

School Annual Education Report (AER) Cover Letter

February 15, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Pathway School. 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 our building administration for assistance.

The AER is available for you to review electronically by visiting this [MI-School Data link](#), or you may review a copy in the main office at your child's school.

For the 2020-21 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Pathway school was not given one of the aforementioned labels.

An ongoing challenge for LESA center-based programs is to collect data that allows staff to document and analyze curricular gains across our programs. The majority of our data collection is done at the individual student level and is based on the goals which address academic standards as well as adaptive daily living and vocational skills. Pathway School teachers and administration continue to work to develop meaningful assessments and monitor student progress in the areas of communication and literacy. To this end, we have completed several years of an ongoing partnership with [ALT+Shift](#) as an ISD Literacy Implementation site. This work also has allowed us the opportunity to partner with the University of North Carolina's Center for Literacy and Disability Studies. Our staff will continue to build upon their foundational work with emergent literacy by shifting the focus to shared reading. Areas of focus will be on implementation of evidenced based strategies to improve a learner's concept of print, language, communication, and literacy interaction skills. All of this continues to connect back to our school improvement goal of demonstrating literacy growth for all students.

State law requires that we also report the following information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Pathway staff members work with our five local school districts and families to provide center-based programs and services to students as determined through the IEP process. Placements in a Pathway School Program is initiated in

collaboration with local school districts, parents, and LESA staff. Pathway School is located in Howell, MI with additional satellite programs located within Howell Public Schools.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** The Pathway School improvement plan has been in compliance with state guidelines and had been completed annually. The faculty and staff have a collective commitment to address the needs of students through analyzing data, gathering parent input, completing staff training and implementing best practice strategies. Over the course of the past 3-years, there has been a strong emphasis on advancing literacy and skills in meaningful communication. Pathway School, in partnership with Alt+Shift, continues to work to enhance both emergent and conventional literacy skills for students with complex cognitive and communication impairments. In the area of emergent literacy specifically, Pathway staff have targeted explicit professional learning and training in the area of shared reading.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** In addition to our Pathway classroom programs, support services include physical, occupational, speech, adaptive physical education, and other therapies. Consultant services and behavioral support from program consultants and other professional staff assist students and families with the development of appropriate student behavior and adaptive skills. Assistive technology, health, and other support services also are available. Classroom programs and services are determined based on the needs of each individual student.

4. **ACCESS TO PATHWAY SCHOOL CORE CURRICULUM:** Pathway School utilizes the Essential Elements with Michigan Range of Complexity which is a modified curriculum aligned with the Michigan Merit Curriculum. Staff members implement the curriculum and individualize it to meet the needs of each student. A full review of this curriculum can be accessed at: https://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html

5. **PERCENTAGE OF STUDENTS REPRESENTED BY PARENTS AT PARENT TEACHER CONFERENCES** (In this case, Individualized Education Program Team meetings):
 - **2020-2021:** 99% of students were represented by their parents.
 - **2019-2020:** 96% of students were represented by their parents.

We are proud of the work our Pathway program staff and families are engaging in as it relates to emergent literacy, communication, and shared reading. Utilizing research supported practices will positively impact both student growth and engagement. It is through our hard work and dedication that we demonstrated, and continue to demonstrate, educational excellence across each of our classrooms and settings.

Sincerely,



Douglas Haseley
Assistant Superintendent for Special Education
Livingston Educational Service Agency