 9 Assessment and 23.1% of our 9th graders were identified as "on track" on the SAT Math Assessment. 37.5% of students in grades 2-7 were considered proficient on the NWEA Reading assessment (+2.4% gain). 41.7% of 8th graders were considered "on track" on PSAT 9 Reading and 47.7% of 9th graders were on track for SAT Reading.
 - c. At the beginning of the 19-20 School year, HVAM set the goal of all students achieving a year's growth as measured by NWEA. In 2017, only 40% of students had met this goal. In 2018, 48 students met this goal. During 2019-20, 51% of students met this goal. This demonstrates an 11% gain over the last year.
6. Due to the unique model of HVAM, Parent-Teacher conferences are held throughout the year at parent and student request.
7. Dual Enrollment and College Equivalence Enrollment:
 - a. 14 students participated in Dual Enrollment courses representing approximately 3% of HVAM's high school students. 31 classes were taken and passed for a total of 93 credits awarded.



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- 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.

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 identifying best practices and supports for its students and is on its way to academic success by providing a unique and individualized student experience.

Sincerely,

Mary Moorman, Head of School
855-337-8243