Marshall Public Schools

2021-22
School Annual Education Report (AER) Cover Letter

1/13/2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Marshall Opportunity 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 Ben Wallace for assistance.

The AER is available for you to review electronically by visiting the following website http://www.marshall.k12.mi.us/marshallopportunityhighschool_home.aspx, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

For 2019-2020, Marshall Opportunity High School did not make Adequate Yearly Progress (AYP) because:

•We did not attain target achievement goals in English language arts.

•We did not attain target achievement goals in mathematics.

•We did not attain target achievement goals for all subgroups of students in mathematics.

•We did not attain target achievement goals for all subgroups of students in English language arts.

•We did not meet the 80% graduation rate goal.

•We did not meet the 90% attendance rate goal.

Because our school has not made AYP for three years we are identified for School Improvement. Some of the steps that we have taken to rectify our target goals are to: Work within and improving the Learning Design Model in both our Math and English proficiency and comprehension. We are establishing some approaches to "close the gap" of our students so that they are performing closer to grade level. To raise our M-Step/SAT scores, we are also continuing our ACT/M-Step preparatory work each week and will continue to participate in preparation by testing skills via the Mel.org practices tests.

We also provide our students with either the COMPASS test or the ASVAB testing services to better prepare them for the SAT/M-Step. In 2018, we began hosting Open Houses, College and Job Fairs. As of the spring of 2014, we implemented the PBIS system of positive behavior supports to offer encouragement and success to those students who might not otherwise experience that at home. We have initiated Restorative Practices within the classroom on a daily basis.

State law requires that we also report additional information.

We are a credit recovery school that provides an opportunity for those students who have not found success previously at their sending schools or who are at risk of dropping out. The students who come to us are those who want to finish school and receive a high school diploma. The students not only able to recover credit but are also able to attend the Calhoun Area Career Center where students are able to learn a trade or skill that allows them to be more employable upon graduation. A small percentage of those students are also able to attend college classes at KCC. Other select students can become part of the Early College Program. The challenges that our students often face is that they are often behind not only in credits, but also functional skills within the classroom.

We, as every other public school in the state of Michigan, must follow the Michigan Merit Curriculum and we follow the same curriculum that is used at Marshall High School. You may access this curriculum at either Marshall Opportunity High School or Marshall High School.

We continue to seek additional parent support and inclusion. We have parent/teacher conferences 4 days each year and have approximately 25% participation.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: The students are often sent to us via their counselors from the traditional high schools, because they are credit deficient and are at risk of not graduating or dropping out of school.

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: We, as every other public school in the state of Michigan, must follow the Michigan Merit Curriculum and we follow the same curriculum that is used at Marshall High School. You may access this curriculum at Marshall High School or by contacting the Curriculum Director, Chad Holt

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: You may see the results for the M-Step test for MOHS by accessing the AER report on the MOHS website.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: We continue to seek additional parent support and inclusion. We have parent/teacher conferences 4 days each year and have approximately 25% participation.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT: MOHS had a total of 15 student is dual enrolled in college coursework.

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED: Zero

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES: None

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: 15

We continue to strive towards guiding our students towards success in academics as well as their social and emotional well-being. We appreciate all our school, community, and parental support as we work towards that endeavor.

Sincerely,

Ben Wallace