



School Annual Education Report (AER) Cover Letter

February 2025

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

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

For the 2024-2025 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 student attendance that is not consistent and consecutive. While our curriculum is online, it is still important that students attend school regularly where they are provided with the academic support and services necessary to help them master the required standards. Of course, we understand that most of our students are pregnant or parenting. We also understand that this population tends to miss more school due to the normal pregnancy, childbirth, and parenting challenges. However, in-person school attendance is still a state requirement.

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 state requirement is that 75% of students are in attendance daily. Pathways Academy services primarily pregnant teens and young parents. Therefore, we request a waiver for the daily 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 take time to handle the adult responsibilities of pregnancy and parenting, it also means they are missing school and academic instruction. Furthermore, our students still miss more school than permitted with this waiver.

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 many 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 bring 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 three 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.



Participation Goal Assessment

Fall Participation number: % rate (281 students enrolled)		Winter Goal = increase of 5% points over the fall % tested (286 students enrolled)			Spring Goal = increase of 5% points over the winter % tested (?? students enrolled)		
		Goal	Actual	Met	Goal	Actual	Met
Reading	37: 13%	15%	38/286 = 13%	No	=18%		
Math	36: 13%	15%	38/286 = 13%	No	=18%		

Achievement Growth Goals

Reading Goal = 65% of tested students will meet their Growth Projection Goal as determined by the fall test session

Mid-year goal 52%; 24 students tested fall and winter. 11 of those met their targeted growth = 63% **(MET)**

End-of-Year goal is that 65% of students who tested in fall and again in the spring will meet their targeted growth

Math Goal = 48% of tested students will meet their Growth Projection Goal as determined by the fall test session

Mid-year goal was 44%; 23 students tested fall and winter. Of those 10 met their targeted growth = 43.47% **(NOT MET)**

End of year goal is that 48% of students who tested in fall and again in the spring will meet their targeted growth

Achievement Proficiency Goals

Reading Goal = 28% of tested students will meet score on grade level or higher by the mid-year 2024-2025 school year

Reading Goal = 32% of tested students will meet score on grade level or higher by the end of the 2024-2025 school year

Fall 37 students tested in reading; 6 scored in the proficient range (grade level) = 16%

Winter 38 students tested in reading; 11 scored in the proficient range (grade level) = 29% **(MET)**

Spring Proficiency Goal is that 32% of students who test in reading will be proficient

Math Goal = 6% of tested students will meet score on grade level or higher by the end of the 2024-2025 school year

Math Goal = 18% of tested students will meet score on grade level or higher by the end of the 2024-2025 school year

Fall 36 students tested in math; three scored in the proficient range (grade level) = 8%

Winter 38 students tested in math; 5 scored in the proficient range (grade level) = 13% **(MET)**

Spring Proficiency Goal is that 18% of students who test in math will be proficient

2024 - Celebrating 10 Years Uplifting & Educating Pregnant Teens and Young Parents in Our Community.



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

	Beginning of Year			By February			End of Year		
Reporting Category	Participation / Tested in Fall			Participation / Tested in Winter			Participation/ Tested in Spring		
	Reading 37/281 = 13% participation rate	Math 36/281 = 13% participation rate	Reading and Math	Reading 38/286 = 13% participation rate	Math 38/286 = 13% participation rate	Reading & Math 38/286 = 13% participation rate	Reading	Math	Reading & Math
	Proficient / Tested in Fall			Proficient / Tested - Fall and Winter			Proficient/ Tested - Fall and Spring		
All Students	6/37 = 16%	3/36 = 8%	0/36 = 0%	11/38 = 28%	5/38 = 13%	5/38 = 13%			
Econ. Disadvantaged									
/Special Education	0/37=0%	0/36=0%	0/36=0%	2/9=22%	1/9=11%	1/9=11%			
Female	3/26=12%	2/26=8%	0/26=0%	8/25=32%	4/25=16%	4/25=16%			
Male	4/11=36%	1/10=1%	1/10=1%	4/13=31%	1/13=7%	0/13=0%			

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In past years Pathways Academy has had fewer than 10% of our students represented at parent-teacher conferences and/or parent meetings. During the 2020-2021 (COVID) 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 and the 2023-2024 school years. Both years we were challenged when trying to contact our parents. We discovered that we had non-working phone numbers for many parents. We also discovered that many parents had “text-now” phones, that only work in Wi-Fi. We opted to make home visits for the parents that we could not contact by phone. This proved to be somewhat successful in that we were able to meet with some parents. For those we could not meet with we left letters and business cards. We have now made home visits a regular part of our outreach to our families.

**Pathways Academy has no English Learners

**Pathways Academy has no Race/Ethnic Groups to report

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. With the implementation of the monthly themes as well adding “Surprise & Delight” into the classrooms combined with the continuation of our extended day program, data chats, academic intervention programs, virtual parent teacher conferences, and home visits we have noticed a slight increase in daily 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