

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 Prep Art & Design High 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 Lauryn Smith at lauryn.smith@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 been designated as a CSI school.**

Our school has been designated as a Comprehensive Support and Intervention (CSI) school based on the performance of our Students with Disabilities or Special Education Subgroup. To address this, the Leadership Team, School Improvement Team, and Student Development Team are actively developing and implementing targeted interventions to provide enhanced support for these identified students.

A key focus for our school is the effective implementation and long-term sustainability of a comprehensive intervention system that accelerates student achievement for all learners. Currently, a significant number of students perform below college readiness levels in English Language Arts and Mathematics on state and national assessments. To close this achievement gap, we are prioritizing the development of high-quality instruction in these core subject areas.

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, PSAT, & SAT results, Renaissance Star scores, 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

M-STEP PROFICIENCY RESULTS (% PROFICIENT)			
Grade	Content	2023-2024	2024-2025
11th Grade	Science	18.2%	9.3%
	Social Studies	11.7%	13.3%

PSAT 8/9 & PSAT 10 PROFICIENCY RESULTS (% PROFICIENT)			
Grade	Content	2023-2024	2024-2025
9th Grade	ELA	21.1%	32.7%
	Math	0.0%	2.9%
10th Grade	ELA	27.0%	25.0%
	Math	0.9%	0.0%

SAT PROFICIENCY RESULTS (% PROFICIENT)			
Grade	Content	2023-2024	2024-2025
11th Grade	ELA	25.0%	22.1%
	Math	0.0%	3.8%

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

Students Represented by Parents at Parent-Teacher Conferences		
Datapoint	2023-2024	2024-2025
Number of Students Represented	272	223
Percent of Students Represented	62%	47%

7. For high schools, only, also report on the following:

The Number and Percent of Postsecondary Enrollments (Dual Enrollment)		
Datapoint	2023-2024	2024-2025
Number of Students in Dual Enrollment	9	16
Percent of Students in Dual Enrollment	2%	3%

The Number of College Equivalent Courses Offered (AP/IB)		
Datapoint	2023-2024	2024-2025
Number of AP Courses Offered	1	3

The Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)		
Datapoint	2023-2024	2024-2025
Number of Students in AP courses	27	47
Percent of Students in AP courses	6%	10%

The Number and Percentage of Students Receiving a Score Leading to College Credit		
Datapoint	2023-2024	2024-2025
Number of AP/Dual Enrollment Students Receiving College Credit	15	30
Percent of AP/Dual Enrollment Students Receiving College Credit	3%	6%

The staff at University Prep Art and Design High School is dedicated to continuous improvement, setting ambitious goals to address the academic needs of all students and sub-groups. At UPAD HS, we foster a school community built on teamwork, goal-setting, and kindness. Our expectation is for students to master district and state standards, develop strong social skills, and cultivate positive relationships. To support their success, student progress is closely monitored through ongoing formal and informal assessments that track both academic and social growth. Our staff remains committed to a comprehensive system of support and targeted interventions to ensure that every student thrives.

While we recognize that there is still significant work ahead to reach our goals, we are grateful for the dedication of our students, staff, and families as we pursue greater academic outcomes, and we remain committed to our journey toward becoming one of the highest-performing school districts in Michigan.

Families and community members with questions about the Annual Education Report are encouraged to contact our office. We value our partnership with families

and the community and look forward to continuing our collaborative efforts to ensure academic success for all students. Thank you for your ongoing support.

Sincerely,

Lauryn Smith
Principal