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## **School Annual Education Report (AER) Cover Letter**

February 8, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for 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, Michelle Shawver for assistance.

The AER is can be viewed electronically by visiting the following websites:

<https://pathwaysdetroit.com/compliance>

or

<https://www.mischooldata.org/annual-education-report-1/>

The AER is also available for review in the main office of Pathways Academy at 11340 East Jefferson Avenue; Detroit, MI 48214.

For the 2021-22 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 subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school operates as an alternative education program and therefore has not been given one of these labels.

One 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. Another challenge noted for Pathways Academy is that many of our students are testing below grade level on their standardized assessments. The school has initiatives in place to encourage students to participate in standardized and statewide assessments and to students improve their academic performance.



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One initiative that Pathways Academy has implemented is Data Chats. These chats are initiated by teachers and are done with individual students. Teachers review individual student performance data and then review the data with each student. The teachers help the students understand their current academic level as determined and set goals for increasing learning and improving performance.

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

As an alternative education program, Pathways Academy is focused 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, which is categorized as a school-wide Title I facility, worked with a School Improvement Facilitator to rewrite our school improvement plan in accordance to the state requirements. The new school improvement planning process is called Michigan Integrated Continuous Improvement Process (MICIP). This planning process is defined by the State of Michigan as a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. Our plan was submitted in June and implemented in September of 2021.

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 by 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 [www.apexvs.com](http://www.apexvs.com). Pathways Academy is grades 7 – 12. 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.

Over the past two years we have had less than 10% of our students represented at parent-teacher conferences and/or parent meetings. For the 2020-2021 school year, Pathways Academy has been operating virtually. As part of our virtual program, we also held Parent-Teacher Conferences virtually over a two-week period. Instead of parents initiating the conference, teachers called the parents of the students on their roster and conducted the conferences over the phone. By handling conferences in this manner, we were able to contact and conduct conferences with 24% of our parents (or students of majority age).

### Participation Goal Assessment

Fall Participation number: % rate (215 students enrolled)		Winter Goal = Fall + 30 number: % rate (225 students enrolled)			Spring Goal = Fall + 50 number: % rate (226 students enrolled)		
		Goal	Actual	Met	Goal	Actual	Met
Reading	11 : 5%	41	36 : 16%	No	61	45 : 20%	No
Math	9 : 4%	39	36 : 16%	No	59	44 : 19%	No

### Achievement / Proficiency Goal

	Beginning of Year			By February 1 <sup>st</sup> (actual date 17 <sup>th</sup> ) (Pathways' test cycle ended 2/17/21)			End of Year		
Reporting Category	Proficient / Tested in Fall			Proficient / Tested in Winter			Proficient / Tested in Spring		
	Reading 11/215 = 5% participation rate	Math 9/215 = 4% participation rate	Reading and Math	Reading 36/225 = 16% participation rate	Math 36/225 = 16% participation rate	Reading and Math	Reading 45/226 = 20% participation rate	Math 44/226 = 19% participation rate	Reading and Math
All Students	3/11 = 27%	3/9 = 33%	1/7 = 14%	9/36 = 25%	10/36 = 27%	5/36 = 13%	17/45 = 37%	9/44 = 20%	7/42 = 16%
Econ. Disadvantaged									
Special Education	0/3 = 0%	0/3 = 0%	0/3 = 0%	2/6 = 33%	0/6 = 0%	0/6 = 0%	1/5 = 20%	0/5 = 0%	0/5 = 0%
Female	3/8 = 37%	3/6 = 50%	2/5 = 40%	6/27 = 22%	7/27 = 25%	3/27 = 11%	12/37 = 32%	8/38 = 21%	6/35 = 17%
Male	0/3 = 0%	0/3 = 0%	0/2 = 0%	3/9 = 33%	2/9 = 22%	2/9 = 22%	5/8 = 62%	1/8 = 12%	1/8 = 12%
100% Remote*	27%	33%	14%	25%	27%	13%	37%	20%	16%

### NWEA Goals

<p style="text-align: center;"><b>Winter</b></p> <p>As measured by the NWEA, by the beginning of March 2021, Pathways Academy students in grades 7-12:</p>	<p style="text-align: center;"><b>End of Year</b></p> <p>As measured by the NWEA, by the end of the 2020- 2021 school year, Pathways Academy students in grades 7-12:</p>
<ul style="list-style-type: none"> <li>• 100% of students who are not at grade level will receive intervention</li> <li>• Pathways Academy will increase the total number of students participating in the NWEA assessments by 30 students (<i>Participation Goal</i>) = Goal to test 41 students               <ul style="list-style-type: none"> <li>○ Reading Goal = 41; Actual = 36</li> <li>○ Math Goal = 39 Actual = 36</li> </ul> </li> <li>• 30% of tested students will meet their Growth Projection Goal as determined by the fall test session = (<i>Growth Goal</i>)               <ul style="list-style-type: none"> <li>○ Reading = 29%</li> <li>○ Math = 33%</li> </ul> </li> <li>• 35% of students will score in the 50 percentile or higher (<i>Proficiency Goal</i>)               <ul style="list-style-type: none"> <li>○ Reading = 25% (9/36)</li> <li>○ Math = 27% (10/36)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pathways Academy will increase the total number of students participating in the NWEA assessments by 50 students (<i>Participation Goal</i>)               <ul style="list-style-type: none"> <li>○ Reading Goal = 61; Actual = 45</li> <li>○ Math Goal = 59 Actual = 44</li> </ul> </li> <li>• 45% of all tested students will meet their Growth Projection Goal as determined by the fall and winter test sessions = (<i>Growth Goal</i>)               <ul style="list-style-type: none"> <li>○ Reading = 39%</li> <li>○ Math = 47%</li> </ul> </li> <li>• 20% of male students will meet their Growth Projection Goal as determined by the fall and winter test sessions = (<i>Growth Goal</i>)</li> <li>• 40% all of students will score in the 50 percentile or higher (<i>Proficiency Goal</i>)               <ul style="list-style-type: none"> <li>○ Reading = 24% (11/45)</li> <li>○ Math = 18% (8/44)</li> </ul> </li> </ul>



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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 data chats, academic intervention programs, and virtual parent teacher conferences are first steps to helping Pathways Academy improve academic achievement. Our work with the School Improvement Facilitator has been 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