



School Annual Education Report (AER) Cover Letter SY2017-18

March 21, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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/2tWq4S4>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Highpoint Virtual Academy of Michigan 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. In total, 21.3% of tested students were proficient in ELA compared to the state average of 47.33%. 9.56% were proficient in mathematics compared to the state average of 38.72%. Approximately 75% of our total student population qualify as Economically Disadvantaged. 17% of our Economically Disadvantaged students were identified as proficient in ELA and 9.5% were identified as proficient in Mathematics. We are also finding a larger achievement gap with our African American students and Students with Disabilities.

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. 21% of our students met growth targets in ELA during the 17-18 school year. 6.8% of our students met their Math targets. While low, we did find that students in all sub-categories are performing similarly in this area.

In order to accelerate student achievement and close gaps in achievement and increase growth, HVAM has strengthened its Family Academic Support Team (FAST), increased orientation and onboarding processes for our new students, added additional Intervention staffing through its Title 1 programming, and incorporated interventions with small group and individual class sessions. Programs such as iReady, Reading Eggs, Moby Max and Mark12 are utilized in addition to the K12 Curriculum. Students are identified as needing these interventions based on school-wide assessments such as NWEA and Fountas and Pinnell assessments. Progress is monitored during weekly team meetings to identify students who may need additional intervention or FAST support. In addition, Highpoint Virtual Academy staff engages in regular professional development and instructional coaching to increase their knowledge of instructional strategies, state standards, and student 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 various Parent Organizations 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, 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.
 - Our Fall of 2016 NWEA assessments indicated that in Mathematics, 38% of our students were on track to be proficient or advanced on state assessments. In ELA, 41.4% of students were on track to be proficient or advanced on the MStep assessment. In comparison, 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. 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 Dibels assessments.
 - During the 2017-18 School year we did find through our NWEA assessments 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. Grades that fell above these percentiles were Kindergarten, 4th and 7th grades.
6. Due to the unique model of HVAM, Parent-Teacher conferences are held throughout the year at parent and student request.
7. During the 2016-17 and 2017-18 School Year, HVAM did not have any students enrolled in postsecondary courses or college equivalent courses.

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

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