



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

February 8, 2024

Dear Parents 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 Highpoint Virtual Academy of Michigan (HVAM). 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://www.mischooldata.org/annual-education-report-1?Common Locations=1-D,2931,120,0](https://www.mischooldata.org/annual-education-report-1?Common%20Locations=1-D,2931,120,0)

or a print copy may be provided to you by contacting the HVAM office.

For the 2023-24 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 2022-23. 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.

Highpoint Virtual Academy of Michigan was identified as a Comprehensive Support and Improvement (CSI) school due to its graduation rate.

HVAM is committed to improving its graduation rate through a team approach. The HVAM Graduation Committee works to identify student needs and initiate programs that support student success. Students attending HVAM often come credit deficient and are looking for a learning experience that better meets their needs. Through a rigorous counseling program, Credit Recovery opportunities, Summer School, and a more flexible schedule, HVAM students find success. It may take more than a traditional four-year school, but our improving graduation rates, college entry rates, and student stories speak to the success of our non-traditional students.

HVAM uses the Michigan Student Test of Educational Progress (M-STEP), Michigan's Alternate Assessment Program (MIACCESS), PSAT, SAT, as well as internal assessments to drive the academic plan. HVAM used STAR benchmark assessments during the 2022-2023 school year to measure

growth and achievement. Although student state assessment proficiency rates continue to be low, growth in all subjects continues to be observed both on State and Internal assessments.

HVAM has many reasons to celebrate its accomplishments during School Year 2022-2023:

- HVAM 2022-2023 Index Scores indicated an overall increase of 11.67 points with increases in all areas including Growth, Achievement, and Graduation Data.
- HVAM was recognized by the Michigan Department of Education for its work in providing systems to support students with academic needs:
  - MTSS Data Utilization Award
  - MTSS Implementation and Impact Award at the Bronze level
- HVAM celebrated 139 graduates and cheered on 85 students as they walked across the stage in-person in Lansing, MI.
- Congratulations to Cheyenne Williams, our Valedictorian and Lauren Sawyer, our Salutatorian.
- The class of 2023 earned more than \$230,000 in scholarships and grants.
- HVAM expanded its Early Middle College Degree offerings and now has 17 Associate Degree programs and Stackable Degree opportunities through partners Baker College and Davenport University.
- Overall, our graduation continues to climb from 40% with our first graduating class to a rate of 57% with our class of 2022.
  - Students continue to find success utilizing our Credit Recovery programs and summer school options to support our higher 6-year graduation rate of 68%.
- HVAM launched its first Middle School Robotics Club.
- HVAM piloted a partnership with Stride Tutoring programs to offer students additional 1 to 1 support with licensed teachers.
- 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 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:

- Expansion of Intervention and Counseling Staff. HVAM utilizes various programs such as UFLI, Heggerty, and Zearn to meet individual student needs.
- Continuing work to reduce the number of students in classes.
- Expansion of live and synchronous class sessions and more flexible options for families when needed.
- Addition of Literacy, Math, and Instructional Coaches to support teacher instruction.
- Expansion of summer school programs including the Kids Read Now Summer Book Program.
- Continuation of the Early Warning Intervention and Monitoring System (EWIMS).
- Ongoing teacher professional development with a focus on Math and Literacy "Best Practices."
- Creation of new Career-Focused pathways for High School Students.

- 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 throughout the 2022-2023 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 55% of students (4% improvement from SY2021-2022). This growth continues an upward year-over-year trend for students at HVAM. 55% of students demonstrated growth in the area of Math and 56% of students demonstrated growth in the area of Reading.
    - Prior Year Percent of Students meeting growth targets:
      - 2018: 48% \*NWEA
      - 2019: 51% \*NWEA
      - 2020: 50% \*NWEA with Growth Measure Adjusted
      - 2021: 51% \*STAR Assessment
      - 2022: 55% \*STAR Assessment
  - 18% of students in grades K-3 moved from “not proficient” to “proficient” in the area of reading, showing an average of 50% of all students in K-3 reading at grade level by the end of the academic year.
  - HVAM saw lower growth in students with an IEP at 40%, approximately 10% difference in overall school growth. This is a slight improvement from the prior year.
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 AP Courses:
  - a. 45 students participated in Dual Enrollment courses representing approximately 4.5% of HVAM’s high school students. 133 classes were successfully completed totaling 396 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 participated in Dual Enrollment and Early Middle College offerings through the following colleges and universities: Baker College, Davenport University, Delta College, Grand Rapids Community College, Great Lakes Christian College, Henry Ford College, Kalamazoo Valley Community College, Kellogg Community College, Macomb Community College, Mid-Michigan College, Oakland Community College, Southwestern Michigan College.

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 interests 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.

Thank you,

*Mary Moorman*

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