

District 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 the University Preparatory Art & Design District. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Chris Spencer at chris.spencer@uprepschools.com for assistance.

The district 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. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11, compared to state averages for all students as well as subgroups of students

National Assessment of Educational Progress (NAEP) Data

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table below listing our schools. 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
University Preparatory Art & Design Elementary	No Label	K-2 Literacy, Project Based Learning, Multi-Tiered System of Supports
University Preparatory Art & Design Middle	No Label	Project Based Learning, Multi-Tiered System of Supports
University Preparatory Art & Design High	CSI	Project Based Learning, Multi-Tiered System of Supports

As we reflect on the continued progress across University Prep Schools, I want to recognize the dedication and commitment of our students, educators, families, and community partners. Your belief in our mission and your ongoing support are essential to creating schools where every student feels supported, challenged, and

empowered to succeed. To further strengthen student achievement, we are focused on improving the quality of instruction, expanding academic and social-emotional supports, and using data more intentionally to guide teaching and learning across our schools. These efforts are designed to ensure that all students receive high-quality learning experiences that prepare them to think critically, grow academically, and become positive contributors to their communities. Family and community engagement remain vital to this work, and we encourage parents and guardians to stay actively involved by communicating regularly with schools, participating in family and advisory opportunities, and supporting learning at home. Your partnership makes a meaningful difference in student success, and we are grateful for your continued trust and collaboration. Together, we look forward to another year of growth, reflection, and progress for our students and schools.

Sincerely,

John Cleary
Chief Executive Officer