



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

December 19, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 <http://bit.ly/2YKkKjm> or you may review a copy in the main office at your child's school.

For the 2018-19 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.

As you can see from the data contained in the AER, Highpoint Virtual Academy of Michigan does face challenges in all tested areas (Math, ELA, Science, and Social Studies) and in all sub-groups. However, we saw an increase in Math and ELA overall proficiency. In total, 26.95% of tested students were proficient in ELA compared to the state average of 49.69%. HVAM saw an overall increase in ELA proficiency of 5.65% (21.3% prior year). 13.51% were proficient in Mathematics compared to the state average of 39.95%. Highpoint saw an overall increase in Math proficiency of 3.95% (9.56% prior year).

Approximately 70% of our total student population qualify as Economically Disadvantaged. 23.83% (increase of 6.83%, 17% prior year) of our Economically Disadvantaged students were identified as proficient in ELA and 10.14% (increase of .64%, 9.5% prior year) were identified as proficient in Mathematics. This category of students did not fall significantly below the overall district average. However, we are finding a larger achievement gap with our African American students and Students with Disabilities. Our African American students were 13.54% proficient



in the area of ELA (13.41% below our school average) and 7.29% proficient in the area of Math (6.22% below our school average). For our students with disabilities, 15.28% were proficient in ELA (11.67% below our school average) and 9.86% were proficient in math (3.64% below our school average). Due to our school growth, there is not sufficient data to indicate overall school growth in these areas from prior years, however it is an area we will continue to monitor as we have better state assessment data based on reliable statistical data and group size.

Student Growth has been identified by Michigan as a primary goal in addition to Proficiency. Student Growth measures whether students have made gains throughout the year. 25.46% of our students met growth targets in ELA during the 18-19 school year. This was an increase of 4.35%. 12.22% of our students met their Math targets, an increase of 6.14%.

In other areas of the Annual Education report you can see that HVAM does not yet have a Graduation Rate due to school year 2019-20 being the first year with students in grades K-12. Although our English Language Learners are not considered a sub-group due to small sizes, over 70% of this population is considered as making progress towards English proficiency. We did see a small decrease in our students meeting attendance requirements, but HVAM is above the overall state average in this area.

In addition, the school saw a 5.71% increase in its State Accountability Index Score:

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Highpoint Virtual Academy of Michigan	31.61	29.95	0.00	0.00	84.84	99.13	0.00	42.03	N/A	N/A

In order to accelerate student achievement and close gaps in achievement and increase growth during the 2019-2020 school year, HVAM has identified several areas of improvement:

- K—5 Expansion of Read to Me, What I Need (WIN) Scheduling, and Math Lab Programs
- Restructuring of ClassConnect schedules to allow for smaller groups and a focus on targeted and differentiated instruction
- Smaller Class Sizes in Grades 2,3,5,6,7
- Expanding our Title 1 Intervention Team
 - K-2 Reading Interventionist and Coach, 3-5 Math and Reading Interventionists, 6-8 Math and Reading Interventionists
- Offering HS Credit Recovery Courses in Math
- Expanded Summer School Program
- Single Point of Contact Model/Advisor Program
 - Every grade band will have a dedicated Advisor to support holistic support of student to streamline communication and better support non-academic needs to allow teachers to focus on Academic Needs



- Continued Professional Development for Trauma and Standards-based Instruction.
- Addition of Stride and an Instructional and Assessment tool
- Teacher Instructional Coaching
- And the addition of a Grade 7-9 Counselor to Support Student Needs and their transition to High School

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.
 - In the Fall of 2017, NWEA assessments indicated that in Mathematics, 32.3% of students were on track to be proficient or advanced while 42% 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 26% were scoring in the proficient or above ranges in Mathematics while 35.9% were proficient in the area of English Language Arts. 41% of students in Grades K-2 were considered proficient in Reading in the Spring of 2018 based on reading assessments.
 - 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.



- During the 2017-18 School year NWEA assessments indicated that 44% of students in Grades K-2 met their target growth scores, 42% of students in Grades 3-5 met their target growth scores and 30% of students in Grades 6-9 met their target growth scores.
 - During the 2018-19 School year NWEA assessments indicated that 65% of students in Grades K-2 met their target growth scores, 43.9% of students in grades 3-10 met their ELA growth targets and 44.3% met their Math Growth targets.
6. Due to the unique model of HVAM, Parent-Teacher conferences are held throughout the year at parent and student request.
 7. During the 2017-18 School Year, HVAM did not have any students enrolled in postsecondary courses or college equivalent courses. However in 2017-2018 Highpoint did have <10 students who participated and of that group, approximately 30% earned College Credit.

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