W·A·Y™ MICHIGAN
Widening Advancements for Youth

February 15, 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 WAY Michigan. 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 our main office for assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/4qwaI0z, 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.

Key Challenges and Initiatives: WAY Michigan has been designated as a Comprehensive Support and Improvement (CSI) school based on graduation rate and reading proficiency performance. Our four-year graduation rate improved from 41.67% in 2023-24 to 48.54% in 2024-25, demonstrating measurable progress. To address this challenge, we have implemented targeted support from engagement coaches, mentors, and interventionists who work directly with students to address academic and non-academic barriers. A Multi-Tiered System of Supports (MTSS) provides individualized pathways for students, particularly those in grades 9-10.

Reading proficiency interventions include content-area engagement coaches assigned to middle school students, live ELA lessons for struggling readers, and a literacy support program for Grade 9 students. NWEA Growth assessments are used to monitor student progress and adjust interventions. Our Grade 11 students achieved an average SAT Evidence-Based Reading and Writing score of 424 in 2024-25, compared to the state benchmark of 480. SAT total scores have shown improvement, increasing from 889.1 in 2022-23 to 932.5 in 2023-24. Additionally, 30% of tested students scored within 50 points of the benchmark (430-479), showing progress toward proficiency.

State law requires that we also report additional information. To have this letter meet the state requirements, each school should provide a report for the two most recent years on the following:

1. Process for Assigning Pupils to the School

WAY Michigan participates in the Schools of Choice program. Students are accepted based on academic knowledge, age, and completion of the previous school year. Applications are accepted on a rolling basis throughout the year. Except for foreign exchange students who are not United States citizens, enrollment is non-discriminatory. If openings exist during the academic year, students are enrolled immediately. If openings do not exist, applicants are placed on an official waiting list. Partnerships exist with immigrant rights organizations, juvenile justice centers, and foster care organizations. Students are assigned to mentors and engagement coaches based on grade level, academic needs, and support requirements.

2. Status of the 3-5 Year School Improvement Plan

WAY Michigan continues implementing its 3-5 year improvement plan, focusing on increasing student engagement, academic growth, and graduation rates. The school improvement plan focused on reading and math achievement in middle school grades and Grade 9. Initiatives included SAT and PSAT preparation, expanded live lessons in core content areas, strengthened state testing participation systems, and development of a Grade 9 reading intervention program. A student induction process was developed. The Multi-Tiered System of Supports (MTSS) was refined to provide targeted interventions, with focus on moving students from engagement to credit completion.

3. Description of Each Specialized School

WAY Michigan provides a flexible, online learning environment tailored to meet the needs of diverse student populations, including at-risk youth and non-traditional learners. However, WAY Michigan does not offer a specialized school designation.

4. Access to Core Curriculum

WAY Michigan's core curriculum is aligned with Michigan State Standards and is accessible on our website and through our learning management system. The curriculum includes English Language Arts (reading, writing, speaking, listening, and language skills through project-based learning modules), Mathematics (problem-solving, reasoning, and computational skills aligned to Michigan Merit Curriculum requirements), Science (life science, physical science, earth and space science with inquiry-based learning), Social Studies (history, geography, civics, and economics integrated into projects), and Additional Content (physical education, health education, and technology literacy). All courses meet or exceed Michigan Merit Curriculum

requirements for high school students and Michigan State Standards for middle school students. Students demonstrate mastery through project completion and assessment rather than seat time.

5. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

WAY Michigan utilizes NWEA Growth assessments and SAT/PSAT as primary measures of student achievement, in addition to state-required M-STEP assessments.

2024-25 School Year:

NWEA Achievement: Math median 54th percentile; Reading median 60th percentile

NWEA Growth: Math median growth percentile 54th, exceeding 50th percentile target; Reading median growth percentile 58th, exceeding 50th percentile target

Grade 8 Math: Students moved from 8th percentile to 48th percentile (92nd percentile growth trajectory)

Grade 11: Reached 81st percentile in Math and 82nd percentile in Reading

SAT Evidence-Based Reading and Writing (Grade 11): Average 424 (state benchmark 480; 30% of students scored 430-479)

PSAT: Grade 10 - 66.7% meeting benchmark; Grade 9 - 14.3% meeting benchmark

2023-24 School Year:

ELA 6th Grade: 37.5% proficiency (no change from prior year)

Mathematics 6th Grade: 31.0% proficiency (increased from 29.6%)

SAT Total Score: 932.5 (increased from 889.1 in 2022-23)

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

2024-25 School Year: 240 students were enrolled. WAY Michigan staff initiates conferences with 100% of our student population. All 240 students were represented during parent-teacher conferences via telephone conference call, student/parent induction phone calls, progress report phone calls, phone calls with our team leader, and home visits. Fall 2024: 240 students represented (100%). Spring 2025: 240 students represented (100%). Because we are a virtual academy, our staff is available 24/7 for parent concerns and phone conference calls. Additional ongoing conferences and home visits are an integral part of the WAY Michigan approach.

2023-24 School Year: 125 students were enrolled. All 125 students (100%) were represented during fall and spring conferences via telephone conference calls, student/parent induction phone calls, progress report phone calls, phone calls with our team leader, and home visits.

7. For High Schools - Additional Reporting Requirements

a. Number and Percent of Postsecondary Enrollments (Dual Enrollment)

2024-25: 2 students, 0.83%

2023-24: 2 students, 1.6%

b. Number of College Equivalent Courses Offered (AP/IB)

2024-25: 0 courses

2023-24: 0 courses

c. Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)

2024-25: 0 students

2023-24: 0 students

d. Number and Percentage of Students Receiving a Score Leading to College Credit

2024-25: 0 students

2023-24: 0 students

WAY Michigan is committed to providing an outstanding educational program to all students. Staff members strive to ensure that our students are prepared for college, career, and life. We will continue to work as partners to ensure the success of each WAY Michigan student. WAY Michigan continues to address the challenges identified in this AER. Data shows that students who consistently engage with the program demonstrate academic gains. Systems continue to be strengthened to help students move from engagement to credit completion. We believe that involving parents in their student's education will support improved student learning. Our school clearly works best when parents take an active interest in their children's education and form partnerships with our school to encourage their students to do well.

Thank you for your continued support in our educational journey.

Sincerely,

James E. Pack, M.Ed.

Principal, WAY Michigan