



*Within a caring and supportive environment, this 21<sup>st</sup> Century school provides pregnant and parenting students with the academic and ethical skills necessary for success.*

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

February 13, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 available for you to review electronically by visiting the following website:

**[www.pathwaysdetroit.com](http://www.pathwaysdetroit.com)**

or you may review a copy in the main office of Pathways Academy located at 11340 E. Jefferson Ave., Detroit, MI 48214.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. 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 2021-22. 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 2021-22. 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 was identified as a Comprehensive Support and Improvement (CSI) school.

One major challenge that has been identified for Pathways Academy is school attendance that is not consistent and consecutive. Under the Compulsory School Attendance Law, parents (legal guardians) are required to send children to school between the ages of six and sixteen, except under certain circumstances. Further, the School State Aid Act requires schools to offer a minimum of 1,098 hours of pupil instruction. This requirement may be waived by the state superintendent of education for approved alternative programs. The waiver can be used to allow flexibility in the number of instructional hours offered, or the percentage of students attending school daily. Again, Pathways Academy is an alternative education program and has applied for and been approved for an attendance waiver. We request this annual waiver for flexibility in daily attendance. The requirement is that 75% of students are in attendance daily. Pathways Academy services primarily pregnant teens and young parents. This population tends to miss more school due to the normal pregnancy, childbirth, and parenting challenges. Therefore, we request a waiver for the daily



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percentage of students in attendance. Our waiver allows us to be fully funded with a daily attendance percentage rate of 50%. While this waiver allows our students to handle the adult responsibilities of pregnancy and parenting, it also means they are missing school and academic instruction.

Another 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 attend school more regularly, participate in standardized (statewide and local) assessments and to improve their academic performance.

One initiative that Pathways Academy has implemented is an Extended Day program. This program runs Tuesday from 2:00 p.m. until 9:00 p.m. as well as on, Wednesdays and Thursdays, from 12:00 noon until 7:00 p.m. We have heard from our students that they have a hard time attending school because of the hours. Keep in mind that the majority of our students are pregnant teens or teen parents. They sometimes cannot sleep due to discomforts of pregnancy or are up late with crying babies. Some of our students have told us that because they are parents, they must work to support their baby. Our Extended Day program takes the concerns of our unique population into account. The extended day program allows students an opportunity to work remotely with a teacher during times that best fit the student's schedule.

Another initiative that we have implemented is incorporating "Surprise and Delight" into our daily instruction. We have created a schedule, whereas each core subject has a day devoted to ensuring the lessons are created to create excitement and engagement. Daily attendance has increased since implementing surprise and delight into the classrooms. Another initiative that compliments the daily surprise and delight is the introduction of monthly themes. Staff members pair up and develop themes to introduce on a monthly basis. The staff members then create activities or tasks for staff and students, to make the themes come alive throughout the building.

We are also still using Data Chats as implemented two years ago. 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.

Finally, Pathways Academy continues to use 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.



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As an alternative education program 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, 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 original MICIP plan was submitted in June and implemented in September of 2021. We have updated our plan twice since implementation. The plan was updated in June of 2022 and 2023 based on a Needs Assessment. We continue to work on our goals of increasing participation and improving our school climate.

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 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.

**Benchmark & Goals 2022-2023  
Intervention Goal**

**100% of regular education students who assess significantly below grade level will receive intervention.**

Based on the Fall Assessment: 31 out of 42 tested students require reading intervention  
29 out of 39 tested students require math intervention.

**Participation Goal Assessment**

Fall Participation number: % rate (237 students enrolled)		Winter Goal = increase of 5% points over the fall % tested (??? students enrolled)			Spring Goal = increase of 5% points over the winter % tested (??? students enrolled)		
		Goal	Actual	Met	Goal	Actual	Met
Reading	42: 18%	23%	41/257 = 16%	No	21%	29/263 = 11%	NO
Math	39: 16%	21%	39/257 = 15%	No	20%	26/263 = 10%	No

## **Achievement / Proficiency Goal**

### **Growth Goals**

**Reading Goal** = 44% of tested students will meet their Growth Projection Goal as determined by the fall test session

21 students tested reading in Fall and Winter; 13 met their growth goal;  $13/21 = 62\%$   
16 students tested Fall and Spring; 8 met their reading goal;  $8/16 = 50\%$ ; Spring Growth Goal = 46%

**Math Goal** = 60% of tested students will meet their Growth Projection Goal as determined by the fall test session

22 students tested math in Fall and Winter; 14 met their growth goal;  $14/22 = 64\%$   
15 students tested Fall and Spring; 6 met their growth goal;  $6/15 = 40\%$ ; Spring Growth Goal = 63%

### **Proficiency Goals**

**Reading Goal = By mid-year 14% of consecutively enrolled students will score in the 50 percentile or higher**

Fall 42 students tested in reading: 7 scored in the proficient range (grade level) = 17%  
Winter 41 students tested in reading; 9 scored in the proficient range (grade level) = 22%  
Out 21 consecutively enrolled students, 4 scored in the 50<sup>th</sup> percentile or higher =  $4/21 = 19\%$   
Spring 29 students tested in Reading; 5 scored in the 50<sup>th</sup> percentile or higher =  $5/29 = 17\%$

Spring Proficiency Goal = 19%;  $5/29 = 17\%$

**Math Goal = By mid-year 22% of consecutively enrolled students will score in the 50 percentile or higher**

Fall 39 students tested in Math: 5 scored in the proficient range (grade level) = 13%  
Winter 39 students tested in math; 6 scored in the proficient range (grade level) = 15%  
Out 22 consecutively enrolled students, 4 scores in the 50<sup>th</sup> percentile or higher =  $4/22 = 18\%$   
Spring 26 students tested in math; 1 scored in the 50<sup>th</sup> percentile or higher;  $1/26 = 3\%$   
Spring Proficiency Goal = 25%;  $1/26 = 3\%$



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	Beginning of Year			By February			End of Year		
Reporting Category	Participation / Tested in Fall			Participation / Tested in Winter			Participation/ Tested in Spring		
	Reading 42/237 = 18% participation rate	Math 39/237 = 16% participation rate	Reading and Math	Reading 41/257 = 16% participation rate	Math 39/257 = 15% participation rate	Reading & Math 38/257 = 15% participation rate	Reading 29/263 = 11% Participation Rate	Math 26/263 = 10% Participation Rate	Reading & Math 26/263=10% Participation Rate
	Proficient / Tested in Fall			Proficient / Tested - Fall and Winter			Proficient/ Tested - Fall and Spring		
All Students	7/42 = 17%	5/39 = 13%	1/38 = 2%	9/41 = 21%	6/39 = 15%	2/38 = 5%	5/29 = 17%	1/26 = 3%	0/26 = 0%
Econ. Disadvantaged									
/Special Education	1/5 = 20%	0/5 = 0%	0/5=0%	1/6 = 16%	0/6 = 0%	0/6 = 0%	1 / 2 = 50%	0/2 = 0%	0/2 = 0%
Female	1/25 =4%	3/27 = 11%	0/25 = 0%	6/29 = 21%	4/27 = 15%	1/26 = 3%	4/21= 19%	1/18 = 5%	0/18 = 0%
Male	4/14 = 26%	4/15 = 27%	1/13 = 7%	3/12 = 25%	2/12 = 16%	1/12 = 8%	1/8 = 12%	0/8 = 0%	0/8 = 0%
100% Remote*	1/8 = 12%	2/8 = 25%	0/8 = 0%	4/19 = 21%	5/19 = 26%	1/19 = 5%	1/5 = 20%	1/1 = 100%	0/0 = 0%

Over the past few years we have had less than 10% of our students represented at parent-teacher conferences and/or parent meetings. During the 2020-2021 school year, Pathways Academy operated 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). Pathways Academy decided to conduct parent teacher conferences virtually again for the 2022-2023 school year. We were not as successful this year, discovering that we did not have working phone numbers for many of our parents. Therefore, we opted to do home visits for students that we cannot reach by phone. We are now making this a regular practice to help us keep in contact with our students and their parents.

\*\*Pathways Academy has no English Learners  
 \*\*Pathways Academy has no Race/Ethnic Groups to report



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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. Last year's implementation of the extended day program as well as the continuation of the data chats, academic intervention programs, virtual parent teacher conferences, and home visits are first steps to helping Pathways Academy improve academic achievement. The new implementations of core subjects daily surprise and delight as well as the monthly themes, are projected to increase attendance and classroom participation. It is expected that if students are in school and in class, academic achievement will increase. We will continue to monitor our goals and modify our processes to help us make improvements to student participation, school climate and ultimately academic achievement.

Sincerely,

*Michelle Y. Shawver*

Michelle Y. Shawver, Ed. S.

Principal