



January 27, 2021

District Annual Education Report (AER)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Uplift Michigan Online School. 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. Our staff is available to help you understand this information. If you have any questions about the AER, please contact Tonya Lowry, Superintendent, at tonya.lowry@uplift-mi.org.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2TbMlt5>, or you may review a copy in the main office with the registrar, Mrs. Victoria Malone. The main office is located at W526 Division Street, Stephenson, MI 49887.

For the 2019-20 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.

In 2019-20 Uplift was in its second year of operations. This school year saw the beginning of the Covid-19 pandemic. The pandemic led to increased enrollment and interest in Uplift. The pandemic also created mental and social health strains for many students, which impacted their academic and assessment performance.

The 2019-20 school year was also a year of great transition and growth for Uplift. Uplift held its first Graduation ceremony in June 2020, celebrating 11 graduates. The ceremony was held with the major traditions and expectations modified to meet the virtual nature of the ceremony. Uplift also saw a transition in our education service provider (ESP). This transition brought a renewed sense of purpose and dedication to student achievement outcomes.

Uplift will continue to offer career counseling, graduation planning, and credit recovery options for our high school students. Uplift Michigan Online School expanded our course offerings and supports for students who were credit deficient. We will continue to improve our practices to increase our student proficiency and credit achievement in all core academic subject areas.

Uplift Michigan Online School continues to promote best practices within Professional Development sessions that are held throughout the year. Professional Development sessions focus on improving math and english proficiency across all grades, as well as utilization of student data, support for English language learners, and improving school-wide engagement. Additionally, Uplift Michigan Online School instituted Professional Learning Communities (PLCs) to improve teaching skills and academic performance for all students. Through PLCs staff work collaboratively to increase student success using recurring cycles of collective inquiry and research. The findings of the inquiry and research are used to increase student learning and close achievement gaps. Further, PLCs allow teacher teams to become disciplined and deliberate with data as they design and implement program improvements to enhance student learning. PLC achievement evidence suggests that when constant, high-quality collaborative inquiry becomes the



norm, students will prosper and the school culture will become enriched. We are confident that our progression of PLCs will focus collaborative efforts on student learning to continue improving achievement results.

State law requires that we also report additional information.

Enrollment Process and Student Selection

Uplift Michigan Online School does not discriminate against students on the basis of any class protected by law. In addition, Uplift Michigan Online School does not discriminate based on academic ability. Uplift conducts open enrollment throughout the school-year as required by law, until the applicable student enrollment cap has been met. If the applicable cap is reached, students will be placed on a waitlist. Waitlist preference is given to siblings of currently enrolled students. For 2019-20, there was no waitlist as no families sought enrollment after the enrollment cap was met.

3-Year School Improvement Plan

Uplift Michigan Online School's School Improvement Plan has been approved by the State as of September 2019. In the 2021-22 school-year Uplift will undergo a comprehensive needs assessment to review, adjust and re-develop the school improvement plan, utilizing the new MICIP program.

School Description

Uplift Michigan Online School is a public school academy (charter school) that opened in September of 2018 and whose educational platform is solely virtual (cyber). Stephenson Public Schools has been the chartering institution since the school's inception. Uplift Michigan Online School serves students in grades K-12 and is dedicated to providing individualized supports for every student. Each of our teachers and support staff have built strong relationships with families by providing a robust orientation and 1:1 support. Additionally, all educators are certified and highly-qualified.

Certified teachers and instructional support staff provide one to one and small group instruction for students displaying the greatest need for specialized academic assistance. Additionally, through the use of the Response to Intervention approach staff work to identify students with additional academic or behavioral needs and provide additional intervention support. Uplift uses the results of the Northwest Education Association (NWEA) MAP assessments, M-STEP scores, authentic assessments and informal assessments to identify and assist these students.

Uplift Michigan Online School provides every student with an advisor, from the start of their enrollment, that provides them with an additional layer of support. Advisors at Uplift meet weekly with students to check on their mental well-being and academic progress. Advisors also promote our school community by offering social hours, homework help, 1:1 support, clubs and more. The advisory position at Uplift is an integral part of our goals and mission for student success.

Core Curriculum

Uplift Michigan Online School's curriculum, powered by Accelerate Education, meets the Michigan Department of Education requirements and maintains our school's Mission of providing a caring environment where students are engaged and feel empowered to be successful learners. If you are interested in seeing a demo of the district's core curriculum, please contact Superintendent Lowry at tonya.lowry@uplift-mi.org.

The Accelerate curriculum is implemented and supplemented in every classroom by our highly qualified teachers and support personnel. To learn more about our curriculum please review the web links below. Please note that not all



courses listed are offered at Uplift Michigan Online School. Please review the family handbook and course offerings guide on the Uplift website for a complete list of courses offered at Uplift Michigan Online School.

- K-5 Online Courses: <https://accelerate.education/k-5-courses/>
- 6-8 Online Courses: <https://accelerate.education/6-8-courses/>
- 9-12 Online Courses: <https://accelerate.education/9-12-courses/>

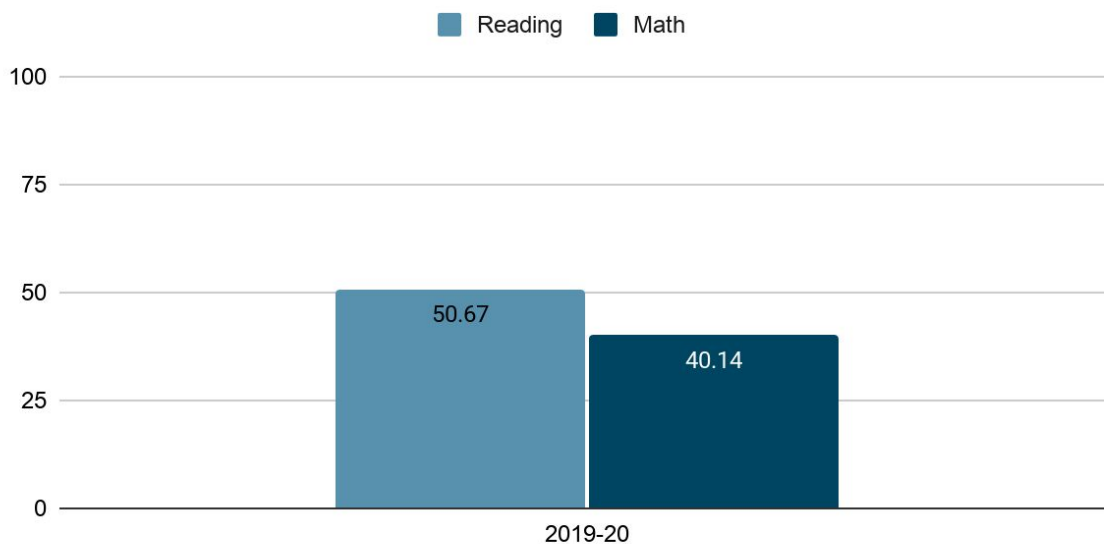
Student Achievement Results for NWEA

For 2019-20, Uplift Michigan Online School was able to test, on average across all three testing cycles, 96% of students in grades K-11.

The graphs below depict the percentage of students who were considered grade-level proficient on the NWEA reading and math assessments, at the end of the 2019-20 school-year.

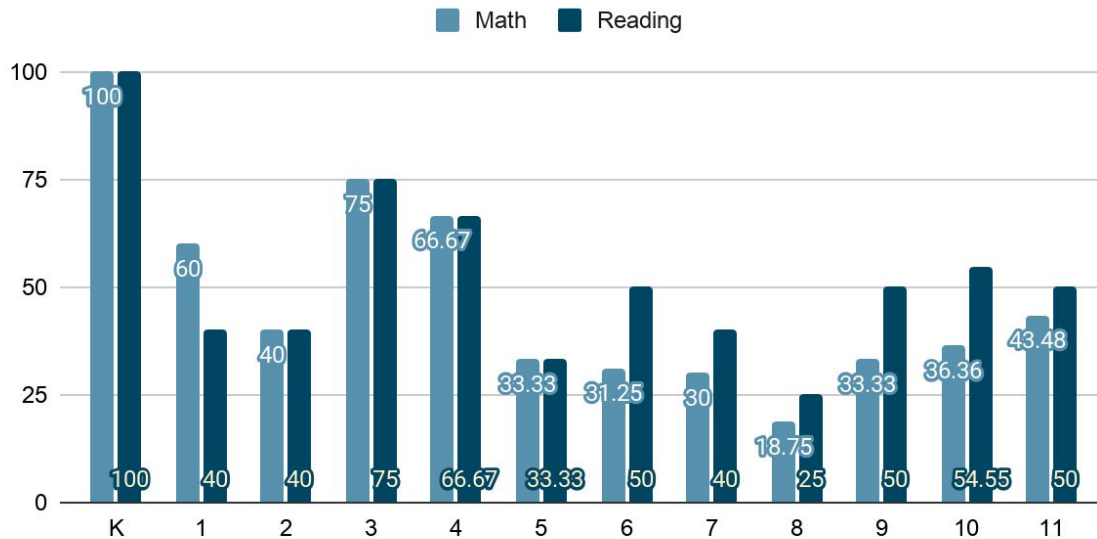
There were many challenges with administering the NWEA assessments and subsequent data collection during the 2019-20 school year. In 2018-19 Uplift had 129 students counted in Fall membership and 274 students counted in Spring membership. Comparatively, in 2019-20 Uplift had 152 students counted in Fall membership and 177 students counted in Spring membership. The fluctuation in student membership and transience of the student population between these school years contributed to a reduction in grade-level proficiency scores. Future years of NWEA assessment data will show upward growth in grade-level proficiency, as would be expected of a school with more years in operation.

NWEA Data - Percentage of Students Achieving Grade-Level Proficiency in 2019-2020





NWEA Data - Percent of Students in 2019-20, Per Grade-Level, Achieving Proficiency



Parent-Teacher Conferences

For 2019-20 Uplift Michigan Online School worked hard to engage parents in attending virtual parent-teacher conferences. Conferences were hosted through our virtual portal where webcams and microphones could be utilized. On average 32% of students were represented by parents at parent-teacher conferences. To improve this attendance, Uplift Michigan Online School will provide additional communication, conference times, scheduled dates on the school year calendar and expectations for future attendance.

High School Specific Data

Dual Enrollment -

During the 2019-20 school year, no students were dual-enrolled with a college or university.

College Equivalent Course Offerings -

Uplift offered five Advanced Placement (AP) courses and ensured CollegeBoard rules and expectations for AP examinations were followed. The Advanced Placement courses offered by Uplift during the 2019-20 school year were:

- AP English Language and Composition
- AP Spanish Language and Culture
- AP United States History
- AP World History
- AP U.S. Government and Politics

Number of Students Enrolled in College Equivalent Course Offerings -



Two students took Advanced Placement courses with Uplift. This represents <2% of Uplift's student population for the 2019-20 school year.

Number and Percentage of Students Receiving a Score Leading to College Credit -

One of the two students, enrolled in Advanced Placement courses, sat for the AP examination in the Spring of 2020. That student earned a score of 2.00 out of a possible 5.00. A score of 2.00 allows the student to receive college equivalent credit at some community colleges.

50% of students enrolled in college equivalent courses completed the necessary examinations. 0% achieved a score that would equate to equivalent college credits for most post-secondary institutions.

Uplift has a world-class team of educators who are dedicated to our students' success, not just academically, but emotionally and socially, as well. We always put the rounded needs of our students above all else. We will continue to encourage students to pursue their passions and to make positive contributions to their communities. As our school has grown and continues to thrive we are focusing on improving engagement and proficiency across all subject areas and grade levels.

We continue to look forward to increased parent and community involvement in our school. Our students have immense potential and working together we can help them see it.

Thank you for choosing to be a part of our exciting journey. Uplift Michigan Online School continues to be a leader in virtual education because of the commitment our students and parents have made. To that end, we are proud of the school community we have built.

Together, we are creating an UProar!

Sincerely,

Tonya Lowry
Superintendent

Annual Education Report Uplift Michigan Academy (55900)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	26.47%	86.30%	89.56%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	28.00%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	26.32%	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

Annual Education Report Uplift Michigan Academy (55900)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Uplift Michigan Academy (55900)	0	3	9	0
Uplift Michigan Academy (03165)	0	3	9	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Uplift Michigan Academy (55900)	11.00	2.40	21.8%	N/A	N/A	N/A	N/A
Uplift Michigan Academy (03165)	11.00	2.40	21.8%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Uplift Michigan Academy (55900)	1.00	1.00	100.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Uplift Michigan Academy (55900)	11.00	0.00	0.0%	N/A	N/A	N/A	N/A
Uplift Michigan Academy (03165)	11.00	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Uplift Michigan Academy (55900)	11.00	0.00	0.0%	N/A	N/A	N/A	N/A
Uplift Michigan Academy (03165)	11.00	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Uplift Michigan Academy (55900)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Asian ‡		‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Uplift Michigan Academy (55900)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Uplift Michigan Academy (55900)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Uplift Michigan Academy (55900)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Uplift Michigan Academy (55900)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Uplift Michigan Academy (55900)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display