

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.

January 16, 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 Pathways Academy. 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 Principal Michelle Shawver for assistance.

The AER is available for you to review electronically by visiting the website below or you may review a copy in the main office at Pathways Academy on East Jefferson Avenue, in Detroit, MI.

[https://www.mischooldata.org/annual-education-report/?PageName:Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-ISR%20Name%20\(ISR%20Code\):Wayne%20RESA%20\(82\)&_Entity-District%20Name%20\(District%20Code\):Pathways%20Academy%20\(82737\)&_Entity-School%20Name%20\(School%20Code\):All%20Schools%20in%20District&_Entity-Pathways%20Academy%20\(82737\)](https://www.mischooldata.org/annual-education-report/?PageName:Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-ISR%20Name%20(ISR%20Code):Wayne%20RESA%20(82)&_Entity-District%20Name%20(District%20Code):Pathways%20Academy%20(82737)&_Entity-School%20Name%20(School%20Code):All%20Schools%20in%20District&_Entity-Pathways%20Academy%20(82737))

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 as a Comprehensive Support and Improvement school.**

One major challenge 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. 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 that requires



75% of students are in attendance. 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 percentage of students in attendance. Our waiver allows us to be fully funded with a daily attendance percentage rate of 50%. This waiver allows our students to handle the adult responsibilities of pregnancy and parenting.

Another major challenge that has been identified for Pathways Academy is lack of participation in state and standardized assessments. This is evidenced when looking at our AER Combined Report. While we tested more students on PSAT, SAT, and ACT last year than in previous years, the data shows we still tested less than ten percent of our student population on all assessments. Along the same lines, it should be noted that of the students who do participate in standardized assessments, many of them are 'not proficient' and test below grade level.

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 we have implemented is the employment of an Assistant Principal (AP). This person comes to Pathways Academy with seven years of instructional leadership experience. He is the Assistant Principal of Curriculum, Instruction and Assessment. By employing an assistant principal focused on teaching and learning, the plan is to:

1. Ensure the curriculum is aligned to current standards
2. Implement instructional practices that create a learning environment where high teacher expectations yield improved academic performance
3. Improved academic performance leads to increased student confidence
4. Increased student confidence encourages students to participate in standardized assessments

An initiative that that we are continuing 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 generate 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 continuation of monthly themes. Staff members pair up and develop themes to introduce monthly. 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.

Finally, Pathways Academy continues to use 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 students' 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 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 at 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 State of Michigan Regional Consultant and a Wayne RESA Educational Improvement Consultant to rewrite our school improvement plan in accordance with state requirements. The 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 several times since implementation. The plan was updated in June 2022, 2023, 2024 and 2025 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.

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 2024-2025

Intervention Goal

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

Based on the Fall Assessment: 30 out of 37 tested students require reading intervention
33 out of 36 tested students require math intervention.

Based on the Winter Assessment: 26 out of 38 tested students require reading intervention
33 out of 38 tested students require math intervention.

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 (298 students enrolled)		
		Goal	Actual	Met	Goal	Actual	Met
Reading	37: 13%	15%	38/286 = 13%	No	18%	35/298=12%	No
Math	36: 13%	15%	38/286 = 13%	No	18%	36/298=12%	No

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%; 16 students tested fall and spring. 12 of those met their targeted growth = 75% **(Met)**

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%; 16 students tested fall and spring. 8 of those met their targeted growth = 50% **(MET)**

Achievement Proficiency Goals

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

Reading Goal = 32% of tested students will 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 35 students tested in reading; 5 scored in the proficient range (grade level) = 14% **(Not Met)** Goal of 32%



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

Math Goal = 18% of tested students will 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 36 students tested in math; 5 scored in the proficient range (grade level) = 14% **(Not Met)** Goal of 18%

	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 35/298 = 12% participation rate	Math 36/298 = 12% participation rate	Reading & Math 35/298 = 13% participation rate
	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%	5/36=14%	5/35=14%	3/35=9%
Econ. Disadvantaged									
Special Education	0/37=0%	0/36=0%	0/36=0%	2/9=22%	1/9=11%	1/9=11%	1/8=1%	0/8=0%	0/8=0%
Female	3/26=12%	2/26=8%	0/26=0%	8/25=32%	4/25=16%	4/25=16%	1/6=2%	0/6=0%	0/6=0%
Male	4/11=36%	1/10=1%	1/10=1%	4/13=31%	1/13=7%	0/13=0%	0/2=0%	0/2=0%	0/2=0%

** Pathways Academy has no English Learners to report

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

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, 2023-2024 and 2024-2025 school years. We have encountered significant challenges when trying to contact our parents via telephone. 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.

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While the academic performance data for Pathways Academy is not stellar, we are proud of the fact that our students tend to meet their NWEA academic growth goals for reading and math. We are also proud of the efforts our staff make to engage with parents, including the implementation of home visits. With the continuation of the monthly themes, daily “Surprise & Delight” and academic intervention programs, we have seen an increase in our average daily attendance as well as in the engagement of students working virtually.

We do understand that we still have some major challenges and we are working diligently as a staff to overcome the challenges. One of those challenges is students who are not performing on grade level. Our new assistant principal who is focusing on curriculum, instruction and assessment has been working with teachers to really look at students’ engagement in the curriculum and helping us celebrate our weekly “wins”. He has also implemented a new intervention program to help the interventionist more accurately identify individual student academic learning gaps and adequately address those areas of concern.

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