

School Annual Education Report (AER) Cover Letter

2/10/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for University Preparatory Art & Design Elementary. 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 Felicia Brimage for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,12706,1218,119, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.

Our school seeks to support improvement based on student achievement data analysis and response. This data highlights challenges in Math achievement and English Language Arts achievement.

To continue strengthening performance in these areas, we are implementing the following strategies:

- To accelerate growth in Math, we will continue implementing the Eureka Squared math program, which has proven to be highly effective in schools across the country. At UPREP, grade-level coaches conduct classroom observations,, providing targeted support to teachers and identifying students in need of supplementary instruction. This focused approach aims to

close learning gaps and accelerate progress for our lowest-performing 30% in Math.

- To support growth in English Language Arts, staff and coaches receive additional support in pursuit of Project-Based Learning, and our Academic Achievement Specialists and Reading Coach play a critical role in providing ongoing feedback and support to our intervention team, ensuring that instructional strategies are effectively meeting students' needs.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- As a public school academy, we follow a structured and transparent process for enrolling students in our schools to ensure fairness and consistency. Our policy is that new students are assigned to our schools by the Student Admissions team. The process prioritizes siblings of currently enrolled students, children of district employees, and students applying from non-U Prep partner schools. However, this priority is only available if those students apply during our open enrollment period, which concludes with the lottery held on the first Friday in May. After the open enrollment period, all students are admitted on a first-come, first-served basis, ensuring opportunities remain accessible for families throughout the year.

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

- UPAD conducted a comprehensive needs assessment by analyzing data from M-STEP results, NWEA MAP scores, demographics, perception surveys, and attendance records. Based on this analysis, we revised our School Improvement Plan to include a strong focus on Multi-Tiered Systems of Support (MTSS).

As a staff, we collaborated to review data, identify best practices, plan strategically, and refine our MTSS framework.

This process allowed us to strengthen our multi-tiered system of support, ensuring that students with unfinished learning receive the targeted interventions they need. The revised plan now prioritizes our most critical areas for improvement, with the goal of increasing academic achievement across all grade levels.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Does not apply

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 core curriculum of our school is fully aligned with the Michigan Department of Education’s Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. The student-centered teaching method of project-based learning is also utilized in the teaching of academic standards, to support the learning of concepts through real-world problem solving. School administrators and instructional coaches assist teacher teams in internalizing and adapting curriculum to meet the needs of all students. Consistent, collaborative analysis of student data informs next instructional steps and enables close monitoring of the impact of our instructional program and practices on student achievement. Electronic copies of our curriculum are available by contacting the main office. Arrangements for printed copies can be made at the school’s main office.

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

MSTEP Proficiency Results (%)			
Content	Grade	2022-2023	2023-2024
ELA	3rd	17.1	21.9
	4th	27	19.1
	5th	24.2	23.1
Math	3rd	18.6	17.2
	4th	15.9	16.2
	5th	9.1	18.2

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

Students Represented by Parents at Parent-Teacher Conferences		
	2022-2023	2023-2024
Number of Students Represented	317	328
Percent of Students Presented	84%	85%

We wish to acknowledge the staff, scholars, and families of University Prep Art & Design Elementary School for their dedication and hard work. While we strive to build a strong academic foundation, we are equally committed to fostering hope and possibility for our students. Education is not just about teaching—it’s about inspiring and empowering our scholars through culturally relevant and engaging lessons. At UPAD ES, we seek to bring the joy back into teaching and learning.

Our successes are made possible by the dedication of our staff, who work tirelessly to meet the academic and developmental needs of every child. We take a whole-child approach, fostering self-pride and confidence in our scholars. Research shows that when students are held to high expectations and develop a strong sense of self-confidence, they are more likely to excel. As a school community, we are united in our pursuit of greatness.

We deeply value our partnership with families and look forward to continuing our collaborative efforts to help students reach their fullest potential. Through our collective commitment, we are working diligently to enhance student achievement and ensure a bright future for all.

Sincerely,

Felicia Brimage
Principal