



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

January 30th, 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 the Kennedy Learning Center. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact **Dr. Ellen George for assistance.**

The district AER is available for you to review electronically by visiting the following website: [<Kennedy Learning Center 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	N/A
Proficient Index	11.10 / 100
Graduation Index	N/A
English Learner Progress Index	N/A
School Quality/Student Success Index	11.33 / 100
Assessment Participation Index	N/A
Overall Index Score	11.18 /100

- The Kennedy Learning Center 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.

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Student Assessment Data

- Presents assessment information for MI-Access English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11.

MI-ACCESS- Supported

Grade	Assessment	Subject Area	Attained or Surpassed
8th	MI-Access	ELA	0%
8th	MI-Access	Math	0%
8th	MI-Access	Science	0%

MI-ACCESS-PARTICIPATION

Grade	Assessment	Subject Area	Attained or Surpassed
4th	MI-Access	ELA	0%
4th	MI-Access	Math	0%
5th	MI-Access	ELA	0%
5th	MI-Access	Math	0%
5th	MI-Access	Science	0%
7th	MI-Access	ELA	100%
7th	MI-Access	Math	0%
11th	MI-Access	ELA	0%
11th	MI-Access	Math	0%
11th	MI-Access	Science	0%

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Educator Qualification Data

Kennedy Learning Center employs a highly experienced instructional staff. All certified teachers are assigned to teach in subject areas for which they are appropriately certified to teach or experienced in teaching within a cross-categorical setting. In the 2024-25 school year, three classrooms were staffed by educators certified in a special education category that they were instructing. These certified educators had a combined average of 25 years of teaching in the Southfield Public School District and a total average of 34.5 years in education. Additionally, four classrooms were staffed by an educator working under emergency credentials in order to meet the instructional needs of students.

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 the Kennedy Learning Center. At this time, Kennedy Learning Center have one inexperienced principals or other school leaders, as defined by state guidelines.

Civil Rights Data

Provides information on school quality, climate, and safety [Kennedy Learning Center 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 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
Kennedy Learning Center	No Status Label	Kennedy Learning Center – Key Initiatives to Promote Student Achievement

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		• Developing Data-Driven Individualized Education Programs (IEPs) Kennedy Learning Center uses formal assessments, ongoing progress-monitoring, and interdisciplinary team input to create measurable IEP goals aligned to each student's academic, behavioral, and functional needs. • Ensuring Compliance With Local, State, and Federal Requirements The Kennedy Learning Center maintains strict adherence to IDEA, MARSE, district policies, and procedural safeguards through internal audits, staff training, and systematic tracking of timelines, services, and documentation. • Implementation of Research-Based Instructional and Assistive Technologies Students benefit from evidence-based educational software, AAC systems, adaptive learning platforms, and data-collection tools that enhance communication, access to curriculum, and independence. • Application of Therapeutic Interventions With Fidelity Speech-language therapy, occupational therapy, physical therapy, behavioral supports, and social-emotional interventions are embedded into daily instruction to promote generalization across academic and community settings.
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		• Integrating Academic and Functional Skill Development Instruction blends core academics with life-skills, vocational readiness, and community-based learning to prepare students for increased independence and post-school success. • Use of Ongoing Data Review to Adjust Instruction Staff meet regularly to analyze student performance data and modify instructional strategies, service delivery, or supports to ensure continued growth. • Promoting Interdisciplinary Collaboration Teachers, therapists, paraprofessionals, and administrators engage in coordinated planning to ensure consistency across environments and maximize student outcomes. • Engagement of Families as Educational Partners Kennedy Learning Center communicates regularly with parents through progress reports, conferences, and data-based discussions to support meaningful progress toward IEP goals. • Providing Professional Development for Staff Ongoing training focuses on evidence-based practices, compliance expectations, instructional strategies, and behavior supports to maintain high-quality implementation.
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		• Expanding Community-Based Instruction and Transition Planning The Kennedy Learning Center incorporates real-world learning experiences and agency partnerships to support student skill development beyond the classroom.
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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 Kennedy Learning Center to accelerate achievement, meet state accountability expectations, and ensure equitable outcomes for all learners.

Sincerely,

Jennifer Green

Jennifer Green, Superintendent

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