



School Annual Education Report (AER) Cover Letter

April 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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 Mary Moorman, Head of School, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/wAeoCb> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

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, 29.4% of tested students were proficient in ELA compared to the state average of 49.5%, 15.7% were proficient in mathematics compared to the state average of 39.1%. Because of our small student population, the only sub-group identified in our AER is our Economically Disadvantaged student population. Approximately 80% of our total student population qualifies as Economically Disadvantaged. 23.1% of our Economically Disadvantaged students were identified as proficient in ELA and 10.3% were identified as proficient in Mathematics. In order to accelerate student achievement and close gaps in achievement, 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 Dibels and 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.

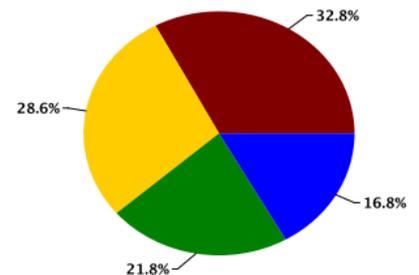
1. Students are assigned to HVAM based on parent choice as a full-time virtual, Public School Academy.
2. HVAM currently has an up-to-date school improvement plan and has been submitted to the Michigan Department of Education. HVAM has a School Improvement Team and various Parent Organizations designed 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.

Fall of 2016 NWEA Mathematics results were as follows:

Projected to: Michigan Student Test of Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	19	3	15.8%	5	26.3%	1	5.3%	10	52.6%
3	14	1	7.1%	0	0.0%	8	57.1%	5	35.7%
4	12	2	16.7%	4	33.3%	6	50.0%	0	0.0%
5	17	7	41.2%	5	29.4%	3	17.6%	2	11.8%
6	11	6	54.5%	1	9.1%	4	36.4%	0	0.0%
7	22	9	40.9%	8	36.4%	2	9.1%	3	13.6%
8	24	11	45.8%	11	45.8%	2	8.3%	0	0.0%
Total	119	39	32.8%	34	28.6%	26	21.8%	20	16.8%



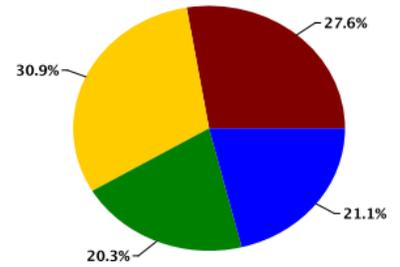


Fall of 2016 ELA results were as follows:

Projected to: Michigan Student Test of Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	18	6	33.3%	3	16.7%	1	5.6%	8	44.4%
3	12	1	8.3%	4	33.3%	4	33.3%	3	25.0%
4	13	5	38.5%	3	23.1%	4	30.8%	1	7.7%
5	19	7	36.8%	2	10.5%	6	31.6%	4	21.1%
6	12	3	25.0%	5	41.7%	2	16.7%	2	16.7%
7	23	4	17.4%	9	39.1%	6	26.1%	4	17.4%
8	26	8	30.8%	12	46.2%	2	7.7%	4	15.4%
Total	123	34	27.6%	38	30.9%	25	20.3%	26	21.1%

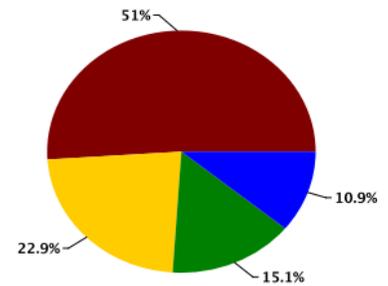


Winter Math NWEA data was similar, but likely influenced by rapid student population growth.

Projected to: Michigan Student Test of Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	35	5	14.3%	6	17.1%	11	31.4%	13	37.1%
3	39	14	35.9%	6	15.4%	6	15.4%	13	33.3%
4	42	9	21.4%	16	38.1%	10	23.8%	7	16.7%
5	52	28	53.8%	16	30.8%	5	9.6%	3	5.8%
6	49	33	67.3%	7	14.3%	8	16.3%	1	2.0%
7	75	38	50.7%	20	26.7%	13	17.3%	4	5.3%
8	92	69	75.0%	17	18.5%	5	5.4%	1	1.1%
Total	384	196	51.0%	88	22.9%	58	15.1%	42	10.9%

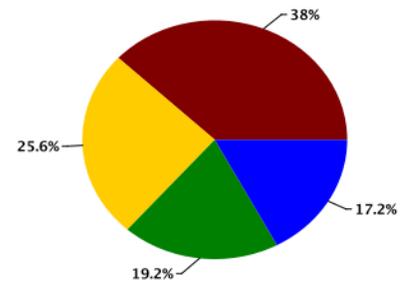


Winter ELA data showed similar declines prior to state MStep assessments. Again, likely due to late student enrollment throughout the year.

Projected to: Michigan Student Test of Educational Progress taken in spring.

View Linking Study: <https://www.nwea.org/resources/michigan-linking-study/>

Grade	Student Count	Not Proficient		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	38	8	21.1%	6	15.8%	6	15.8%	18	47.4%
3	37	11	29.7%	8	21.6%	7	18.9%	11	29.7%
4	44	15	34.1%	10	22.7%	7	15.9%	12	27.3%
5	54	24	44.4%	11	20.4%	14	25.9%	5	9.3%
6	46	18	39.1%	18	39.1%	7	15.2%	3	6.5%
7	81	25	30.9%	22	27.2%	21	25.9%	13	16.0%
8	95	49	51.6%	26	27.4%	14	14.7%	6	6.3%
Total	395	150	38.0%	101	25.6%	76	19.2%	68	17.2%



6. Due to the unique model of HVAM, Parent-Teacher conferences are held throughout the year at parent and student request.



7. HVAM did not have any high school students during school year 2016-17 as we only offered grades K-8. Therefore there are no post-secondary enrollments or concurrent credits to report.

Although we faced, and continue to face, challenges as a new school during the 2016-17 school year, I believe that Highpoint Virtual Academy of Michigan had a successful first year. 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