



EAGLE'S NEST ACADEMY

Dedicated to Excellence in Education

2/11/2026

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 Discovery Creative Pathways-Redford. 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 Stephen Johnson for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/46wQP21>, 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 as a Comprehensive Support and Improvement (CSI) school.

Eagle's Nest Academy experienced a significant increase in its School Index Score, reflecting measurable gains resulting from strengthened systems and instructional practices.

2023–2024 School Year: 32.17

2024–2025 School Year: 40.26

This 8-point gain marks a meaningful upward trend and affirms that our focused efforts in instruction, intervention, and schoolwide accountability are producing measurable results. Even more notably, Eagle's Nest Academy outperformed both the State of Michigan and Genesee County in overall student growth. Our scholars are making academic gains at a faster rate than their peers across the region and state, clear evidence that instructional adjustments and targeted supports are accelerating learning.



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However, despite these strong growth indicators, the school continues to face persistent challenges in closing the achievement gap, as reflected in low overall proficiency rates in English Language Arts and Mathematics. NWEA and state assessment data indicate that while students are growing, many entered significantly below grade level and have not yet reached state-defined proficiency benchmarks. Student mobility remains a contributing factor, only approximately one-fourth of currently enrolled scholars have been with the school for three or more consecutive years, limiting long-term instructional continuity. Additionally, chronic absenteeism continues to impact consistent academic progress across grade levels. In response, the school has reinforced attendance accountability and implemented early, targeted interventions to identify and support scholars at risk of or experiencing chronic absenteeism.

To accelerate progress toward proficiency, Eagle's Nest Academy has reinforced its Multi-Tiered System of Supports (MTSS), using precise, data-driven identification processes to target reading and mathematics deficiencies. Instructional practices have been sharpened to emphasize standards-aligned teaching, frequent progress monitoring, ability-based groupings, structured intervention blocks, and extended learning opportunities, including mandatory afterschool tutoring for identified scholars. Professional development remains focused on equipping teachers to deliver rigorous, high-impact instruction to students performing significantly below grade level.

Through disciplined execution of these aligned systems, attendance reform, instructional precision, and targeted intervention, the school is accelerating growth while maintaining a clear focus on closing persistent proficiency gaps and meeting state performance expectations.

Process for Assigning Pupils to the School

Eagle's Nest Academy (ENA) is open to all students residing in the State of Michigan. Enrollment is conducted annually due to limited capacity. Priority is given to currently enrolled students and siblings of enrolled students.

During Open Enrollment, notification letters are distributed and must be returned by the specified deadline (no fewer than six days from distribution). If applications exceed available seats at a grade level, students are placed on a waiting list and admitted through a public lottery held in April. After the Open Enrollment period concludes, students are admitted based on seat availability or placed on a waiting list if the grade level is at capacity.



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3–5 Year School Improvement Plan Status

In accordance with the Revised School Code, Eagle's Nest Academy annually updates its School Improvement Plan (SIP) and submits it to the Michigan Department of Education. The School Improvement Team continuously reviews multiple data sources, including state and local assessment results, classroom performance data, perception surveys, and demographic information, to conduct a comprehensive needs assessment.

Goals are established based on identified needs, and research-based strategies are selected to address areas of concern. All staff members are responsible for implementing the strategies outlined in the plan. ENA is currently in Year 3 of its partnership agreement and Year 3 of its current School Improvement Plan cycle.

Specialized School Description

Eagle's Nest Academy does not operate specialized schools. ENA is a single-building district serving students in Kindergarten through 6th grade.

Core Curriculum (Access, Implementation, and Variances)

Eagle's Nest Academy aligns its curriculum to the Michigan academic standards. Standards are presented to students in student-friendly "I Can" statements to clarify learning objectives.

Instruction follows the Fischer and Frey Gradual Release model:

1. Whole-group instruction with clear objective introduction
2. Teacher modeling
3. Guided practice
4. Independent practice

Students are expected to apply and transfer their learning through both written and verbal communication. Copies of the curriculum are available upon request.

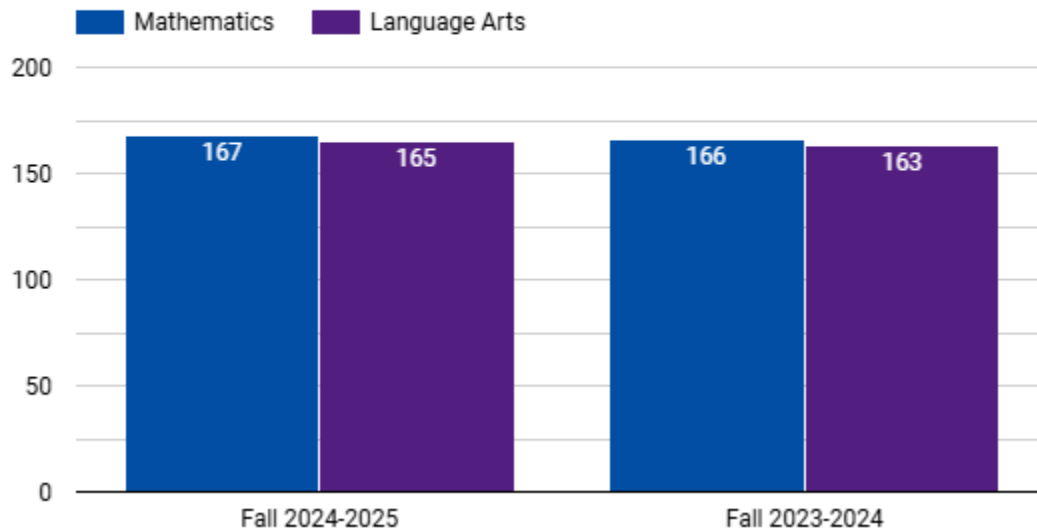


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Local Competency Tests Aggregated Student Achievement Results

ENA - NWEA MAP Achievement - Average RIT Score by Term by Subject



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

During the 2024-25 school year, ENA had an average of 40 students or 30% represented by Parents at Parent-Teacher Conferences. During the 2023-24 school year, ENA had an average of 73 students or 40% represented by Parents at Parent-teacher Conferences



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Eagle's Nest Academy has navigated a period of significant challenge and transition. While the work of closing achievement gaps remains ongoing, the school has responded with deliberate, research-based change management practices designed to strengthen systems, improve instructional fidelity, and build organizational coherence. Through disciplined implementation, data-driven decision-making, and aligned accountability structures, the school has moved from reactive adjustments to strategic execution.

The measurable gains in growth, the increase in the School Index Score, and the strengthened alignment of instructional and operational systems collectively demonstrate that the school is moving in a positive and sustainable direction. Eagle's Nest Academy remains committed to continuous improvement, maintaining high expectations, and ensuring that every scholar is positioned to achieve at or above state standards.

Sincerely,

Dr. Tara M. Reid
Superintendent/ Principal