



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

January 12, 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 Thompson K-8 International Academy. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Ms. Porsha Eubanks for assistance.

The district AER is available for you to review electronically by visiting the following link: [Thompson 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.

These reports contain the following information:

School Accountability Data

Category Index	Points/Score
Growth Index	46.61
Proficient Index	35.91
Graduation Index	NA
English Learner Progress Index	89.57
School Quality/Student Success Index	62.48
Assessment Participation Index	100
Overall Index Score	52.18

Thompson K-8 earned an **Overall Index Score of 52.18 out of 100**, placing the school in the **Universal Support** category. This designation indicates that Thompson K-8 is not identified for CSI, ATS, or TSI, reflecting overall stability while also highlighting areas for continued growth.

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The **Growth Index score of 46.61** suggests that scholars are making progress; however, there are opportunities to strengthen instructional strategies to accelerate learning gains across grade levels. Similarly, the **Proficiency Index score of 35.91** indicates a need to increase the number of scholars meeting or exceeding grade-level expectations through targeted instruction and data-informed practices.

The **English Learner Progress Index score of 89.57** is a significant strength, demonstrating strong progress among English Learners and reflecting the effectiveness of instructional supports and interventions provided to this subgroup.

As a K–8 building, the **Graduation Rate Index** is not applicable.

Thompson K–8 also earned a **School Quality and Student Success Index score of 62.48**, highlighting positive outcomes in areas such as student engagement, attendance, and overall school climate, while identifying opportunities for continued improvement.

To support instructional consistency and alignment, the district utilizes **Atlas Rubicon** to standardize the implementation of core curriculum across all schools. This platform ensures alignment to state standards, consistent instructional pacing, and access to vetted units, assessments, and instructional resources. The district follows an approved implementation model and receives ongoing support from **Oakland Schools**, the local ISD. Continuous progress monitoring and regular reviews guide instructional priorities and next steps toward full districtwide alignment.

Finally, Thompson K–8 achieved **100% participation** in all required assessments, including **100% English Learner participation**, reflecting strong systems, clear communication, and accountability throughout the assessment window.

Student Assessment Data

M-STEP and PSAT-ELA & Math DATA

Grade	Assessment	Subject Area	Advanced or Proficient (%)
3rd	M-STEP	English Language Arts	28.3%
3rd	M-STEP	Mathematics	24.6%

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4th	M-STEP	English Language Arts	25%
4th	M-STEP	Mathematics	18.5%
5th	M-STEP	English Language Arts	26.9%
5th	M-STEP	Mathematics	7.3%
6th	M-STEP	English Language Arts	13.3%
6th	M-STEP	Mathematics	2.2%
7th	M-STEP	English Language Arts	21.7%
7th	M-STEP	Mathematics	15.2%
8th	PSAT	Evidence-Based Reading and Writing	22.2%
8th	PSAT	Math	1.8%

M-STEP-SCIENCE & SOCIAL STUDIES DATA

Grade	Assessment	Subject Area	Advanced or Proficient (%)
5th	M-STEP	Science	12.3%
5TH	M-STEP	Social Studies	9.9%
8th	M-STEP	Science	8.8%
8TH	M-STEP	Social Studies	14%

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MI-ACCESS- ELA & Social Studies-FUNCTIONAL INDEPENDENCE

Grade	Assessment	Subject Area	ATTAINED & SURPASSED
5th	MI-ACCESS	ELA	100%
5th	MI-ACCESS	Social Studies	0%

MI-ACCESS-ELA, MATH, & SCIENCE-SUPPORTED INDEPENDENCE

Grade	Assessment	Subject Area	ATTAINED & SURPASSED
3rd	MI-ACCESS	ELA	100%
3rd	MI-ACCESS	MATH	100%
4th	MI-ACCESS	ELA	100%
4th	MI-ACCESS	Mathematics	100%
5TH	MI-ACCESS	ELA	100%
5TH	MI-ACCESS	Mathematics	100%
5th	MI-ACCESS	SCIENCE	100%

MI-ACCESS-ELA, MATH, SCIENCE- PARTICIPATION

Grade	Assessment	Subject Area	ATTAINED & SURPASSED
3rd	MI-ACCESS	ELA	0%
3rd	MI-ACCESS	MATH	0%
5th	MI-ACCESS	ELA	100%

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5th	MI-ACCESS	Mathematics	100%
5th	MI-ACCESS	SCIENCE	0%

**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

Thompson currently employs seven probationary teachers, all of whom are fully certified and none of whom are teaching under emergency certificates. In addition, one teacher is currently teaching outside of their original certification area but is enrolled in an alternative route to certification for the assigned subject.

Civil Rights Data

The link provides information on Thompson K-8. K8 Civil Rights Date- [Civil Rights Data-ThompsonK8](#)

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

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Thompson K-8 International Academy	No Label was assigned for the 24/25 school year	Thompson K-8 International Academy is aligned with the district and currently identifies the MTSS Framework as the key initiative being undertaken in the school to accelerate student achievement. We are leveraging the framework to accelerate student achievement by: • Tier 1: Core Instruction - Strengthening high-quality, differentiated instruction in every classroom to ensure all scholars have access to rigorous and engaging learning experiences. • Tier 2: Targeted Interventions - Identifying scholars who require additional support and providing small group interventions tailored to their specific needs. • Tier 3: Intensive Interventions - Offering individualized, data-informed support for scholars with the most significant learning gaps.
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Thompson K-8 is committed to maintaining a high-quality school environment that prioritizes climate, safety, and the social-emotional well-being of all scholars. As an **IB World Community School**, Thompson K-8 intentionally integrates academic excellence with strong systems of care, community partnerships, and wraparound supports to ensure scholars feel safe, supported, and connected to their learning community.

To support social-emotional learning, Thompson K-8 utilizes **Inner Explorer** and **Navigate360**, mindfulness-based programs that help scholars develop self-awareness, emotional regulation, and focus. In addition, teachers leverage the **Panorama Platform** to proactively monitor behavior and implement targeted intervention strategies that promote a secure and responsive learning environment. These tools allow staff to identify needs early, strengthen student supports, and collaborate effectively with families and community partners when additional assistance is needed.

To ensure instructional consistency and alignment, the district utilizes **Atlas Rubicon** to standardize the implementation of the core curriculum across all schools. This platform supports alignment to state standards, ensures consistent instructional pacing, and provides teachers with access to vetted units, assessments, and instructional resources. The district follows an approved implementation model and receives ongoing support from **Oakland Schools**, our local ISD. Ongoing curriculum reviews are conducted to monitor progress and guide continuous improvement toward full districtwide alignment.

A strong sense of belonging is fostered through the **Ron Clark Academy (RCA) House System**, which builds schoolwide unity, positive relationships, and scholar engagement across grade levels. Through this system, scholars develop meaningful connections with peers and adults, engage in healthy competition, and experience a shared sense of pride, accountability, and responsibility within the school community.

As an IB World School, Thompson K-8 intentionally embeds the **IB Learner Profile attributes** into daily instruction and school culture. Scholars are encouraged to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. These attributes promote positive behavior, global awareness, and personal responsibility, contributing to a respectful and inclusive school climate. Through inquiry-based learning, global perspectives, and a strong emphasis on critical thinking, scholars are prepared to meet academic challenges and develop the skills necessary for success in an increasingly interconnected world.

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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 Thompson K-8 School to accelerate achievement, meet state accountability expectations, and ensure equitable outcomes for all learners.

Sincerely,

Jennifer Green

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