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February 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 Elementary. 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 Katie Jeffrey at jeffreyk@michcol.org for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4tFVusJ>, 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 was identified for: **Comprehensive Support and Improvement (CSI)**

One challenge presented to Michigan Collegiate Elementary is that students are enrolling with significant academic gaps. The staff quickly identifies a student's learning deficiency in reading and math and places them in the MTSS group according to his/her strengths and weaknesses. Our intensive MTSS program ensures that each student is assessed periodically, grouped appropriately, and masters skills before moving forward.

Another challenge MCE faces is the chronic absenteeism of some of our students. Providing transportation, after-school opportunities, and consistent communication are some of the ways we try to combat the increasing number of absences students

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accrue. We inform guardians of the negative consequences of chronic absenteeism often.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Michigan Collegiate students are admitted to the school through an open enrollment process in the order in which they apply.

By law, Michigan Collegiate cannot restrict enrollment based on selection criteria. Michigan Collegiate can, however, limit the total number of students who may attend the school. If there are more applicants than open spaces during the open enrollment period, students are then admitted through a random selection process.

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

Michigan Collegiate Elementary updated its School Improvement Plan during the 2025-26 School year. Michigan Collegiate Elementary staff participated in the "Teach Like a Champion" program training to increase staff knowledge of instructional engagement techniques and to create common expectations and language throughout the school. Michigan Collegiate Elementary also focused on instructional coaching to provide support and guidance for teachers and staff with student engagement, classroom management, and curriculum implementation. These strategies coincide with our district's overall MICIP goal of increasing student achievement on state assessments through a positive school climate and culture, a comprehensive MTSS program, instructional student engagement practices, and increasing teacher capacity to meet the needs of all students.

We also continued our Math MTSS program and made improvements to our ELA MTSS program. Small-group instruction is scheduled for every grade on a daily basis. During ELA MTSS, K-6 students are part of guided reading groups and/or skills groups. Groups are based on NWEA and DRA levels. In grades 3-5, post tests based on grade-level Common Core State Standards are given at the end of each cycle. During Math MTSS, students are assigned to small groups using NWEA and teacher input. Groups focus on standards and/or skills identified as weaknesses, as evidenced by a variety of assessments, including NWEA.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

We do not have any specialized schools at Michigan Collegiate Elementary.

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

Michigan Collegiate Elementary implements the Common Core Standards for both ELA and Math, the Next Generation Standards for Science, and the Michigan Social Studies Standards. Curriculum Maps are available for staff through our shared Google Drive and various online resources. These curriculum maps align standards to our school curriculum: HMH Into Reading ELA Program, HMH Into Math program, McGraw-Hill Inspire Science, and McGraw-Hill Impact Social Studies. The process of developing and implementing a curriculum that is consistent with state and federal mandates has been an ongoing process for school leadership. This core curriculum is available upon request through our Principal’s office as well as on our school website www.michcol.org.

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

ELA	2023-2024			2024-2025		
	NWEA - Spring			NWEA - Spring		
	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met
Kdg	149.5	25.0	84.34%	155.1	58.0	106.06%
1st	167.1	25.0	159.72%	160.2	35.0	96.77%
2nd	178.3	15.0	115.38%	181.4	51.0	115.04%
3rd	187.5	9.0	109.09%	184.7	34.0	75.27%
4th	194.5	7.0	102.27%	190.5	28.0	101.45%
5th	202.5	11.0	86.96%	195.8	33.0	74.07%
6th	198.1	1.0	33.33%	202.4	37.0	58.82%
7th	199.6	1.0	40.82%	201.1	30.0	90.91%
8th	208.5	4.0	69.77%	201.9	38.0	214.29%
9th						
10th						
11th						
12th						

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Math	2023-2024			2024-2025		
	NWEA - Spring			NWEA - Spring		
	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met
Kdg	157.9	56.0	117.32%	160.9	59.0	113.21%
1st	175.1	42.0	127.27%	171.1	44.0	121.02%
2nd	180.9	9.0	132.87%	185.8	49.0	136.05%
3rd	195.1	18.0	156.86%	191.6	38.0	102.04%
4th	203.6	17.0	156.86%	201.3	38.0	104.00%
5th	202.9	3.0	96.39%	201.8	31.0	54.95%
6th	201.2	1.0	85.71%	203.8	24.0	70.00%
7th	208.1	2.0	68.97%	207.1	23.0	74.63%
8th	212.7	4.0	57.69%	212.1	25.0	105.26%
9th						
10th						
11th						
12th						

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

Between both Fall and Spring conferences, 186 parents attended, which is about 37%.

I would like to say thank you to all of our parents, students, and staff for making Michigan Collegiate Elementary School such an engaging and sought-after 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,

Katie Jeffrey, Ed.S

Principal, Michigan Collegiate Elementary

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