



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

February 13, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,2931,120,0 or you may review a copy by emailing Mary Moorman (mmoorman@highpointva.org.)

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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 SCHOOL due to our 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 years, 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 2023-24 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 School assessments.

HVAM has many reasons to celebrate its accomplishments during School Year 2023-2024:

- HVAM 2023-2024 Index Scores indicated an overall point decrease by 2 points but saw gains in the areas of Proficiency, Graduation Rate, English Language Learner Progress and Quality points.
- HVAM was recognized by K12 Inc, for its work in the area of K-3 Reading Growth.
- HVAM was recognized for the second year by the Michigan Department of Education for its efforts in

building and implementing systems to support students with academic needs:

- MTSS Data Utilization Award
- MTSS Implementation and Impact Award at the Bronze level
- HVAM celebrated 175 graduates including 14 Early Graduates and 29 Graduating with Honors.
- Congratulations to Emma Strauchman, our Valedictorian and Michael Stark, our Salutatorian.
- 4 students graduated with their Associates Degree from Baker College while 15 students earned College Credits through our Dual Enrollment program.
- Overall our graduation rate continues to climb from 40% with our first graduating class to a rate of 61% with our class of 2023.
- The Elementary program expanded by offering a new Transitional Kindergarten program for a solid learning foundation. Plans were made for the launch of our 4-Year Old program throughout the year for a successful Fall, 2024 launch.
- The Middle School continues to offer its Honors Programming and Math Recovery Courses to support learners at all level.
- Thanks in large part to federal and state grants, HVAM was able maintain and grow 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 students' 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 Read180, iXL and Zearn to meet individual student needs.
- Continuing work to reduce the number of students in classes.
- Expand both live, synchronous class sessions in addition to more flexible options for families when needed.
- Continuation of the Early Warning Intervention and Monitoring System (EWIMS)
- All K3 homeroom and special education teachers are participating in LETRS or other Science of Reading Trainings.
- Ongoing development of Career-Focused pathways for High School Students.
- Monthly SEL lessons developed and delivered by our K-12 School Counselor Teams.
- Expansion of our Kindergarten programs to include a 4-year-old program designed to introduce students to online learning and schooling.
- Expansion of the MS Math Recovery course programming to span grades 6-8.
- Development of a Freshman Academy designed to support our new High School Students with a strong start.
- Adjustment of the High School schedule to allow for more flexibility and individual support through a Block Schedule and designated Lab times.

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

5. HVAM utilized the STAR 360 assessment through the 2023-2024 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 59% of students (4% improvement from previous year). This growth continues an upward year-over-year trend for students at HVAM.
 - Prior Year Percent of Students meeting growth targets:
 - 2021: 51%
 - 2022: 55%
 - 2023: 59%
 - Reading Met Growth: 62%
 - Math Met Growth: 56%
 - 22% (+4% from the prior year) of students in grades K-3 moved from “not proficient” to “proficient” in reading, showing an average of 48% of all students in K-3 reading at grade level by the end of the academic year.
 - 10% (+5% from the prior year) of students in grades 3-8 moved from “not proficient” to “proficient” in math. MS did well in this area with 18% of students moving to a proficient skill level.
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. 252 Dual Enrollment and Early Middle College Courses were taken with a 92% success rate. Over 600 college credits were 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, we believe 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.

Thank you,

Mary Moorman

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