

## School Annual Education Report (AER) Cover Letter

2/9/2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for University Preparatory Art & Design Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Shanay Gilchrist at [shanay.gilchrist@uprepschools.com](mailto:shanay.gilchrist@uprepschools.com) for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3Y4J0w3>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status 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. This data highlights challenges in Math achievement and English Language Arts achievement. In response, the school is strengthening its Multi-Tiered System of Supports (MTSS) to ensure earlier identification of student needs, more targeted academic and social-emotional interventions, and consistent progress monitoring to inform instructional adjustments. At the same time, the school is deepening its

implementation of high-quality Project-Based Learning (PBL) to increase student engagement, strengthen rigor, and provide authentic opportunities for students to demonstrate learning through real-world application. Together, these initiatives are designed to improve core instruction, personalize supports, and accelerate achievement for all students—particularly those who have experienced persistent gaps in outcomes.

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**

A comprehensive needs assessment was conducted using multiple data sources, including M-STEP results, NWEA MAP scores, early literacy benchmarks, demographic trends, attendance records, stakeholder perception surveys, and school process data. Based on this analysis, School Improvement Plans were revised and aligned with the District Improvement Plan, with a strong emphasis on strengthening Multi-Tiered Systems of Support (MTSS) and improving student achievement in core content areas. Staff engaged in collaborative data reviews, professional learning communities, and instructional planning to identify best practices, refine strategies, and implement targeted interventions for students with unfinished learning during and beyond the school day. Various teams supported this work through ongoing progress monitoring, structured data analysis, and scaffolded lesson planning focused on grade-level standards. These intentional, data-driven efforts ensure that school improvement strategies remain responsive to student needs and support continuous academic growth in ELA, Math, Science, and Social Studies 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**

<b>M-STEP PROFICIENCY RESULTS (% PROFICIENT)</b>			
<b>Grade</b>	<b>Content</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>3rd Grade</b>	ELA	21.9%	18.5%
	Math	17.2%	18.5%
<b>4th Grade</b>	ELA	19.1%	23.0%
	Math	16.2%	19.7%
<b>5th Grade</b>	ELA	23.1%	37.1%
	Math	18.2%	12.9%
	Science	15.2%	12.9%
	Social Studies	1.5%	14.5%

**6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences**

<b>Students Represented by Parents at Parent-Teacher Conferences</b>		
<b>Datapoint</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Number of Students Represented</b>	328	275
<b>Percent of Students Represented</b>	85%	71%

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,

Shanay Gilchrist  
Principal