



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

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 Glenn W. Levey Middle School. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Sonia Jackson for assistance.

The district AER is available for you to review electronically by clicking the following website: [<Glenn W. Levey AER>](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

School Accountability Data

Category Index	Points/Score
Growth Index	40.92 / 100
Proficient Index	27.72 / 100
Graduation Index	N/A
English Learner Progress Index	N/A
School Quality/Student Success Index	61.27 / 100
Assessment Participation Index	100.00 / 100
Overall Index Score	40.92 / 100

Levey Middle School's accountability results indicate strong performance in student growth, which is the most heavily weighted component of the state accountability system. The school earned a Summative Growth Index of 40.92, contributing 17.61 points to the overall score, demonstrating that students are making meaningful academic progress over time. While growth is a strength, the Summative Proficiency Index of 27.72, contributing 10.18 points, identifies proficiency as an area for continued improvement. Levey Middle School also earned a School Quality and Student Success Index of 61.27 and achieved 100% assessment

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participation, ensuring that accountability data accurately reflects the performance of all learners.

Levey Middle School was not identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS); therefore, no accountability support label was given.

Student Assessment Data Levey Middle School was not identified with any accountability label

M-STEP and PSAT-ELA DATA

Grade	Assessment	Subject Area	Number Assessed	Advanced or Proficient (%)
6 th	M-STEP	English Language Arts	70	18.3%
7 th	M-STEP	English Language Arts	91	11%
8 th	PSAT	Evidence-Based Reading and Writing	115	37.4%

M-STEP and PSAT-MATH DATA

Grade	Assessment	Subject Area	Number Assessed	Advanced or Proficient (%)
6 th	M-STEP	Mathematics Overall	115	7%
7 th	M-STEP	Mathematics Overall	91	13.2%
8 th	PSAT	Mathematics Overall	115	5%

M-STEP-SCIENCE DATA

Grade	Assessment	Subject Area	Number Assessed	Advanced or Proficient (%)
8 th	M-STEP	Science	114	8.8%

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M-STEP-SOCIAL STUDIES

Grade	Assessment	Subject Area	Number Assessed	Advanced or Proficient (%)
8th	M-STEP	SOCIAL STUDIES	114	14%

MI-ACCESS-Functional Independence

Grade	Assessment	Subject Area	Attained & Surpassed
6th	MI-ACCESS	ELA	0%
6th	Mi-Access	Math	0%
7th	MI-ACCESS	ELA	42%
7th	MI-ACCESS	Math	14.3%
8th	MI-ACCESS	Math	0%
8th	MI-ACCESS	Science	40%
8th	MI-ACCESS	Social Studies	0%

MI-ACCESS-Supported

Grade	Assessment	Subject Area	Attained & Surpassed
6th	MI-ACCESS	ELA	0%
6th	MI-ACCESS	Math	0%
7th	MI-ACCESS	ELA	100%
7th	MI-ACCESS	Math	0%

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MI-ACCESS-Participation

Grade	Assessment	Subject Area	Attained & Surpassed
6 th	MI-ACCESS	ELA	75%%
6 th	MI-ACCESS	Math	75%

National Assessment of Educational Progress (NAEP) Data

- The NAEP link below shows Michigan's 2024–2025 results from the National Assessment of Educational Progress in mathematics and reading, which is administered every other year in grades 4 and 8. [NAEP Results](#)

Educator Qualification Data

Levey Middle School employs a highly experienced instructional staff. All teachers are assigned to teach in subject areas for which they are appropriately certified, and there are no teachers teaching outside of their certification areas.

Currently, one special education classroom is staffed by an educator working under emergency credentials in order to meet the instructional needs of students. In addition, three instructional staff members are classified as probationary; this status is attributable to district onboarding requirements and not to a lack of instructional experience.

Specifically:

- One instructional staff member is new to Southfield Public Schools and brings approximately 27 years of teaching experience.
- One instructional staff member is teaching under emergency credentials.
- One instructional staff member is in her third year with the district and has approximately 15 years of teaching experience.

Probationary or emergency credential status does not reflect limited instructional expertise, as these educators bring substantial professional experience and contribute positively to student learning at Levey Middle School. At this time, Levey Middle School does not have inexperienced principals or other school leaders, as defined by state guidelines.

Civil Rights Data [Glenn W. Levey Middle School Civil Rights Data](#)

Please review the table below listing our schools. 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

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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.

School Name	Status Label	Key Initiative to Accelerate Achievement
Levey Middle School	No Status Label	Levey Middle School accelerates student achievement through a data-driven Multi-Tiered System of Supports (MTSS), targeted literacy and mathematics interventions, and regular analysis of assessment data to guide instruction. Integrated STEM instruction aligned to grade-level standards strengthens problem-solving and real-world application of skills. In addition, the school's House System and social-emotional learning supports promote student engagement, attendance, and positive learning behaviors, while ongoing family communication helps remove barriers and support sustained academic growth.

Key Initiatives to Accelerate Achievement

- **Multi-Tiered System of Supports (MTSS):** Levey Middle School implements a data-driven MTSS framework to identify student needs and provide targeted Tier 1, Tier 2, and Tier 3 academic and social-emotional interventions, with ongoing progress

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monitoring to ensure effectiveness.

- **Targeted Literacy and Mathematics Interventions:** Instructional supports in ELA and mathematics are designed to address skill gaps, strengthen foundational skills, and accelerate student growth using standards-aligned strategies and intervention resources.
- **Data-Informed Instruction:** Teachers regularly analyze formative, benchmark, and summative assessment data, as well as SEL indicators, to guide instructional planning, flexible grouping, and instructional adjustments to improve student outcomes.
- **Integrated STEM Instruction:** Inquiry-based STEM learning experiences promote problem-solving, critical thinking, collaboration, and real-world application of academic skills, supporting student engagement and achievement.
- **Social-Emotional Learning, Engagement, and Attendance Supports:** Intentional implementation of SEL practices, combined with monitoring of attendance, behavior, and academic progress, ensures early identification of barriers to learning and timely intervention.
- **Family Engagement and Communication:** Ongoing communication with families supports both academic progress and social-emotional development, reinforces expectations, and strengthens partnerships to promote student success.

The district is engaged in a continuous improvement process to strengthen teaching, learning, and student outcomes. Districtwide, Southfield Public Schools has made measurable progress in student academic growth, improved attendance trends, strengthened school culture, and the installation of coherent instructional and operational systems. Through the Michigan Integrated Continuous Improvement Process (MICIP), the district has identified priority areas, and implemented a targeted improvement plan focused on high-quality Tier 1 instruction, data-informed practices, and student engagement. Professional learning, strategic resource allocation, and ongoing progress monitoring support implementation fidelity and continuous adjustment. While acknowledging progress across the district, targeted supports remain in place at Glenn W. Levey Middle School to accelerate achievement, meet state accountability expectations, and ensure equitable outcomes for all learners.

Sincerely,

Jennifer Green

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