



Highpoint Virtual Academy of Michigan  
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## Highpoint Virtual Academy of Michigan

### School Annual Education Report (AER) Cover Letter

January 24, 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 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 ([mmoorman@highpointva.org](mailto:mmoorman@highpointva.org)) for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3qxiX1L> or you may request a print copy by contacting the Head of 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 has not been given one of these labels.**

During the 2020-21 school year all schools in the country continued to face 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. Highpoint continues to work with families and students who may have lost significant learning time over the course of the last two year.

Highpoint had many reasons to celebrate the 2020-21 school year.

- We grew our school student population and teaching staff.

- We celebrated our second graduating class of 53 students and cheered them on in our virtual ceremony. Combined, our graduates earned \$500,000 in scholarship funds.
- We inducted 18 members into our National Honor Society.
- We continued building our Early College and Dual enrollment Programs with 17 students participating, 61 classes completed, resulting in over 180 credits! Students attended Baker College, Davenport University, Delta College, Great Lakes Christian College, and Henry Ford College.
- We participated in our first National Online Spelling Bee with 9<sup>th</sup> grader Michael Sparks placing second in the country at the High School level.
- 129 8<sup>th</sup> graders were promoted to 9<sup>th</sup> grade and are currently still attending Highpoint!
- The Middle School Student Council raised \$2500 for families during our Holiday Fundraiser.
- 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. Incoming 9<sup>th</sup> graders were offered the opportunity to earn credits prior to starting their HS career.
- We continued to build our Parent-School relationships through online forums and an active Learning Coach Committee. With K12-Stride's help, we launched the Learning Coach Community, an online platform designed to support Learning Coaches in the challenging job of supporting at-home learning.

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 2021-22 School Year include:

- Continuation of a reduced class loads at all K-5 grade levels.
- Continuation of increased Small Group Instruction and increased Live ClassConnect Time with additional flexibility in grouping.
  - Inclusion of a Literacy Block at grades K-5
  - Inclusion of MS Intervention Blocks and all-student work time with teacher support.
- Development of a K-12 Writing and Literacy Plan utilizing an Elementary Literacy and Writing Coach for teacher success.
- Adjustment of High School curriculum to include remedial support at 9<sup>th</sup> grade and alternatives at the 12<sup>th</sup> grade levels to support on-time graduation.
- Adjustment of our Assessment Plan to move from NWEA to STAR360 to reduce testing time and streamline interim and weekly assessment data.

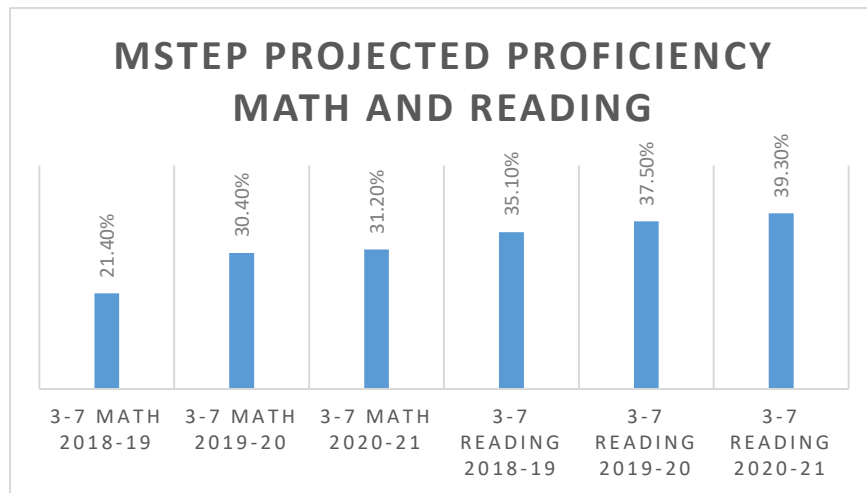
- Addition of an Elementary and Middle School counselor to support student and family needs.
- Addition of a K-12 Career Counselor to support the school’s Early Middle College and Dual Enrollment Programs, Middle School EDP planning and all-school career and college readiness programs.
- Continued Co-Teaching and Interventionist Support

State law requires that we also report additional information.

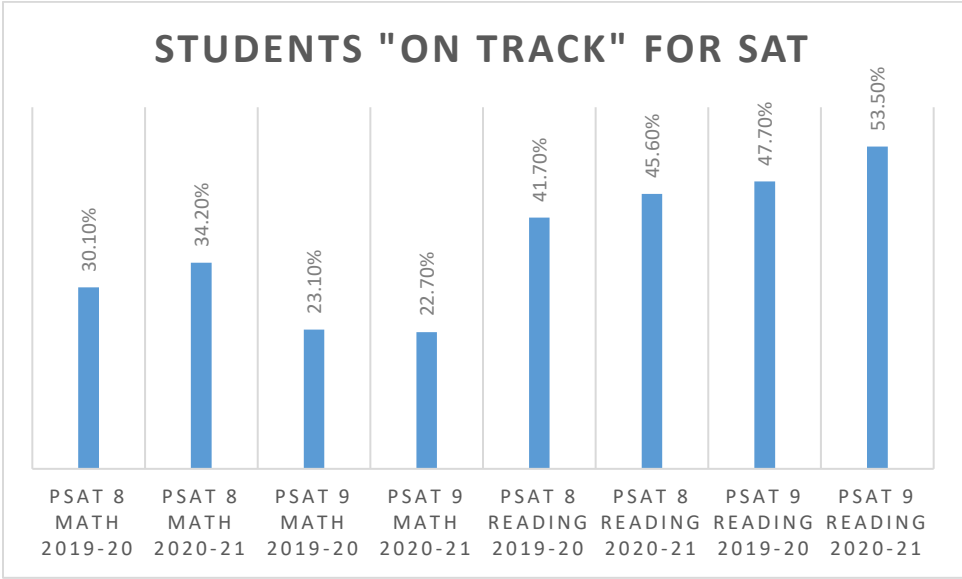
1. Students are assigned to HVAM based on parent choice as a full-time virtual, Public School Academy.
2. HVAM currently has an up-to-date school improvement plan that has been submitted to the Michigan Department of Education. HVAM has a School Improvement Team and Learning Coach Committee designed 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@highpointva.org](mailto:mmoorman@highpointva.org)
5. HVAM utilized the NWEA assessment through the 2020-21 school year 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. (To see State Assessment scores, you can see the full report by clicking on this link <https://bit.ly/3qxiX1L>.)

a. NWEA Proficiency:

Our Spring NWEA results continue to show growth at the end of the year with regards to projected proficiency on the M-Step, Michigan’s state assessment for students in grades 3-7.



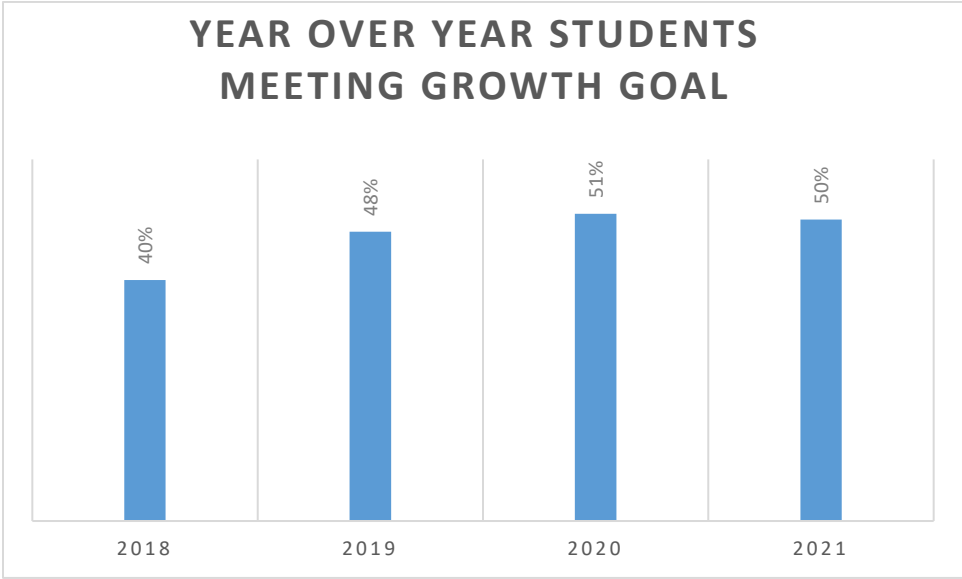
Spring NWEA results also show overall growth in our 8<sup>th</sup> and 9<sup>th</sup> grade students who identify as “on track” for the SAT assessment during their 11<sup>th</sup> grade year.



**b. NWEA Growth:**

HVAM continues to work towards all students making at least one year’s growth in the areas of Math and Reading. In 2017, only 40% of students had met this goal. In 2018, 48% of students met this goal. During 2019-20, 51% of students met this goal. After a slight adjustment in which growth measures are the most accurate during the 2020-21 school year, HVAM continued to see 50% of students meeting their year-long growth goals.


See below for a quick view of year over year progress towards our growth goal:



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 and College Equivalence Enrollment:
  - a. 15 students participated in Dual Enrollment courses representing approximately 3% of HVAM's high school students. 61 classes were completed resulting in over 180 credits
  - 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 and the ever-changing health crisis, 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,

A handwritten signature in cursive script that reads "Mary Moorman".

Mary Moorman, Head of School  
855-337-8243