



## School Annual Education Report (AER) Cover Letter

May 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Pathways Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Shawver for assistance.

The AER is available for you to review electronically by visiting the following web site [www.pathwaysdetroit.com](http://www.pathwaysdetroit.com) or <http://bit.ly/2YPThvB> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a Comprehensive Support and Improvement (CSI) school. The major challenge identified for Pathways Academy is lack of participation on state and standardized assessments. This is evidenced when looking at our AER Combined Report and noting that less than one percent of our student population has participated in testing for the most current two school years. The school has initiatives in place to encourage students to participate in standardized and statewide assessments.

One initiative in place is the support of a Parent Engagement Specialist. This person will be charged with connecting with parents and engaging them in workshops and meetings to help them understand student achievement data. Once parents understand this data the PA Specialist



will work with the parents to help them encourage their children to be consistent and consecutive with school attendance and participate in all assessments.

Another initiative that Pathways Academy has implemented is the support of a Reading and a Math Interventionist. The interventionists will work directly with our lowest performing and most at-risk students. The work of the interventionists will be individualized for each student. Interventionists will use data to identify individual student's academic areas of strengths and weaknesses. Interventionists will help students understand their individual data and while working on academic skills, they will help students set attainable goals for increased understanding and performance.

Pathways Academy is an Alternative school with a focus on educating pregnant teens and young parents. Our enrollment process consists of a submission of a completed application by a parent or an "age of majority" student. Part of the application process requires submission of, or signed permission for us to request, official transcripts. Students are enrolled in the school in the grade level deemed appropriate according to their credits earned from previous schools.

Pathways Academy is currently working with a School Improvement Facilitator to rewrite our five-year School Improvement Plan. This is a school wide effort and includes input from various internal and external stakeholders.

Our program is an online program provided by the APEX Learning System. We adhere to all state requirements for the Michigan Merit Curriculum. Students are taught using a blended learning approach which includes whole group and small group instruction in addition to our online program. Our core curriculum can be viewed in the main office or by accessing [apexvs.com](http://apexvs.com).

Pathways Academy is grades 7 – 12. Over the past two years we have had less than 10% of our students represented at parent-teacher conferences and/or parent meetings. Over the past two school years we have had no students doing dual enrollment. Over the past two years we have had no students enrolled in college equivalent (AP/IB) courses.

While the academic performance data as well as the parent involvement data for Pathways Academy is less than desirable, we are working diligently to change the trajectory. The implementation of the academic intervention programs and the support of the parent engagement specialist are first steps to helping Pathways Academy improve academic achievement. Our work with the School Improvement Facilitator is vital in helping us understand our data and create a comprehensive plan with internal and external stakeholder buy-in and accountability.

Sincerely,

*Michelle Y. Shawver*

Michelle Y. Shawver, Ed. S.  
Principal