



School Annual Education Report (AER) Cover Letter

January 13, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Global Heights Academy. 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 Mr. Shawn Robson, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3fo8xKI> or you may review a copy in the main office at your child's school.

For the 2021-22 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.

We understand there is much more work to be done at Global Heights Academy academically especially coming off of the COVID-19 year. The goal is to increase student achievement in ELA and math and begin to discuss proficiency amongst all students at the Academy. There are several key challenges we continue to face. 1) Improving our daily attendance rate. The Academy has experienced many truant students. It is the goal of the

academy to improve this area by improving communications and offering more parent involvement opportunities. 2) With a Free and Reduced rate of nearly 100%, Global Heights Academy is looking to improve its engagement strategies at the classroom level. The staff has been implementing many Best Practice teaching strategies to engage its students. In order to do this, the school has a rigorous and relevant professional development schedule that promotes the school mission of "Learning today...Leading tomorrow." With this mission, the rigorous PD and a relevant curriculum that meets the needs of our student population the academy will close the gap in overall achievement. If you would like to see the Combined Report, please visit the following website:

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The last two years The Board of Directors will allow students who reside in Michigan to enroll in the Academy in accordance with the limits set by the Board of Directors. Because space is limited, each student must enroll every year. Preferences will be in writing and given to currently enrolled students and siblings of an enrolled student. When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system. The Board authorizes the Educational Service Provider or School Leader to deny admission to any student who has a documented record of behavior s/he believes would constitute a threat to the safety and well-being of fellow students and/or staff.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Global Heights Academy has completed its ninth year of operation and has compiled a School Improvement Plan based on student academic achievement data gathered from the M-Step and local assessments such as the NWEA and common building assessments. The 3-5 year School Improvement Plan is available at the Academy's website:

<https://globalheights.gееacademies.net/>

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Global Heights Academy offers a comprehensive curriculum completely aligned to the Common Core State Standards, which includes a full range of academic opportunities. Art, music, technology, physical education and foreign language are integrated into the curriculum to promote learning experiences and mastery of learning. This provides students with a deeper understanding of concepts taught. Additionally,

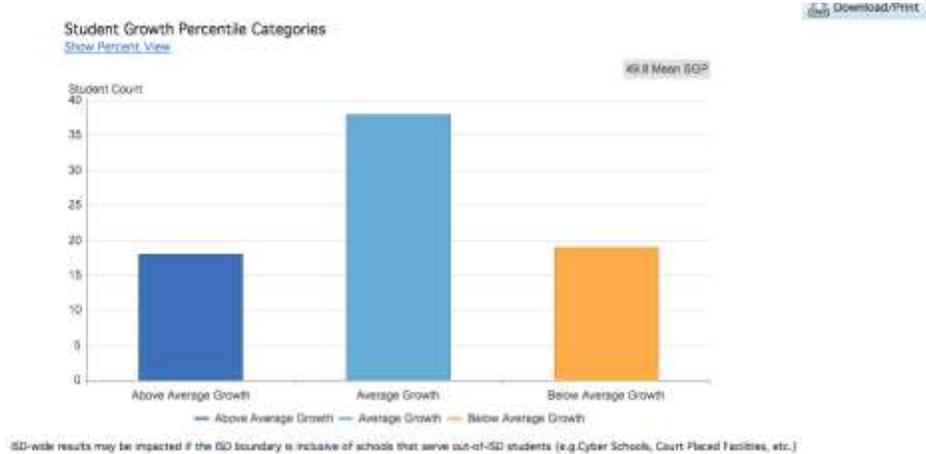
student leadership is promoted as a part of the character development program and The Leader in Me program. Students collaborate with their teacher to develop academic goals for themselves that can be monitored throughout the year. Students keep track of their performance on NWEA tests and understand their strengths and challenges.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The Board of Directors provides a comprehensive core curriculum to serve the educational needs of students of this Academy. The curriculum is aligned with the Common Core State Standards curriculum that was adopted by the State of Michigan School Board and is consistent with the Michigan School Code. The educational Service Provider and School Leader prepare guidelines for the description of the core curriculum as well as the sequence, in grade clusters, in which such courses will be taught. The curriculum is intended to provide a basic framework for instruction and learning. Within the framework, each teacher uses the curriculum in a manner best designed to meet the needs of the students for whom s/he is responsible.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

18-19 M-Step Data – English Language Arts

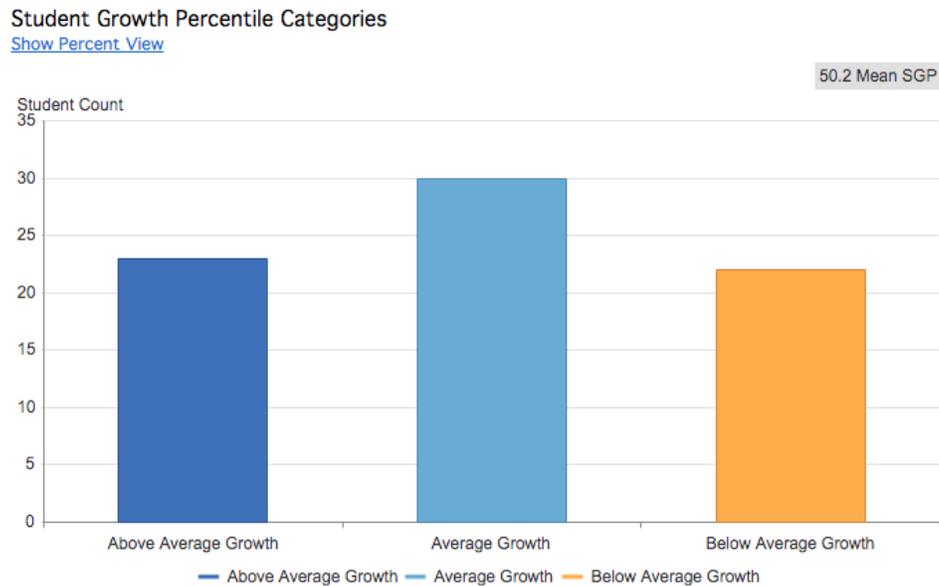


ISD-wide results may be impacted if the ISD boundary is inclusive of schools that serve out-of-ISD students (e.g. Cyber Schools, Court Placed Facilities, etc.)

[Reset Graph](#) Click categories in legend to select/deselect data

Subject	Report Category	Number Above Average Growth	Number Average Growth	Number Below Average Growth	Number Assessed	Mean SGP
English Language Arts	All Students	18	38	19	75	49.8

18-19 M-Step Data – Mathematics



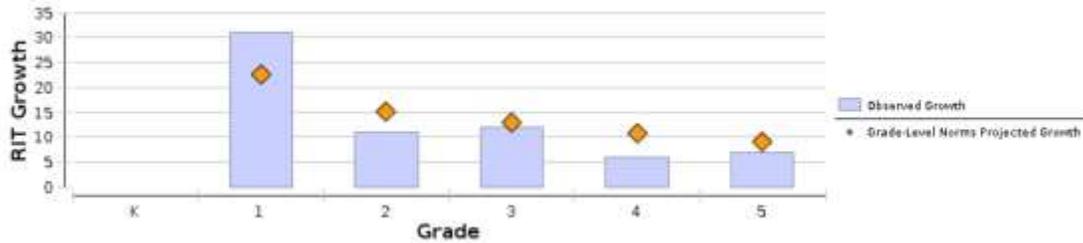
Fall 2019 – Spring 2020 NWEA Data

GLOBAL HEIGHTS ACADEMY

Math: Math K-12

Grade (Fall 2020)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Fall 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	1	*			*											
1	32	135.7	11.9	24	167.0	16.1	98	31	3.7	22.7	2.99	98	32	18	56	54
2	33	198.9	13.5	38	167.8	13.7	11	11	2.2	15.1	-1.85	3	33	10	30	21
3	41	182.1	11.3	1	174.5	16.1	1	12	2.5	13.1	-0.38	35	41	15	37	21
4	38	178.8	11.7	3	182.8	14.1	1	6	1.3	10.9	-3.20	1	38	10	26	23
5	36	191.3	11.2	11	198.1	12.9	7	7	1.0	9.1	-1.75	4	36	12	33	39

Math: Math K-12

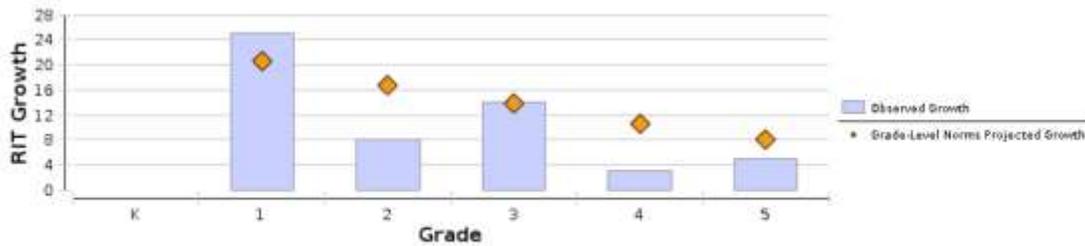


GLOBAL HEIGHTS ACADEMY

Language Arts: Reading

Grade (Fall 2020)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Fall 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	1	*			*											
1	32	137.9	8.0	59	163.2	15.7	91	25	2.9	20.7	1.48	93	32	17	53	56
2	33	157.1	12.3	69	165.1	15.5	13	8	2.8	16.8	-3.71	1	33	6	18	13
3	42	180.5	11.9	3	174.5	17.5	5	14	2.1	13.8	0.10	54	42	19	45	39
4	36	172.8	14.5	3	175.5	17.4	1	3	1.4	10.6	-4.18	1	36	8	21	11
5	36	188.7	11.8	14	193.6	15.0	6	5	1.9	8.0	-2.19	1	36	14	39	41

Language Arts: Reading



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Fall 2019 – 89%

Spring 2020 – NA - due to COVID 19 and schools being virtual

Fall 2020 – 96% Conferences held virtually

Spring 2021 – 94% Conferences held virtually

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

Global Heights Academy is a K-5 Academy

We are proud of our committed and dedicated staff members who believe that all children can learn and continue to do whatever it takes especially when being forced online due to the COVID-19 Pandemic. We are proud of our new initiatives and programs that will promote academic achievement. Also, we are proud of the collaboration between the community, parents, teachers and all other stakeholders during the pandemic that forced up to be remote for the rest of the school-year and part of the 2020-2021 school year. All these will continue to make a significant difference and impact on student learning.

Sincerely,

Mr. Shawn Robson