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School Annual Education Report (AER) Cover Letter

02.18.2026

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 Michigan Collegiate Middle/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 Brad Valentine for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4bZ7pLJ> 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.

One of our key challenges in recent years at Michigan Collegiate is the availability of hiring experienced teachers due to the current shortage in this profession, especially in special education. However, acquiring new teachers has allowed us the opportunity to provide professional growth using our comprehensive mentoring program and partnership with our local ISD. We have a few teachers in Michigan's "Grow Your Own" teacher certification program. Another challenge our school faces is the transiency of our students. Cohort data from previous years show that students who have attended our district consistently for 3 years or more have fewer achievement gaps than those who have not. Our school continues to combat these challenges with the following initiatives:

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- Tuition assistance for professionals to attain their teaching certificate.
- Monthly data meetings with core teachers to identify achievement gaps and to plan how to address those gaps
- Interim assessment system designed to identify and assess key skills and content that students need to achieve proficiency on standardized assessments.
- MTSS (Multi-Tiered System of Support) Program to identify and assist struggling learners including push-in & pull-out services
- Academic Intervention for all 7th-9th grade students in ELA and Math
- Woodbridge Promise Dual Enrollment Program through Ferris State University
- Wayne State University C2 Pipeline after-school enrichment program
- Credit recovery programs(virtual and in-person) to ensure students remain on track for graduation
- Free summer school
- Free after-school SAT Preparation. courses
- Embedded PSAT and SAT prep in all core classes
- Free bus transportation
- Academic Success class for all 9th-12th grade students
- Team teaching model for 7th & 8th grade students

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students can apply to our school regardless of residence. We have a re-enrollment, open enrollment, and lottery system when applicable.

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

Michigan Collegiate is committed to our mission of inspiring, creating, and empowering our students to be successful not only in the classroom but also as citizens in society as lifelong learners. Our School Improvement Plan(SIP) is a continual living document that is updated annually to reflect any necessary changes. These changes are made based on our Comprehensive Needs Assessment and feedback from all stakeholders including parents, students, and staff. Goals and strategies within the plan may have a duration of 3-5 years. This allows several years of program implementation to create sustainability and allow for the accurate evaluation of effectiveness.

At the beginning of the 2020-21 school year, our school improvement team realigned our SIP plan to align with our district's Continuous Improvement

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Plan (MICIP). Our main focus was to ensure our initiatives and programs targeted student engagement at our building. Our SIP team focuses on creating a positive school climate and culture by monitoring multiple initiatives including:

- Positive Behavior Intervention System(PBIS) used daily by all teachers to reinforce behaviors from successful students
- Perception Surveys of our staff and students to identify overall climate yearly
- Counseling groups where upperclassmen mentor 7th-9th grade students
- Increased classroom rigor with a focus on growth mindset not only in academics but also in life
- Expanded dual-enrollment opportunities within our master schedule
- Standardized test preparation programs

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Michigan Collegiate MS/HS is a college preparatory public school academy authorized by Ferris State University and managed by The Romine Group. Michigan Collegiate provides all scholars with a rigorous, college-preparatory education that will allow them to develop the skills, knowledge, habits, and mindsets necessary to be successful at the collegiate level and graduate with a degree. It is not a specialized school.

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

Stakeholders can access our core curriculum from our school website and/or requesting a copy from our office. These documents show pacing and implementation of the Common Core State Standards over the course of the year in each grade level. Utilizing a curriculum that is aligned to the CCSS allows for little to no variances.

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

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2024-2025				2024-2025			
ELA	NWEA - Spring			Math	NWEA - Spring		
	Avg RIT	Avg Percentile Rank	% Growth Goal Met		Avg RIT	Avg Percentile Rank	% Growth Goal Met
Kdg	155.1	58.0	106.06%	Kdg	160.9	59.0	113.21%
1st	160.2	35.0	96.77%	1st	171.1	44.0	121.02%
2nd	181.4	51.0	115.04%	2nd	185.8	49.0	136.05%
3rd	184.7	34.0	75.27%	3rd	191.6	38.0	102.04%
4th	190.5	28.0	101.45%	4th	201.3	38.0	104.00%
5th	195.8	33.0	74.07%	5th	201.8	31.0	54.95%
6th	202.4	37.0	58.82%	6th	203.8	24.0	70.00%
7th	201.1	30.0	90.91%	7th	207.1	23.0	74.63%
8th	201.9	38.0	214.29%	8th	212.1	25.0	105.26%
9th				9th			
10th				10th	#REF!		
11th				11th	#REF!	#REF!	
12th				12th	#REF!	#REF!	

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

Approximately 20% - 30% of students are represented at Parent/Teacher Conferences annually.

7. a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

- 2021-22 - 25% of the junior class; 75% of the senior class
- 2022-23 - 25% of the junior class; 70% of the senior class
- 2023-24 - 23% of the junior class; 65% of the senior class
- 2024-25 - 21% of the junior class; 62% of the senior class

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

- 2021-22 - 0 classes
- 2022-23 - 0 classes
- 2023-24 - 0 classes
- 2024-25 - 0 classe

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

- 2021-22 - 0%
- 2022-23 - 0%
- 2023-24 - 0%
- 2024-25 - 0%

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d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2021-22 - 92% of juniors; 75% of seniors
2022-23 - 90% of juniors; 85% of seniors
2023-24 - 87% of juniors; 90% of seniors
2024-25 - 100% of juniors; 90% of seniors

I would like to say thank you to all of our parents, students and staff for making Michigan Collegiate Middle/High School such a successful charter school. Even with the challenges facing the school in the future, I am confident that as we all work together, we will be making a difference in the lives of children. If you have any additional questions or concerns please feel free to contact the school and make an appointment with an administrator.

Sincerely,

Brad Valentine

Principal

Michigan Collegiate MS/HS

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