



St. Joseph County ISD - Pathfinder Center

Building Better Futures for Children and Communities

INSERT LINK TO SCHOOL'S ANNUAL EDUCATION REPORT

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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 Pathfinder Education Center. 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 Sandra Spicher, Principal of Pathfinder Education Center, for assistance.

The AER is available for you to review electronically by visiting the following website: [Pathfinder Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 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. Pathfinder Education Center has not been given one of these labels.

One of the unique challenges for a center-based program of our size, with only

approximately 100 students ranging from Kindergarten to age 26, is having access to and collecting relevant aggregate data with such small subgroups at each of the students' grade levels. For that reason, many of the data points collected by the state are not included in the report for students on a non-graduation trajectory that support individualized education plans because the subgroup is too small to report publicly while also protecting the identity of students we serve.

We have committed ourselves to initiatives in professional development for our staff in differentiated instruction and progress monitoring for all students. Additionally, we are collaborating with colleagues and other field professionals supporting some of our internal systems to develop a quarterly reporting process that will allow routine oversight and review of students' gains in the skills areas of each student's individualized educational and growth goals. This will allow administrators and educators to adjust instruction, strategy, and/or goals when needed to ensure the greatest student achievement.

Our team is highly dedicated to the students we serve and support and we celebrate all levels of progress and success that our students achieve. We are committed to maximizing opportunities and experiences that foster our students' skills and allow them to gain optimal independent living and skills needed for their ongoing and future success.

Sincerely,

Sandra Spicher

Principal, Pathfinder Education Center

School Annual Education Report (AER)

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Public school district students are referred to our center-based school and services through a comprehensive case review and referral process that requires considerable data evidencing student need, IEP Team discussions and decisions that include all team members, and the resulting ultimate offer of FAPE by the local home district. The referral process to our specialized, or segregated, learning environment is shared countywide with all local school districts.

Our special education programs are part of a county continuum of support for students with diverse learning needs. Our educational settings are structured and dedicated to supporting students with the most significant and complex needs on behalf of local education agencies and their committed obligation to provide free and appropriate public education for all students.

Students can also be assigned to our center-based, special education services if they have recently relocated to a new residence within St. Joseph County and enroll with one of the local serving school districts with a current IEP that indicates a historical need for and/or placement in a least restrictive learning environment outside of the general education setting with non-disabled peers; typically an alternative or a center-based learning environment. This process requires the student to be enrolled with a public school/school district, which is the entity obligated to bring the student referral forward for placement.

Due to established state regulations that stipulate a maximum number of students that can be placed within classrooms in center-based programs, our school can only serve, or enroll for assignment, within this predetermined number of students and classrooms must be closed for further enrollment once at the set maximum student capacity. When that takes place, SJCISD will post a teacher position for an additional classroom. Until an opening becomes available through either student transition or expansion of our center-based capacities, the placement of new students can be delayed. These students are 'waitlisted' and provided additional support while they remain in their local school awaiting placement in center-based services.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The school utilizes MI-CIP as part of school improvement planning and has updated goals based on current needs to provide necessary professional development, improve systems, and implement data collection and review processes and practices, to more readily and routinely be positioned to survey and support students in developing and strengthening skills that foster optimal independence, development of functional communication, self-advocacy and, for our secondary students and transition young adult group, meaningful and individualized work-based learning skills.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Not Applicable.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The core curriculum utilized across our classrooms is primarily provided through the Unique Learning System (ULS). ULS allows teachers to create and deliver highly individualized and differentiated learning activities to meet each student's unique learning needs and IEP goals. Edmentum is a secondary curriculum that can be utilized for grade-level, project-based learning. Our diverse population's learning needs and IEP goals drive the selection of formative and summative assessments used.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

As previously stated, due to the small student subgroups at each grade level in our school, assessment data points collected and provided by the state are not included in reporting because the subgroups are too small to be reflected and reported publicly. Therefore, we must rely on other meaningful and universal data sources and data sets to evidence and report student academic performance and gains. It has been determined that student progress on their current IEP goals is a foundational data set for the students that we serve since all students have IEPs.

Following is a summary of Quarter 2 data collected on IEP academic goals for students K-8:

As of January 2024, 61 % of K-8 grade students met or exceeded the performance indicators established in their individualized learning goals in the area of ELA.

As of January 2024, 70 % of K-8 grade students met or exceeded the performance indicators established in their individualized learning goals in the area of Mathematics.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Historically, our school has not consistently held Parent-Teacher Conferences due to close collaboration and communication staff traditionally maintain with the student's

parents/guardians. Staff also meet at least once annually with parents/guardians for student IEP planning and development and, in some instances, more than once per school year if re-evaluation is required or other amendments to the student's individualized education plan become necessary. Going forward, starting with the 2024-2025 school year, we will begin to host mid-semester Parent-Teachers conferences; one being held at the end of academic Quarter 1 (mid to late October) and the second at the end of Quarter 3 (mid-March).

FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) Not Applicable
2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): Not Applicable
3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): Not Applicable
4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE
5. LEADING TO COLLEGE CREDIT: Not Applicable

At this time, none of the currently enrolled secondary/high school students in our center-based programs are involved in dual enrollment, AP classes, or enrolled in coursework for college credit. It is historically typical for students placed in center-based learning programs to be on a non-graduation, or non-diploma, track.