

DATA-DRIVEN STRATEGIC PLANNING



Marshall Public Schools

A Rich Tradition of Excellence



Marshall Public Schools Data Driven Strategic Planning Retreat

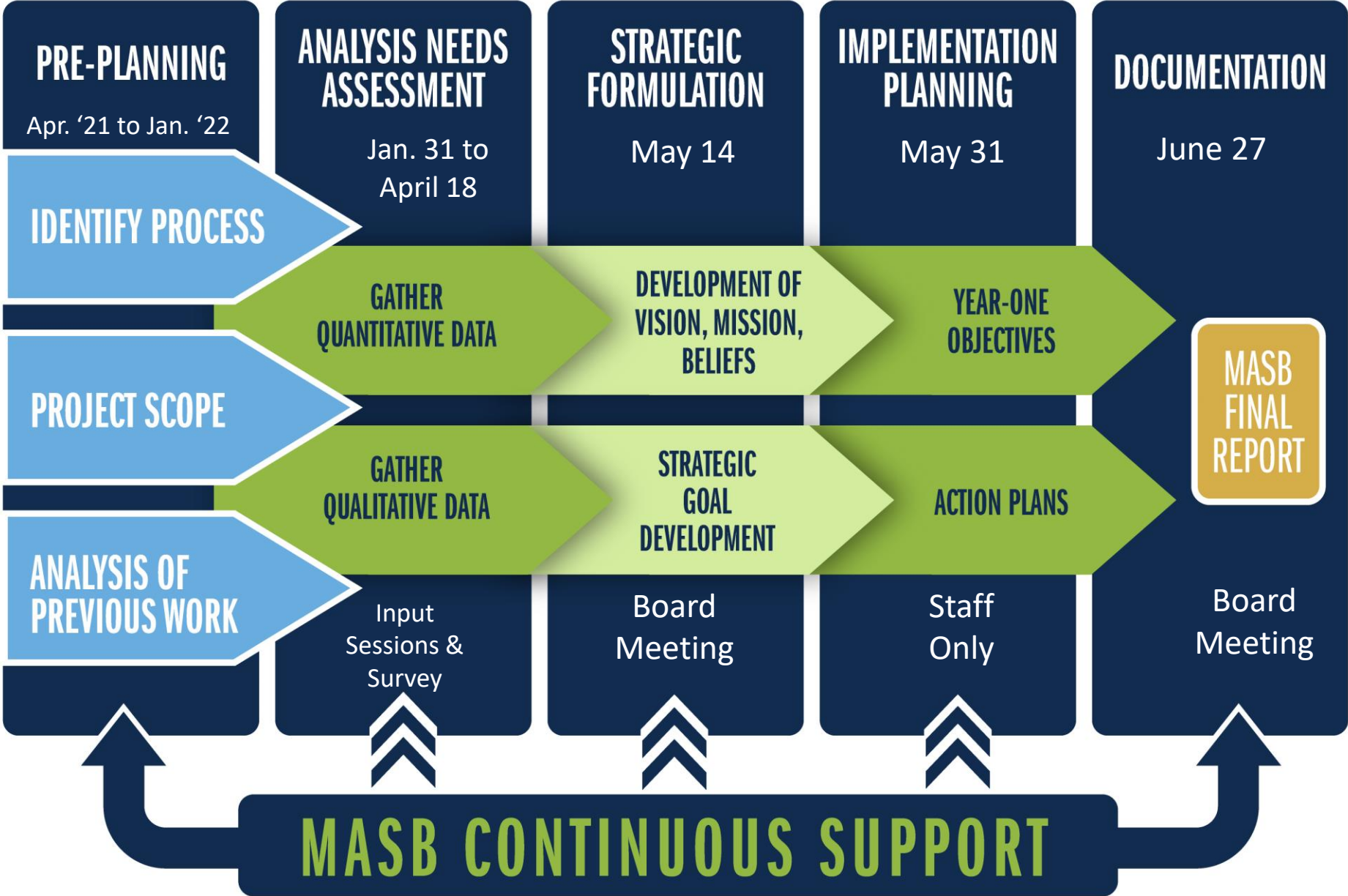
May 14, 2022

8:30 a.m. – 4:30 p.m.

Agenda

1. Welcome – Board President/Superintendent
2. Introductions
3. Review strategic planning process and agenda
4. Environmental Scan
5. Receive current status/initiatives/progress of district - Superintendent
6. Review/Renew – vision/mission/beliefs
7. Review stakeholder input summary
8. Review district data
9. Identify key strategic goal areas
10. Brainstorm ideas for key strategies for each goal area
11. Develop goal statements
12. Identify next steps

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ENVIRONMENTAL SCAN: WHAT IS HAPPENING NOW?



EMERGING

ESTABLISHED

ON THE HORIZON

DISAPPEARING

WORKSHEET: The WAVE – Inventory of trends, Paradigms and Approaches

TOPIC:

ON THE HORIZON

EMERGING

ESTABLISHED

DISAPPEARING

ON THE HORIZON

WHICH NEW IDEAS ARE PUSHING/NEEDING TO BECOME ACCEPTED TRENDS AND PRACTICES?

ESTABLISHED

WHICH TRENDS AND PRACTICES ARE MAINSTREAM OR STANDARD OPERATING PROCEDURES?

EMERGING

WHICH TRENDS AND PRACTICES ARE PICKING UP MOMENTUM AND ACCEPTANCE?

DISAPPEARING

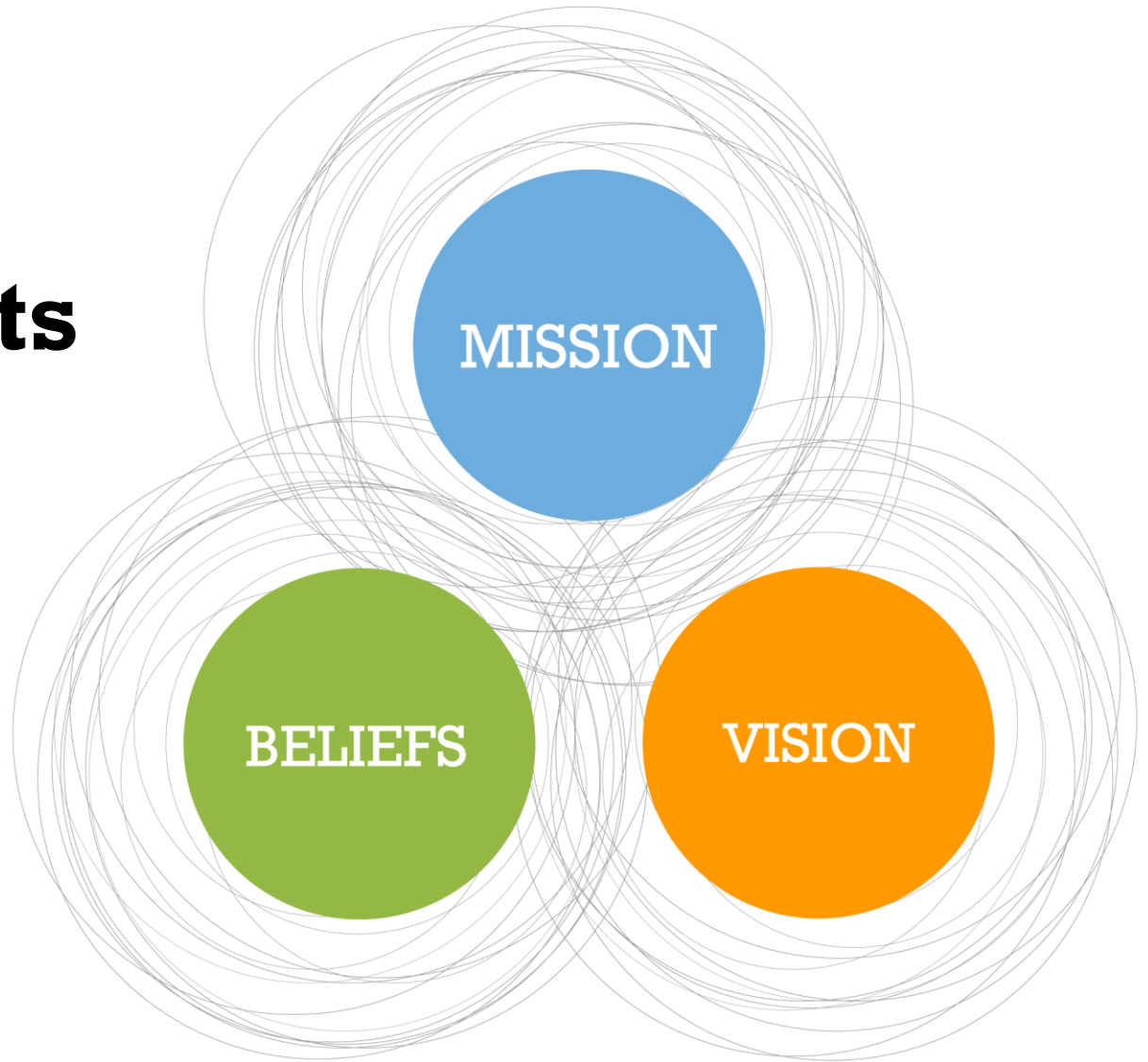
WHICH TRENDS AND PRACTICES ARE CONCEPTS WHOSE VIABILITY IS OVERTLY QUESTIONED OR NO LONGER NEEDED?

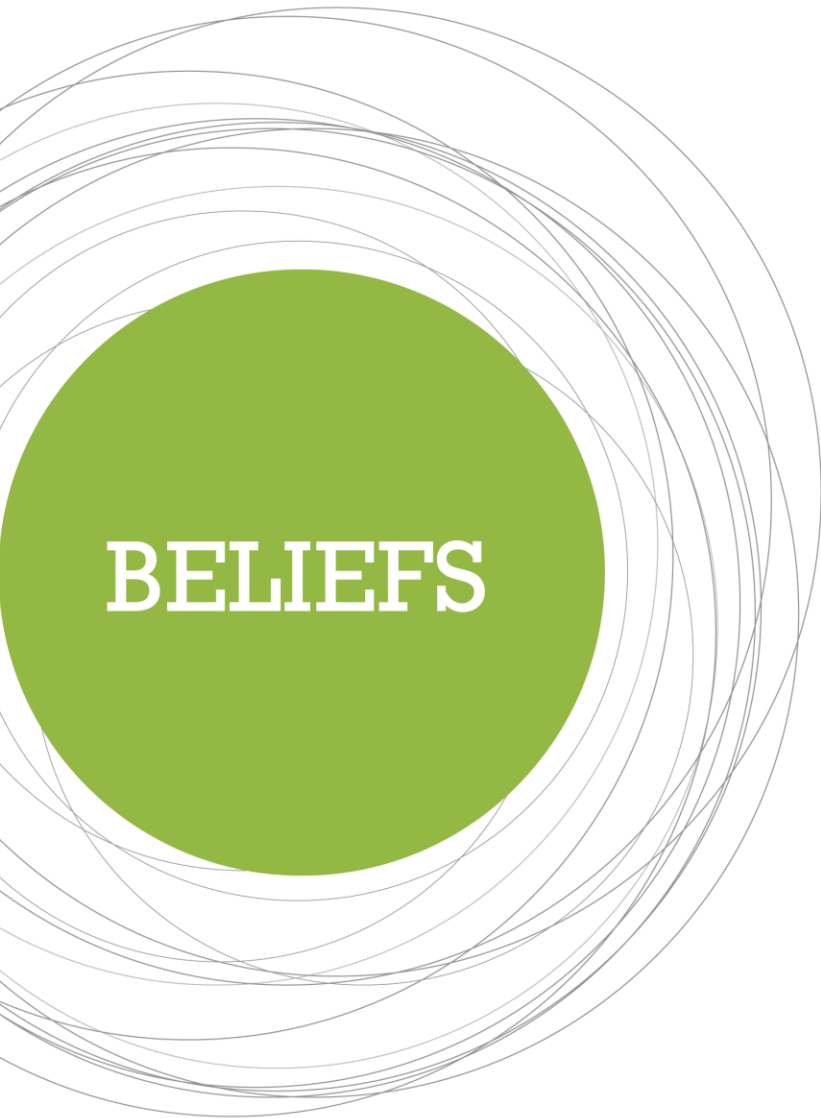
Current Status / Initiative of the district

**Superintendent:
Rebecca Jones**

Guiding Components

- BELIEFS
- MISSION
- VISION

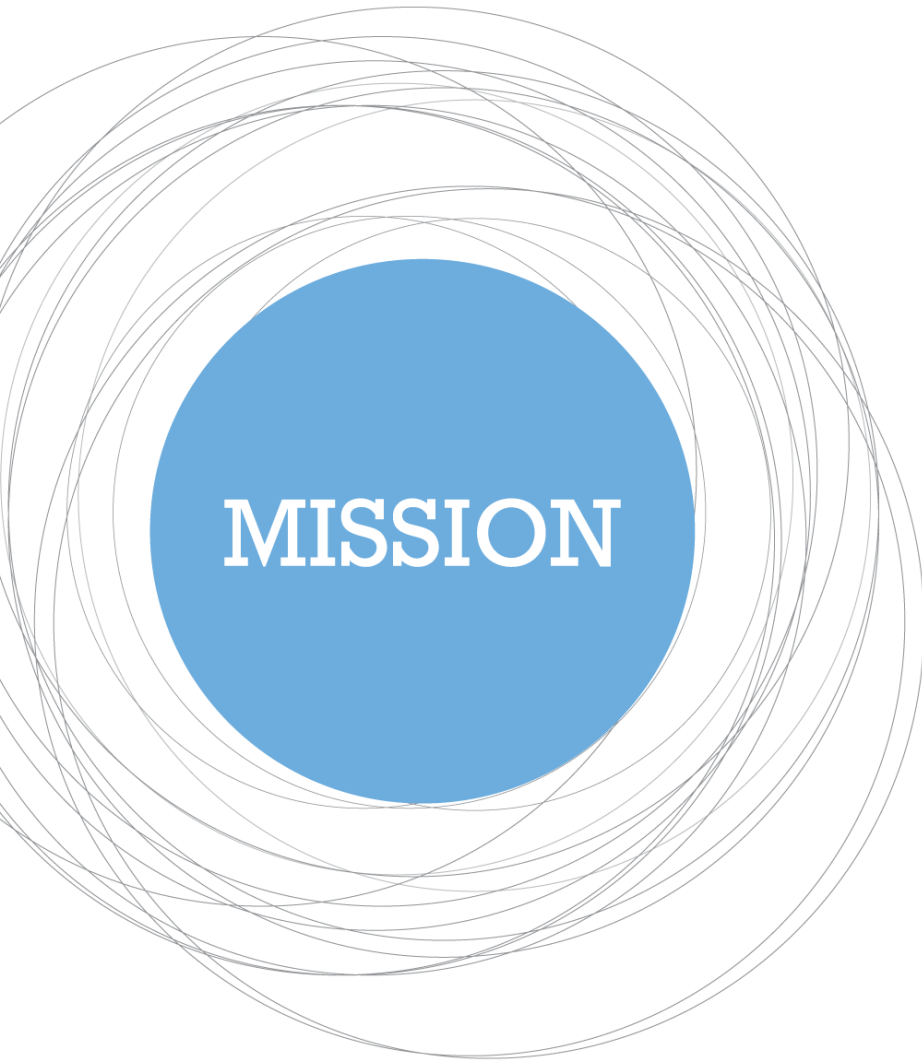




- Belief statements capture our guiding principles
- They reflect **WHY** we do what we do

Examples of **Belief** Statements

- We believe all students can learn.
- We believe quality instruction is key to student learning.
- We believe every student has the right to a quality education.



- A mission statement describes our purpose
- It indicates HOW we'll make our vision a reality — 'the means.'

Examples of **Mission** Statements

- Our mission is to provide the best customer service possible. (Zappos)
- Our mission is to find a cure for diabetes and its complications through the support of research. (JDRF)
- We strive to ensure that all students achieve their highest level of critical thinking and creativity... (Lower Merian School District)
- We lead positive social change and deliver value to members through information, advocacy and service. (AARP)

Effective **Mission** Statements

- ☑ Describe an action or occurrence
- ☑ Define standards or quality
- ☑ Usually contain a verb

- A vision statement describes our desired state
- It reflects **WHAT** we're trying to achieve—'the ends.'



Examples of **Vision** Statements

- A personal computer in every home running Microsoft software. (1980s Microsoft)
- A world without Alzheimer's disease (Alzheimer's Association)
- Our vision is to create a better everyday life for many people (IKEA)

Effective **Vision** Statements

- ✓ Are written in simple, understandable terms
- ✓ Look to the future
- ✓ Inspire people
- ✓ Are aspirational, perhaps even audacious
- ✓ Verbs are optional

Beliefs, Mission & Vision

Beliefs = **motivation** = Why we do what we do

Mission = **means** = How we'll accomplish it

Vision = **ends** = What we're trying to accomplish

Beliefs, Mission & Vision

Mission

Creating a system of education, through innovative collaborations and partnerships, that provides equal access for all students to a quality teaching and learning experience offering multiple pathways toward successful career attainment. *2021*

Vision

Every student is unique; and we will honor and respect the individual differences that our students bring into our schools so we may create a more inclusive, globally relevant, teaching and learning environment where all students feel valued and take personal ownership for their growth and achievements. *2021*

Beliefs, Mission & Vision (continued)

Core Values: 2021

- Act in the best interest of those we serve.
- Strive for excellence through high quality, rigorous and relevant instruction.
- Operate the District with a sound and stable business model.
- Provide strong stewardship of our resources.
- Demonstrate that our District is critically necessary to the economic growth and social prosperity of the communities we serve.
- Our teaching and learning environments, curriculum and resources, personnel and leadership, will be inclusive and reflect the diversity of our students.

MISSION & VISION

	MISSION STATEMENT	VISION STATEMENT
ABOUT	A MISSION STATEMENT TALKS ABOUT HOW YOU WILL GET TO WHERE YOU WANT TO BE. DEFINES THE PURPOSE AND PRIMARY OBJECTIVES RELATED TO YOUR CUSTOMER NEEDS AND TEAM VALUES.	A VISION STATEMENT OUTLINES THE WHAT YOU WANT TO BE. COMMUNICATES BOTH THE PURPOSE AND VALUES OF YOUR BUSINESS.
ANSWER	IT ANSWERS THE QUESTION, "WHAT DO WE DO? WHAT MAKES US DIFFERENT?"	IT ANSWERS THE QUESTION, "WHERE DO WE AIM TO BE?"
TIME	A MISSION STATEMENT TALKS ABOUT THE PRESENT LEADING TO ITS FUTURE.	A VISION STATEMENT TALKS ABOUT YOUR FUTURE.
FUNCTION	IT IS THE BASIS FOR WHICH THE ORGANIZATION IS FORMED. ITS PRIME FUNCTION IS INTERNAL; TO DEFINE THE KEY MEASURE OR MEASURES OF THE ORGANIZATION'S SUCCESS AND ITS PRIME AUDIENCE IS THE LEADERSHIP, TEAM AND STAKEHOLDERS.	IT LISTS WHERE YOU SEE YOURSELF SOME YEARS FROM NOW. IT INSPIRES YOU TO GIVE YOUR BEST. IT SHAPES YOUR UNDERSTANDING OF WHY YOU ARE WORKING HERE.
CHANGE	YOUR MISSION STATEMENT MAY CHANGE, BUT IT SHOULD STILL TIE BACK TO YOUR CORE VALUES, CUSTOMER NEEDS AND VISION.	AS YOUR ORGANIZATION EVOLVES, YOU MIGHT FEEL TEMPTED TO CHANGE YOUR VISION. HOWEVER, MISSION OR VISION STATEMENTS EXPLAIN YOUR ORGANIZATION'S FOUNDATION, SO CHANGE SHOULD BE KEPT TO A MINIMUM.
DEVELOPING A STATEMENT	WHAT DO WE DO TODAY? FOR WHOM DO WE DO IT? WHAT IS THE BENEFIT? IN OTHER WORDS, WHY WE DO WHAT DO DO? WHAT, FOR WHOM AND WHY?	WHERE DO WE WANT TO BE GOING FORWARD? WHEN DO WE WANT TO REACH THAT STAGE? HOW DO WE WANT TO DO IT?
FEATURES OF AN EFFECTIVE STATEMENT	PURPOSE AND VALUES OF THE ORGANIZATION: WHO ARE THE ORGANIZATION'S PRIMARY "CLIENTS" (STAKEHOLDERS)? WHAT ARE THE RESPONSIBILITIES OF THE ORGANIZATION TOWARD THE CLIENTS?	CLARITY AND LACK OF AMBIGUITY: DESCRIBING A BRIGHT FUTURE (HOPE); MEMORABLE AND ENGAGING EXPRESSION; REALISTIC ASPIRATIONS, ACHIEVABLE; ALIGNMENT WITH ORGANIZATIONAL VALUE AND CULTURE.



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Introduction And Overview

DATA-DRIVEN STRATEGIC PLANNING

INTRODUCTION

DATA DRIVEN STRATEGIC PLANNING

The Board of Education of Marshall Public Schools contracted with the Michigan Association of School Boards for Data-Driven Strategic Planning. This process is a practical, data-based approach to planning; information is collected, analyzed and presented by MASB Consultants to help school leaders make effective decisions concerning school improvement.

Using data helps districts get results. Data forms a solid foundation for choosing goals and then provides the information to monitor progress toward reaching those goals. Moreover, data is a very effective way to market and “tell the story” of a school district.

The MASB personnel working with Marshall Public Schools include Debbie Stair, MASB Asst. Director of Leadership Development, Deb Macon, MASB Consultant and Jack Temsey, MASB Consultant.

To provide comments and suggestions concerning this report, contact:

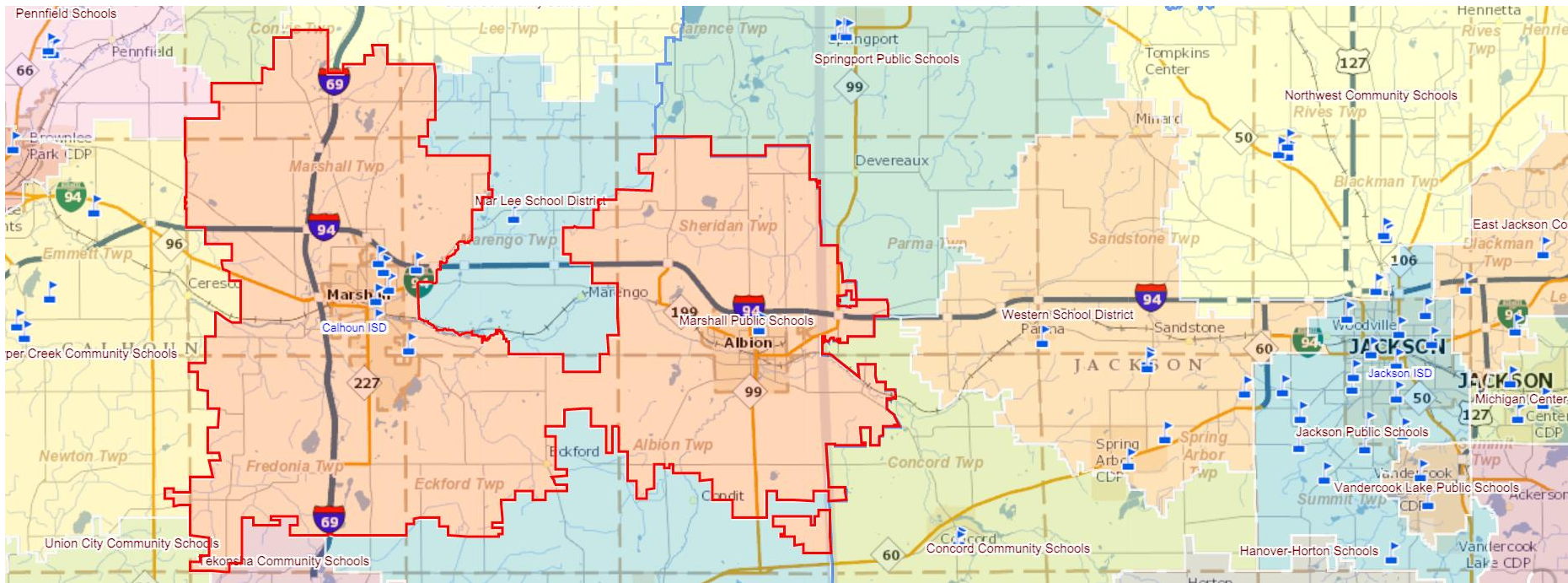
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Marshall Public Schools Surrounding School Districts



Marshall Public Schools

Reference Districts

- A. Marshall Public Schools (Calhoun)
- B. Homer Community School District (Calhoun)
- C. Western School District (Jackson)
- D. Oakland Schools (Oakland)
- E. Gull Lake Community Schools (Kalamazoo)
- F. Harper Creek Community Schools (Calhoun)

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COMPARISON INFORMATION FOR MARSHALL PUBLIC SCHOOLS REFERENCE DISTRICT SELECTION

District	County	Number of Schools ***	2021 Student Enrollment	2021 Economically Disadvantaged Enrollment (%)	2021 College Readiness	2021 Special Ed. Enrollment (%)	2021 Students per Teacher ⁺	2021 Operating Expenditures (\$ per Student) **	2019 Average Household Income ⁺	2019 Unemployment Rate (% by District) ⁺
<i>Marshall Public Schools</i>	<i>Calhoun</i>	<i>8</i>	<i>2,626</i>	<i>44.6%</i>	<i>29.2%</i>	<i>18.0%</i>	<i>10</i>	<i>\$12,141</i>	<i>\$72,321</i>	<i>8.3%</i>
Homer Community School District	Calhoun	3	946	54.5%	20.3%	20.4%	21	\$10,628	\$64,713	3.9%
Western School District	Jackson	6	2,763	36.9%	38.6%	12.3%	23	\$10,160	\$78,268	5.8%
Oakland Schools	Oakland	6	2,159	66.7%	91.2%	2.0%				
Gull Lake Community Schools	Kalamazoo	7	3,194	23.7%	37.0%	9.4%	20	\$10,700	\$128,883	2.4%
Harper Creek Community Schools	Calhoun	5	2,756	41.0%	21.3%	12.1%	19	\$11,448	\$82,127	7.1%

All comparison data comes from the Center for Educational Performance and Information (CEPI) with the exception of:

* - United States Census Bureau (American Community Survey-5 year estimates; 2015-2019)

** - MDE Bulletin 1014

*** - National Center for Education Statistics:

NOTE: The unemployment rate is based on the population of 16 years and older and does not include the population not in the workforce.

SUMMARY

Data Driven Strategic Planning: Marshall Public Schools

Based on analysis of data in this report, the following points are highlighted concerning Marshall Public Schools:

In general, the data revealed that when compared to state averages and the reference districts selected for this report, Marshall Public Schools emerges as a district maintaining reasonable academic performance while facing fiscal challenges.

Demographics

- Approximately 29.8% of residents attended some college or earned an Associate's Degree. In addition, 28.8% of Marshall citizens have a Bachelor's degree or higher. (B-1, B-2)
- Although the percentage of pre-school aged children attending public pre-school ranks higher than all reference districts at 71.2%, it is 3.4% above the state average. The percentage of district-resident children enrolled in Public Schools K-12 ranked highest among the referenced districts and is higher than the state average by 4.5% points. (B-3)
- The district's 2019 average household income ranks fourth among the reference districts and is below the state average. (B-4)
- Enrollment at Marshall Public Schools has decreased two out of the past four years moving from 2,848 students in 2018 to 2,626 students in 2022; a net loss of 222 students. (B-5, B-6)
- Marshall Public Schools has 493 students who choose to attend either other districts or charter schools. Homer (197), Mar Lee (176) and Olivet (53) enroll the greatest number of resident Marshall students. There are 149 Schools of Choice students enrolled in Marshall Public Schools. Mar Lee (34), Harper Creek (23) and Battle Creek (18) have the greatest number of students enrolled in Marshall Public Schools. (B-7, B-8)
- Except for 2021, the loss of students to Schools of Choice has steadily increased over the last four years. (B-9)

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- The percentage of the Marshall students eligible for lunch assistance in 2021 ranked third among the reference districts and also below statewide average. Free and reduced student lunch eligibility remained steady from 2018 through 2022 and resulted in 44.6% of 2022 Marshall students qualifying for lunch assistance. (B-10, B-11)
- The district's 2021 cohort graduation rate of 81.92% was below the statewide average by 0.18% points. However, it ranked lowest among the reference districts selected for which data is available. (B-12)
- While the state's average graduation rate has increased by 2.45% over the past five years, Marshall's average graduation rate has increased by 18.82%. (B-13)
- For the class of 2015, Marshall's enrollment in college rate was 67.16%. After a five year period, 38.24% earned a qualifying certificate or degree. (B-15)
- The demographics of the district's student population has seen little change in the past 5 years. The 2021 demographic data is as follows: 72.6% White, 8.1% Hispanic, 6.1% Multiracial, 11.9% African American, 0.4% American Indian, 0.8% Asian and 0.0% Native Hawaiian. (B-16, B-17)
- Marshall Public Schools Student's attendance, in 2022, ranked lowest amongst the reference districts for which data is available, and has seen an increase in student's overall chronic absence. (B-17, B-18)

Academic Performance

- Marshall students were above state averages in ELA in grades 3 and 4 and below state average in grade levels 5 through 8 on the 2021 M-STEP. (C-2,C-3, C-5,C-9, C-11, C-13, C-14, C-16, C-18, C-20, C-22, C-27, C-29)
- Marshall students were below state averages in Math at all assessed grade levels on the 2021 M-STEP (C-1, C-3, C-4,C-8, C-11, C-12, C-14, C-15, C-18, C-19, C-22, C-26, C-29)

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- At 29.2%, Marshall's College Readiness scores fell below the state average of 32.6 but ranked fourth among its reference districts. Marshall students fell below the state average for the past five years. (C-28, C-29)
- Though Science scores haven't been graded since 2017, except for 4th grade, Marshall fell below state average at all assessed grade levels. (C-6, C-7, C-17, C-18, C-24, C-25)
- Social Studies scores at all grade levels fell below the state average. (C-10, C-11, C-21, C-22, C-23, C-25)
- Dual enrollment participation saw a significant increase in 2020, from 10 in 2017. There was no participation in 2018, 2019 or 2021. (C-31)

Finance and Personnel

- Marshall's 2019 Foundation Allowance of \$8,700 is equal to all of its reference districts. The district has received increases three of the last 4 years to get to it's current funding level of \$8,700 since 2019.(D-1)
- General fund expenditures at \$12, 141 per student ranks higher than all reference districts, and above the state average of \$10,548. General fund expenditures have increased over the last five years. (D-3, D-4)
- Even though Marshall has increased its instructional spending four of the last five years, at \$7,554 per student it ranks second among the reference districts and is also above the state average of \$6,438. (D-5, D-6)
- None of the reference districts spends more on instructional support than Marshall. However, the district's spending is above the state average by \$290 per student. Spending for instructional support has increased four out of the last five years. (D-7, D-8)
- Business and administration spending is above the state average and ranks highest among the reference districts. (D-9, D-10)
- Marshall Public Schools' Fund Balance has increased steadily since 2017. At 16.9%, it ranks third among reference districts. (D-13, D-14)

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- In each of the last five years, general fund revenue exceeded expenditures. (D-11, D-12)
- Marshall's cumulative student loss of 277 students since 2018 has resulted in a loss of revenue in the amount of \$2,211,859. (D-15)
- The potential revenue per millage of property tax levied in the Marshall Public Schools in 2020 was the second highest of the reference districts for homestead and second for non-homestead properties. Both the district's homestead tax and non-homestead tax surpassed the state average. (D-16)
- Of the reference districts, all except one has a higher staffing count than Marshall Public Schools. The staffing count has held steady since 2017. (E-1, E-2)
- No comparative districts have a lower student-teacher ratio than Marshall. The district's student-teacher ratio is 5 less than the state average and has remained similar for the past five years. (E-3, E-4)
- At \$57, 279, Marshall's 2021 average teacher salary increased as compared to salaries in 2017, 2018, 2019 and 2020. The average teacher salary ranks lowest among the reference districts and below the state average salary by \$4,629. (E-5, E-6)
- 66% of Marshall teachers have a Master's degree or higher. (E-7)
- Over half of Marshall's teachers have been with the district longer than 5-10 years. (E-8)

Submitted: 5/10/2022



Data Audit Summary

What does the data suggest we address in the strategic plan?



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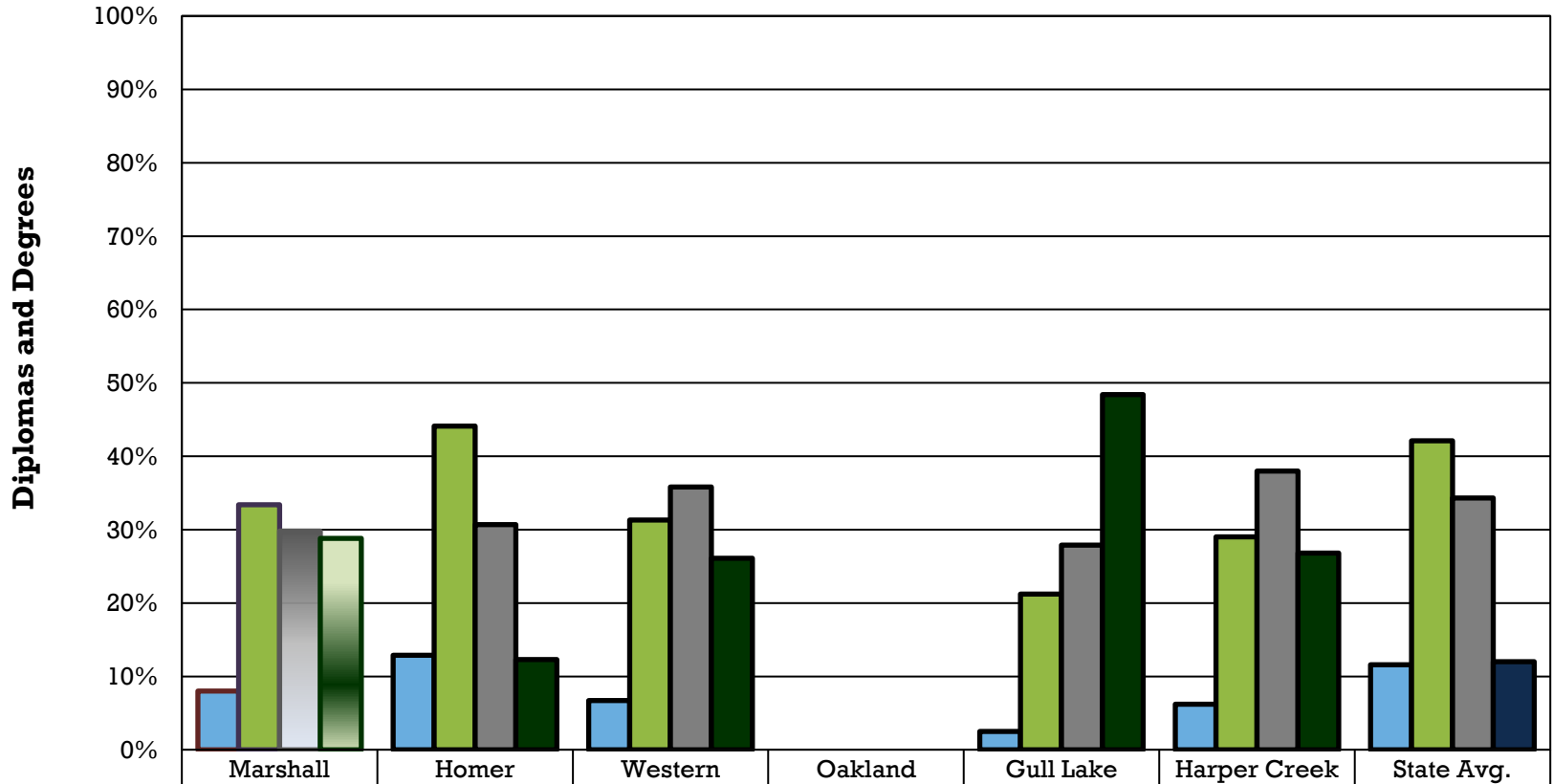
Demographics

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Marshall Public Schools

Adults With High School Diplomas, Some College or Associates and Bachelor's Degrees: 25 Years and Older, 2020

Source of Data: 2016-2020 American Community Survey (U.S. Census Bureau)



	Marshall	Homer	Western	Oakland	Gull Lake	Harper Creek	State Avg.
< 12th Grade	8.0%	12.9%	6.7%	0.0%	2.5%	6.2%	11.6%
High School Diploma Only	33.4%	44.1%	31.3%	0.0%	21.2%	29.0%	42.1%
Some College or an Associates	29.8%	30.7%	35.8%	0.0%	27.9%	38.0%	34.3%
Bachelor's Degree or Higher	28.8%	12.3%	26.1%	0.0%	48.4%	26.8%	12.0%

Note: The 2015-2019 American Community Survey is based on statistical sampling over a 5-year period, not a direct census.

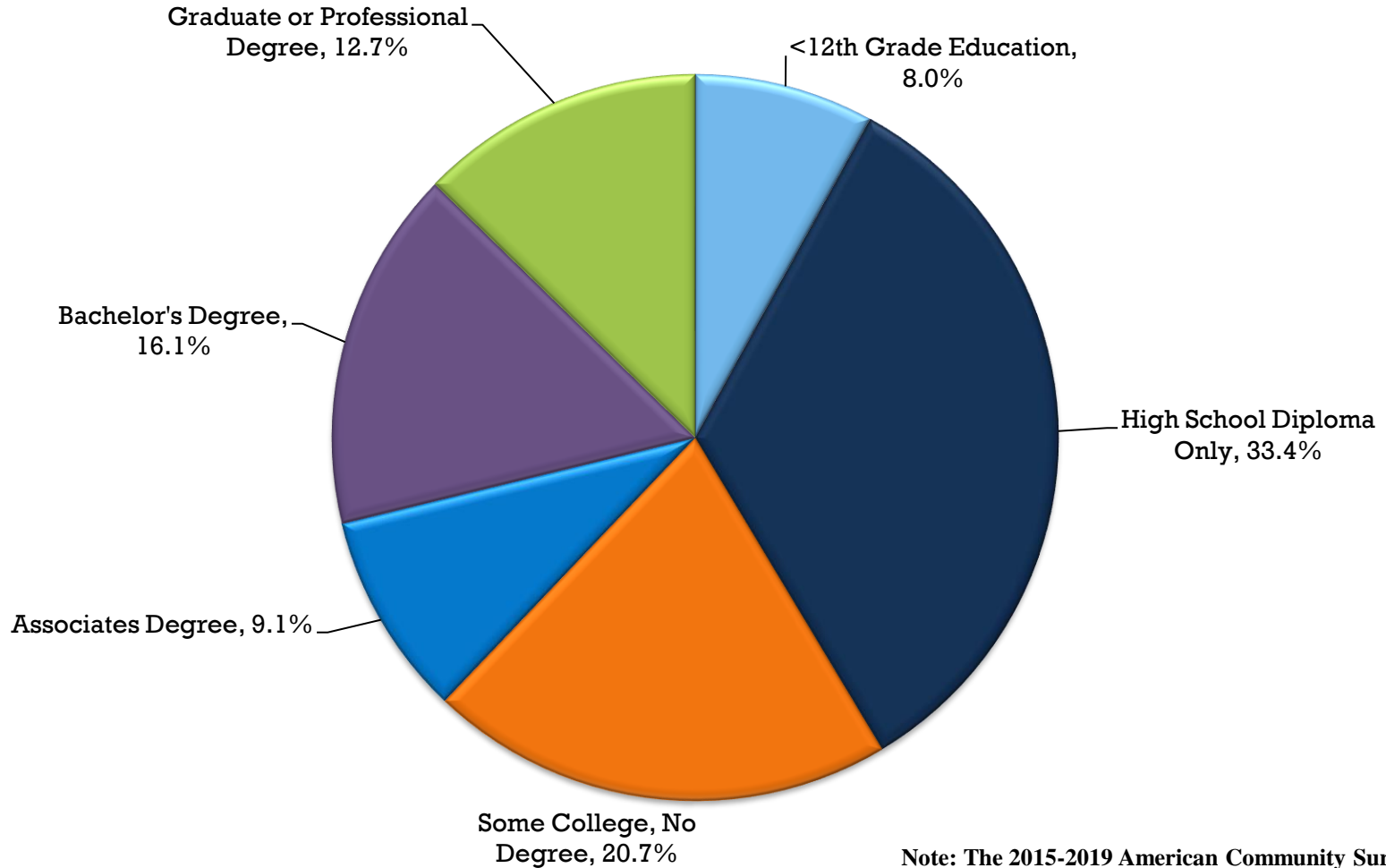


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Marshall Public Schools

Education Attainment <12th Grade – Professional Degree, 25 Years and Older, 2020

Source of Data: 2016-2020 American Community Survey (U.S. Census Bureau)



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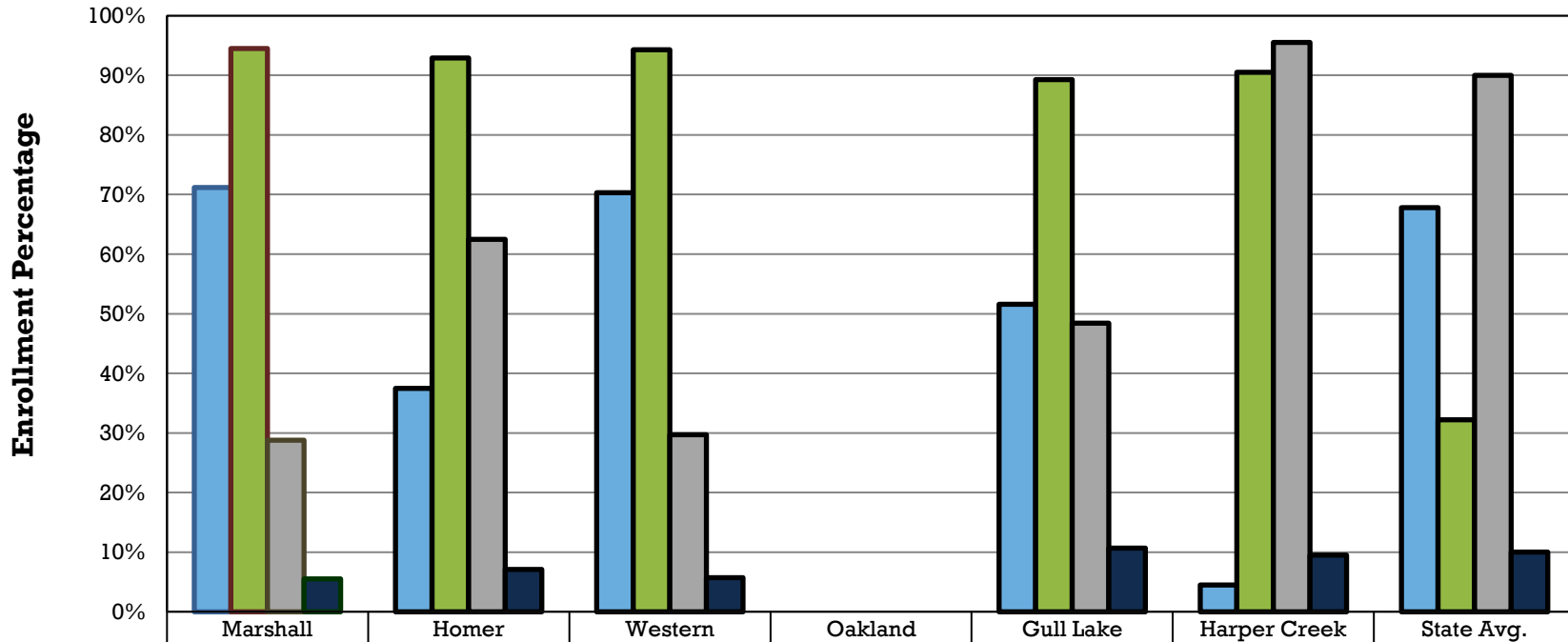
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Marshall Public Schools

Percentage of School-Aged Children Enrolled in District, 2020

("School-Aged" is defined as children from Nursery/Preschool – 12th Grade)

Source of Data: 2016-2020 American Community Survey - U.S. Census Bureau



	Marshall	Homer	Western	Oakland	Gull Lake	Harper Creek	State Avg.
■ Percentage of Children Enrolled in Public Preschool	71.2%	37.5%	70.3%	0.0%	51.6%	4.5%	67.8%
■ Percentage of Children Enrolled in Private Preschool	94.5%	92.9%	94.3%	0.0%	89.3%	90.5%	32.2%
■ Percentage of Children Enrolled in Public Schools K-12	28.8%	62.5%	29.7%	0.0%	48.4%	95.5%	90.0%
■ Percentage of Children Enrolled in Private Schools K-12	5.5%	7.1%	5.7%	0.0%	10.7%	9.5%	10.0%

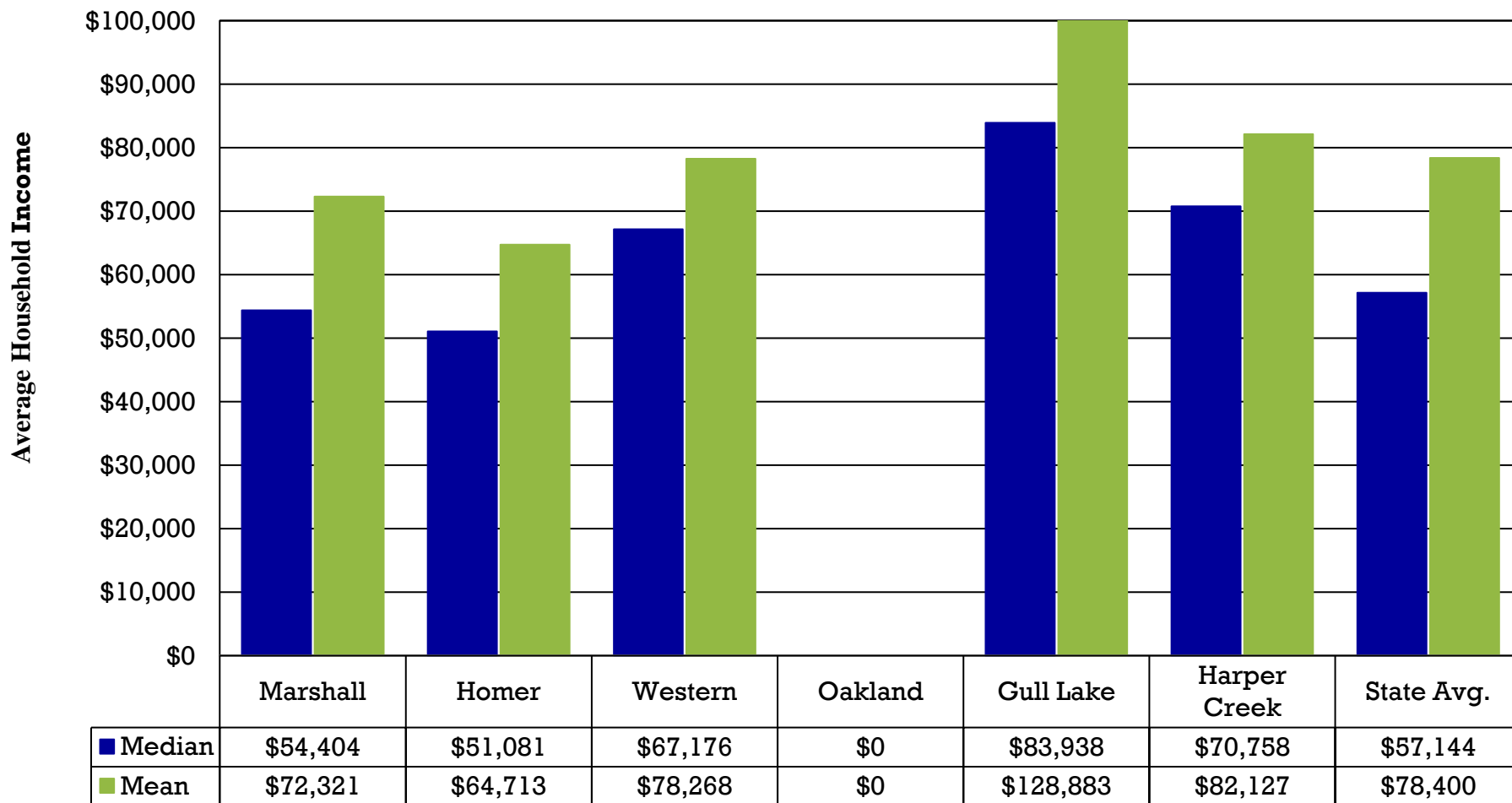
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Marshall Public Schools Average Household Mean and Median Income, 2020

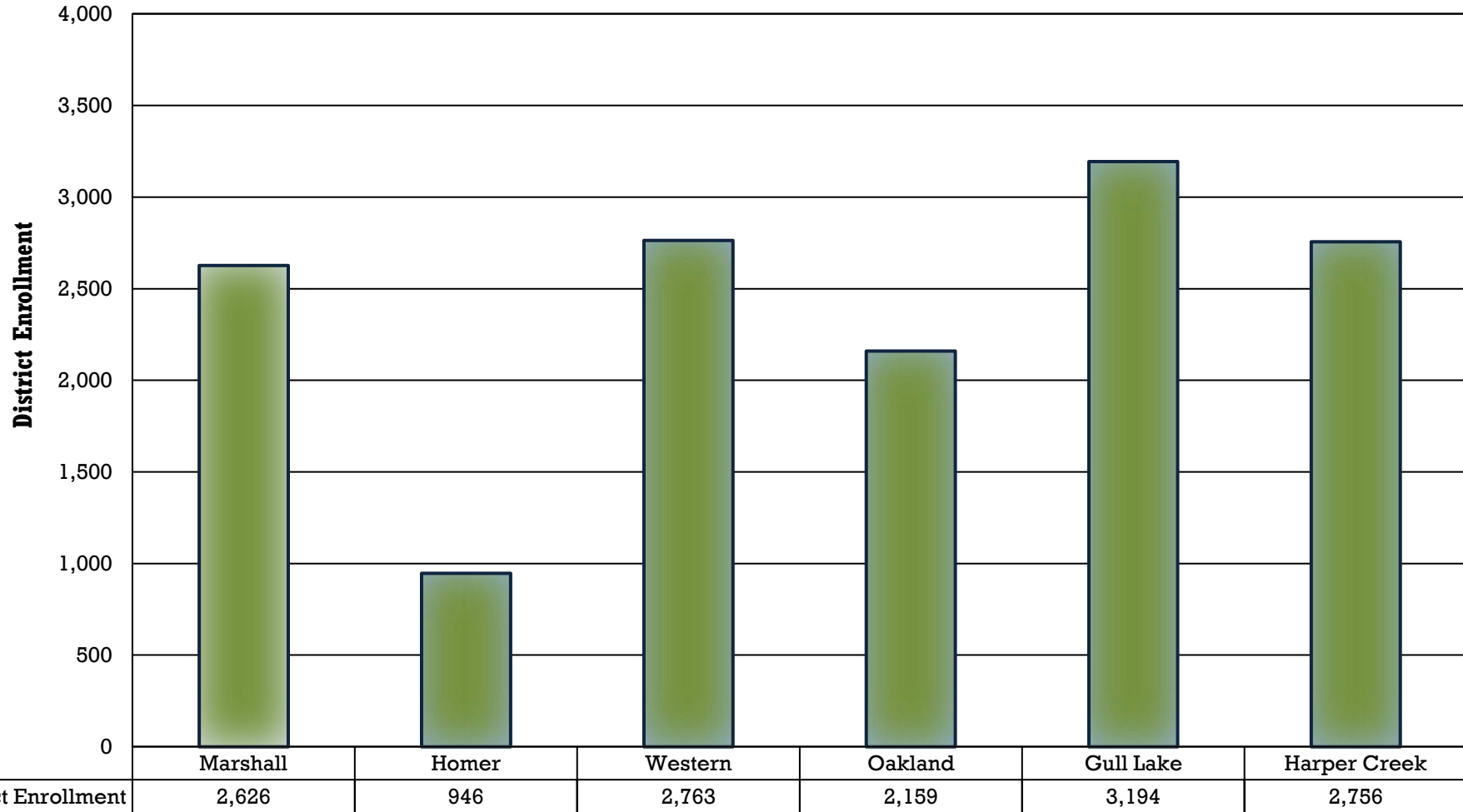
Source of Data: 2016-2020 American Community Survey - U.S. Census Bureau



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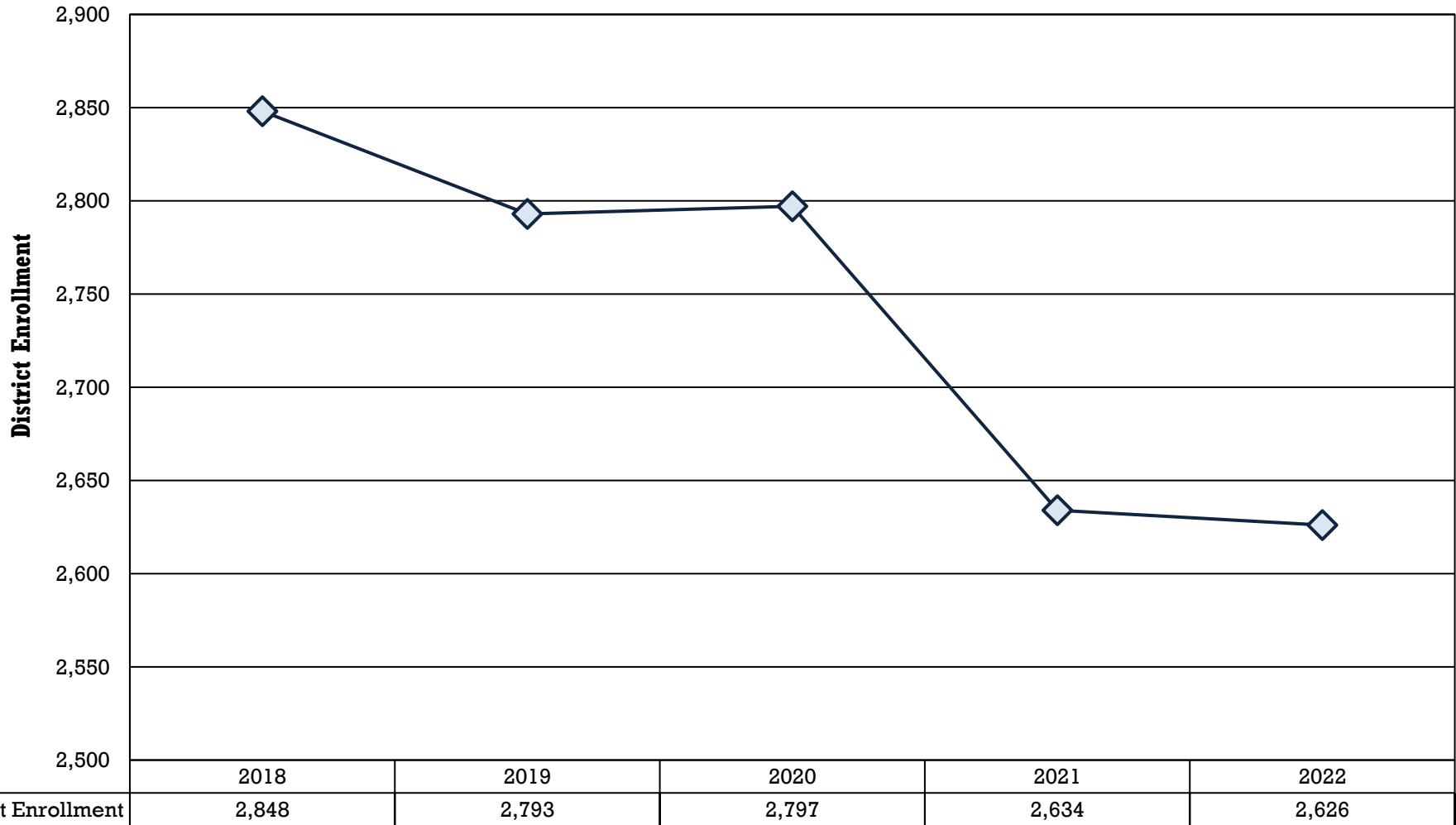
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**Marshall Public Schools
District Enrollment, 2022**
Source of Data: MI School Data



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Marshall Public Schools
District Enrollment: Five-Year Trend
Source of Data: MI School Data



For Consideration Regarding Schools of Choice

Read the full article here:

https://www.mlive.com/news/index.ssf/2018/09/see_fall_2017_out-of-district.html

Updated Sep 24, 7:18 AM; Posted Sep 24, 7:15 AM

By [Julie Mack](#)

jmack1@mlive.com

About 25 percent of Michigan public school students attended school outside their home school system in 2017-18, according to an MLive analysis of state data.

That's up from 23 percent in the previous year.

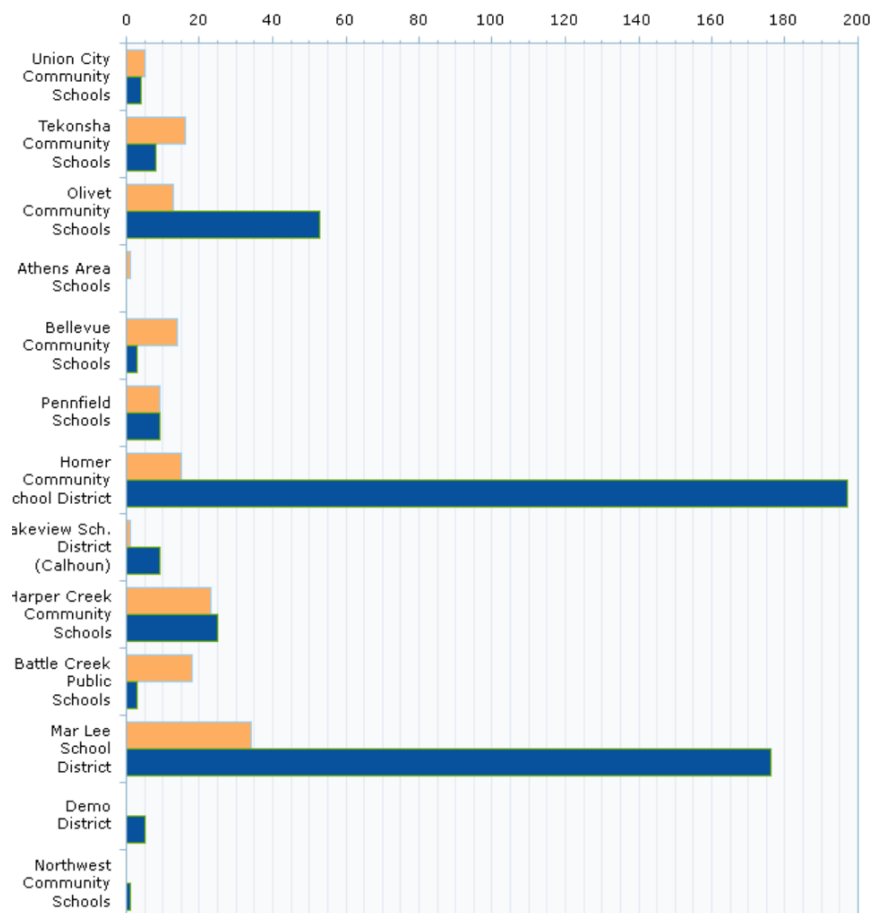
In fall 2017, 14 percent of full-time-equivalent students crossed district lines to attend classes in another traditional school district, according to data from the state's [Center for Educational Performance and Information](#).

Another 10 percent were enrolled in charter schools, the numbers show.

The CEPI data does not include private schools. The U.S. Census Bureau estimates that 10 percent of Michigan's K-12 students attended a private school in 2016.

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Schools of Choice (Resident/Non-Resident), 2021 Source of Data: MI School Data



Number of Nonresident Student(s) Enrolled Number of Resident Student(s) Enrolled Elsewhere

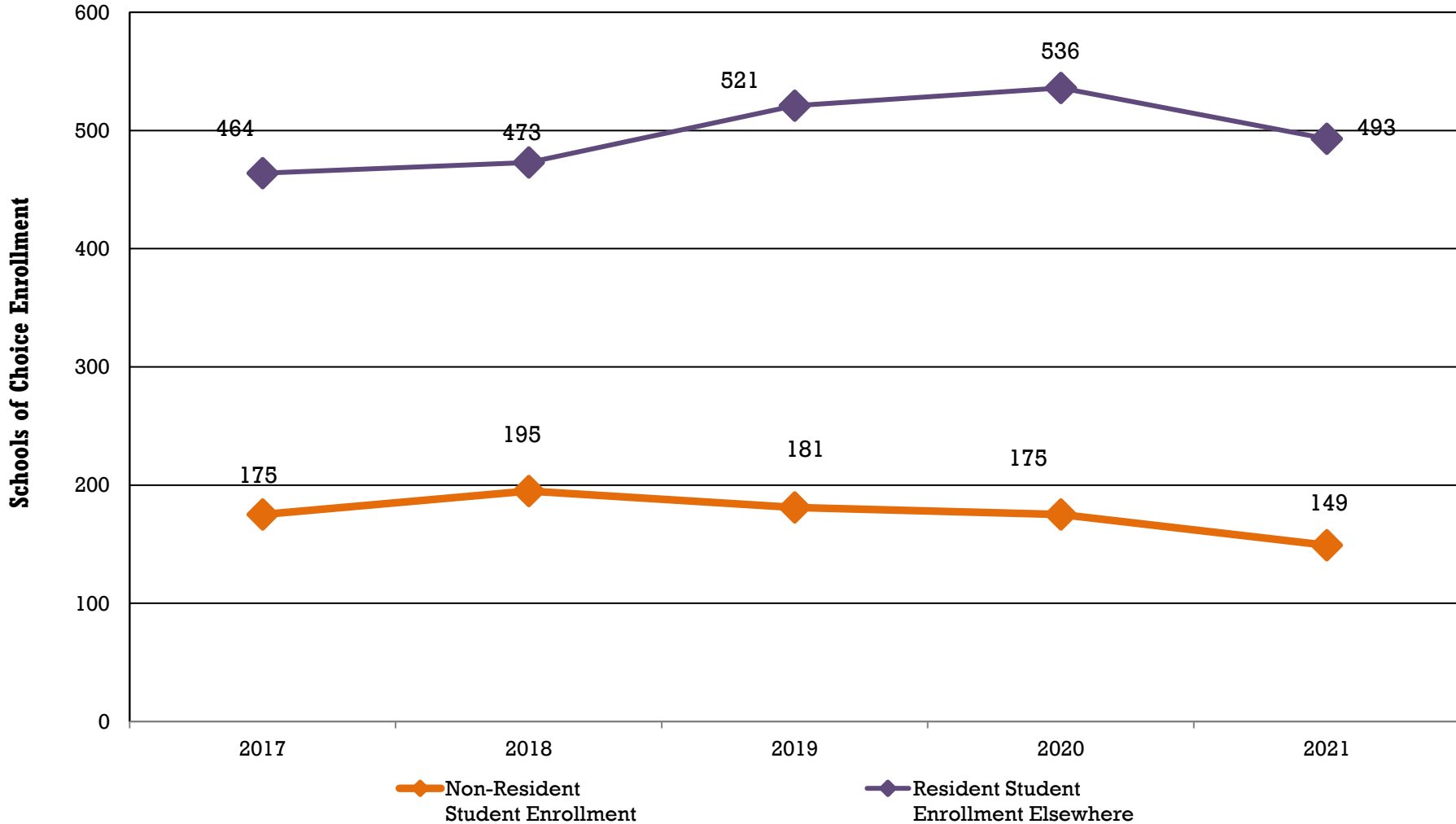
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**Marshall Public Schools
Schools of Choice (Resident/Non-Resident), 2021**
Source of Data: MI School Data

	Number of Nonresident Students Enrolled	Number of Resident Students Enrolled Elsewhere
Union City Community Schools	5	4
Tekonsha Community Schools	16	8
Olivet Community Schools	13	53
Athens Area Schools	1	0
Bellevue Community Schools	14	3
Pennfield Schools	9	9
Homer Community School District	15	197
Lakeview Sch. District (Calhoun)	1	9
Harper Creek Community Schools	23	25
Battle Creek Public Schools	18	3
Mar Lee School District	34	176
Demo District	0	5
Northwest Community Schools	0	1
Summary	149	493

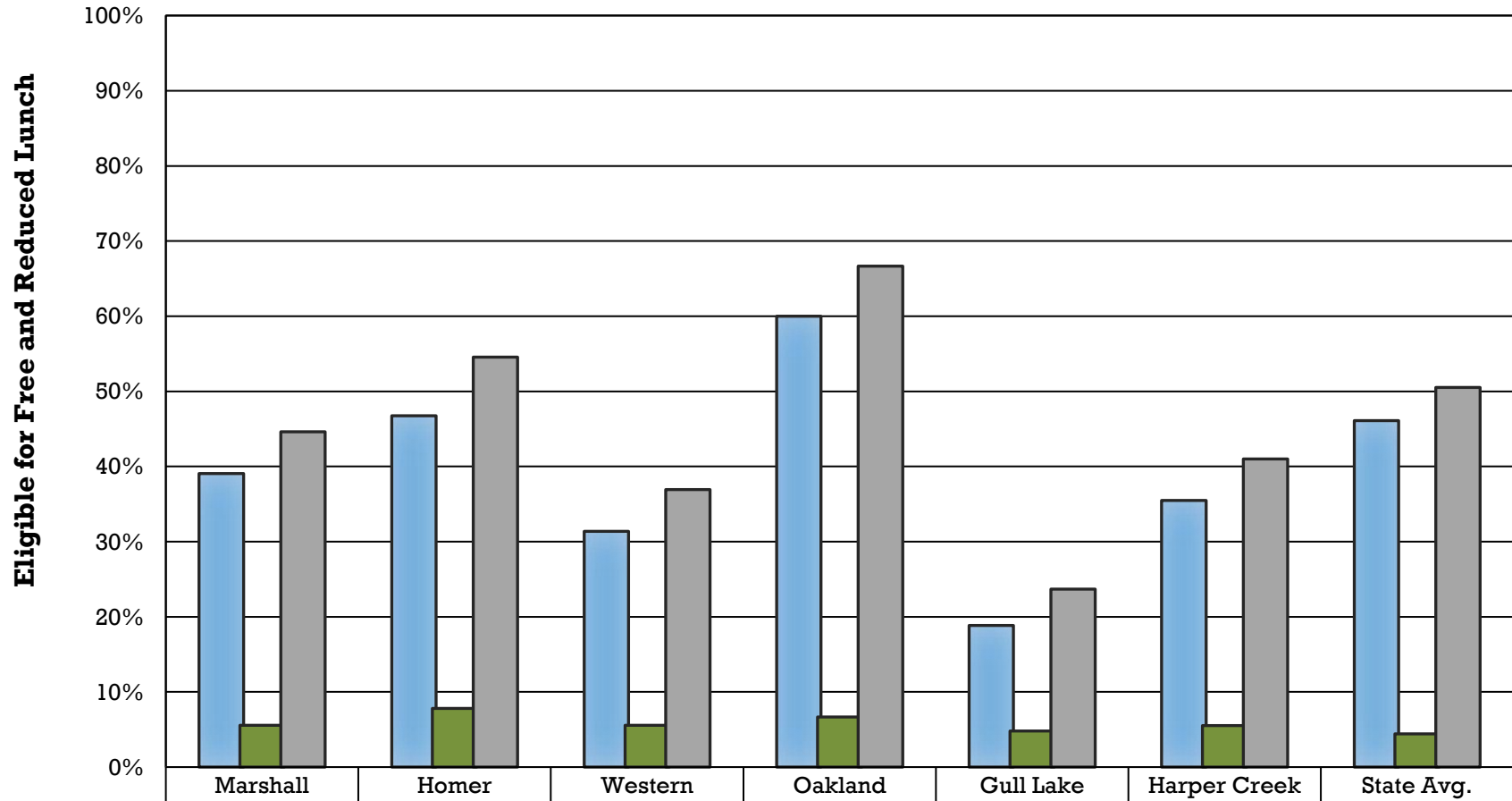
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Marshall Public Schools
Schools of Choice (Resident/Non-Resident Enrollment), Five-Year Trend
Source of Data: MI School Data



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Marshall Public Schools
Students Eligible for Free and Reduced-Price Lunch, 2021
 Source of Data: MI School Data



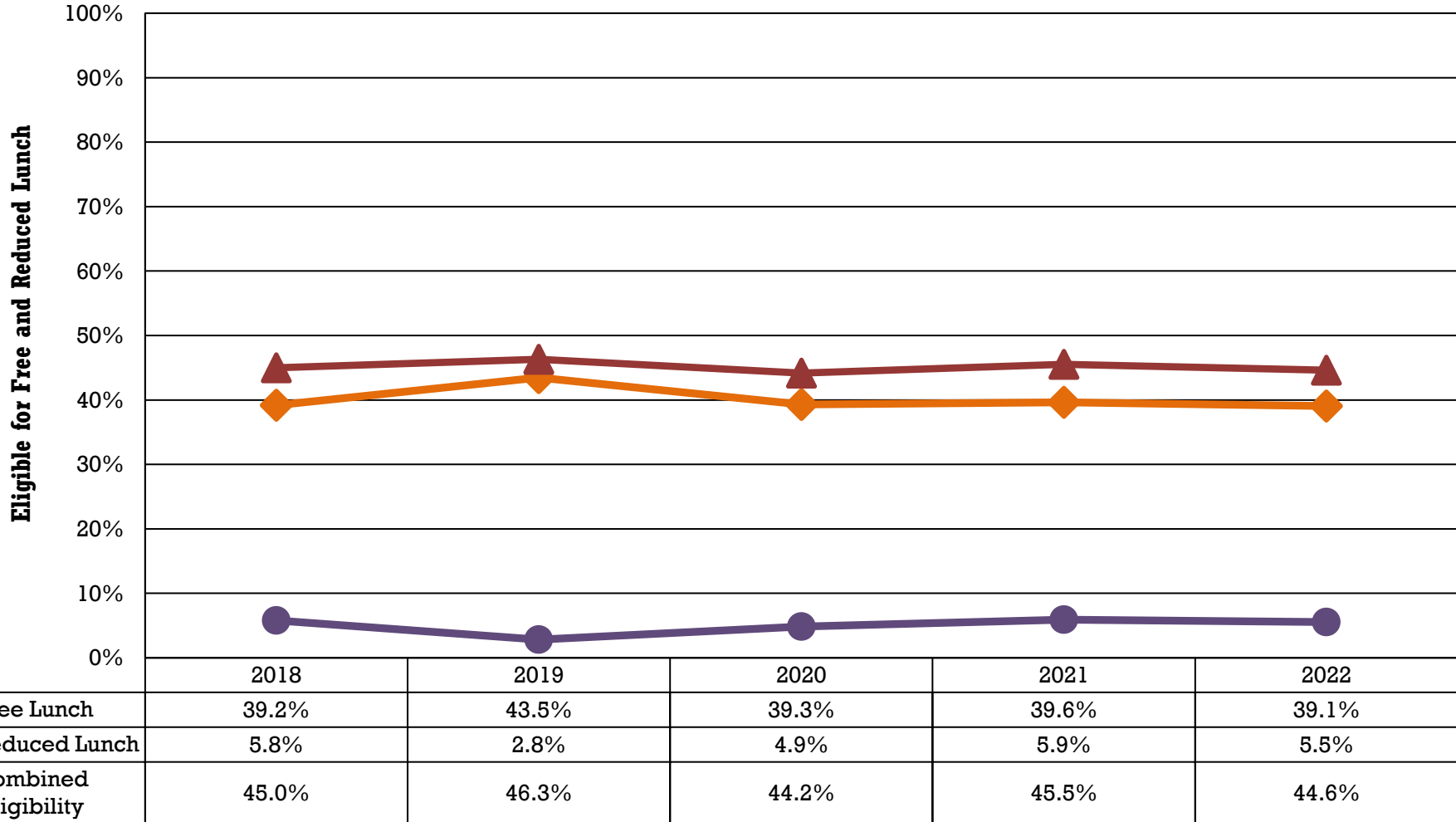
Eligible for Free Lunch	39.1%	46.7%	31.4%	60.0%	18.9%	35.5%	46.1%
Eligible for Reduced Lunch	5.5%	7.8%	5.6%	6.7%	4.8%	5.5%	4.4%
Combined Eligibility	44.6%	54.5%	36.9%	66.7%	23.7%	41.0%	50.5%



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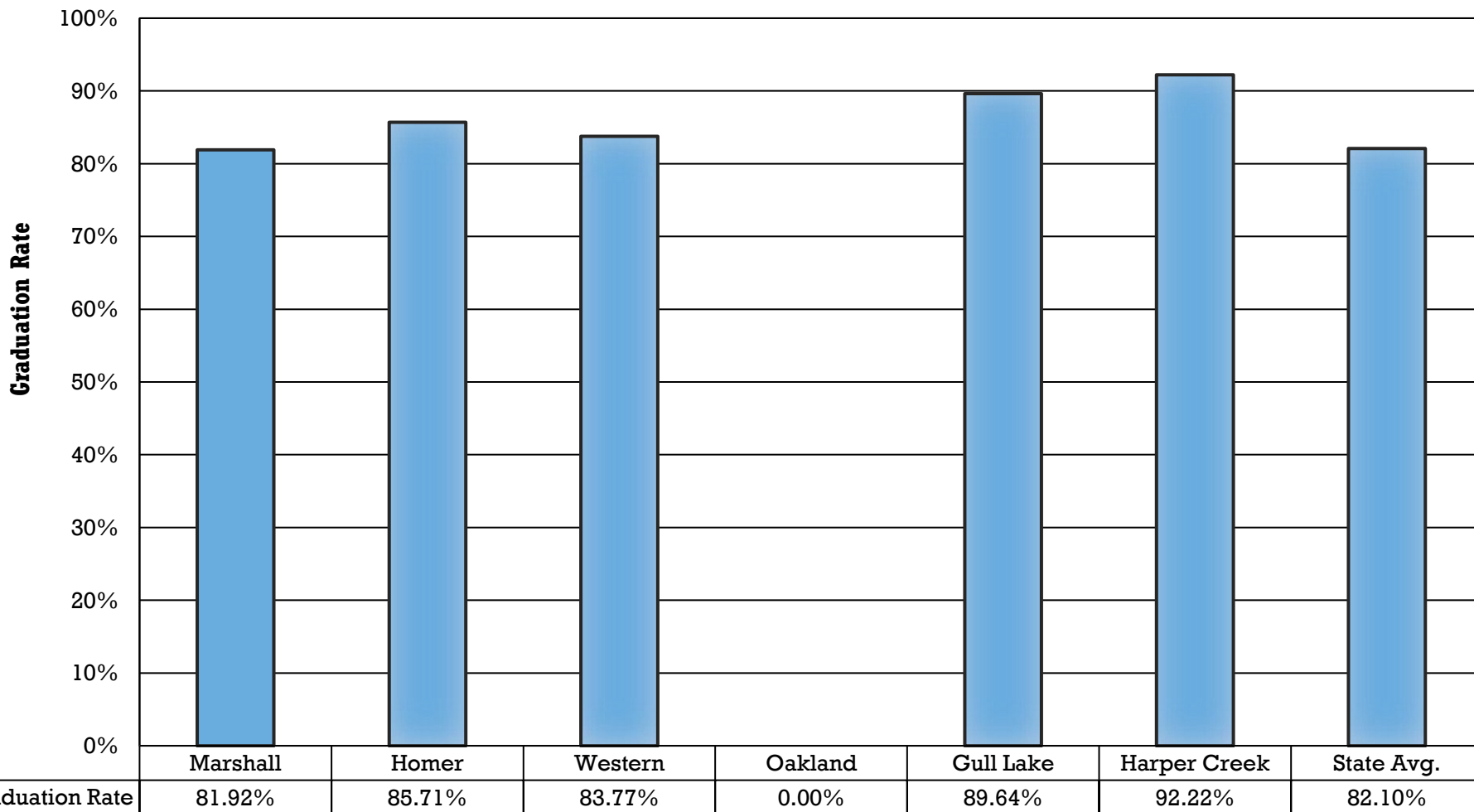
Marshall Public Schools Students Eligible for Free and Reduced-Price Lunch: Five-Year Trend

Source of Data: MI School Data



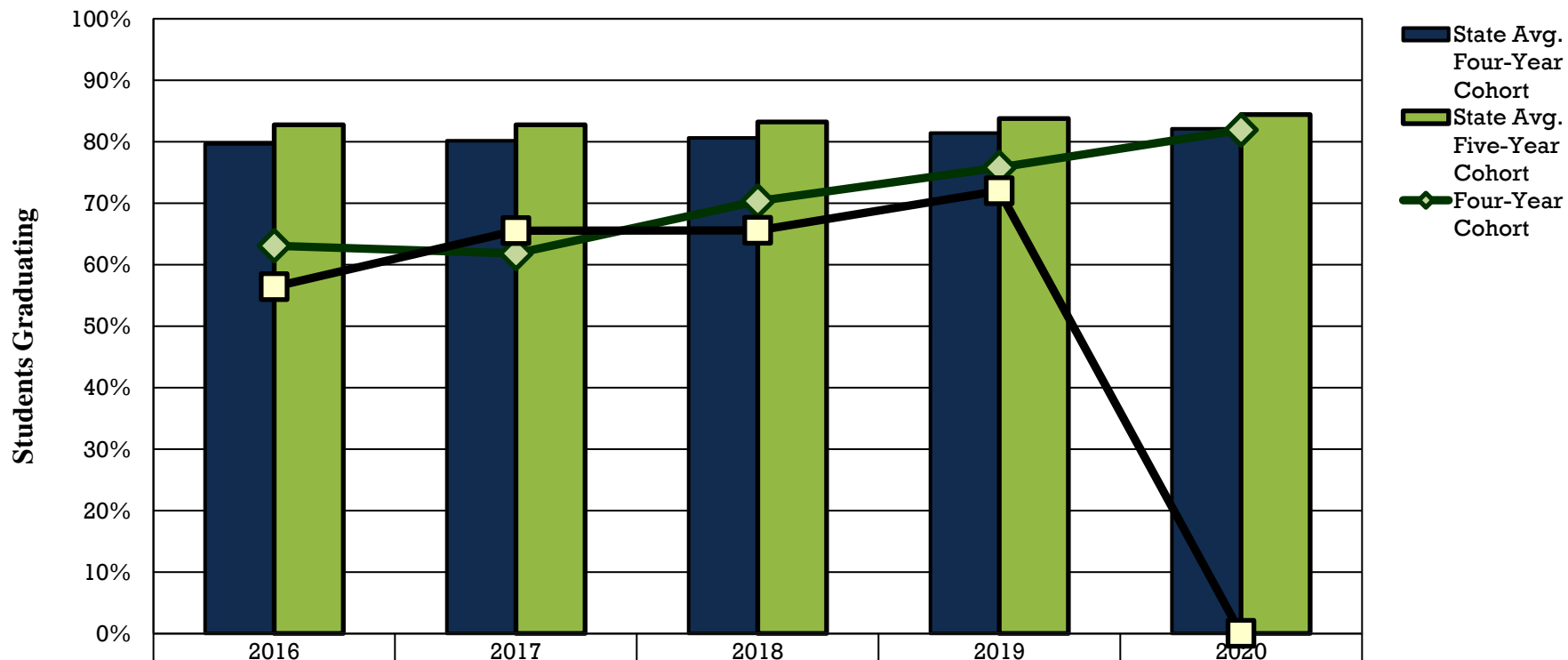
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Marshall Public Schools
Graduation Rate, 2021 Four-Year Cohort
Source of Data: MI School Data



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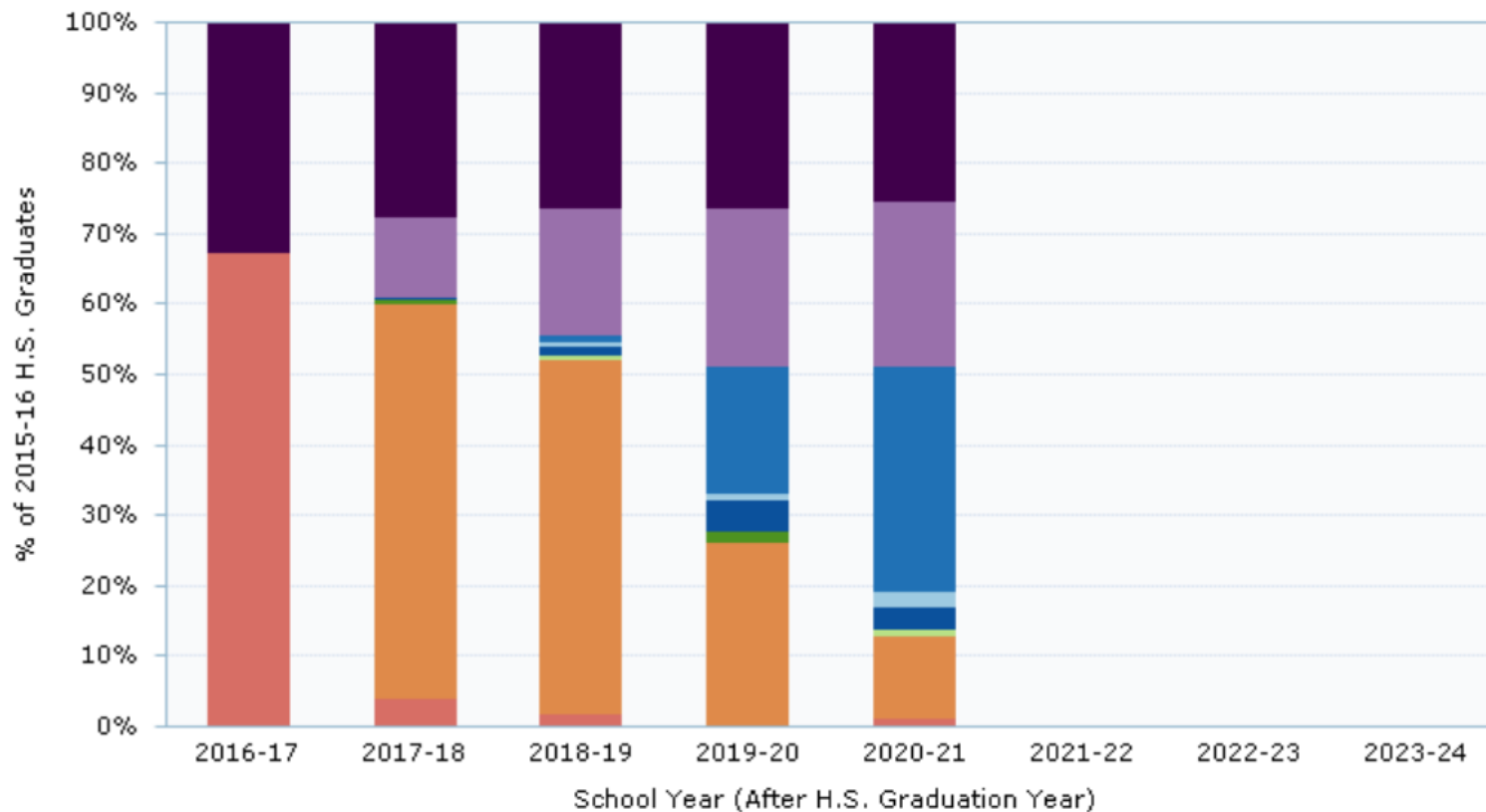
Marshall Public Schools Graduation Rate: Five-Year Trend Source of Data: MI School Data



	2016	2017	2018	2019	2020
State Avg. Four-Year Cohort	79.65%	80.18%	80.64%	81.41%	82.10%
State Avg. Five-Year Cohort	82.76%	82.8%	83.2%	83.8%	84.4%
Four-Year Cohort	63.1%	61.9%	70.4%	75.8%	81.92%
Five-Year Cohort	56.4%	65.5%	65.6%	72.0%	0.0%

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Marshall Public Schools College Progression by Graduating Class: Five-Year Trend Source of Data: MI School Data



- First Year, First Time
- Continuing in College
- Earned Certificate
- Continuing After Certificate
- Earned 2-Year Degree
- Continuing After 2-Year Degree
- Earned 4-Year Degree
- No Longer Enrolled and No Award
- No Record of College Enrollment

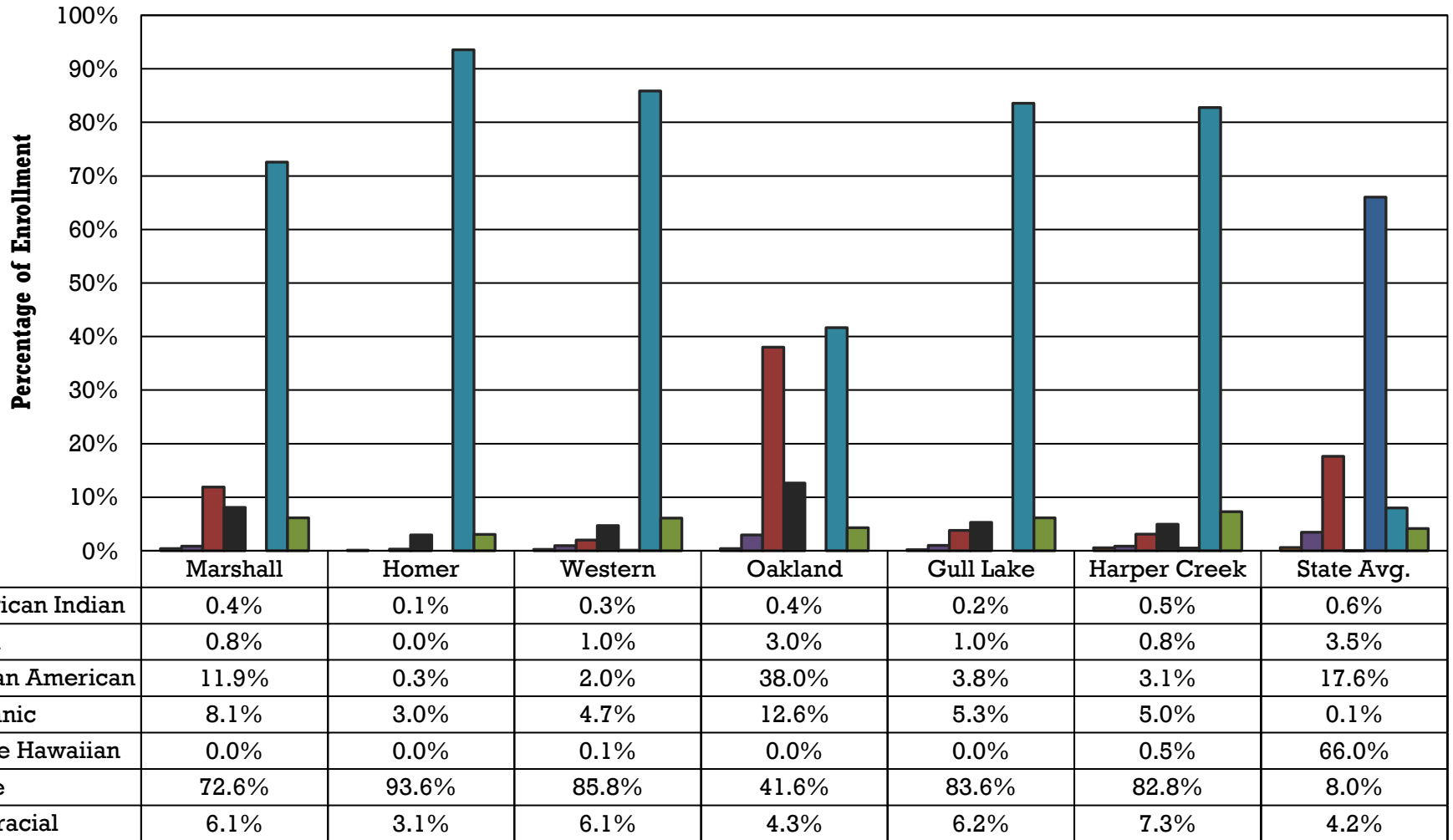
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools College Progression by Graduating Class: Five-Year Trend Source of Data: MI School Data

Enrollment/Credential Status	Report Category	2016-17		2017-18		2018-19		2019-20		2020-21	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total H.S. Graduates	All Students	204	100.00%	204	100.00%	204	100.00%	204	100.00%	204	100.00%
First Year, First Time	All Students	137	67.16%	8	3.92%	3	1.47%	0	0.00%	2	0.98%
Continuing in College	All Students	0	0.00%	114	55.88%	103	50.49%	53	25.98%	24	11.76%
Earned Professional or Workforce Credential	All Students	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Continuing After Professional or Workforce Credential	All Students	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Earned Certificate	All Students	0	0.00%	1	0.49%	0	0.00%	3	1.47%	0	0.00%
Continuing After Certificate	All Students	0	0.00%	0	0.00%	1	0.49%	0	0.00%	2	0.98%
Earned 2-Year Degree	All Students	0	0.00%	1	0.49%	3	1.47%	9	4.41%	6	2.94%
Continuing After 2-Year Degree	All Students	0	0.00%	0	0.00%	1	0.49%	2	0.98%	5	2.45%
Earned 4-Year Degree	All Students	0	0.00%	0	0.00%	2	0.98%	37	18.14%	65	31.86%
Earned Award - Certificate or Degree (Subtotal)	All Students	0	0.00%	2	0.98%	7	3.43%	51	25.00%	78	38.24%
No Longer Enrolled and No Award	All Students	0	0.00%	23	11.27%	37	18.14%	46	22.55%	48	23.53%
No Record of College Enrollment	All Students	67	32.84%	57	27.94%	54	26.47%	54	26.47%	52	25.49%

DATA-DRIVEN STRATEGIC PLANNING

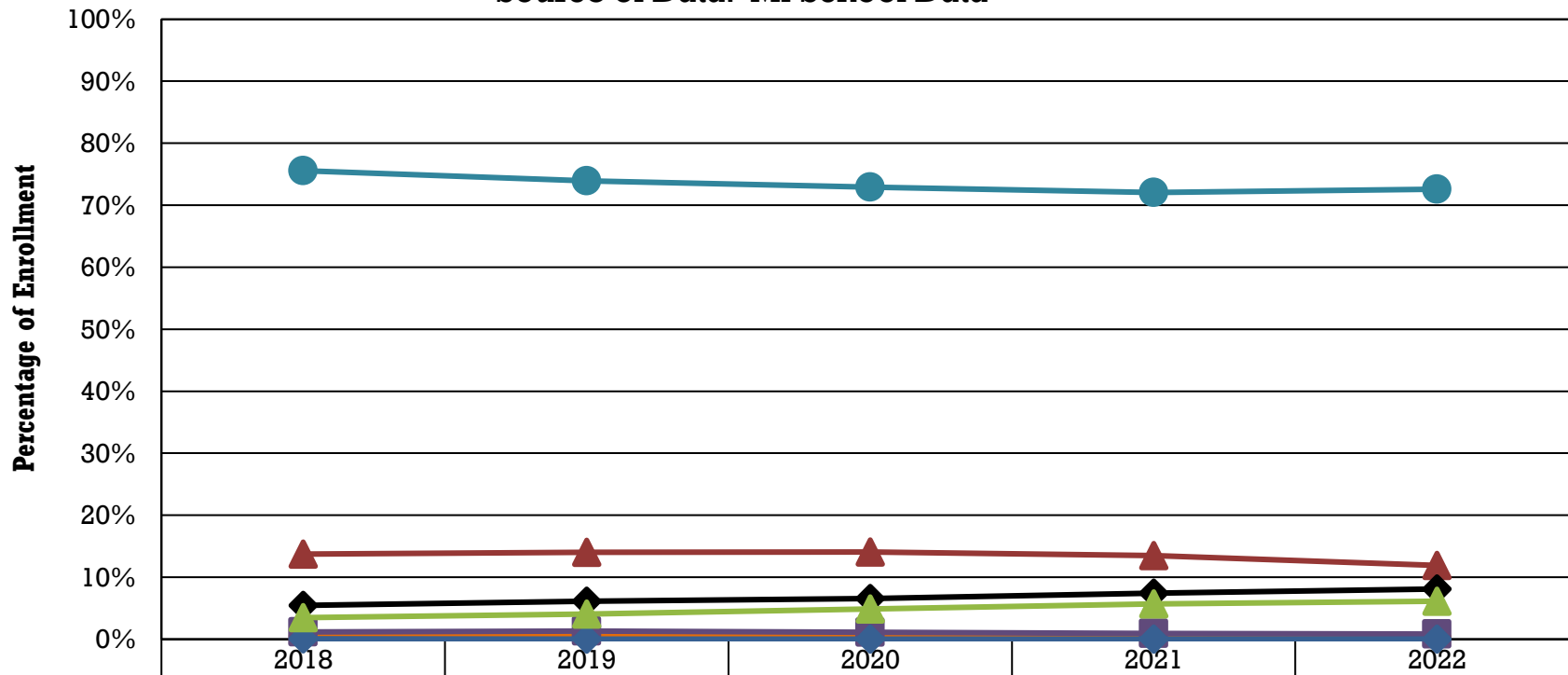
Marshall Public Schools
Ethnicity of Student Enrollment, 2022
 Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Ethnicity of Student Enrollment, Five-Year Trend

Source of Data: MI School Data



American Indian	0.5%	0.5%	0.4%	0.4%	0.4%
Asian	1.2%	1.3%	1.1%	0.9%	0.8%
African American	13.7%	14.0%	14.1%	13.5%	11.9%
Hispanic	5.5%	6.1%	6.6%	7.4%	8.1%
Native Hawaiian	0.1%	0.0%	0.0%	0.0%	0.0%
White	75.6%	73.9%	72.9%	72.1%	72.6%
Multiracial	3.5%	4.1%	4.9%	5.7%	6.1%

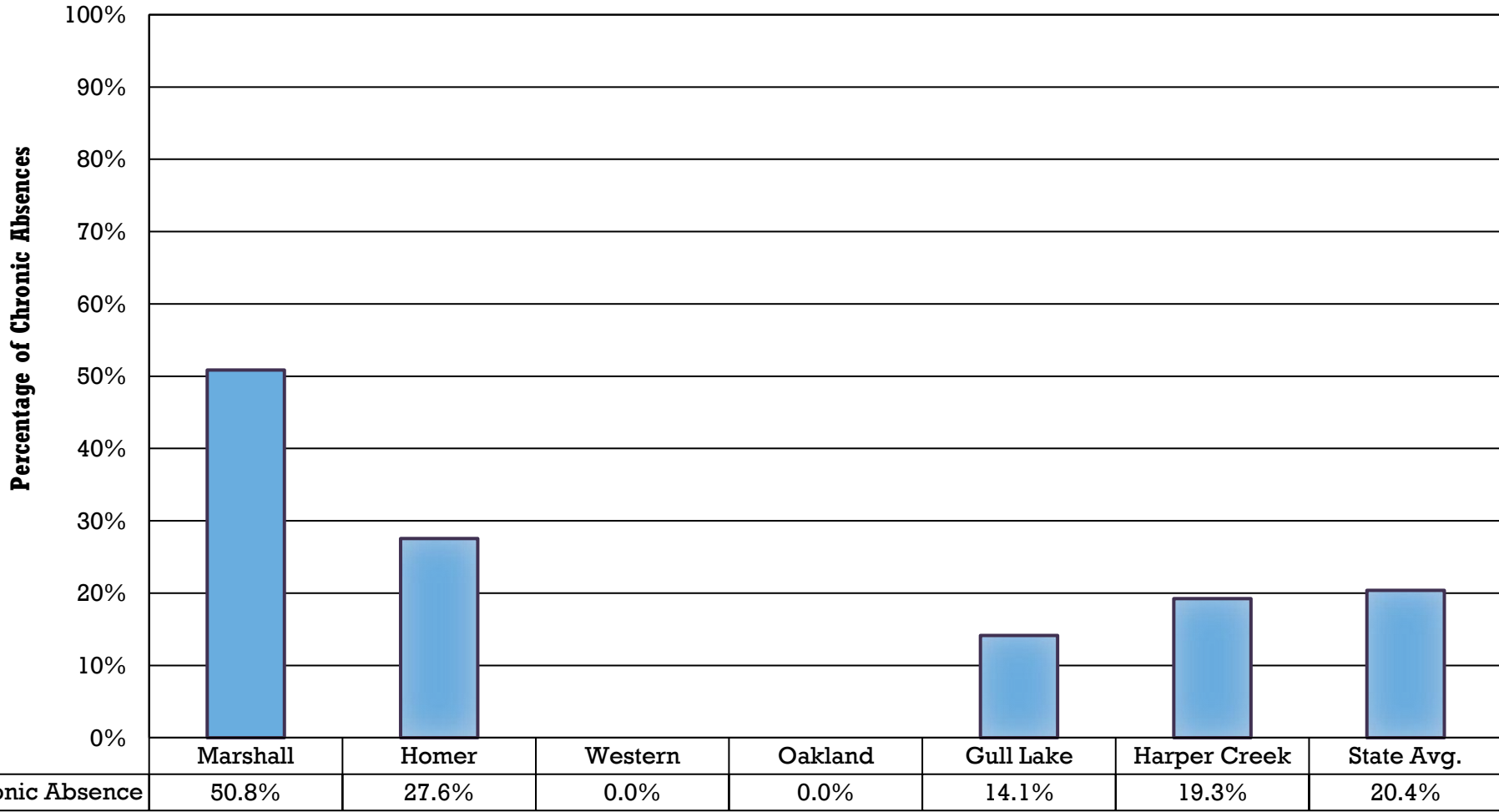


Attendance Definition

- The **Attendance** report shows the aggregate attendance rates for all students, chronically absent students and not chronically absent students for the selected location.
- The data used for this report do not differentiate between excused and unexcused absences, and therefore do not reflect truancy rates.
- Historically, the state of Michigan had defined students as chronically absent if they missed more than 10 days of school within a given school year. In 2017, the U.S. Department of Education adopted the definition of chronically absent as students who miss 10% or more days, including only students who were enrolled in a district for at least 10 consecutive days. The historic definition of 10 days or more missed will remain for years prior, and will appear under the Chronically Absent columns of the data table.
- Prior to school year 2017-2018, a student was counted as absent only if they missed a full day of school. Beginning with school year 2017-2018, that criteria was changed so that students are counted as absent if they miss more than 50% of the school day. This aligns with [Every Student Succeeds Act](#) requirements. For details on this reporting, exemptions and other information, please see the Michigan Student Data System Collection Details Manual on the Center for Educational Performance and Information ([CEPI website](#)).
- The data in this report reflect the attendance data reported by districts collected by CEPI in the MSDS, which is a web-based data collection application. Districts report the total days attended, and total possible attendance for each student at the end of the year, or upon creating an exit record for the student during the year. Total possible attendance is the number of days students could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). The attendance rate for each student is the total days attended divided by total possible attendance.

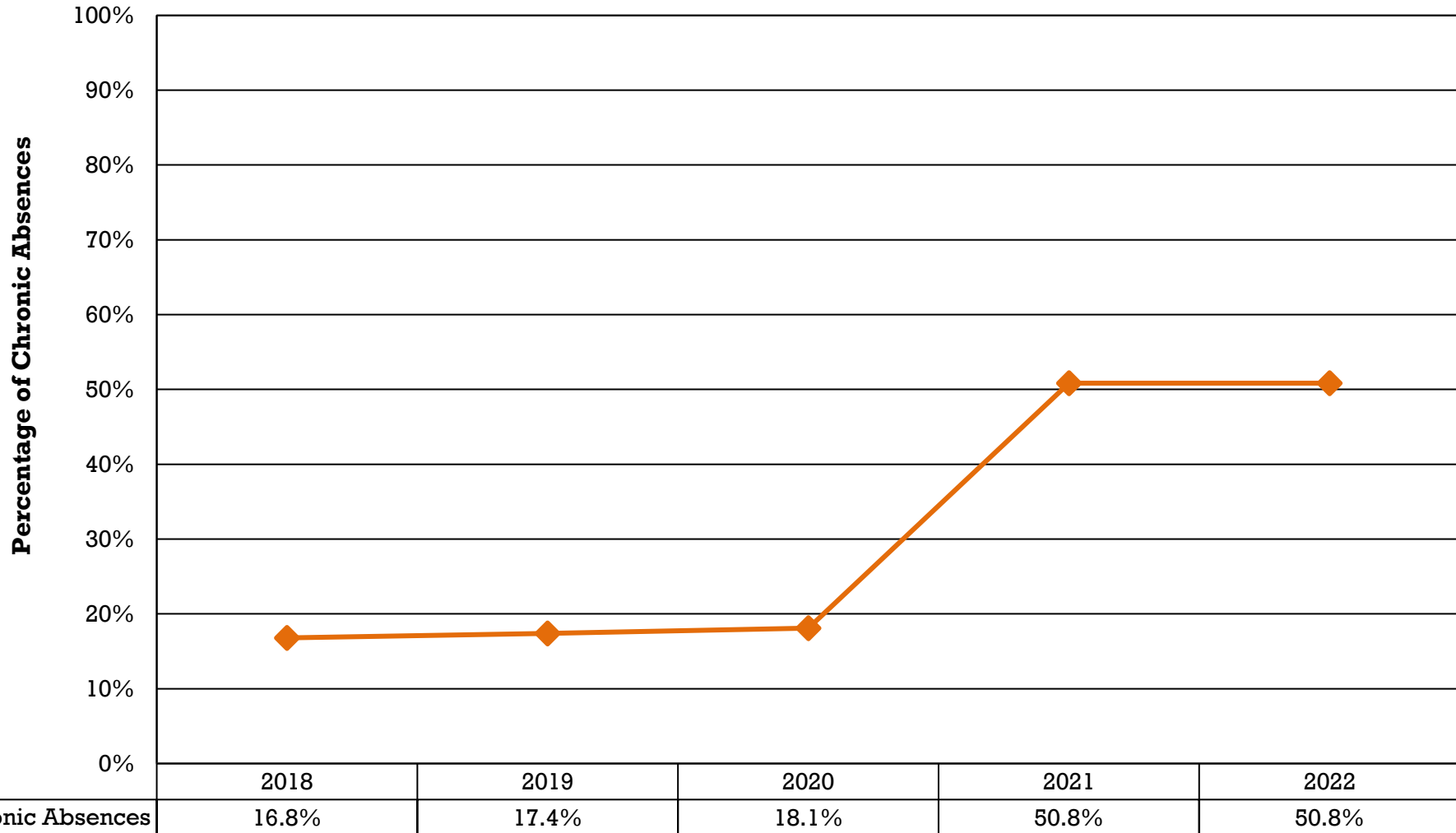
DATA-DRIVEN STRATEGIC PLANNING

**Marshall Public Schools
Chronic Absentee Rate, 2022**
Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

**Marshall Public Schools
Chronic Absentee Rate, Five-Year Trend**
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

For Consideration Regarding Students Retained

ISD – Represents students who attended a different ISD the year prior

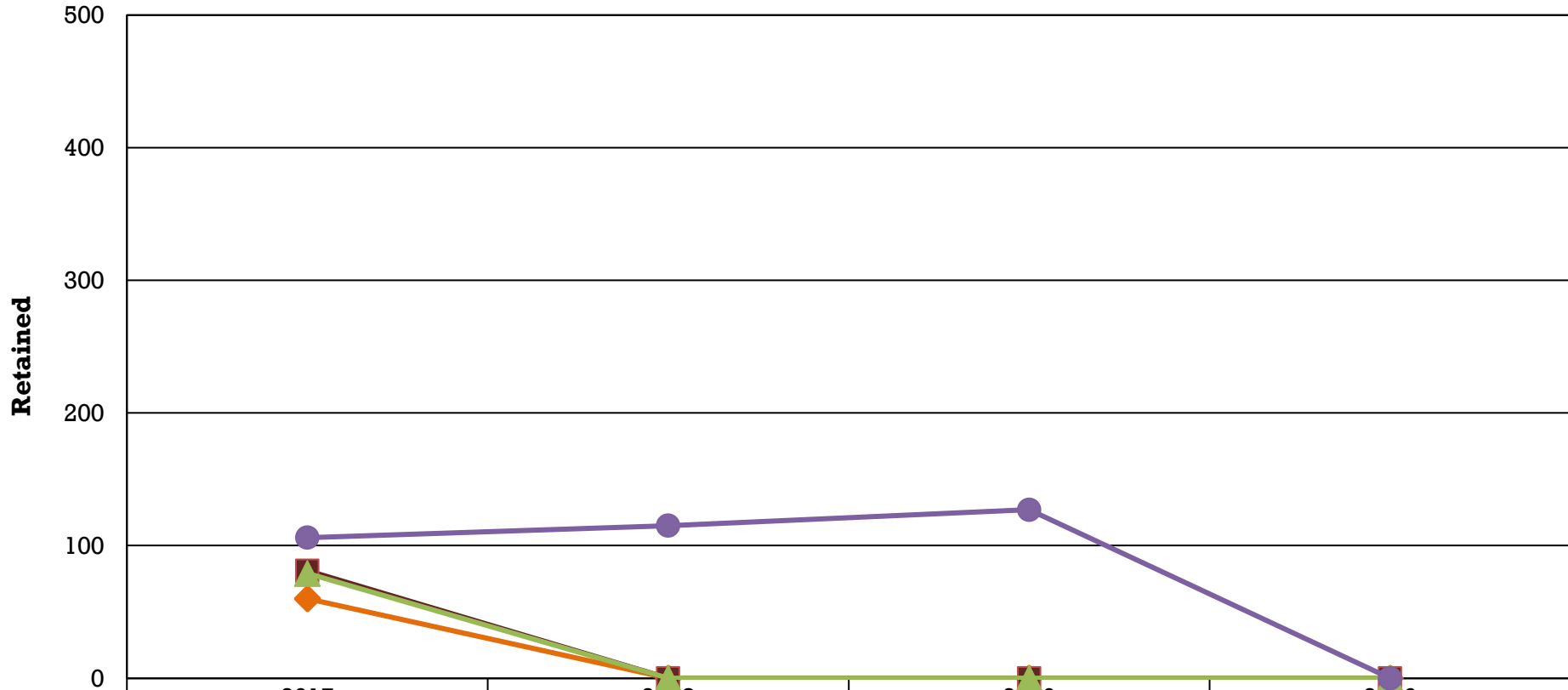
District – Represents students who attended a different District the year prior

School – Represents number of students who attended a different School the year prior

Note: The state calculates <10 as “0”

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Retained in Grade, Five-Year Trend
Source of Data: MI School Data



	2017	2018	2019	2020
ISD	60	0	0	0
District	81	0	0	0
School	79	0	0	0
Total	106	115	127	0





MASB

MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Academic Performance

DATA-DRIVEN STRATEGIC PLANNING

M-STEP/MME/SAT, 2021 Results

District	3rd Grade		4th Grade			5th Grade		6th Grade			7th Grade		
	Math	ELA	Math	ELA	Science	ELA	Social Studies	Math	ELA	Math	ELA	Math	Science
<i>Marshall</i>	40.4%	43.2%	34.5%	44.6%	18.20%	40.0%	13.2%	26.3%	28.0%	17.6%	32.8%	20.8%	2.6%
Homer	21.2%	40.0%	20.0%	30.2%	5.1	17.6%	5.9%	13.5%	10.6%	6.2%	31.2%	23.4%	7.2%
Western	48.3%	47.4%	34.0%	51.9%	12.2%	45.2%	15.7%	23.0%	40.5%	30.4%	32.5%	27.5%	23.7%
Oakland			45.5%	72.7%	13.0%			54.5%		54.5%			12.1%
Gull Lake	47.9%	60.5%	38.0%	59.4%	18.8%	59.7%	27.7%	39.2%	50.3%	29.9%	48.6%	41.9%	33.3%
Harper Creek	43.1%	34.6%	39.8%	37.6%	11.0%	30.5%	8.4%	10.0%	29.4%	18.3%	39.6%	19.9%	15.2%
State Avg.	42.3%	42.8%	36.5%	44.2%	14.6%	43.7%	15.6%	29.6%	38.6%	28.6%	40.7%	32.3	22.7%

District	8th Grade			11th Grade				College Readiness
	Math	ELA	Social Studies	SAT Math	SAT EBR&W	Social Studies	Science	
<i>Marshall</i>	28.8%	57.7%	24.5%	30.2%	58.4%	38.7%	8.0%	29.20%
Homer	20.0%	38.3%	14.5%	21.9%	31.3%	33.3%	7.9%	20.3%
Western	27.5%	65.9%	24.6%	40.9%	62.9%	42.6%	56.2%	38.60%
Oakland				92.4%	96.9%	87.5%	15.6%	91.20%
Gull Lake	44.6%	69.7%	31.8%	38.8%	64.8%	44.1%	16.1%	37.0%
Harper Creek	23.1%	67.7%	15.9%	23.8%	42.1%	35.2%	12.7%	21.3%
State Avg.	36.0%	63.6%	25.9%	34.5%	56.6%	43.7%	15.5%	32.6%

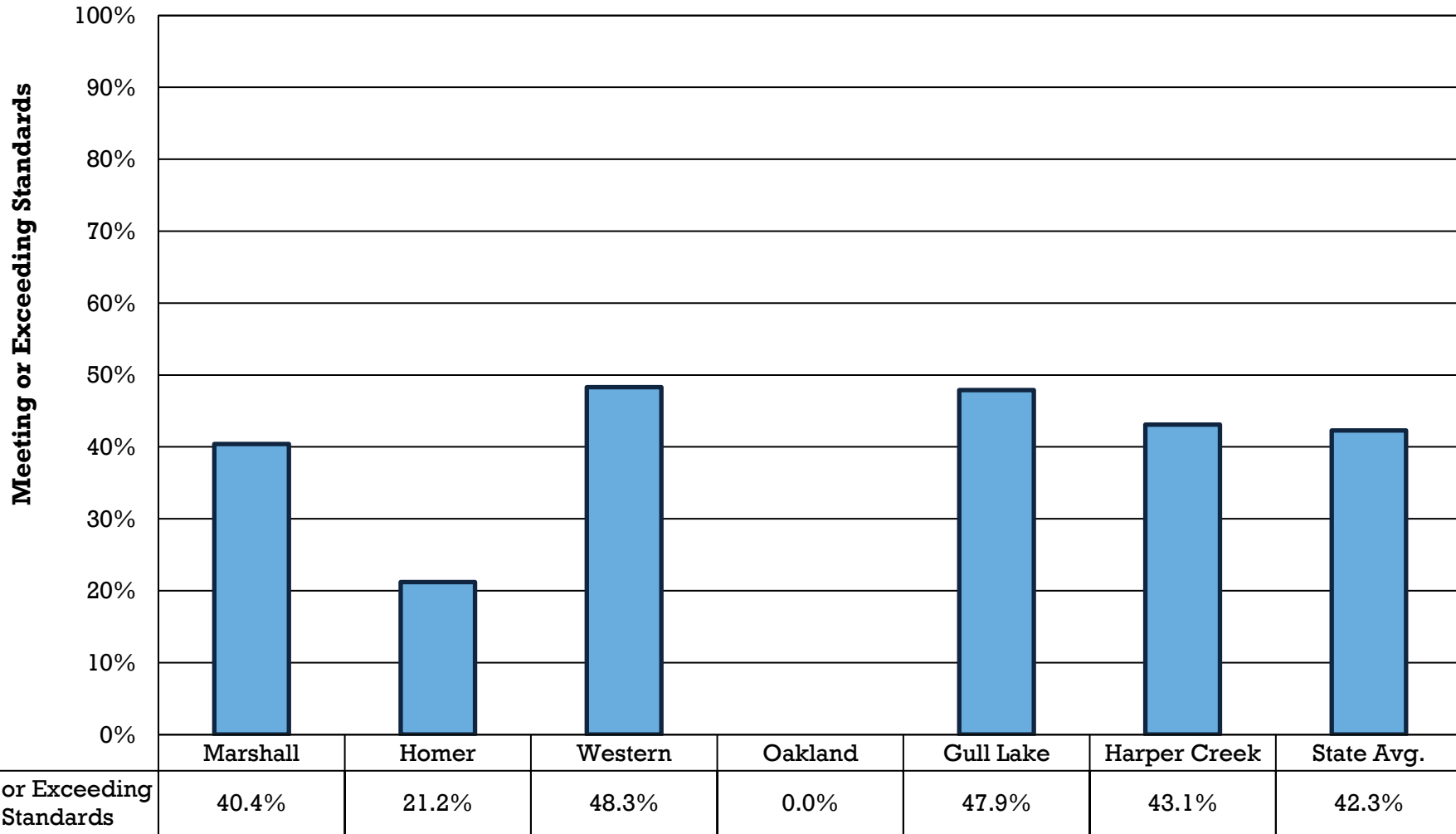
Above State Average
 Below State Average

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 3rd Grade Math

Source of Data: MI School Data

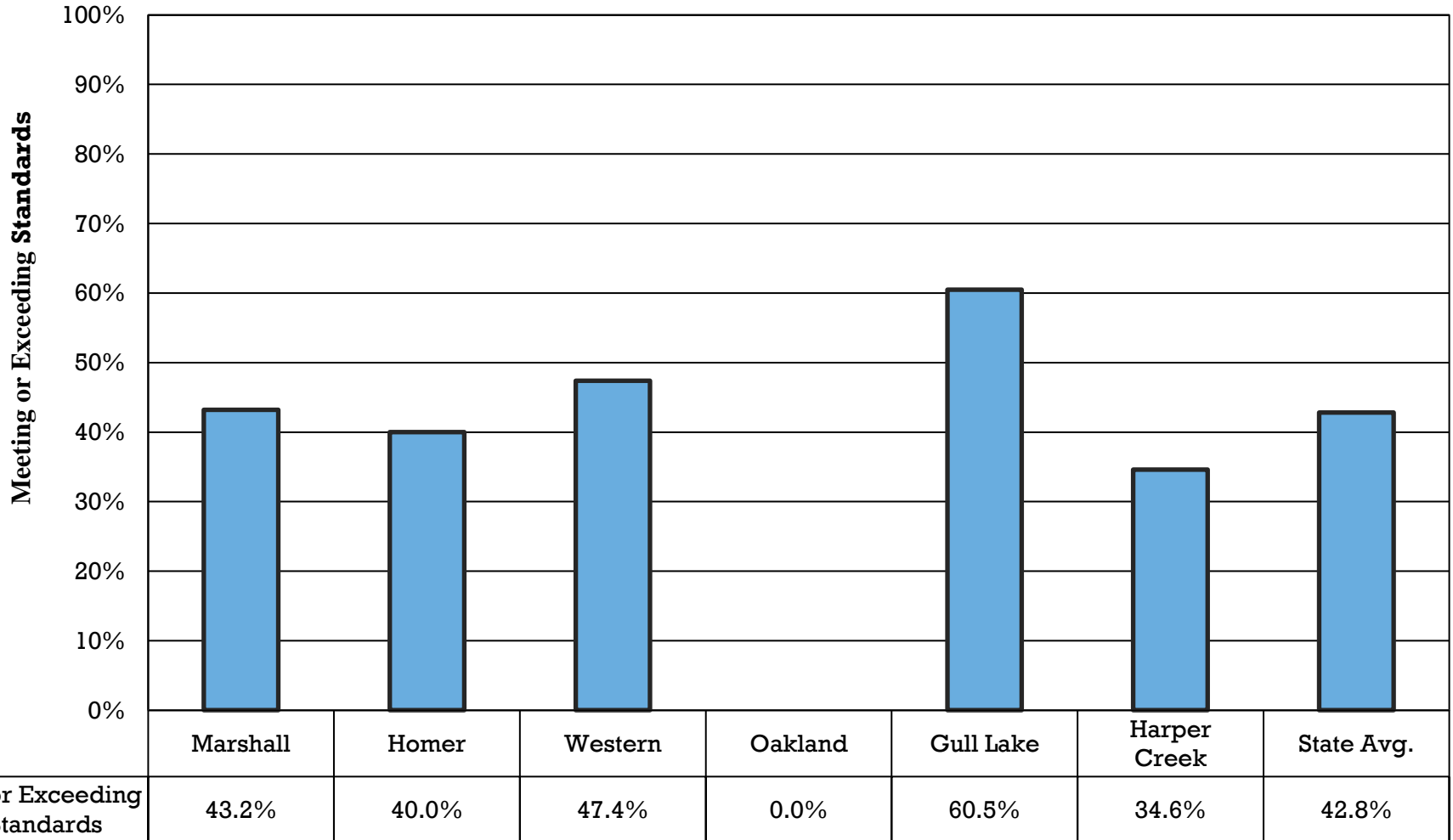


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 3rd Grade English Language Arts

Source of Data: MI School Data



Meeting or Exceeding State Standards

Marshall

Homer

Western

Oakland

Gull Lake

Harper Creek

State Avg.

43.2%

40.0%

47.4%

0.0%

60.5%

34.6%

42.8%

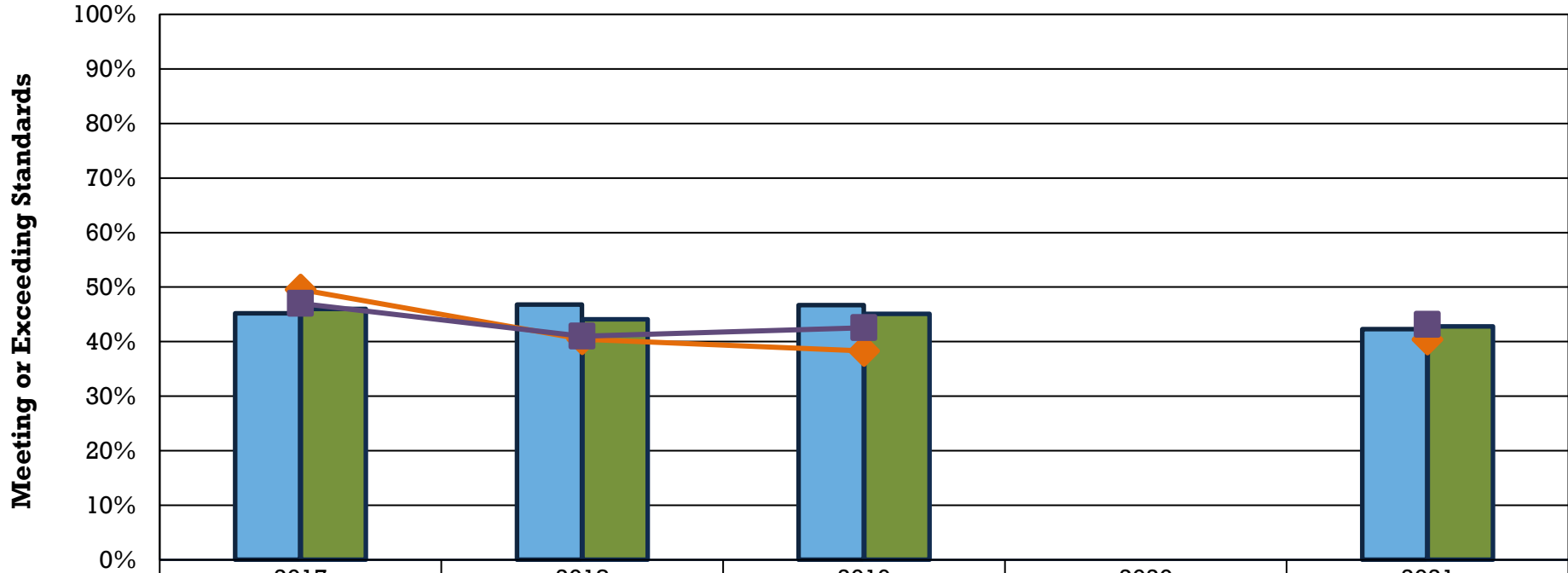
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

3rd Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend

Source of Data: MI School Data

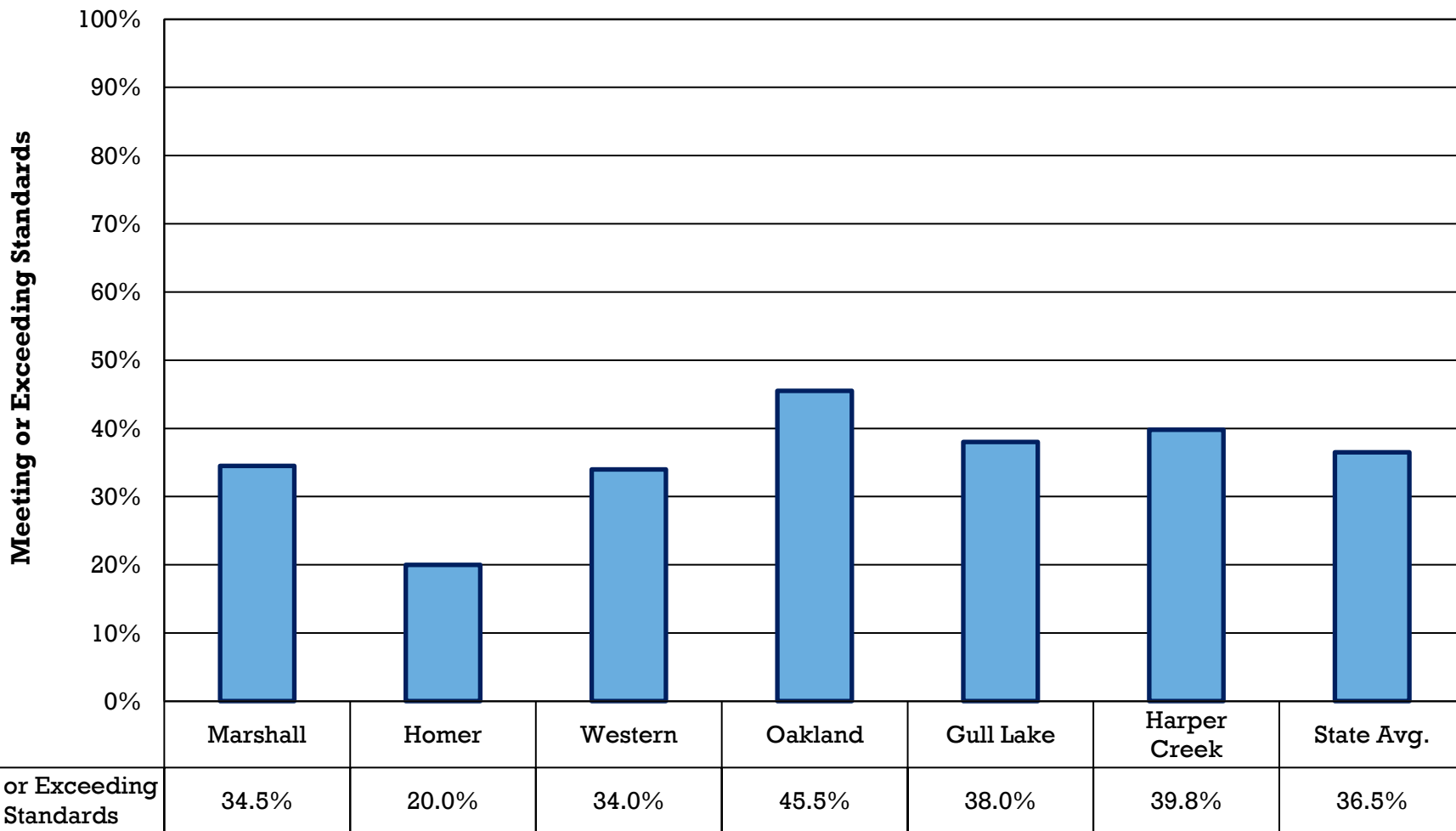


	2017	2018	2019	2020	2021
State Avg. Math	45.2%	46.8%	46.7%	0.0%	42.3%
State Avg. ELA	46.0%	44.1%	45.1%	0.0%	42.8%
District Math	49.5%	40.4%	38.3%		40.4%
District ELA	47.0%	41.0%	42.6%		43.2%



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 4th Grade Math
Source of Data: MI School Data

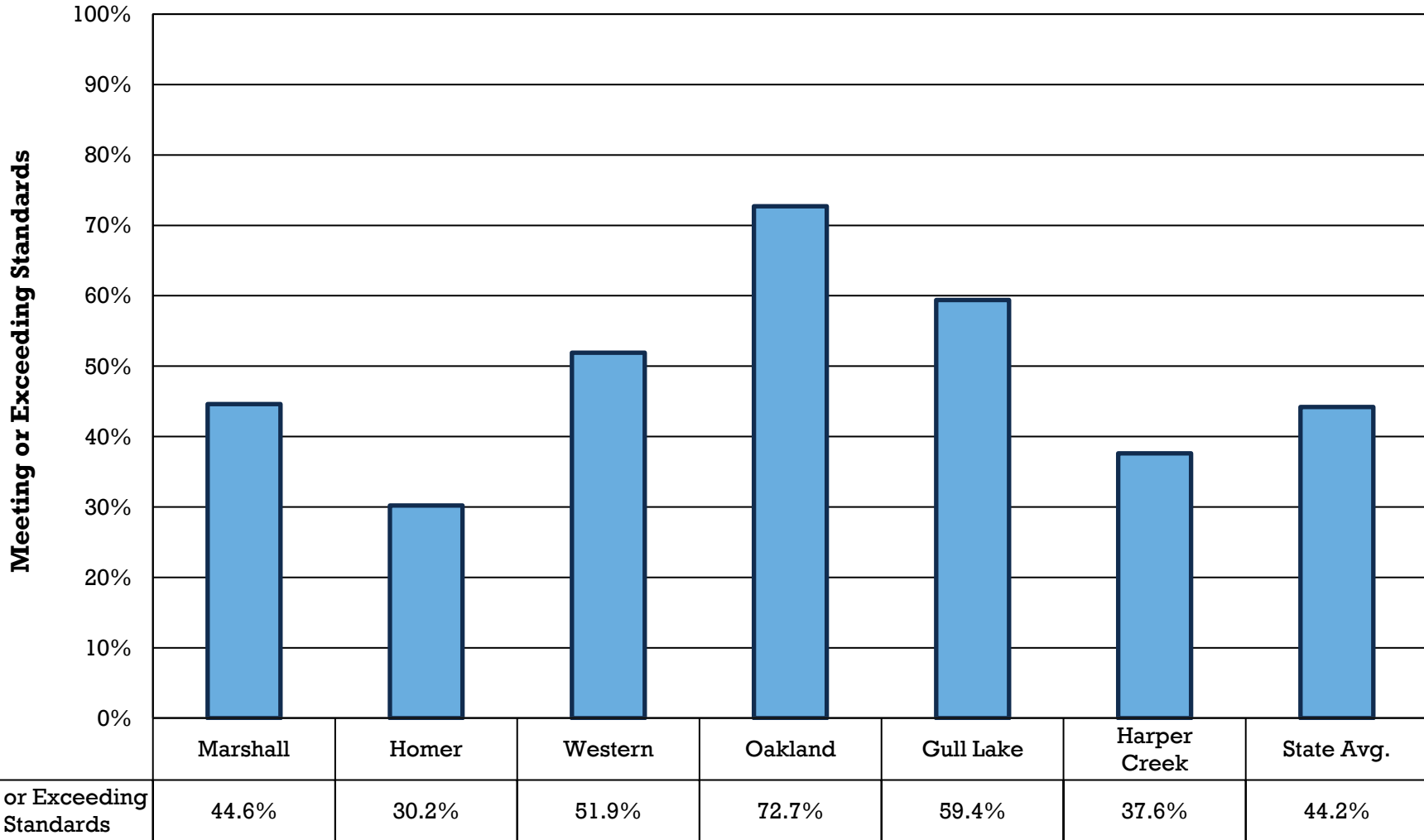


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

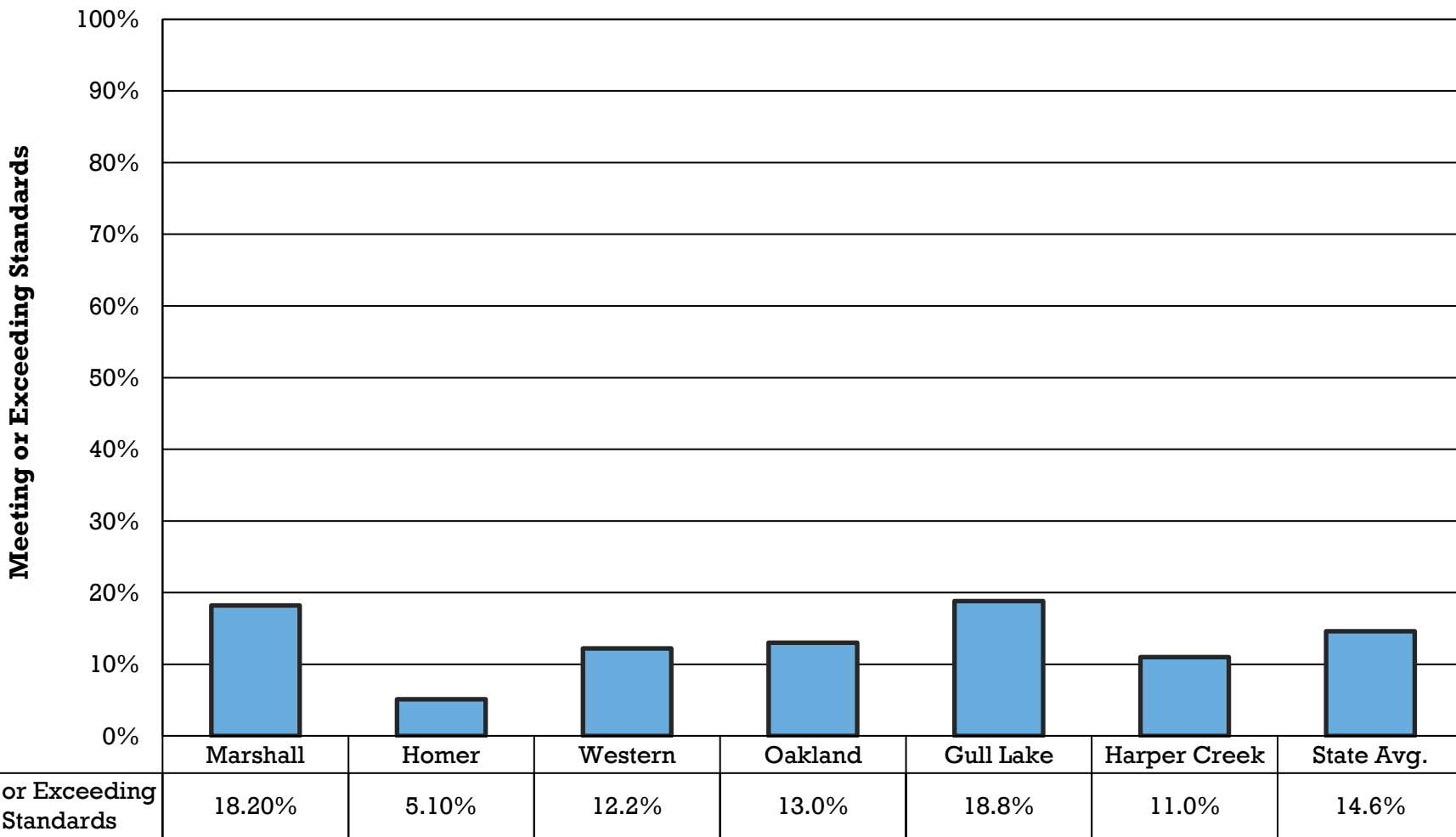
M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 4th Grade English Language Arts

Source of Data: MI School Data



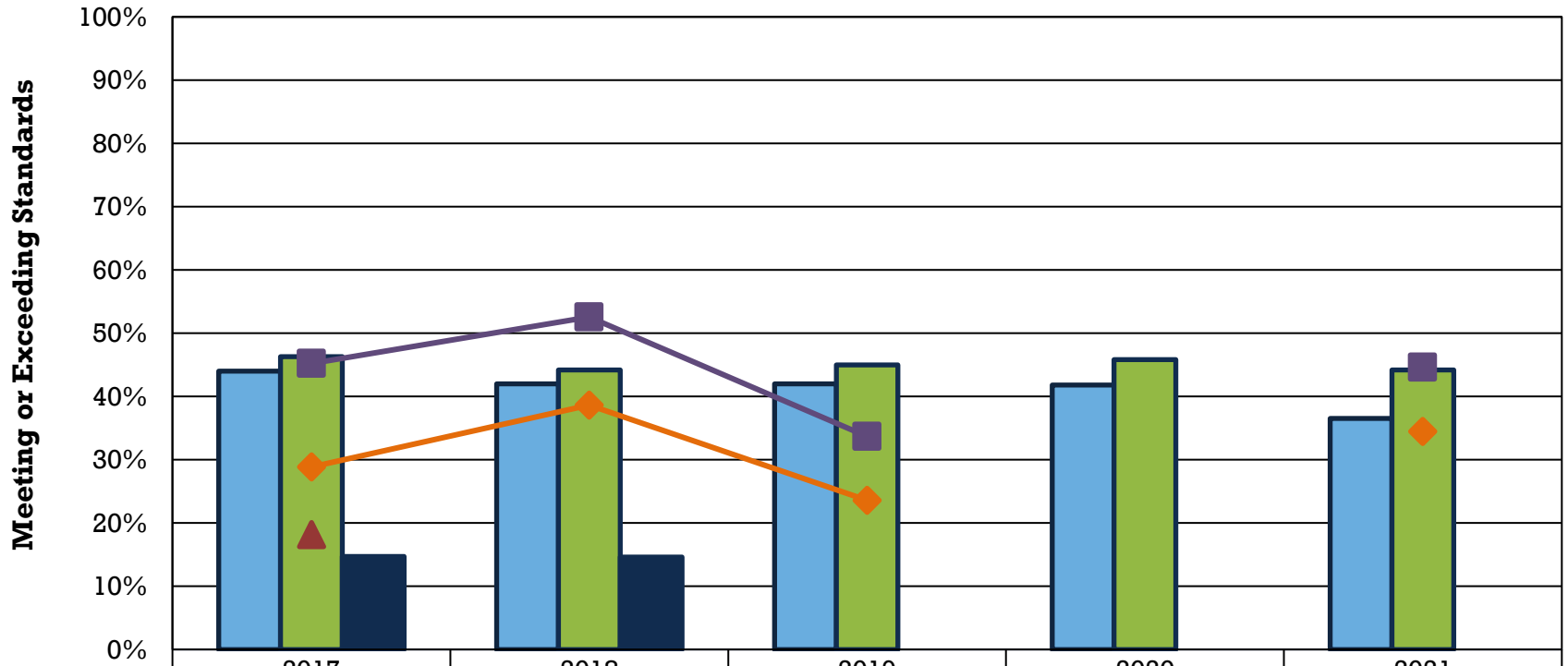
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2017: Students Meeting or Exceeding State Standards – 4th Grade Science
 Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
4th Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend
 Source of Data: MI School Data



	2017	2018	2019	2020	2021
State Avg. Math	44.0%	42.0%	42.0%	41.8%	36.5%
State Avg. ELA	46.3%	44.2%	45.0%	45.8%	44.2%
State Avg. Science	14.7%	14.6%	0.0%		0.0%
District Math	28.9%	38.6%	23.6%		34.5%
District ELA	45.2%	52.6%	33.7%		44.6%
District Science	18.2%				

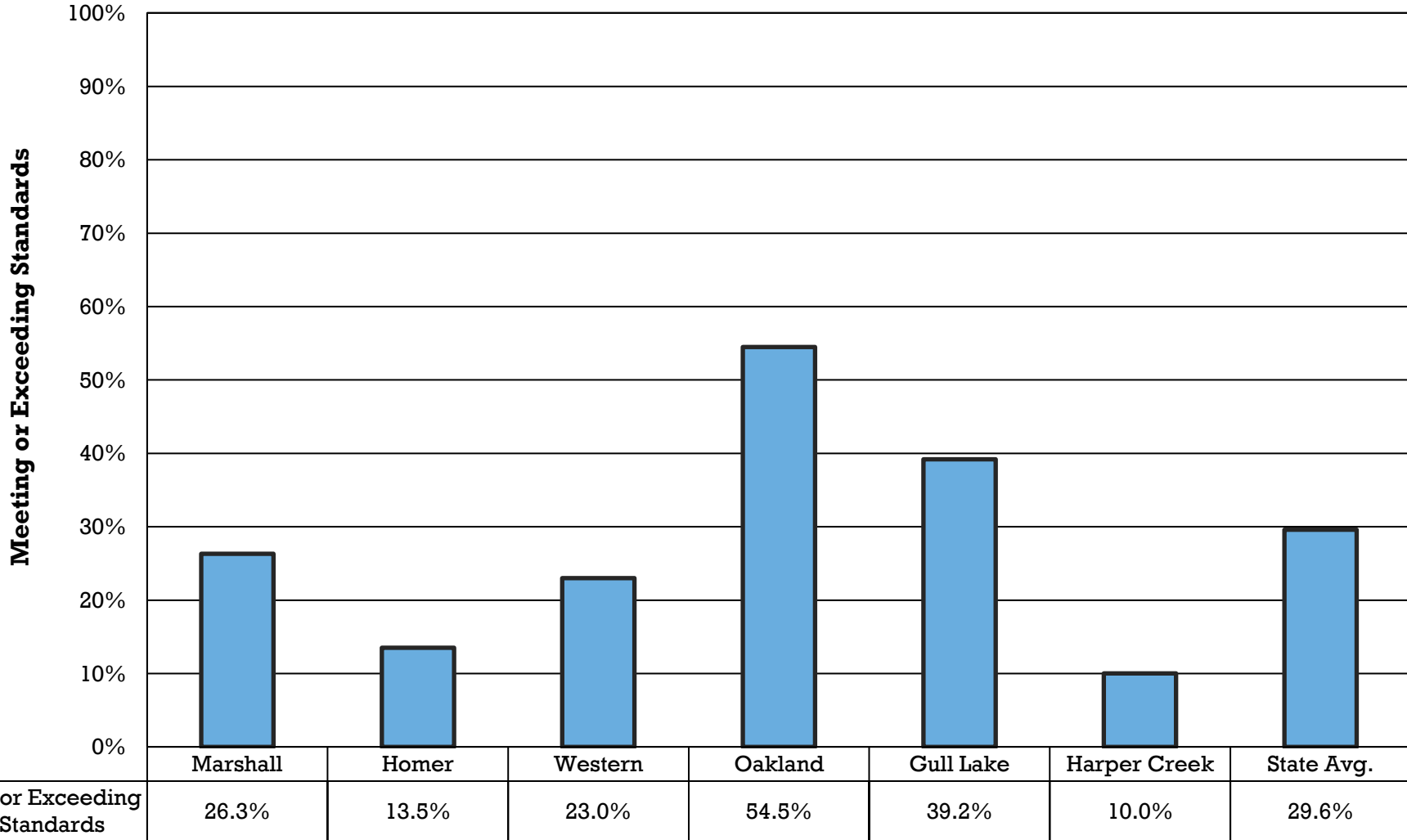


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 5th Grade Math

Source of Data: MI School Data

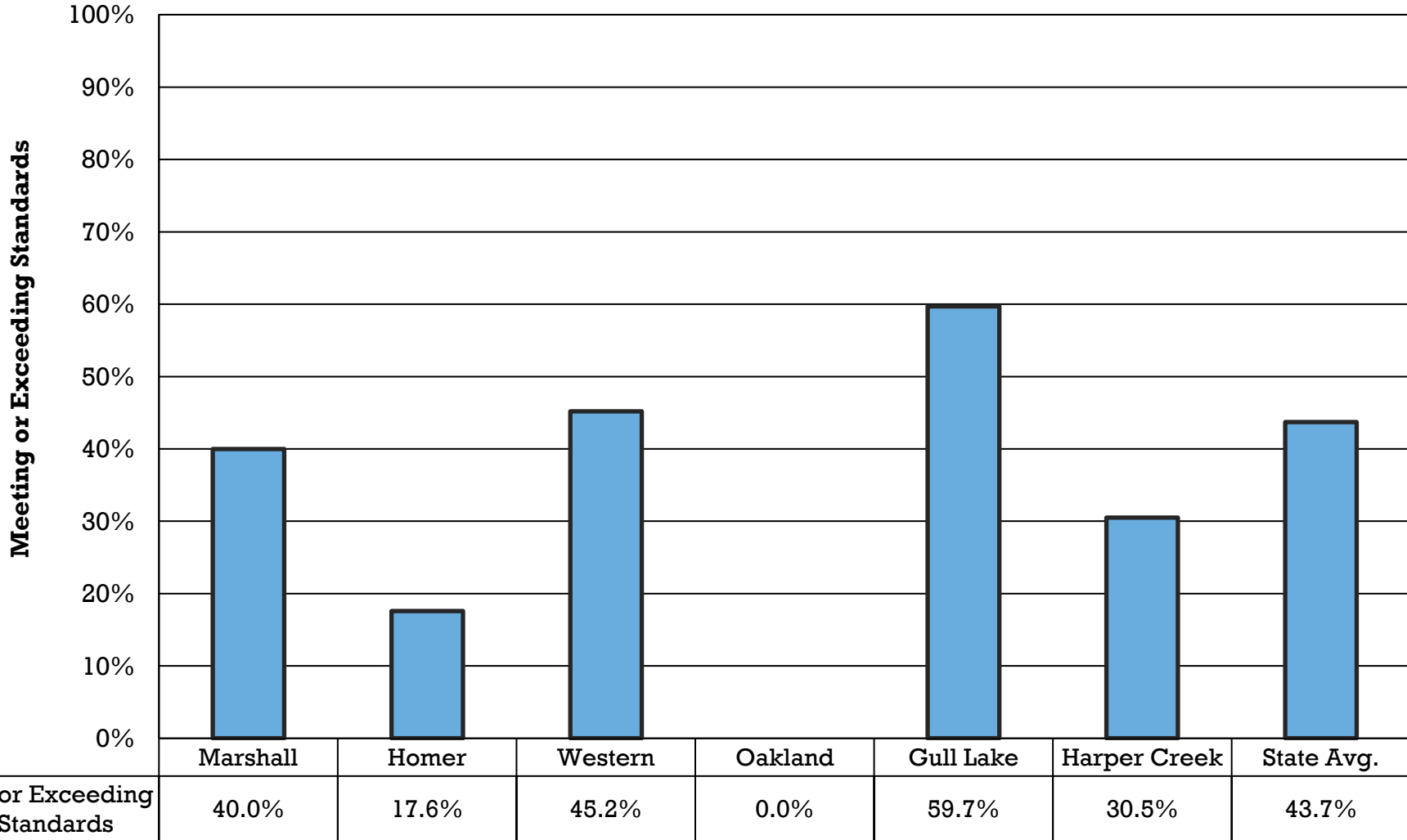


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 5th Grade English Language Arts

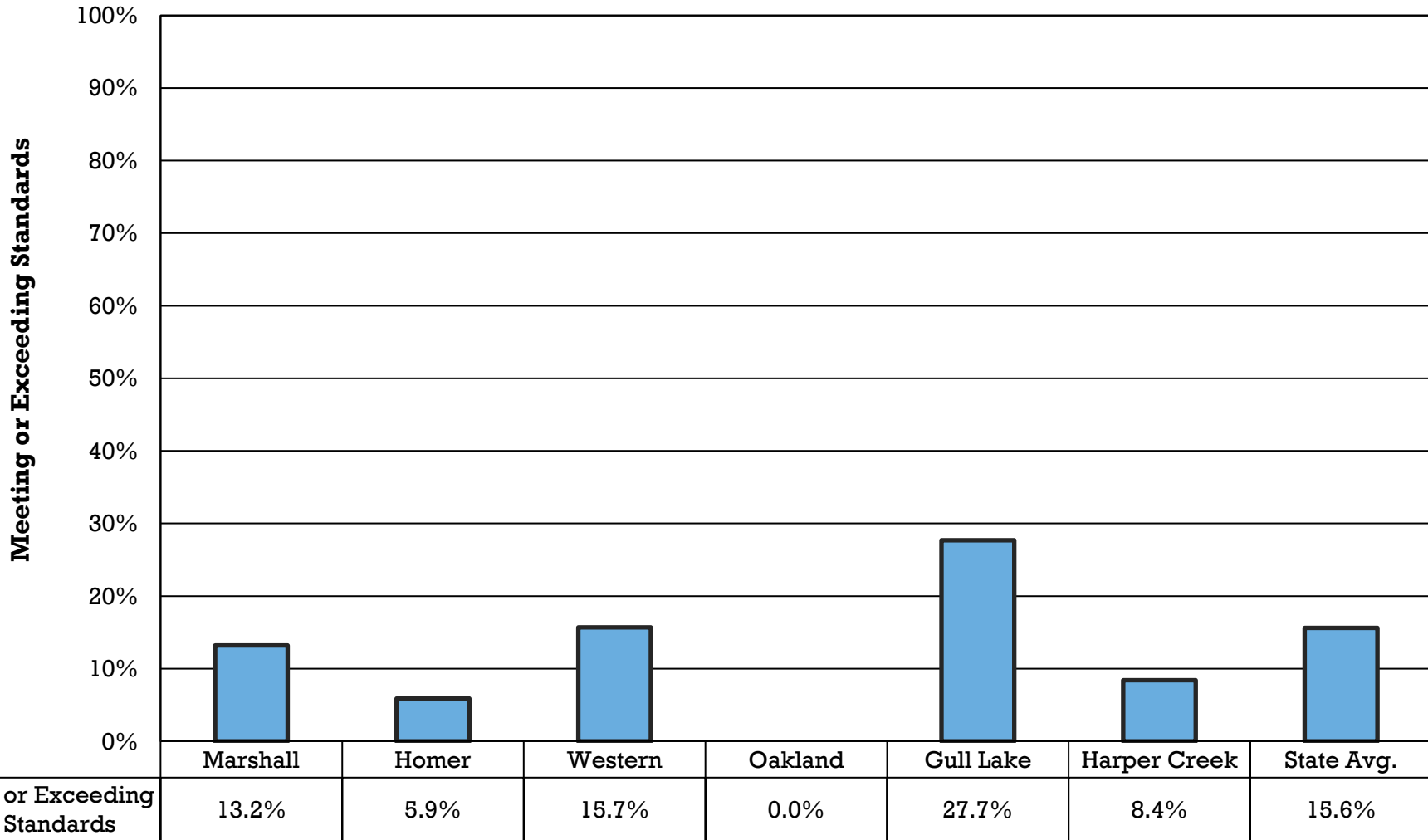
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

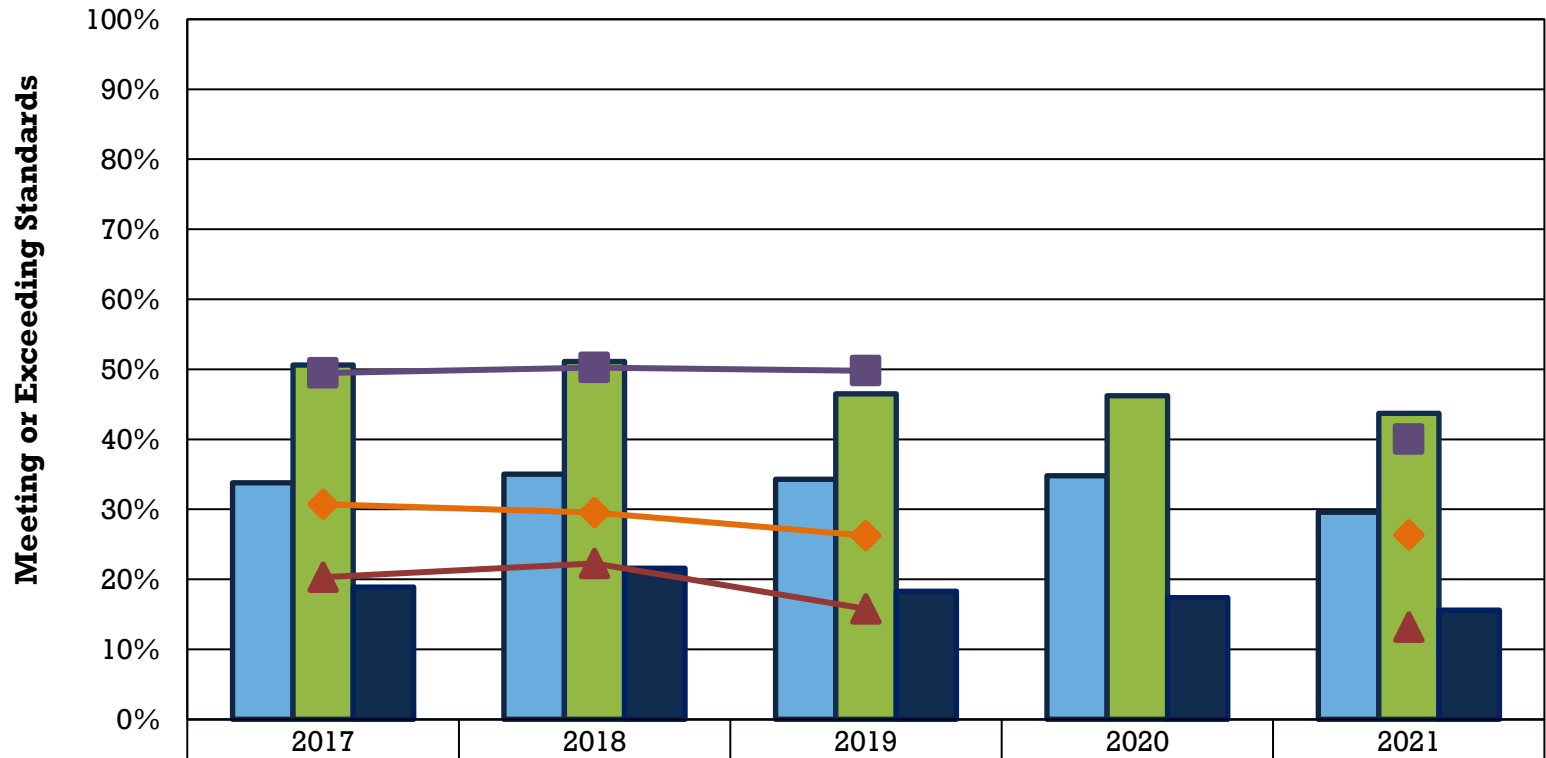
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 5th Grade Social Studies
Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools 5th Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend Source of Data: MI School Data

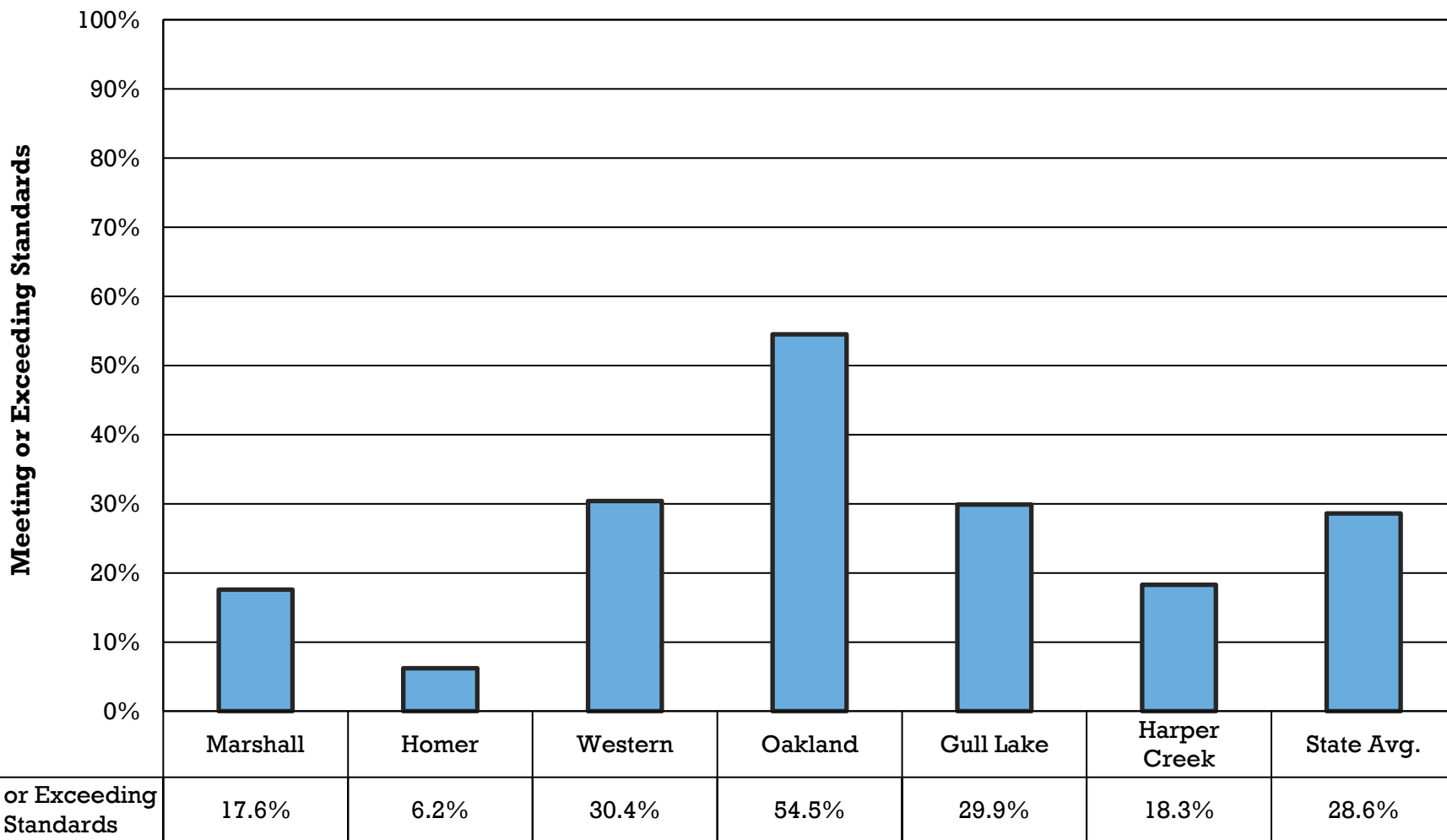


State Avg. Math	33.8%	35.0%	34.3%	34.8%	29.6%
State Avg. ELA	50.6%	51.1%	46.5%	46.2%	43.7%
State Avg. Social Studies	18.9%	21.6%	18.3%	17.4%	15.6%
District Math	30.7%	29.5%	26.2%		26.3%
District ELA	49.5%	50.3%	49.8%		40.0%
District Social Studies	20.3%	22.3%	15.8%		13.2%



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 6th Grade Math
Source of Data: MI School Data

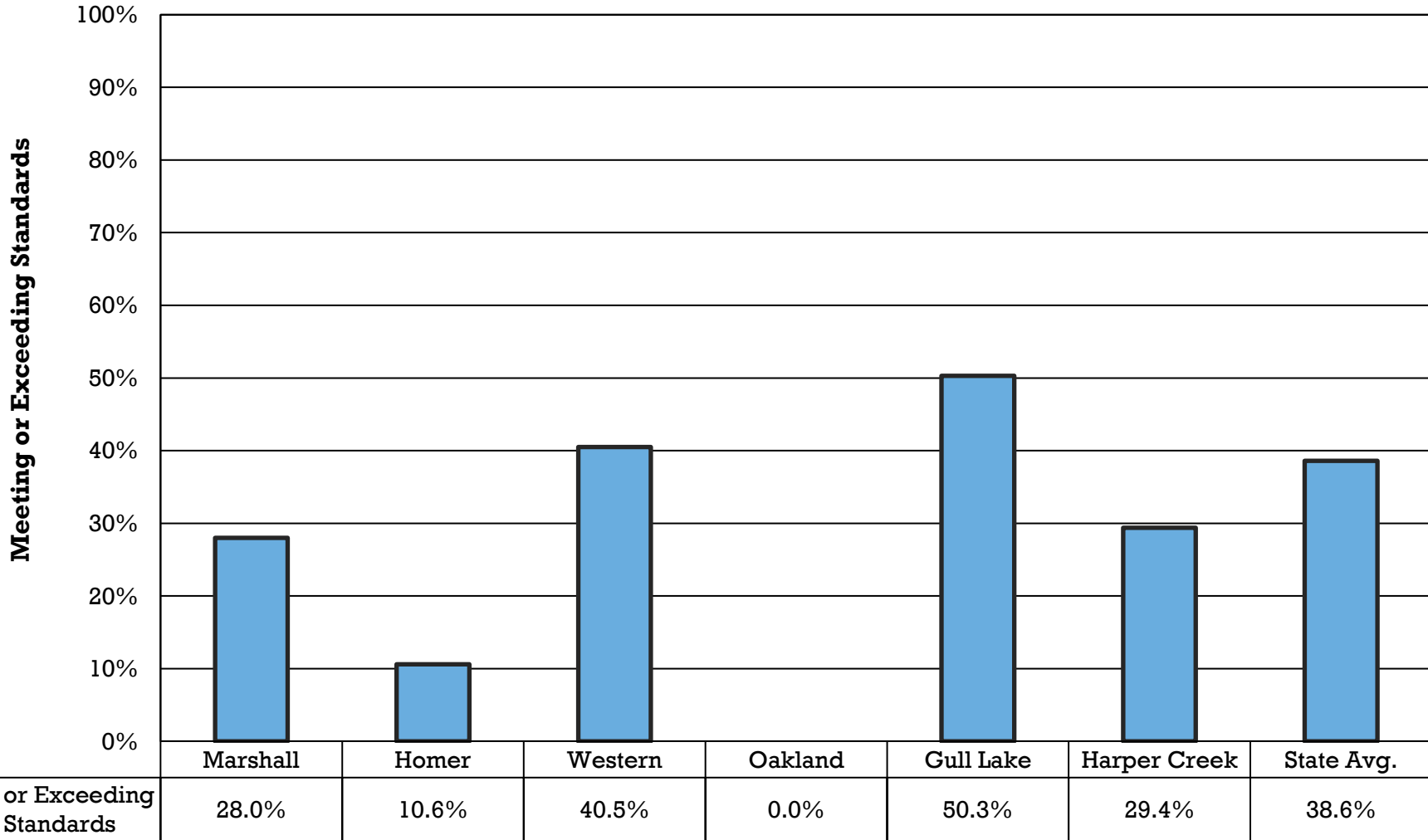


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 6th Grade English Language Arts

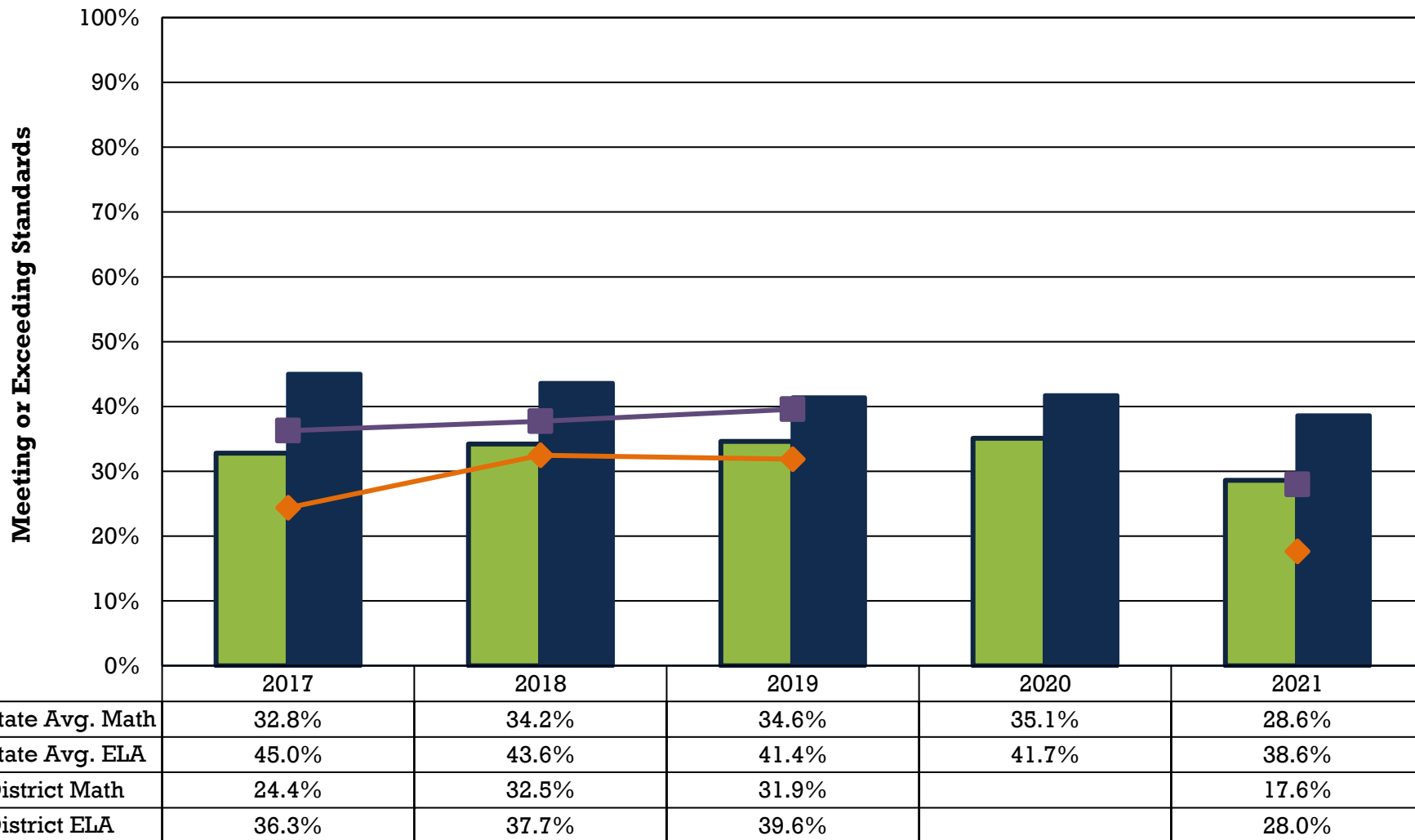
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
6th Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend
 Source of Data: MI School Data

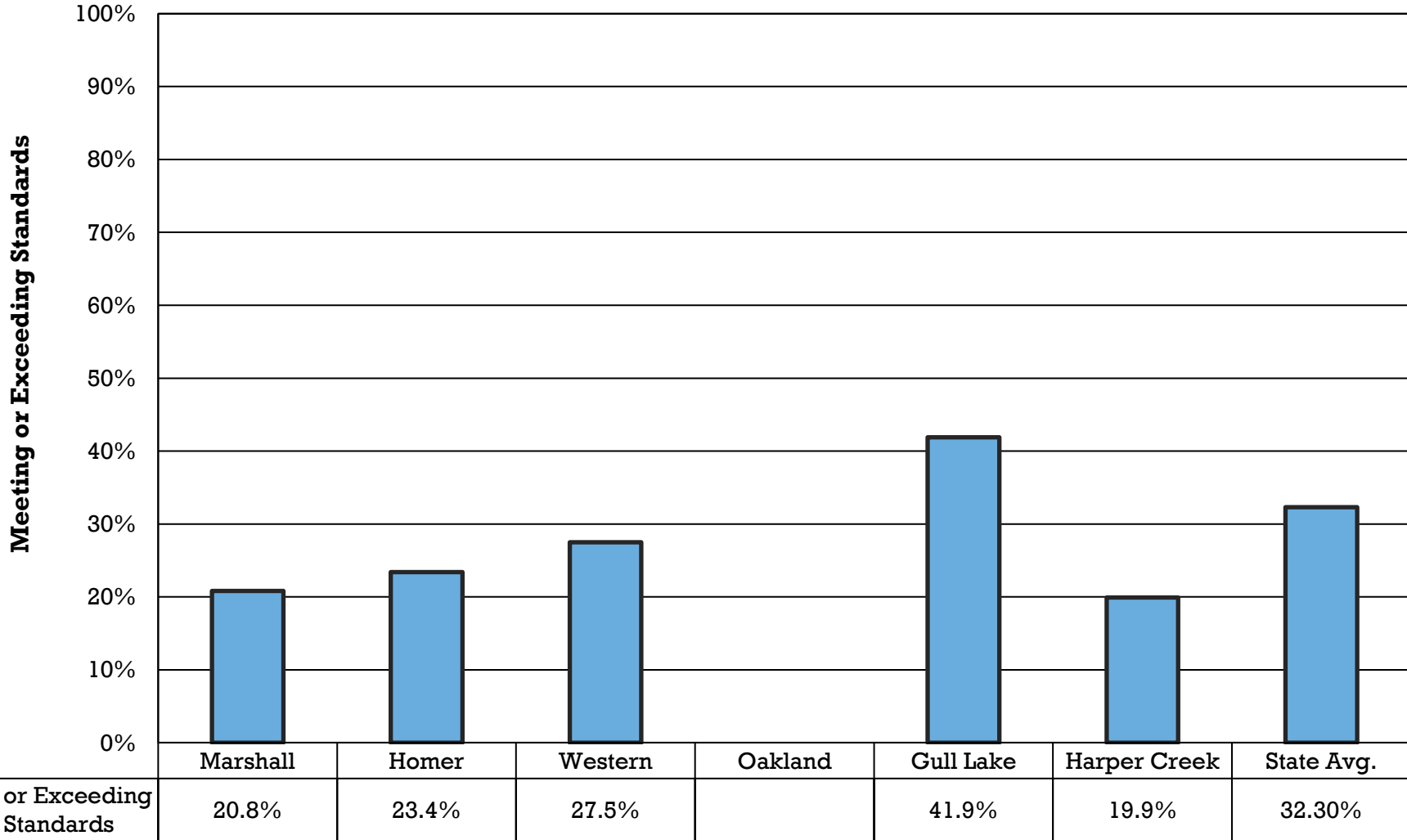


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 7th Grade Math

Source of Data: MI School Data



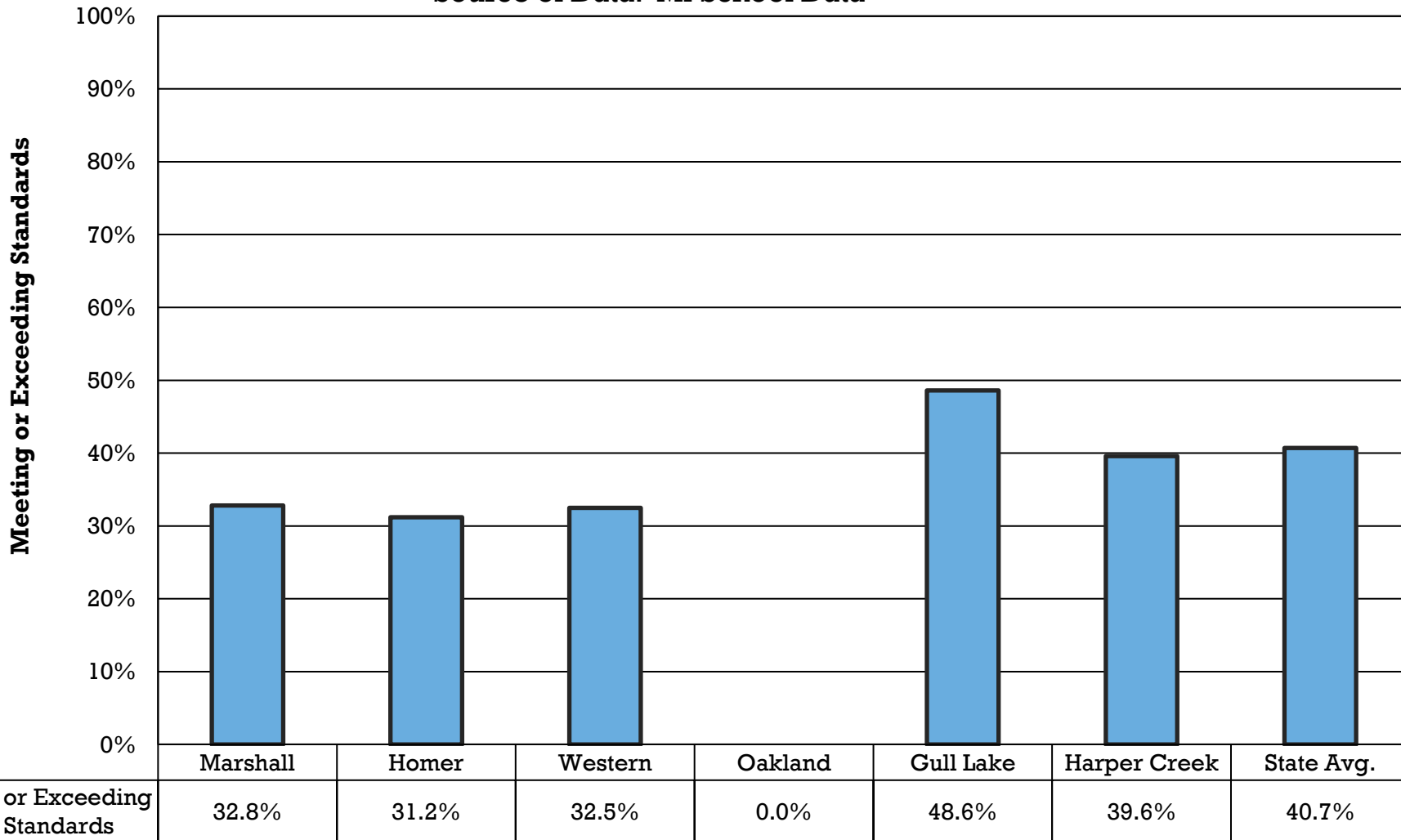
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 7th Grade English Language Arts

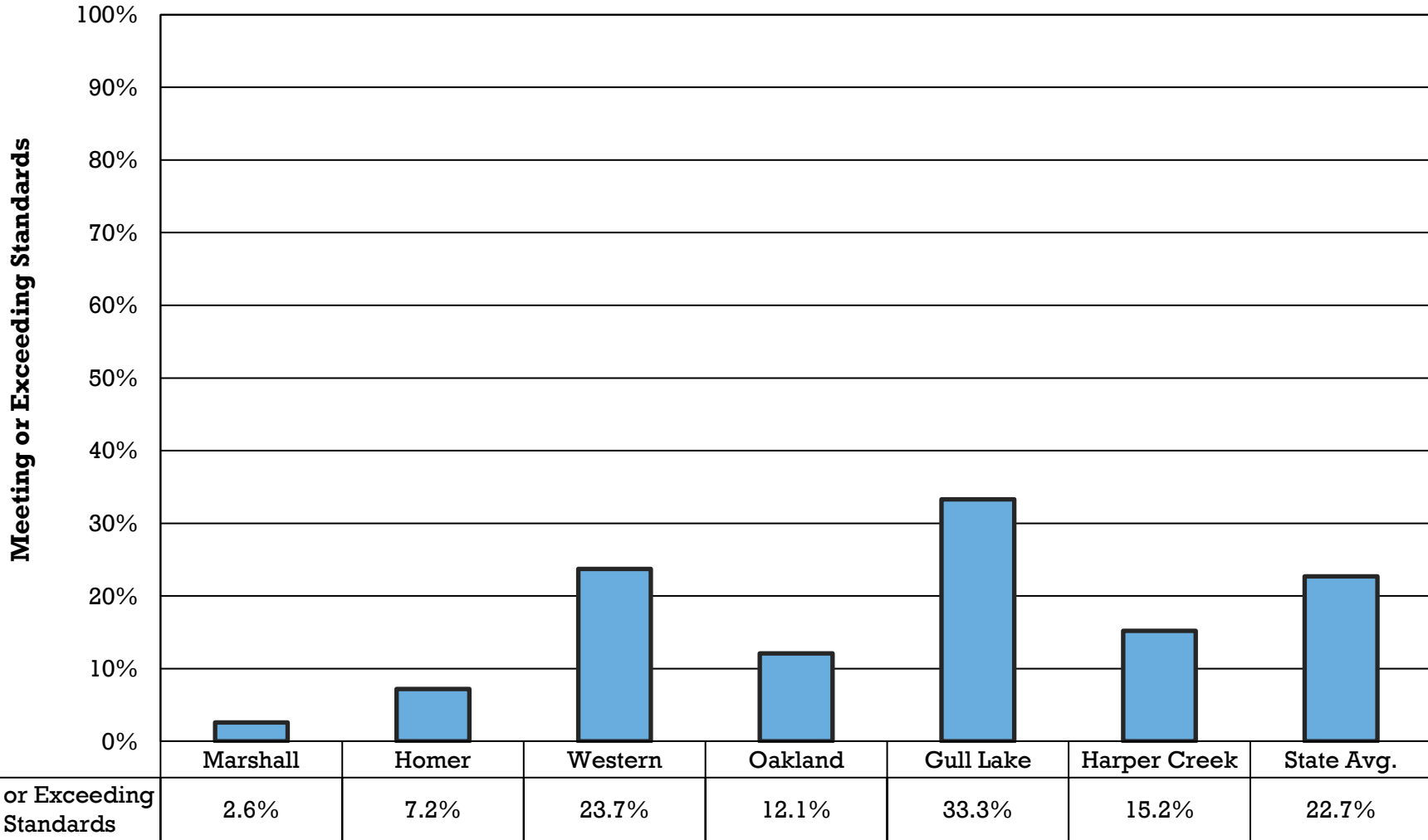
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2017: Students Meeting or Exceeding State Standards – 7th Grade Science
 Source of Data: MI School Data

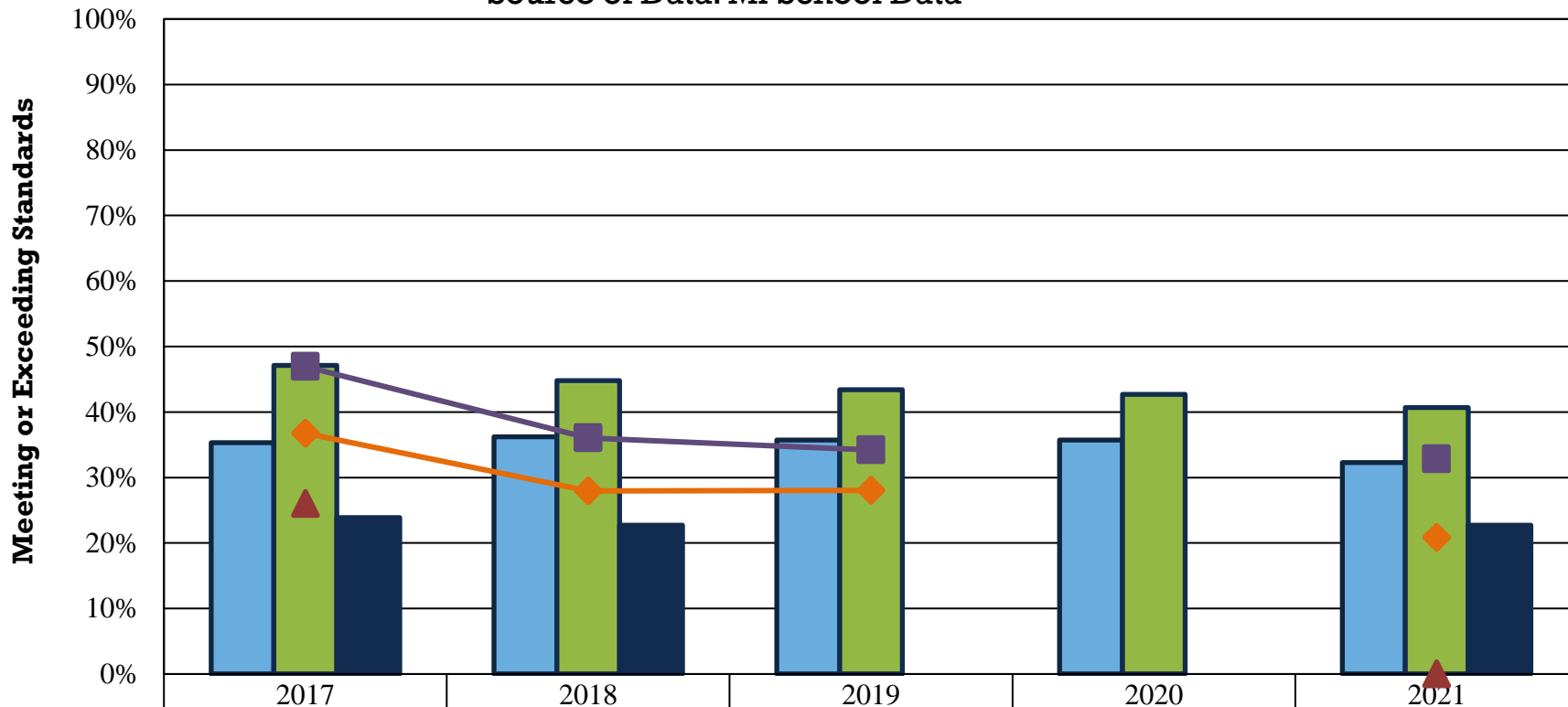


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

7th Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend

Source of Data: MI School Data

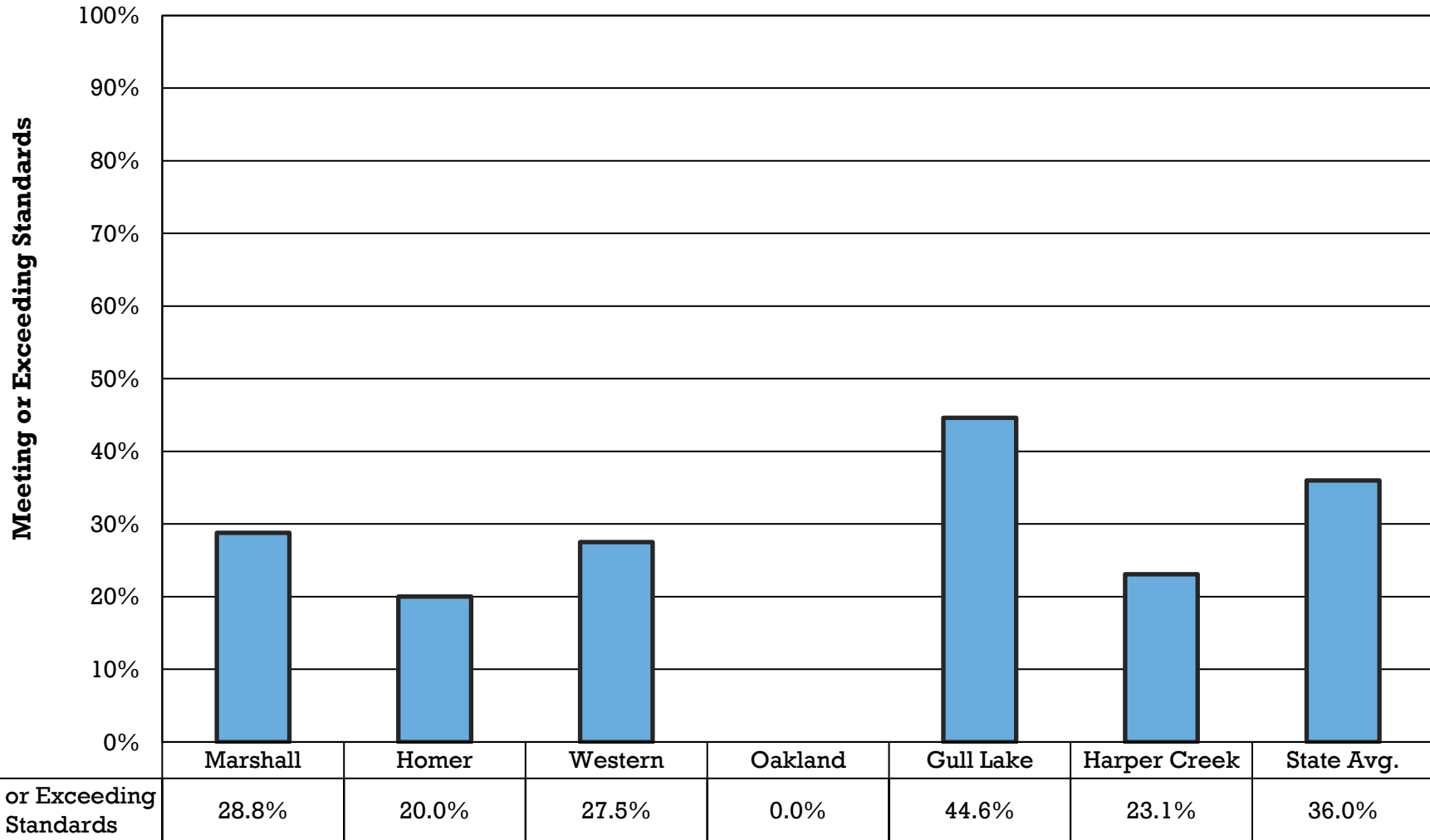


State Avg. Math	35.3%	36.2%	35.7%	35.7%	32.30%
State Avg. ELA	47.1%	44.8%	43.4%	42.7%	40.7%
State Avg. Science	23.9%	22.7%	0.0%		22.7%
District Math	36.7%	28.0%	28.0%		20.8%
District ELA	46.9%	36.0%	34.2%		32.8%
District Science	26.0%				0.0%



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 8th Grade Math
Source of Data: MI School Data

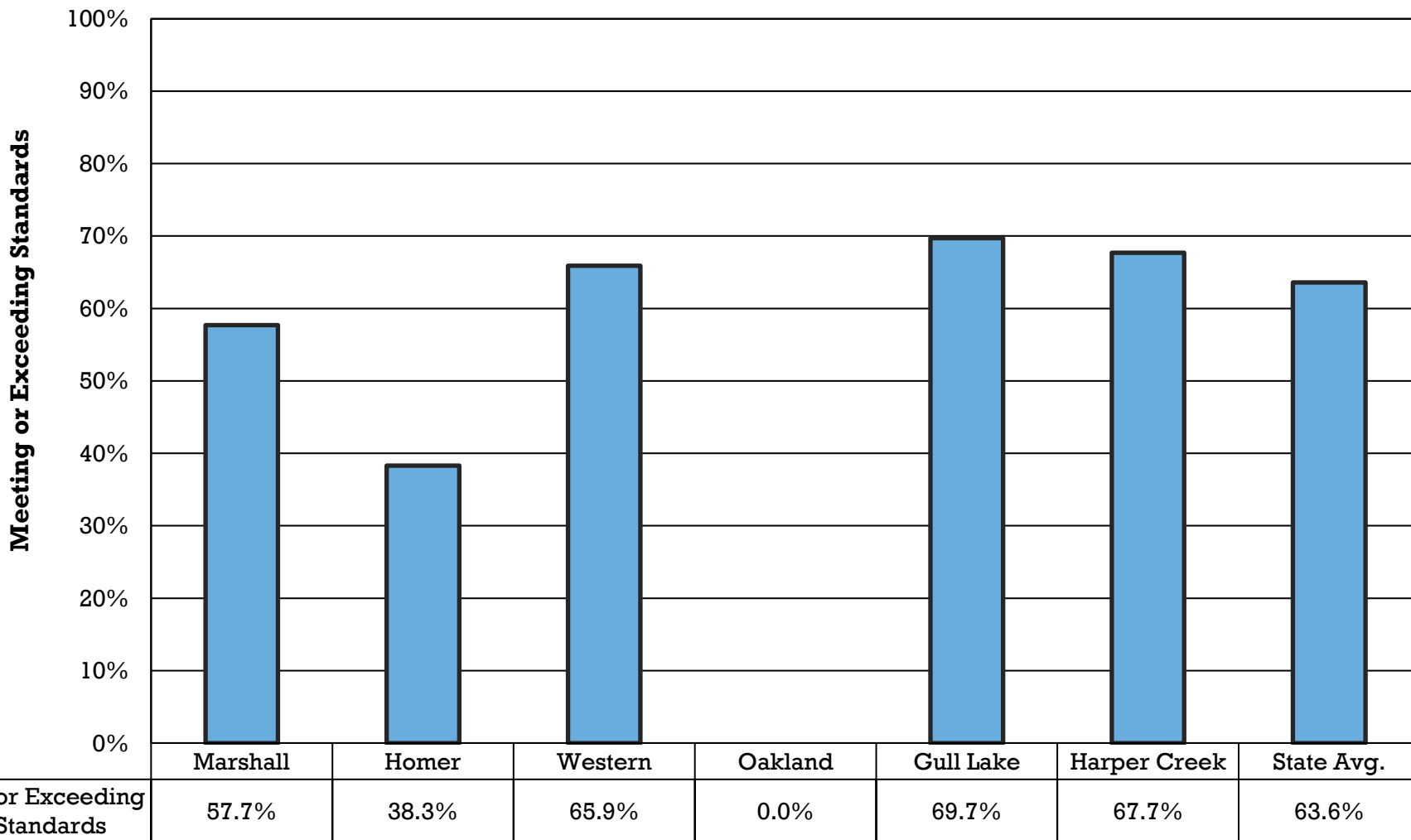


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

PSAT Test Results, 2021: Students Meeting or Exceeding State Standards – 8th Grade English Language Arts

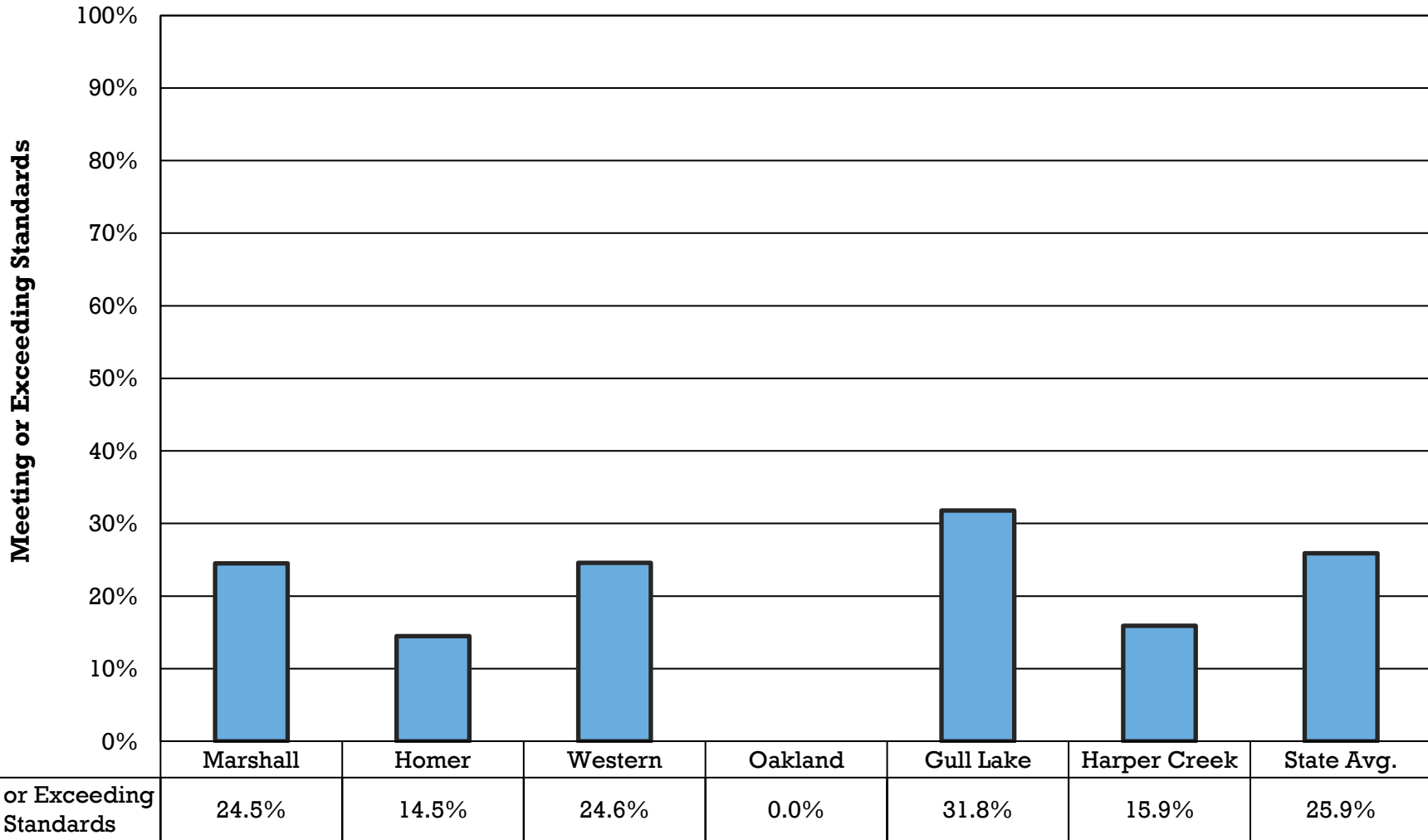
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

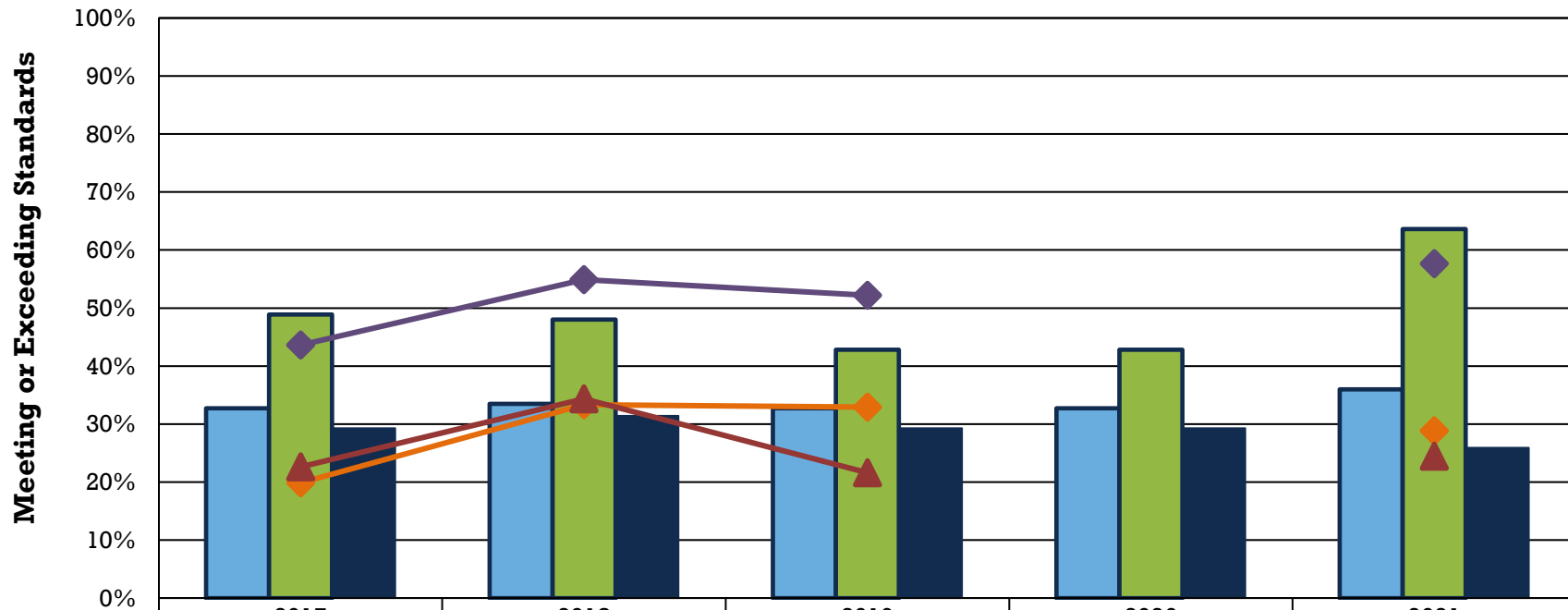
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 8th Grade Social Studies
Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools 8th Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend Source of Data: MI School Data



	2017	2018	2019	2020	2021
State Avg. Math	32.7%	33.5%	32.7%	32.7%	36.0%
State Avg. ELA	48.9%	48.0%	42.8%	42.8%	63.6%
State Avg. Social Studies	29.3%	31.4%	29.3%	29.3%	25.9%
District Math	19.9%	33.3%	32.9%		28.8%
District ELA	43.6%	54.9%	52.2%		57.7%
District Social Studies	22.7%	34.4%	21.6%		24.5%

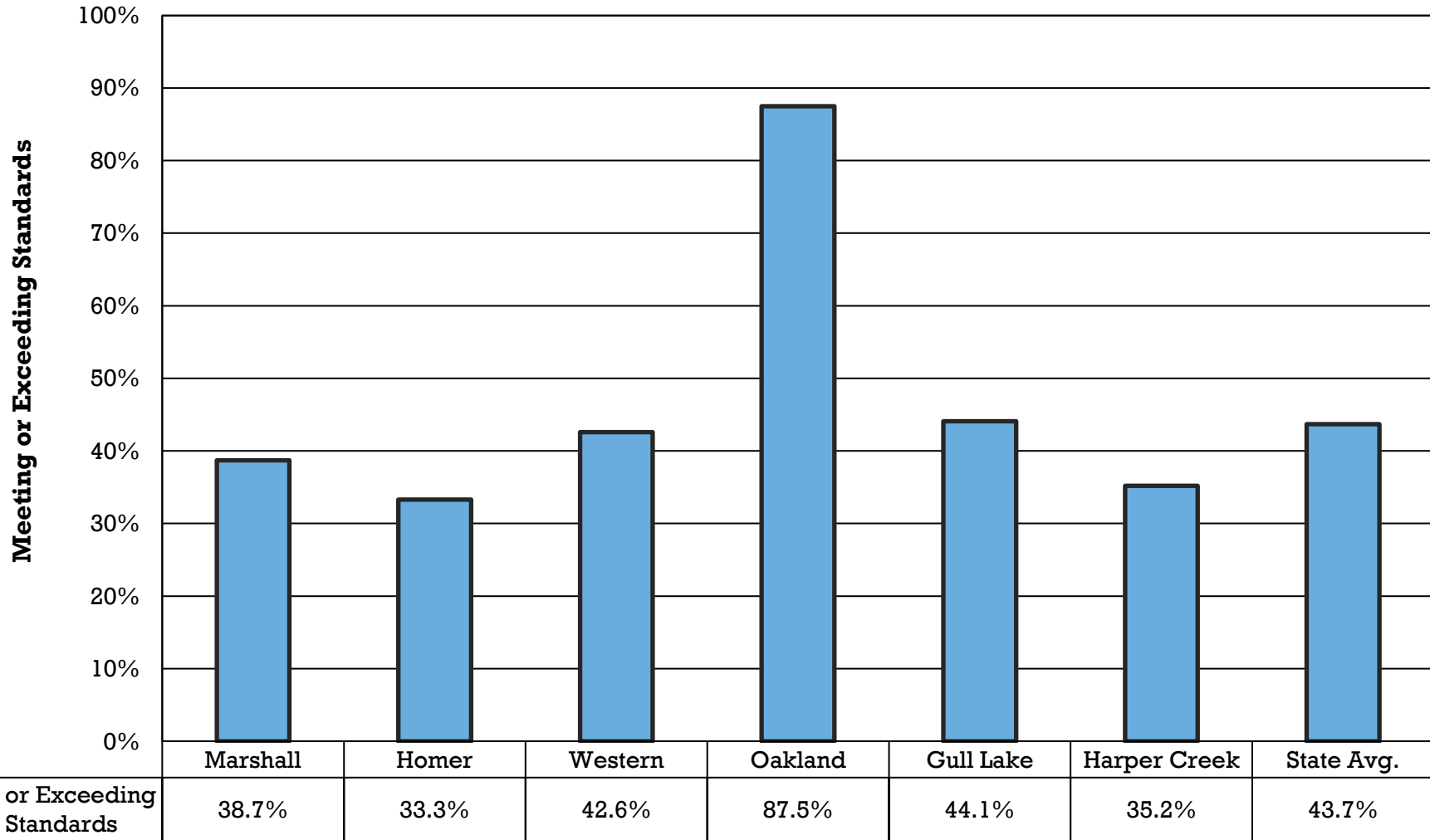


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

M-STEP Test Results, 2021: Students Meeting or Exceeding State Standards – 11th Grade Social Studies

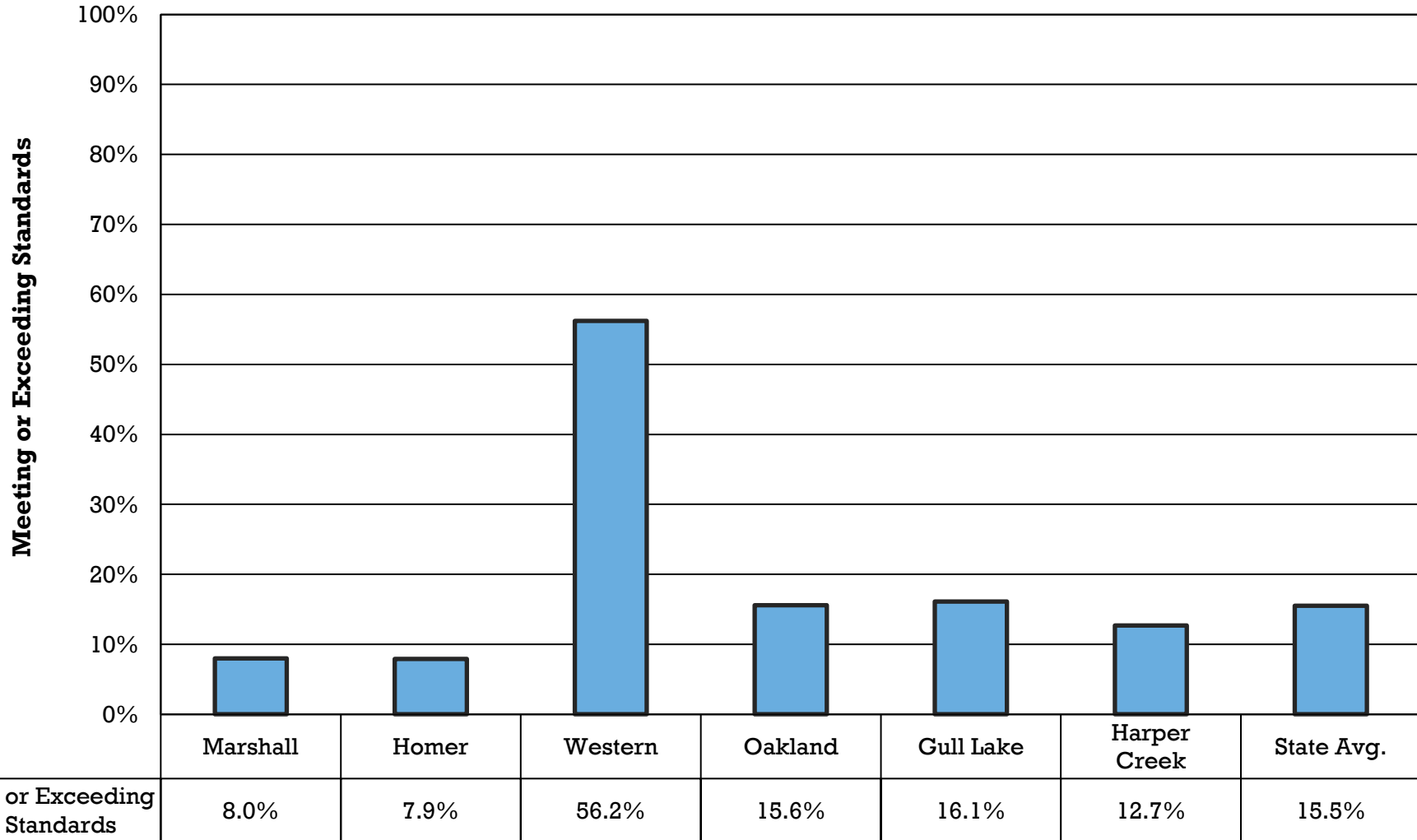
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
M-STEP Test Results, 2017: Students Meeting or Exceeding State Standards – 11th Grade Science
Source of Data: MI School Data

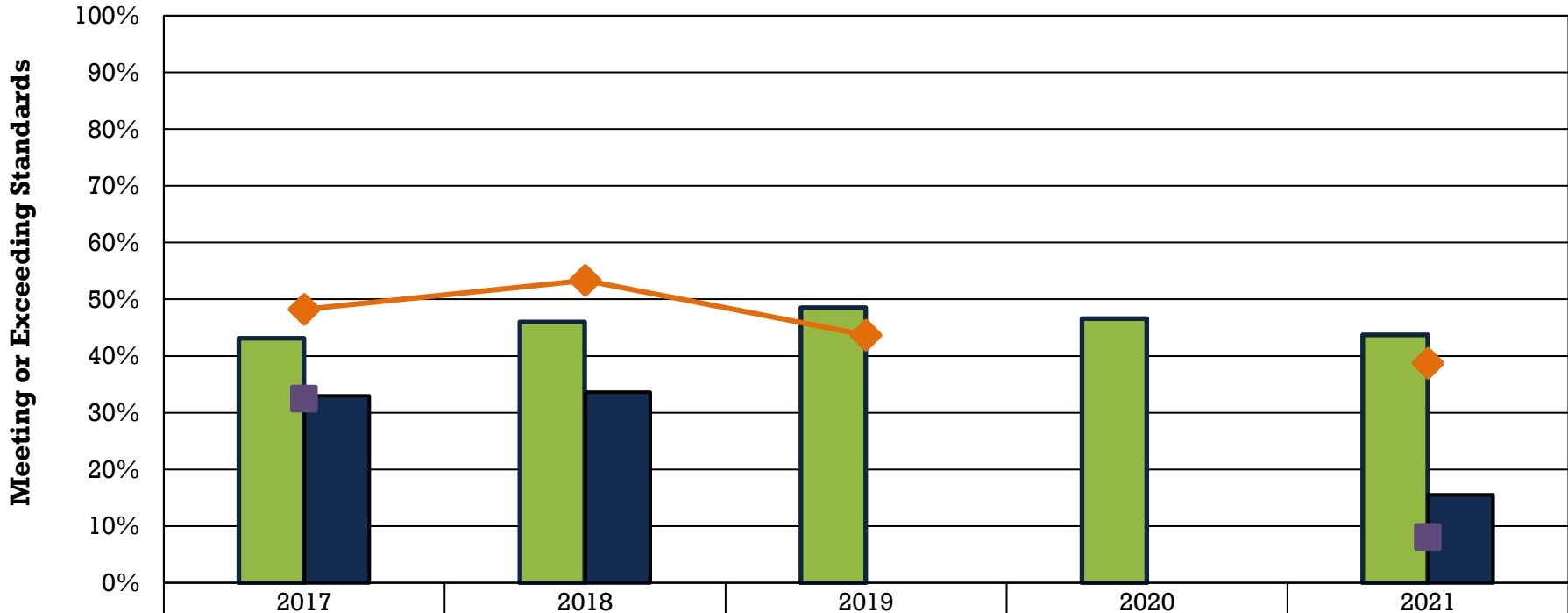


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

11th Grade M-STEP Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend

Source of Data: MI School Data

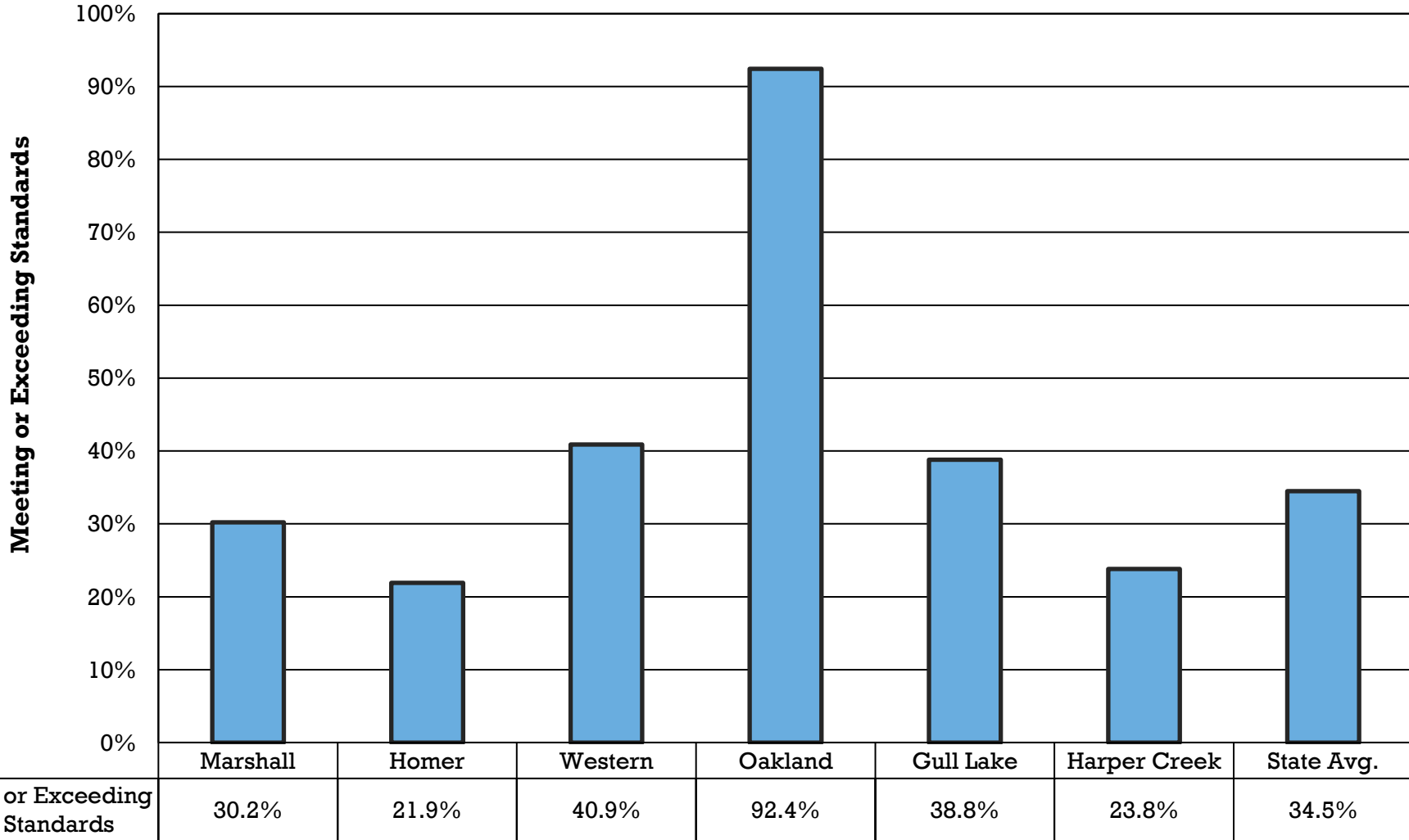


State Avg. Social Studies	43.1%	46.0%	48.5%	46.6%	43.7%
State Avg. Science	33.0%	33.6%	0.0%		15.5%
District Social Studies	48.2%	53.3%	43.7%		38.7%
District Science	32.4%				8.0%



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
MME (SAT) Test Results, 2021: Students Meeting or Exceeding State Standards – 11th Grade Math
Source of Data: MI School Data

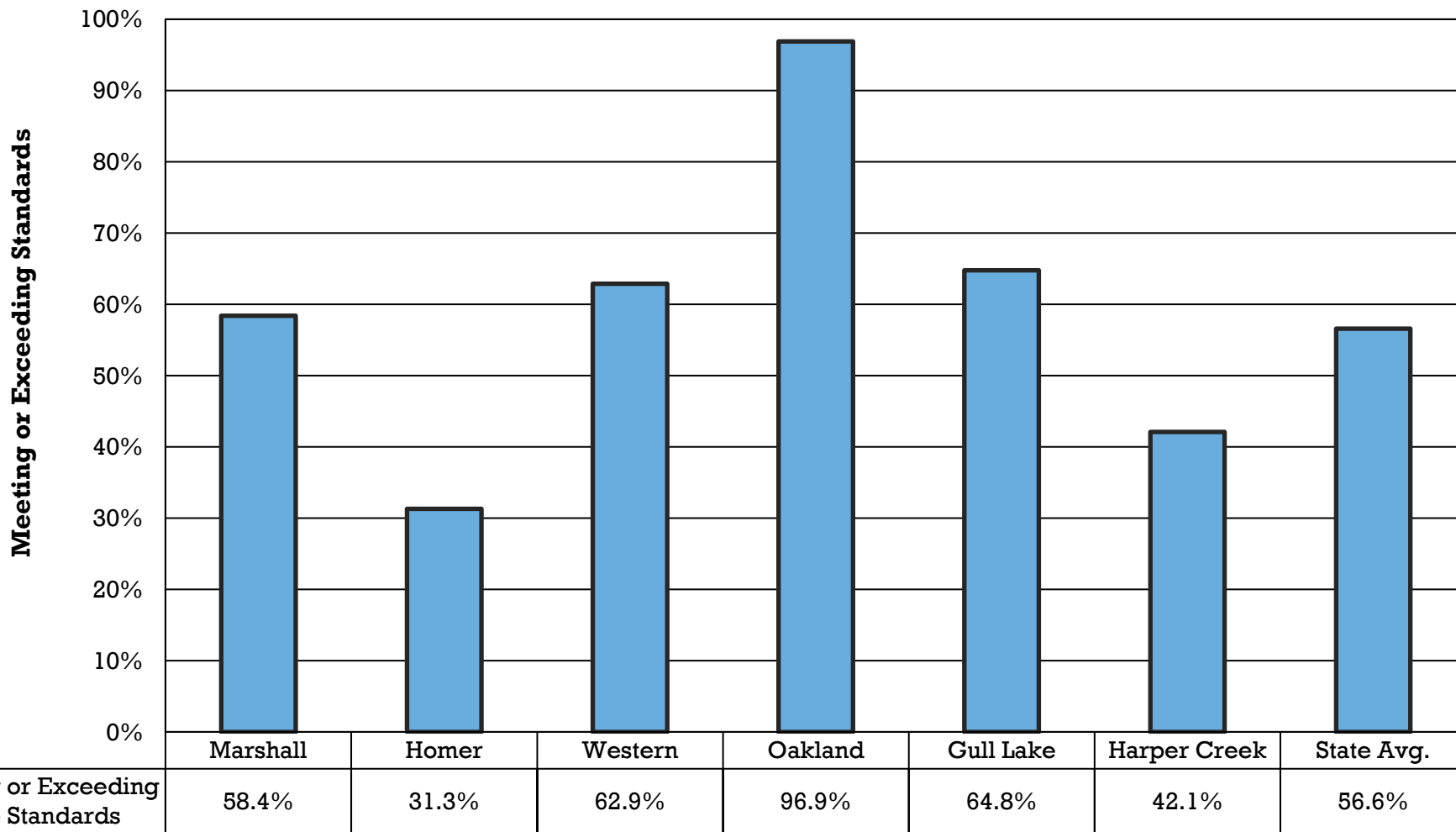


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

MME (SAT) Test Results, 2021: Students Meeting or Exceeding State Standards – 11th Evidence-Based Reading & Writing

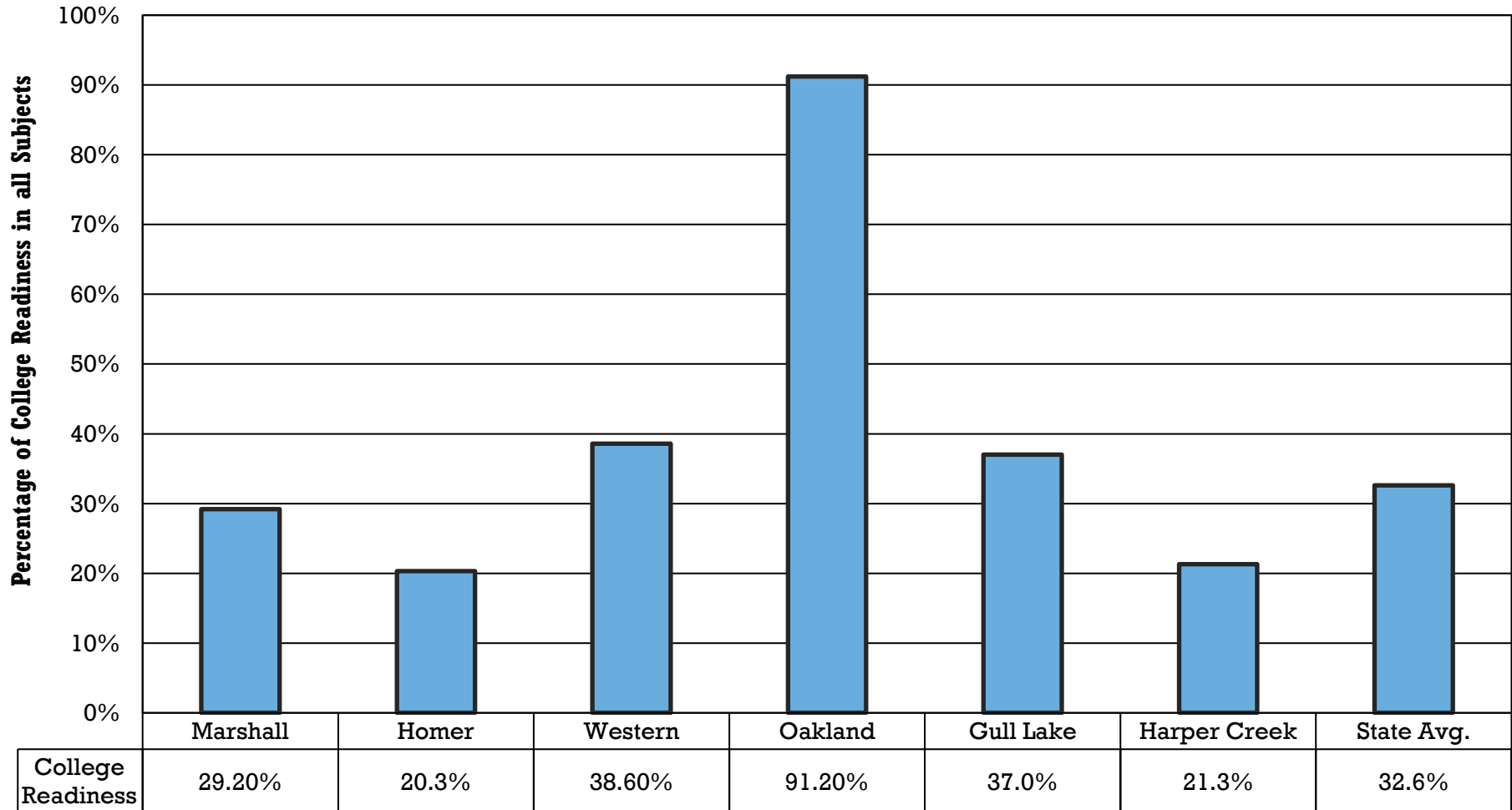
Source of Data: MI School Data



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

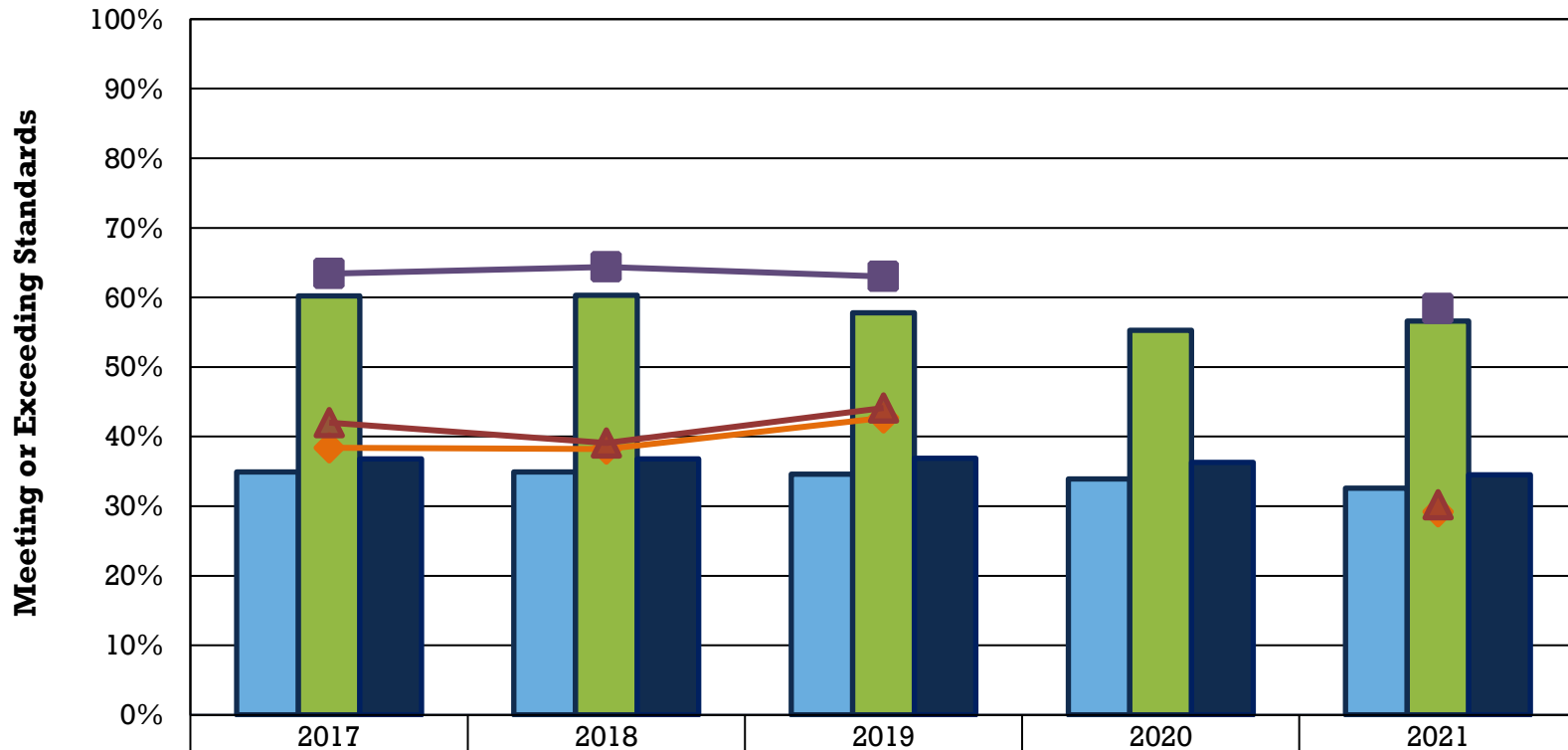
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools College Readiness, 2021 Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools 11th Grade MME (SAT) Test Results: Students Meeting or Exceeding State Standards, Four-Year Trend Source of Data: MI School Data

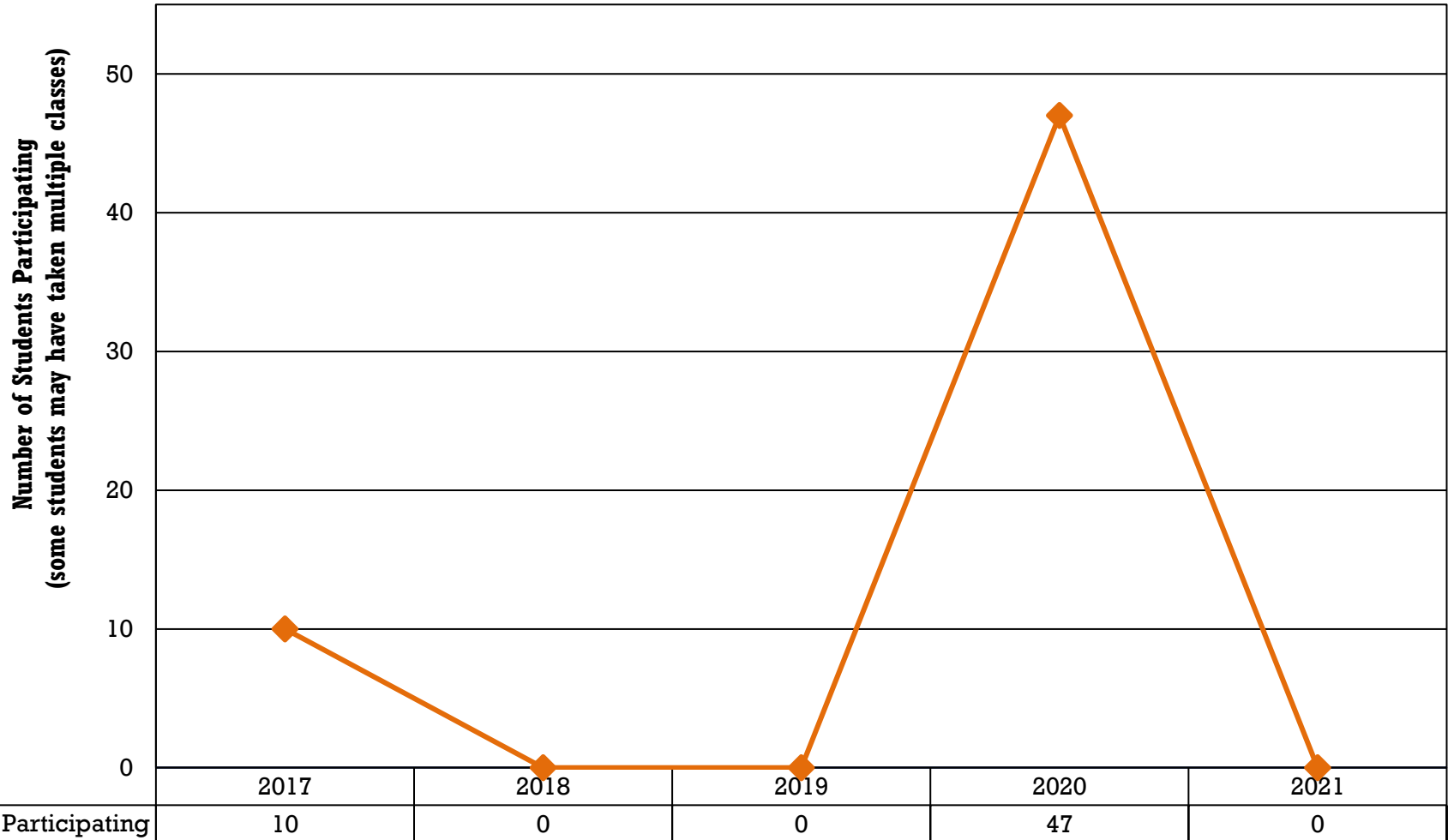


State Avg. College Readiness	34.9%	34.9%	34.6%	33.9%	32.6%
State Avg. EBRW	60.2%	60.3%	57.8%	55.3%	56.6%
State Avg. Math	36.8%	36.8%	36.9%	36.3%	34.5%
District College Readiness	38.4%	38.2%	42.7%		29.2%
District EBRW	63.4%	64.4%	63.0%		58.4%
District Math	42.0%	39.1%	44.1%		30.2%



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Dual Enrollment Participation: Five-Year Trend
Source of Data: District Data





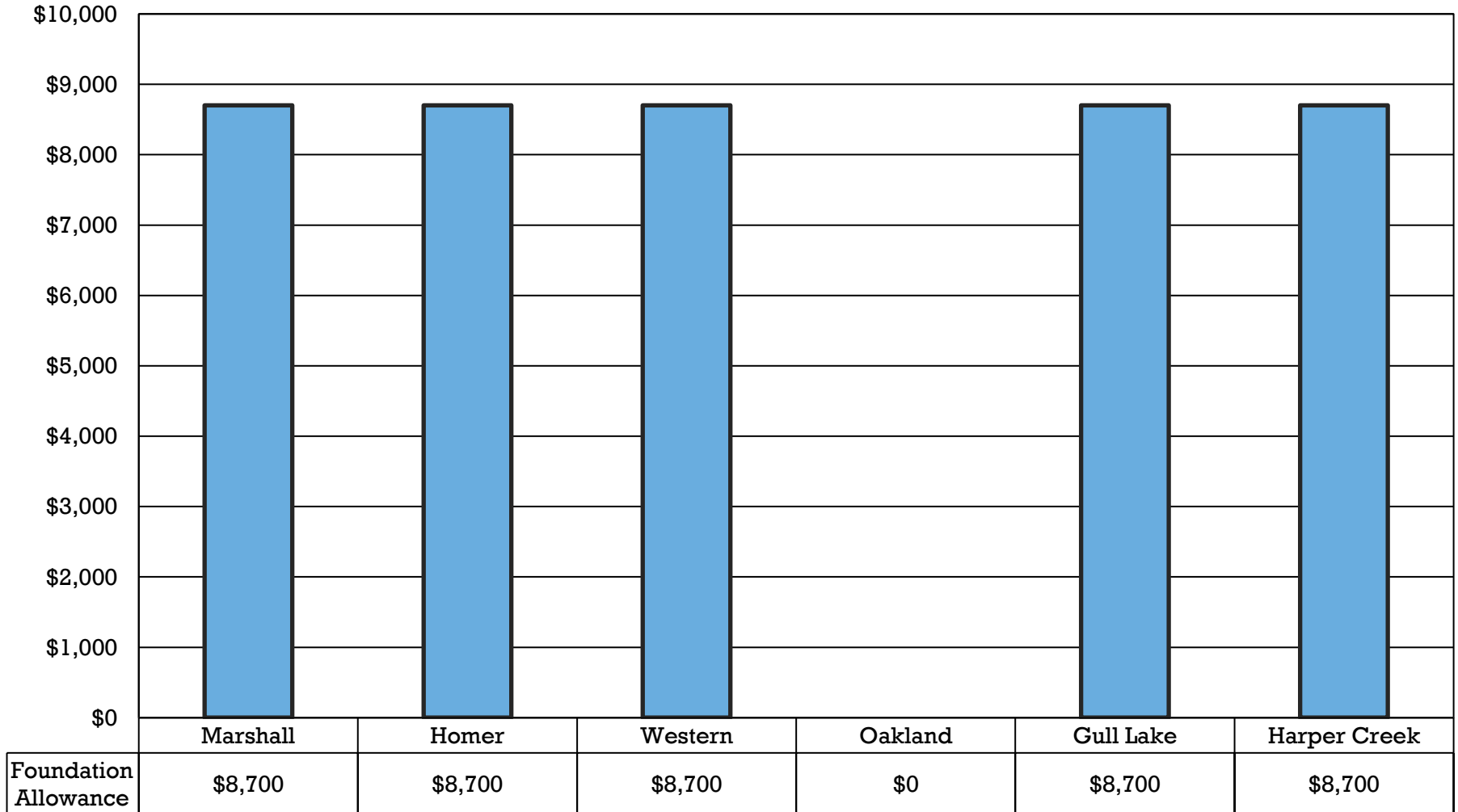
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MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Finance

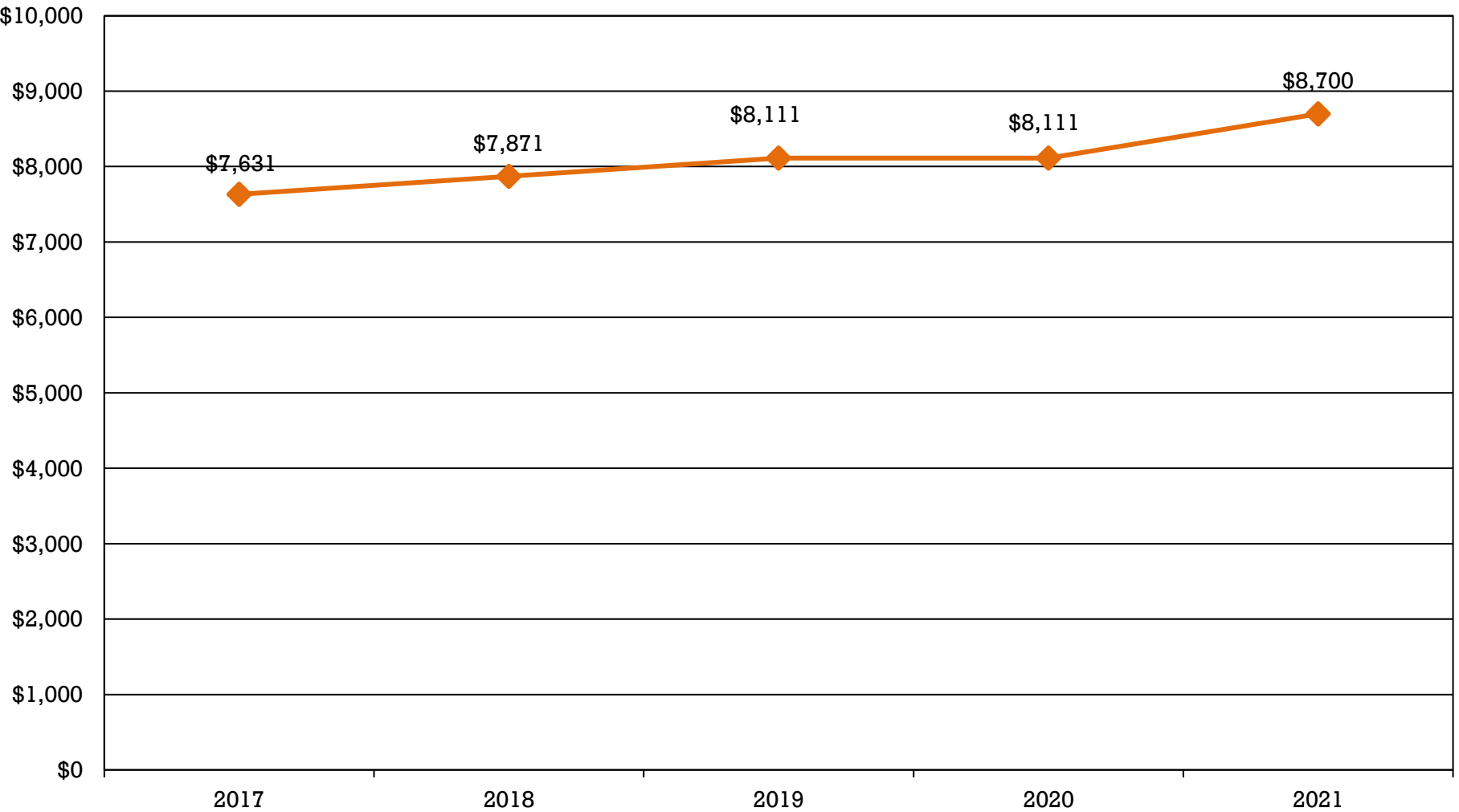
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Foundation Allowance, 2019 Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Foundation Allowance: Five-Year Trend
Source of Data: MI School Data

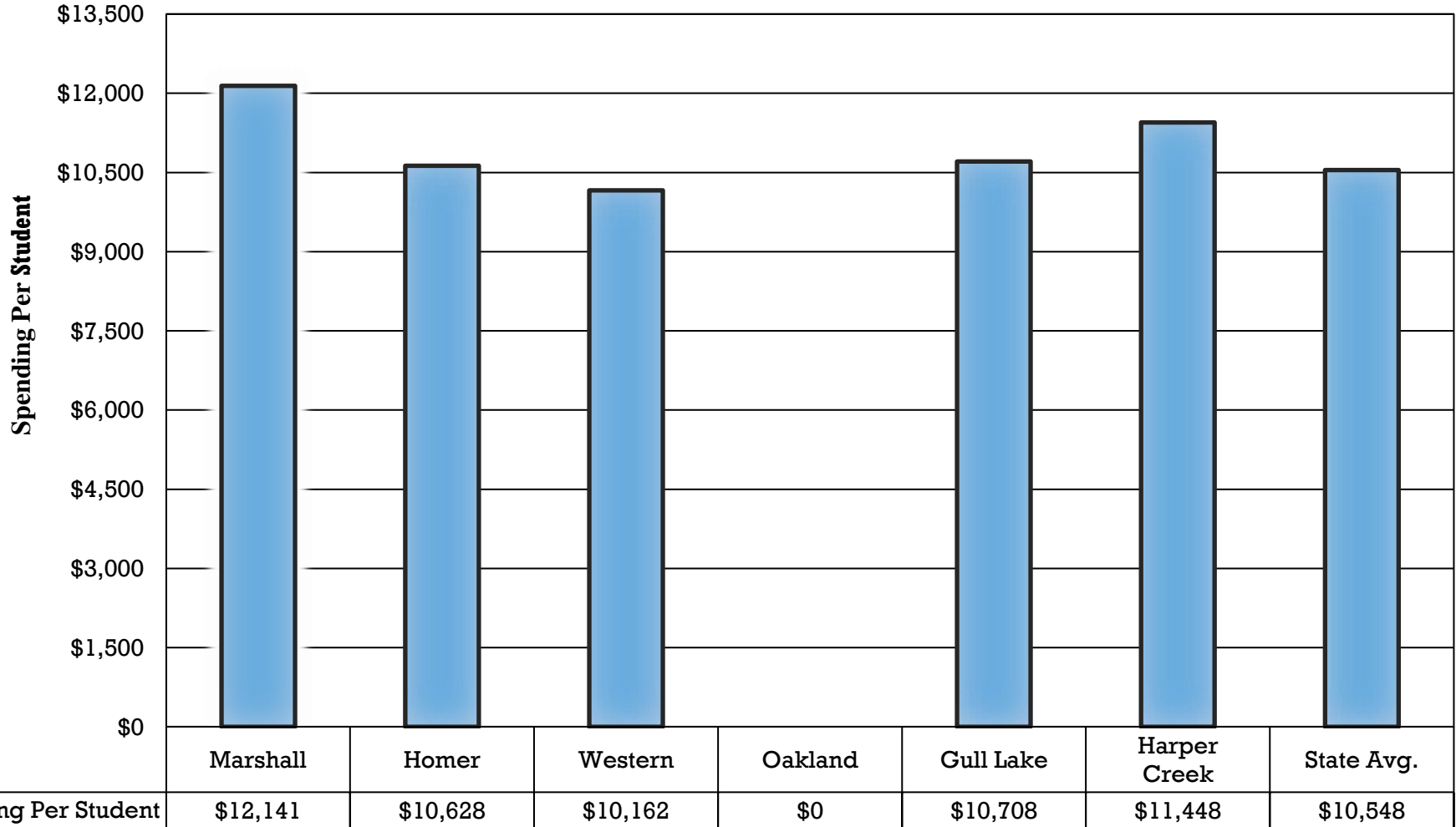


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools General Fund Expenditures Per Student, 2021

(GF Exp. is all expenditures relating to education, excluding food service, athletics, site purchase and construction)

Source of Data: Bulletin 1014

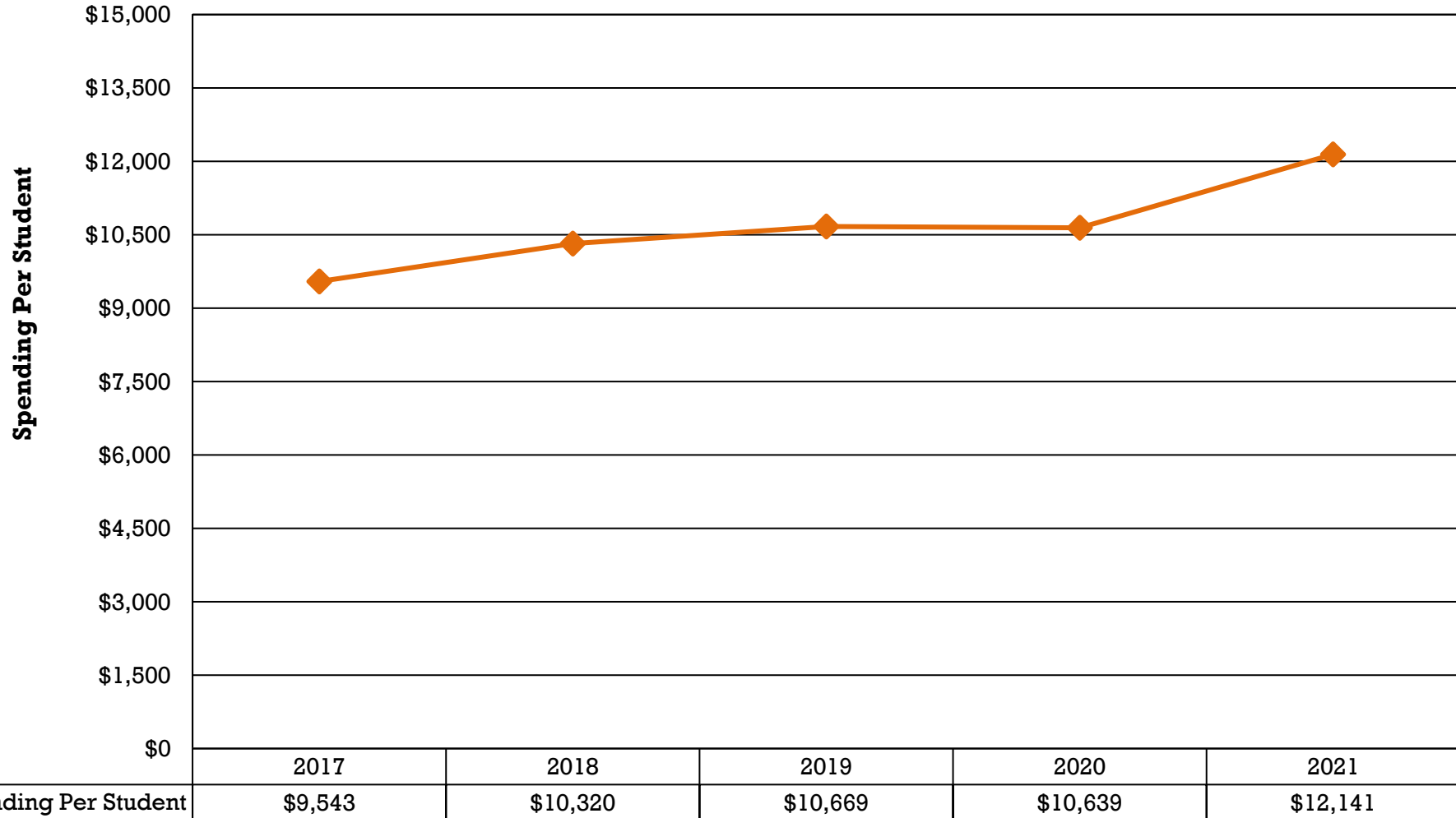


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools General Fund Expenditures Per Student: Five-Year Trend

(GF Exp. is all expenditures relating to education, excluding food service, athletics, site purchase and construction)

Source of Data: Bulletin 1014

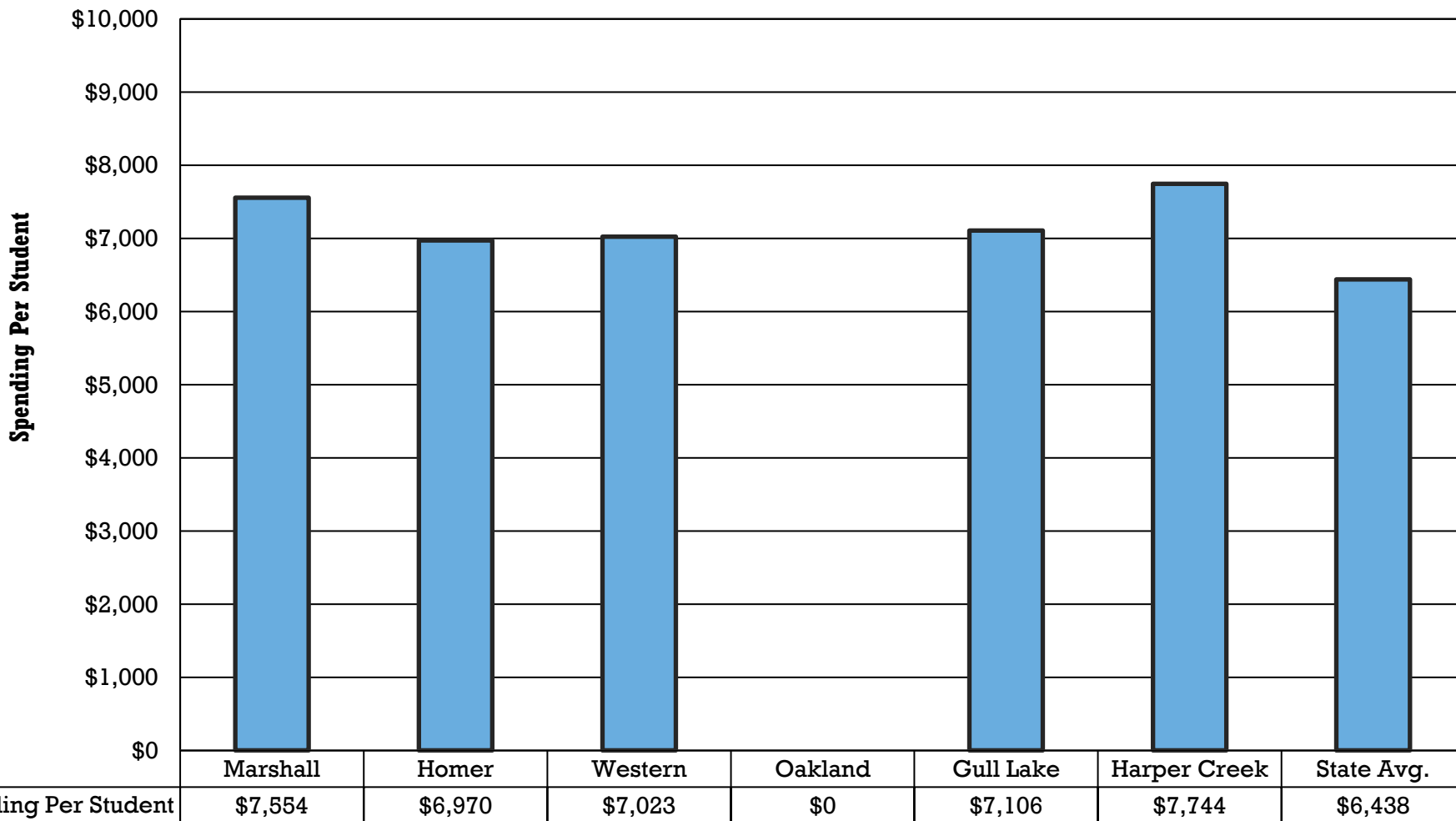


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Total Instruction Dollars Per Student, 2021

(Total instruction is the total basic, added needs and adult education classroom instructional costs)

Source of Data: Bulletin 1014

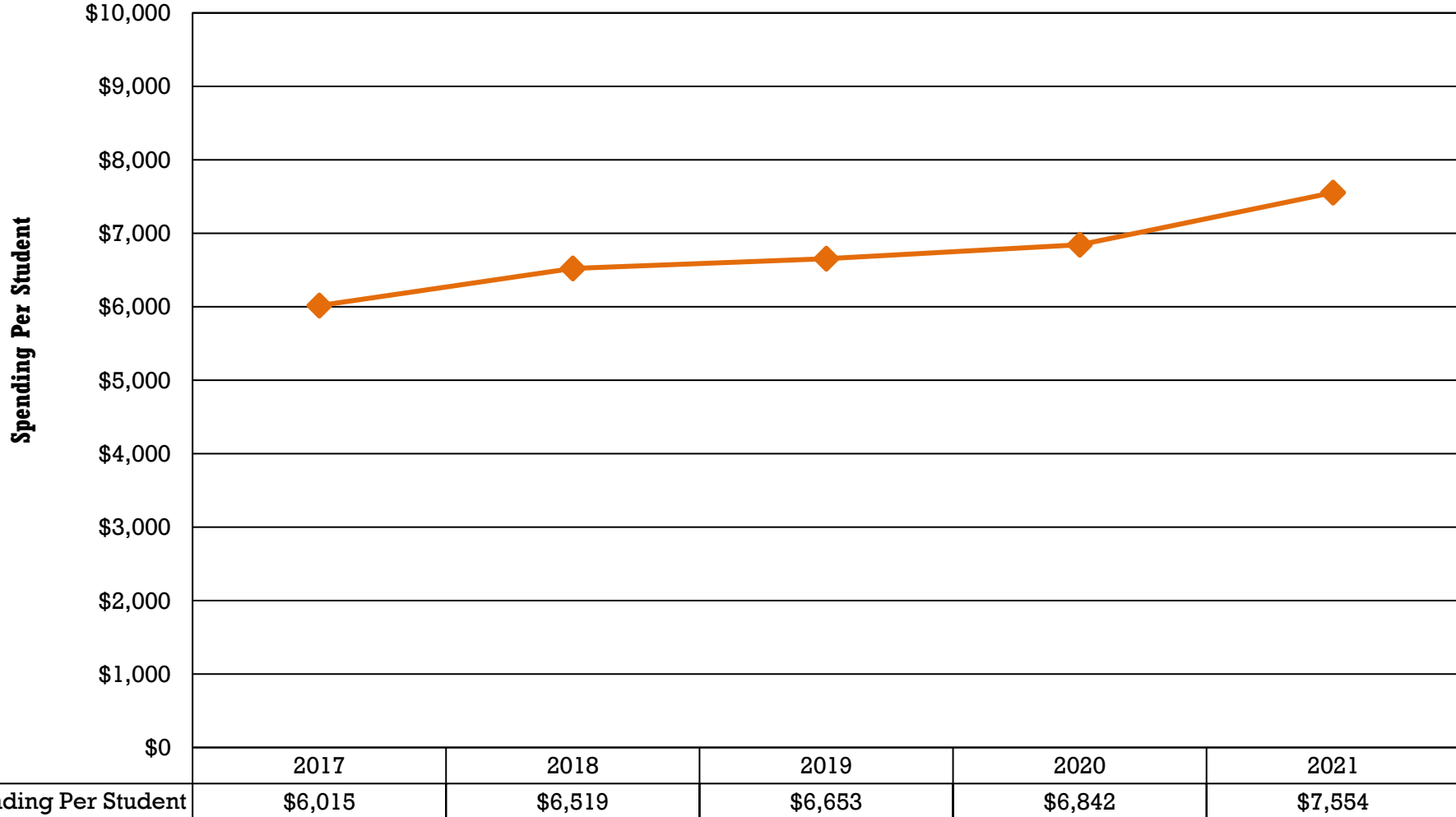


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Total Instruction Dollars Per Student: Five-Year Trend

(Total instruction is the total basic, added needs and adult education classroom instructional costs)

Source of Data: Bulletin 1014

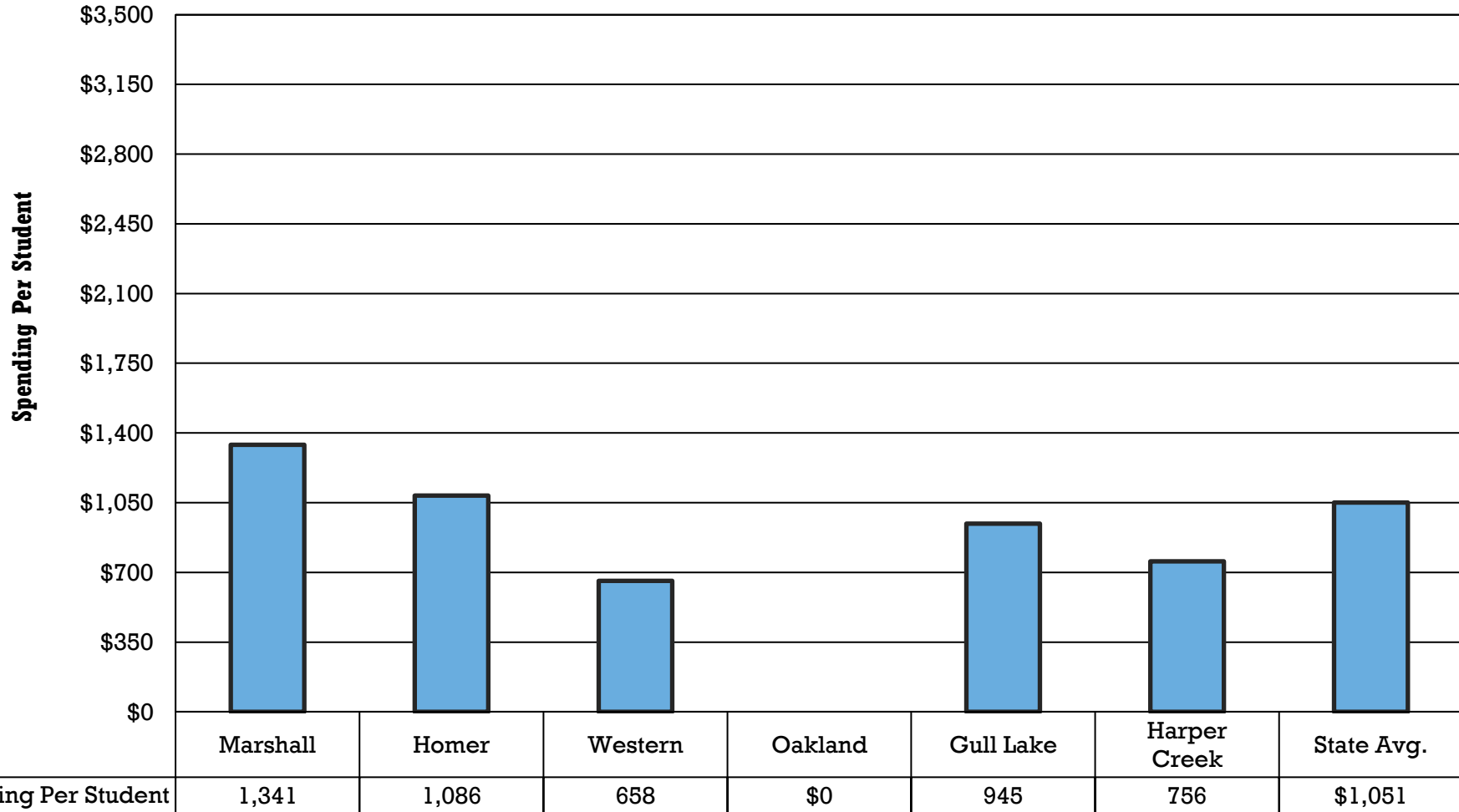


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Instructional Support Dollars Per Student, 2021

(Instructional support includes guidance counselors, school nurses, curriculum specialists and other support services)

Source of Data: Bulletin 1014

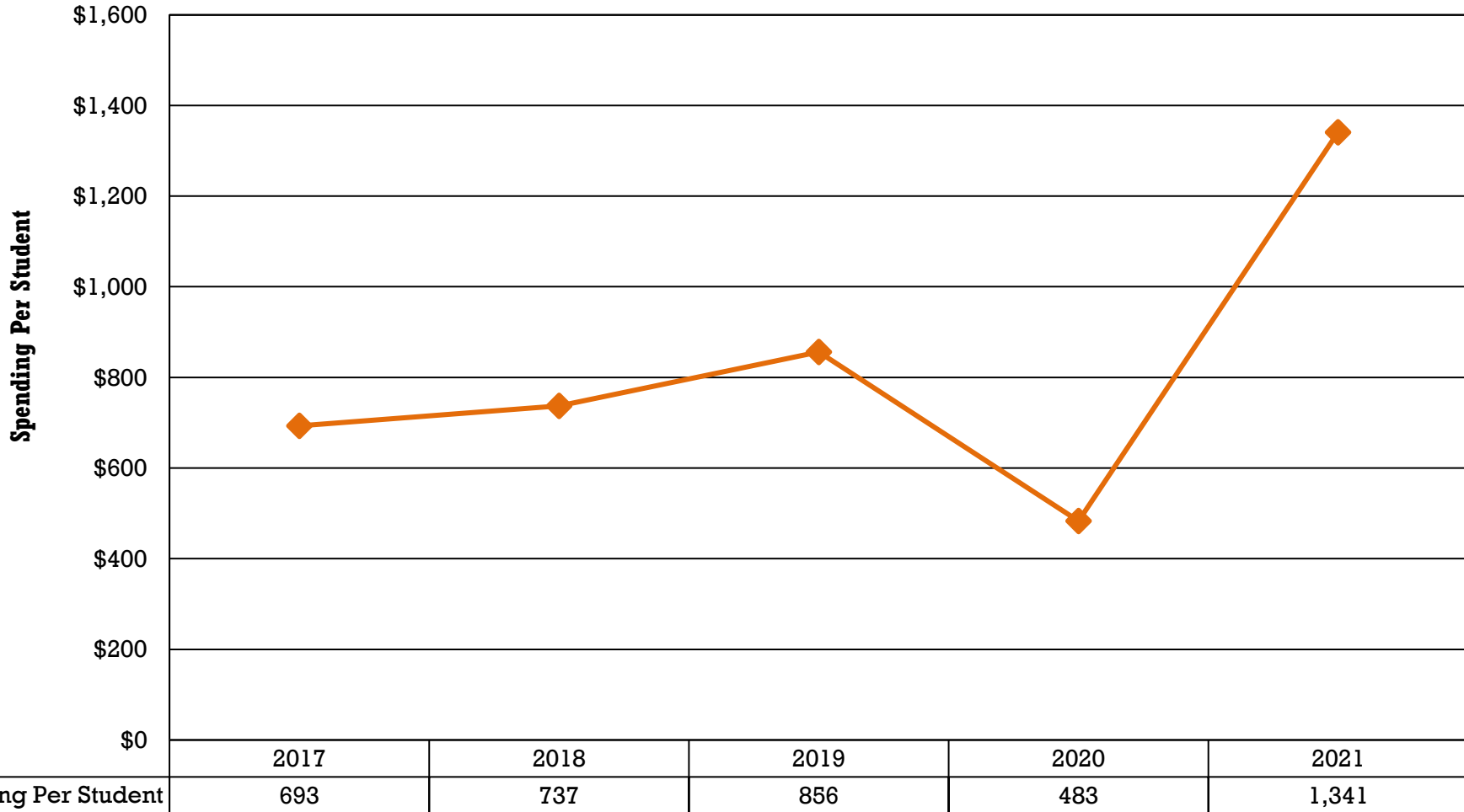


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Instructional Support Dollars Per Student: Five-Year Trend

(Instructional support includes guidance counselors, school nurses, curriculum specialists and other support services)

Source of Data: Bulletin 1014

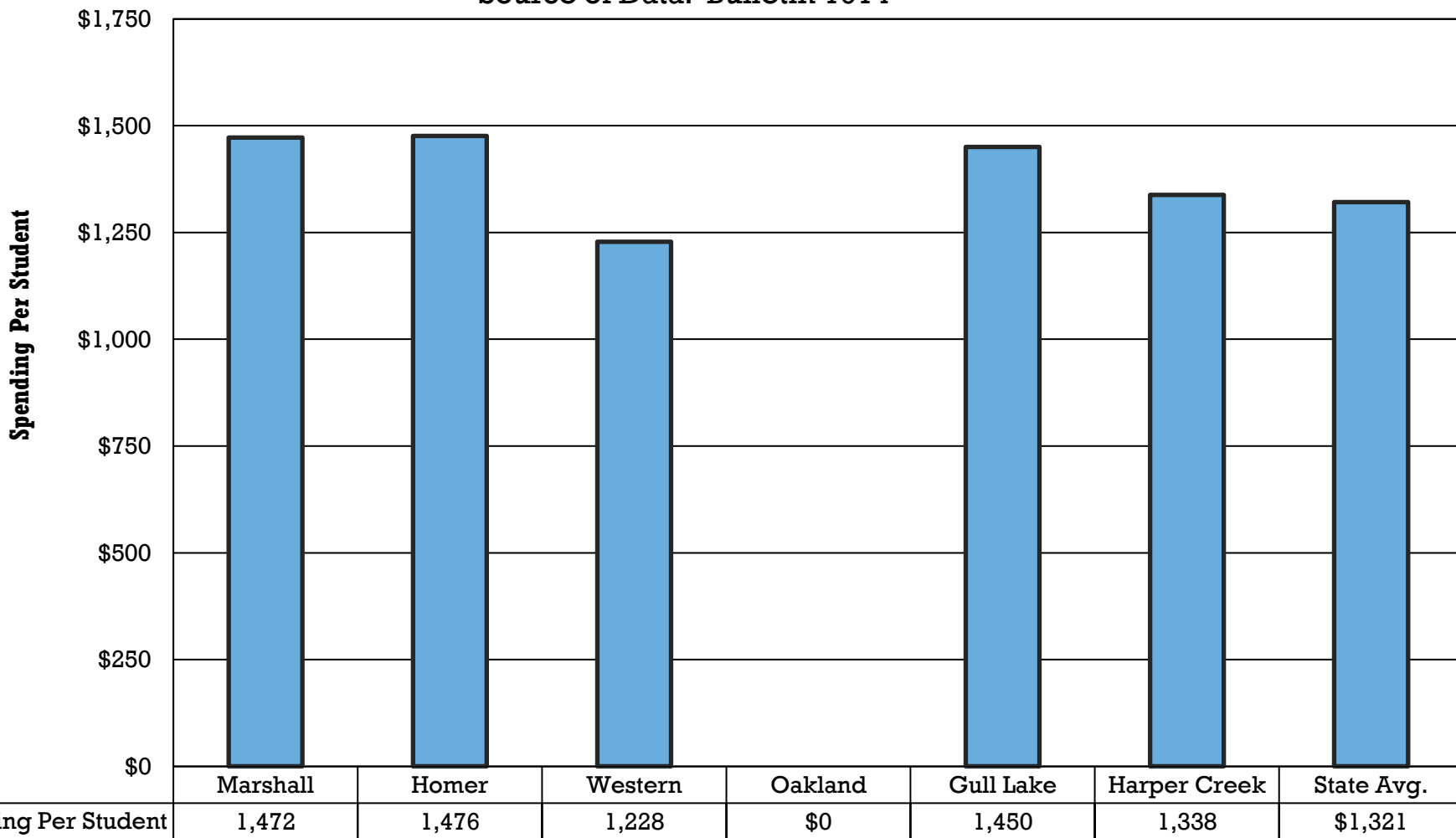


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Business and Administration Dollars Per Student, 2021

(Includes general and school administration, Board of Education, support services and noncapital facilities acquisition costs)

Source of Data: Bulletin 1014



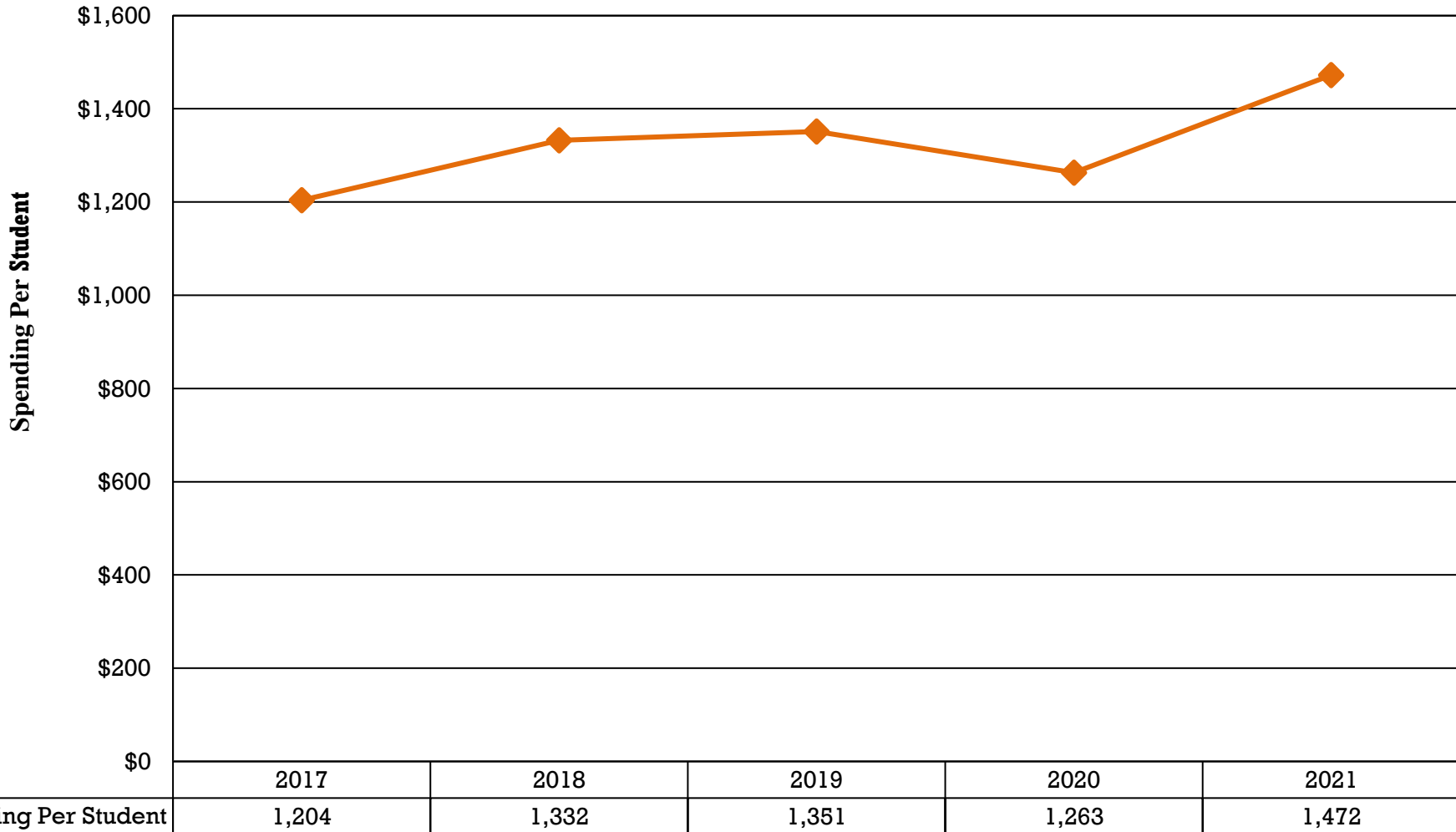
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

Business and Administration Dollars Per Student: Five-Year Trend

(Includes general and school administration, Board of Education, support services and noncapital facilities acquisition costs)

Source of Data: Bulletin 1014

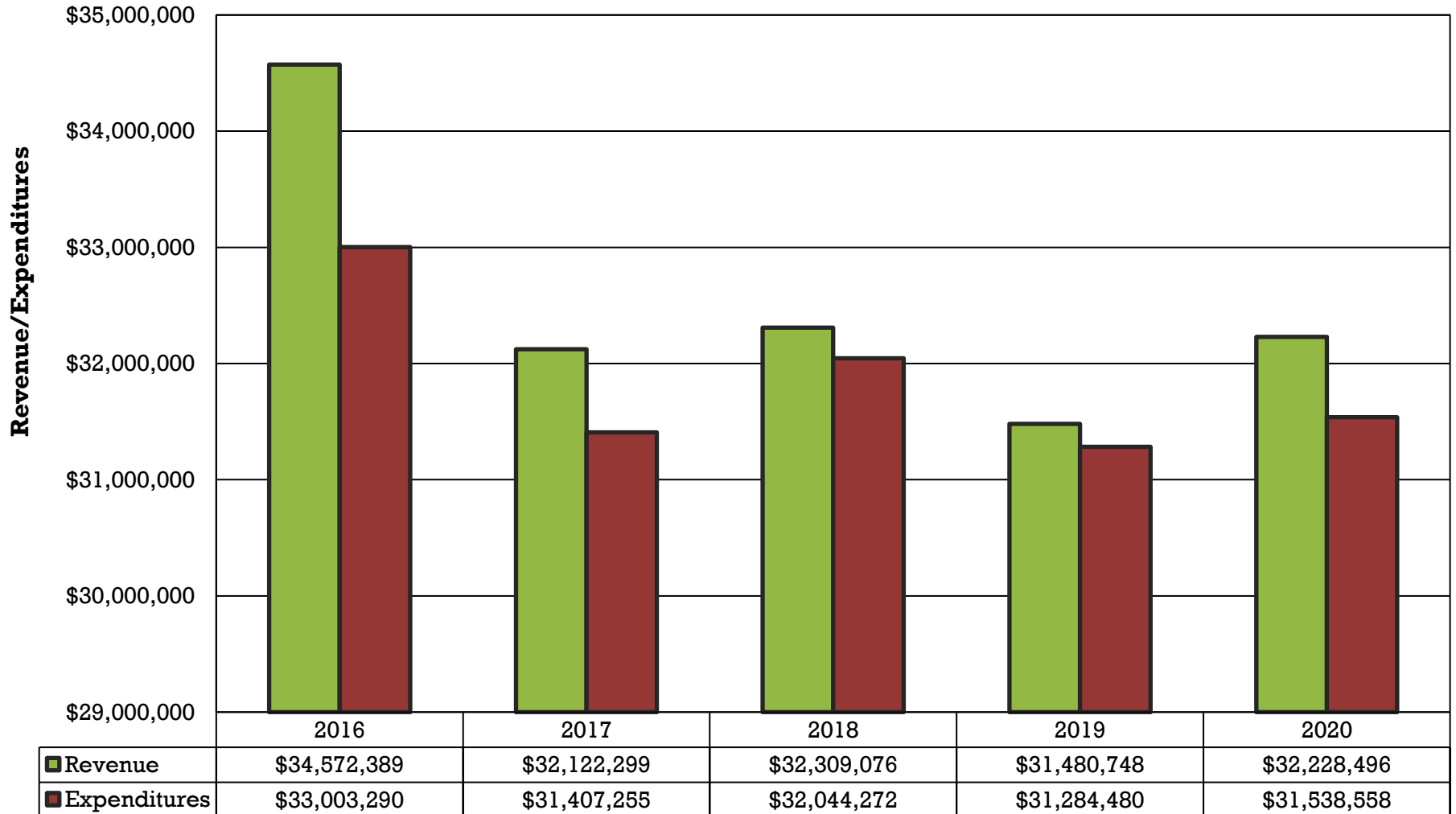


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DATA-DRIVEN STRATEGIC PLANNING

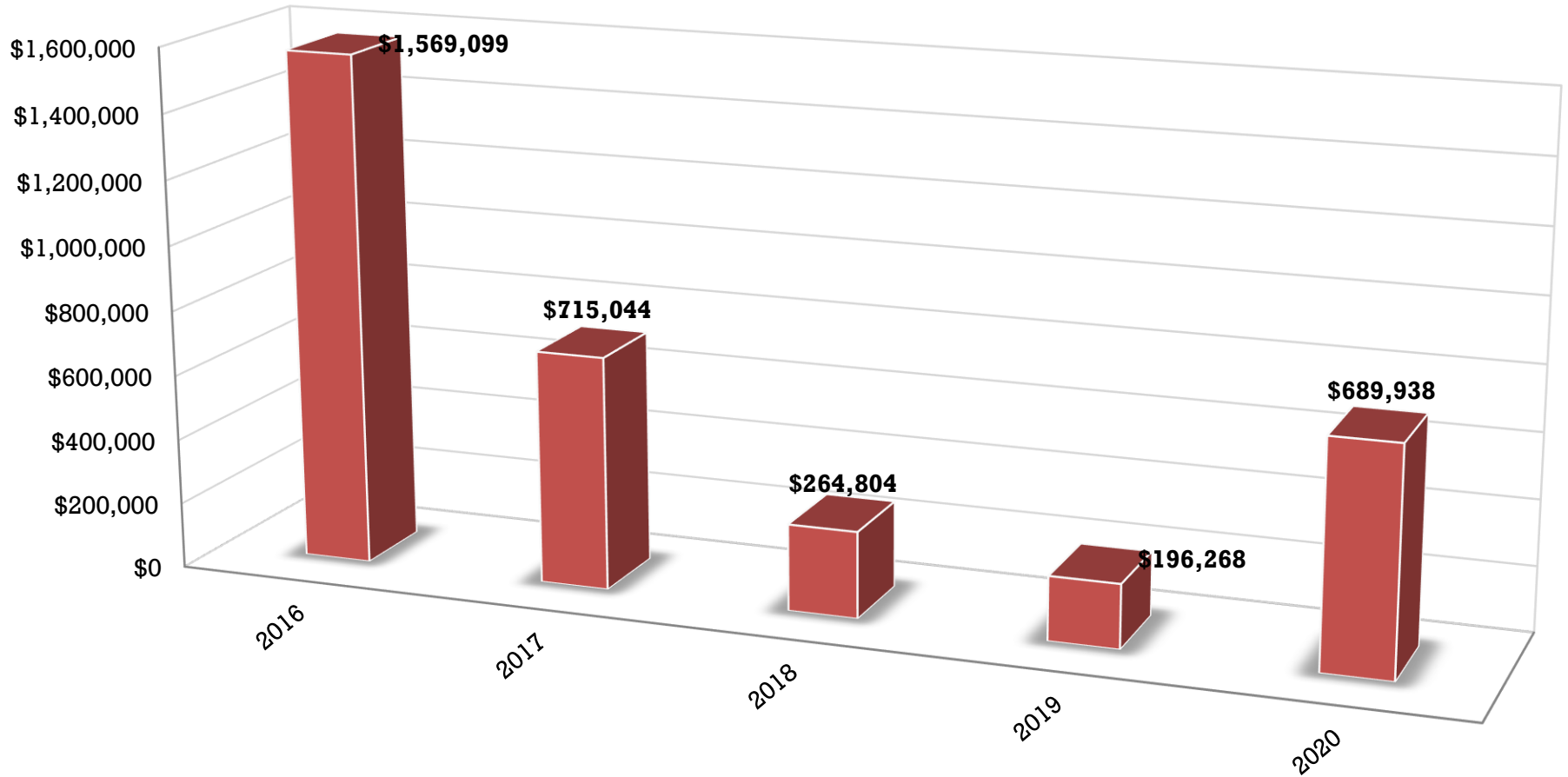
Marshall Public Schools General Fund Revenue and Expenditures: Five-Year Trend

Source of Data: MI School Data



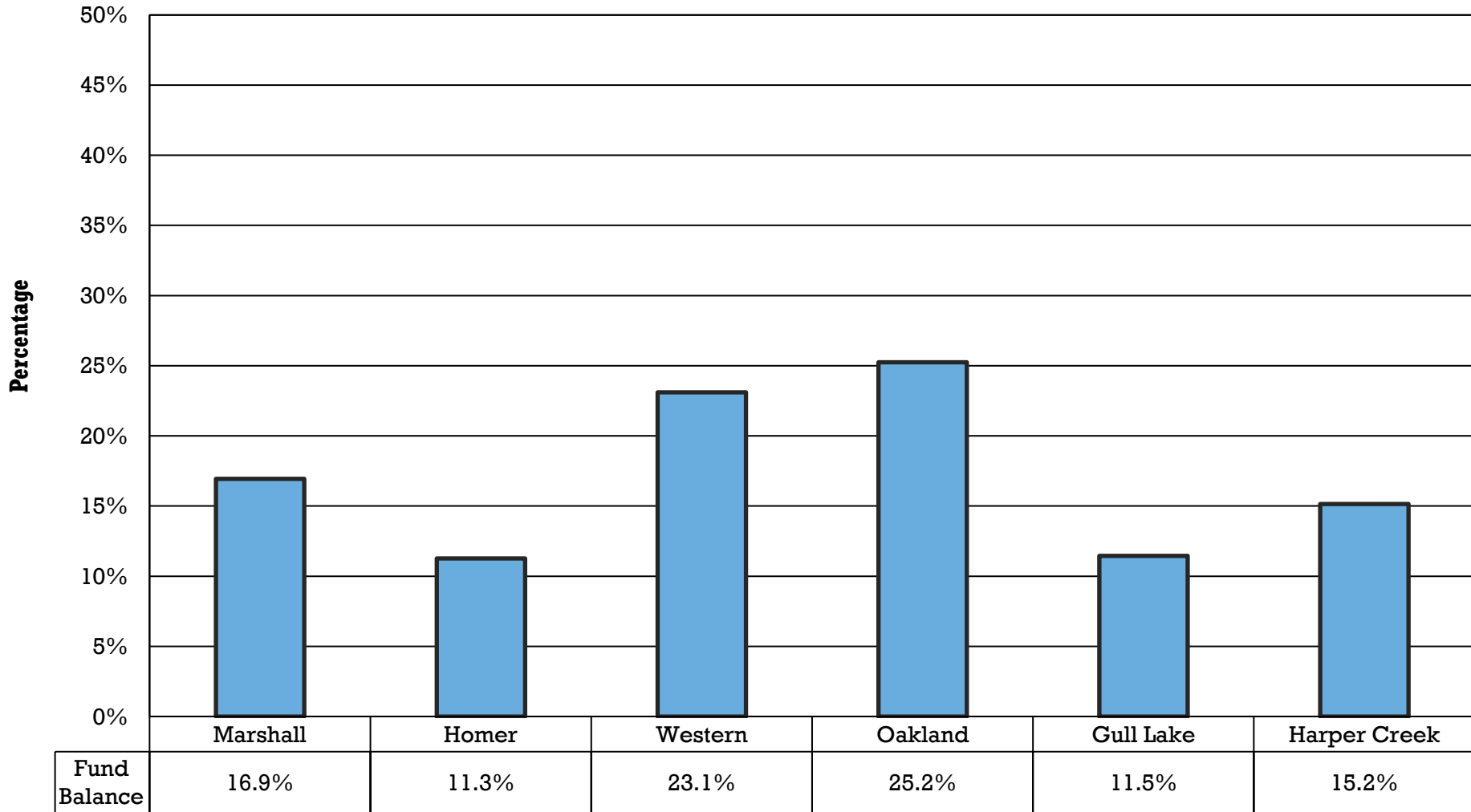
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Difference Between General Fund Revenue and Expenditures: Five-Year Trend
Source of Data: MI School Data



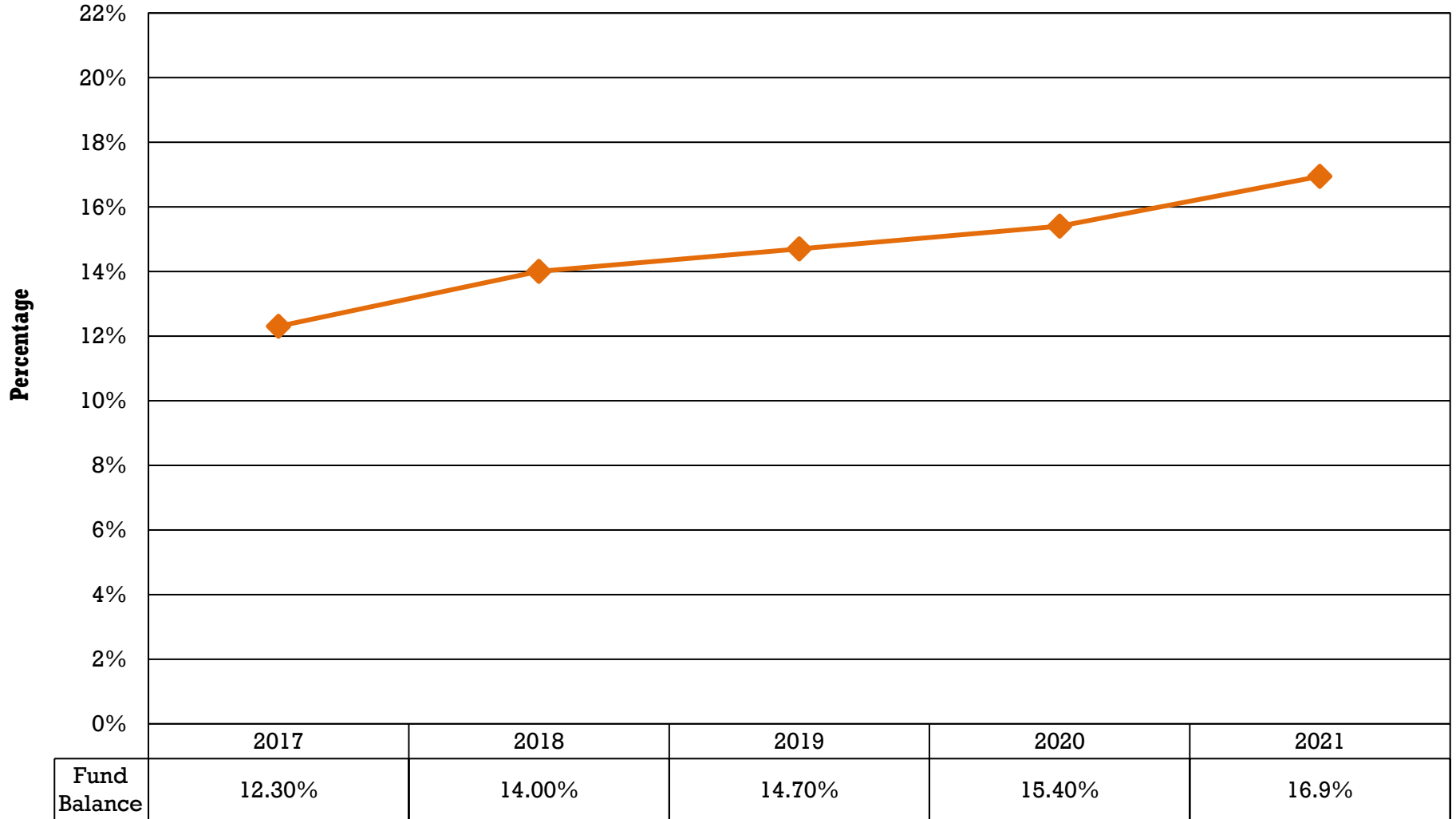
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Fund Balance as a Percentage of Expenditures 2020
Source of Data: MI School Data



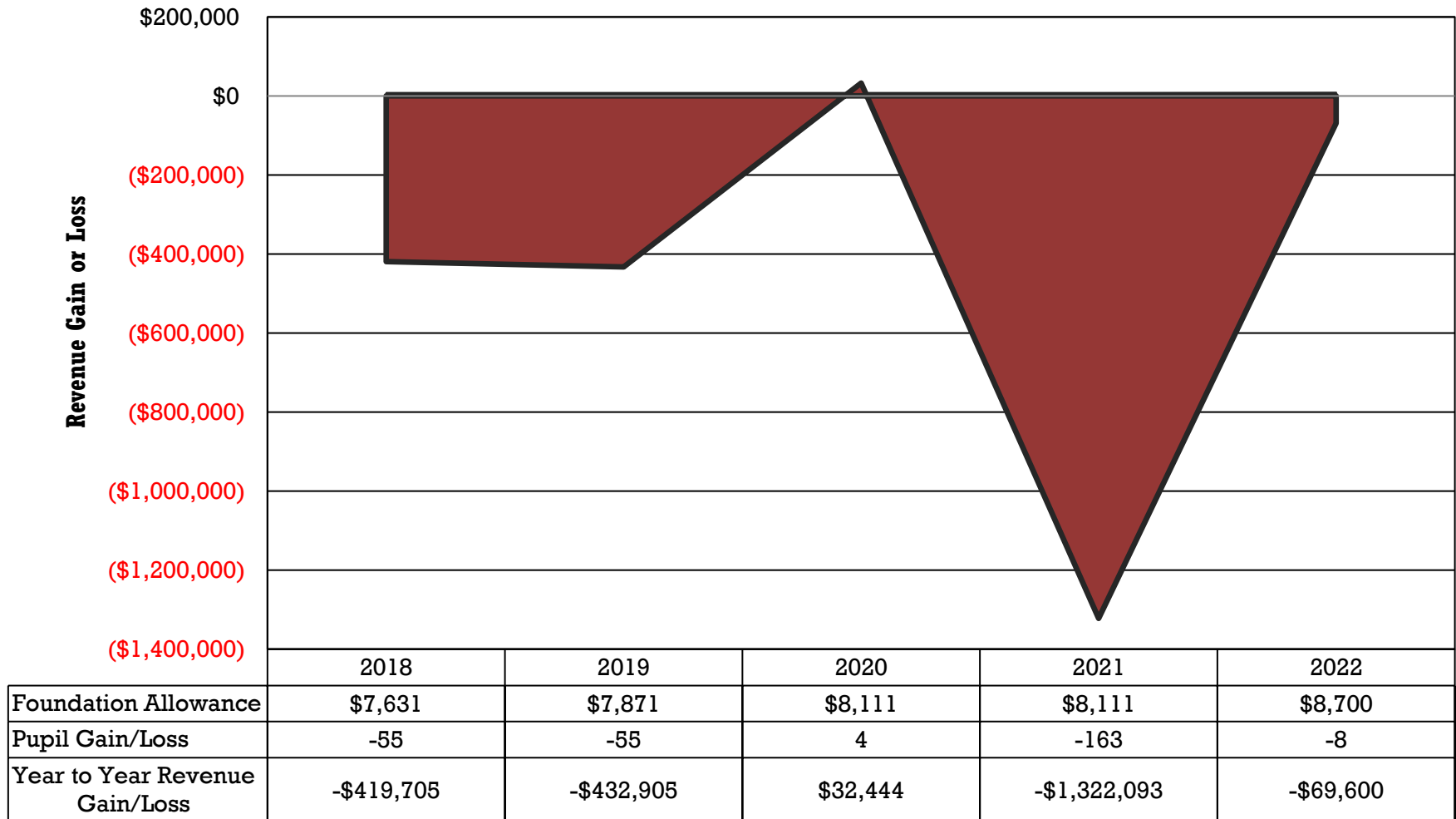
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Fund Balance as a Percentage of Expenditures: Five-Year Trend
Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

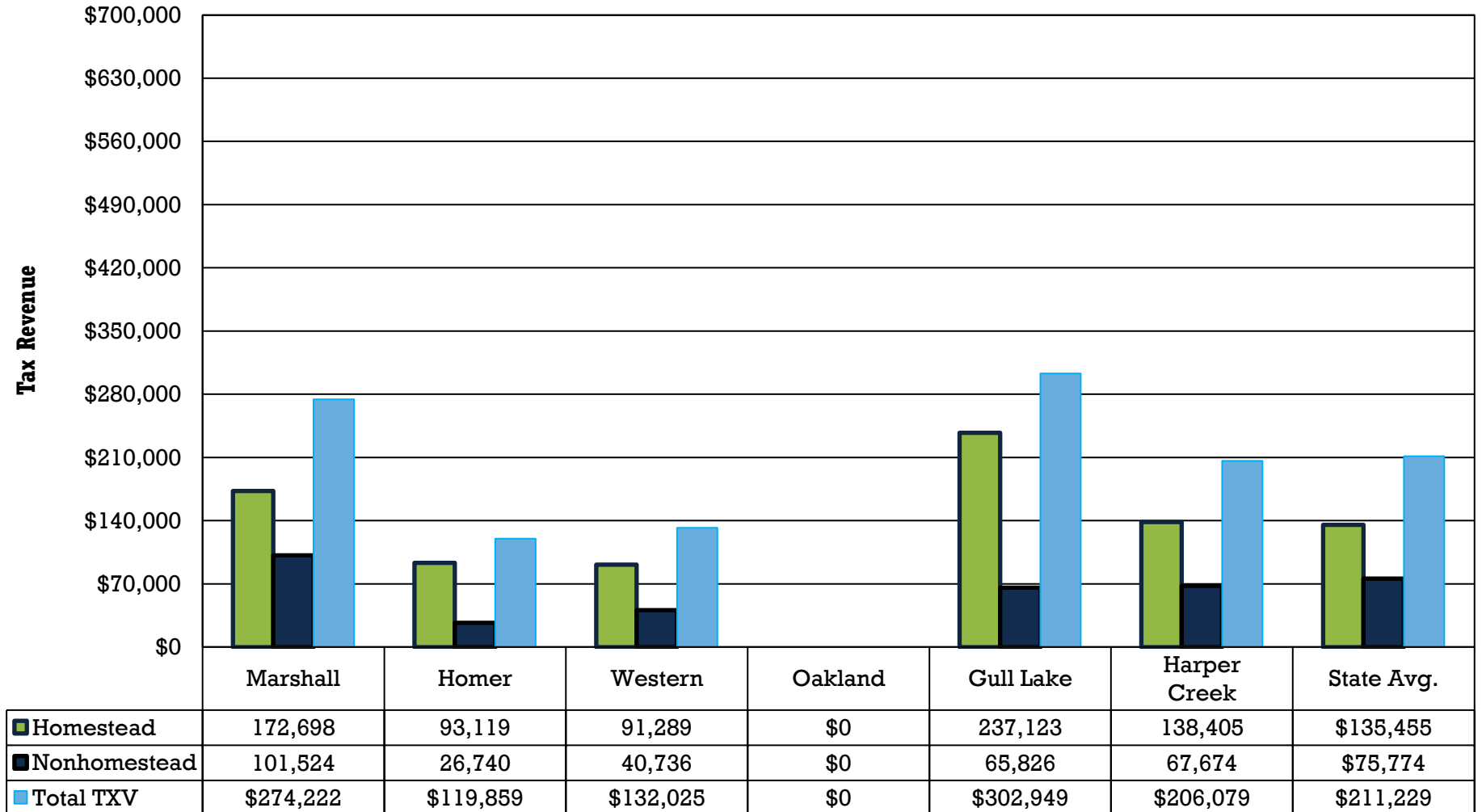
Marshall Public Schools
Year to Year Revenue Gain or Loss Due to Enrollment: Five-Year Trend
 Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Homestead and Non-Homestead Taxable Value Per Pupil, 2020

Source of Data: Bulletin 1014



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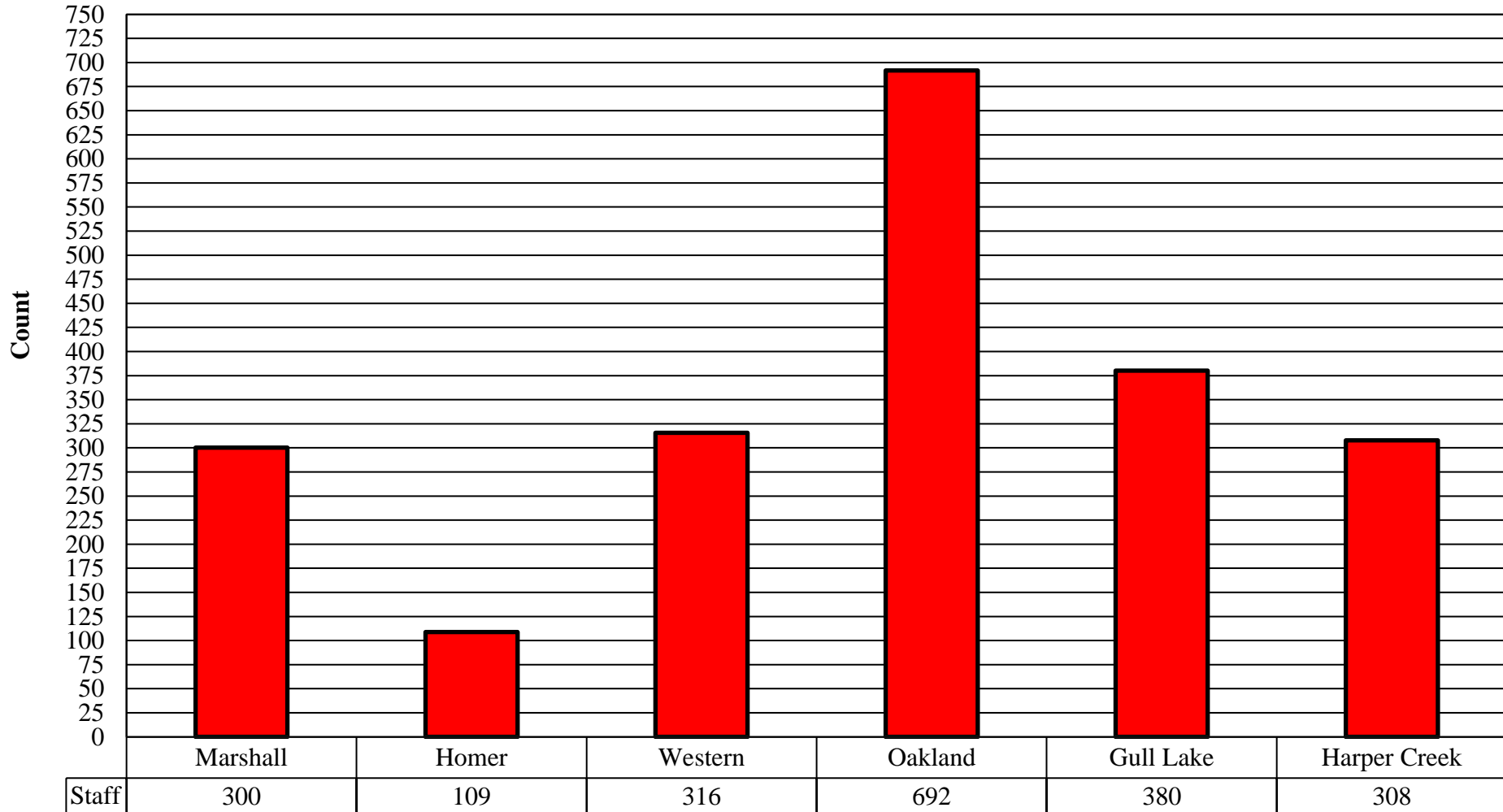


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Personnel

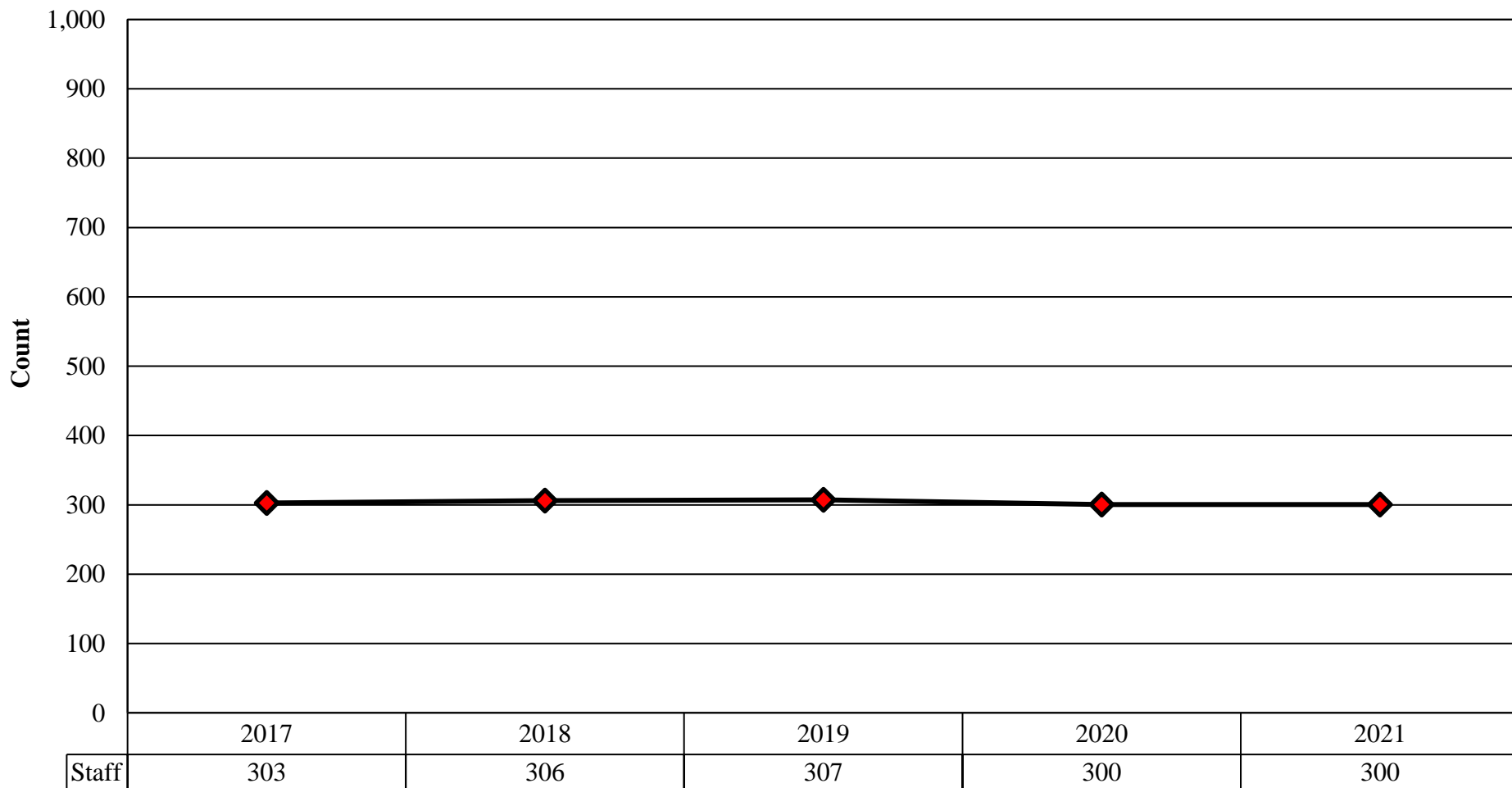
DATA-DRIVEN STRATEGIC PLANNING

**Marshall Public Schools
Staffing Count, FTE, 2021**
Source of Data: MI School Data



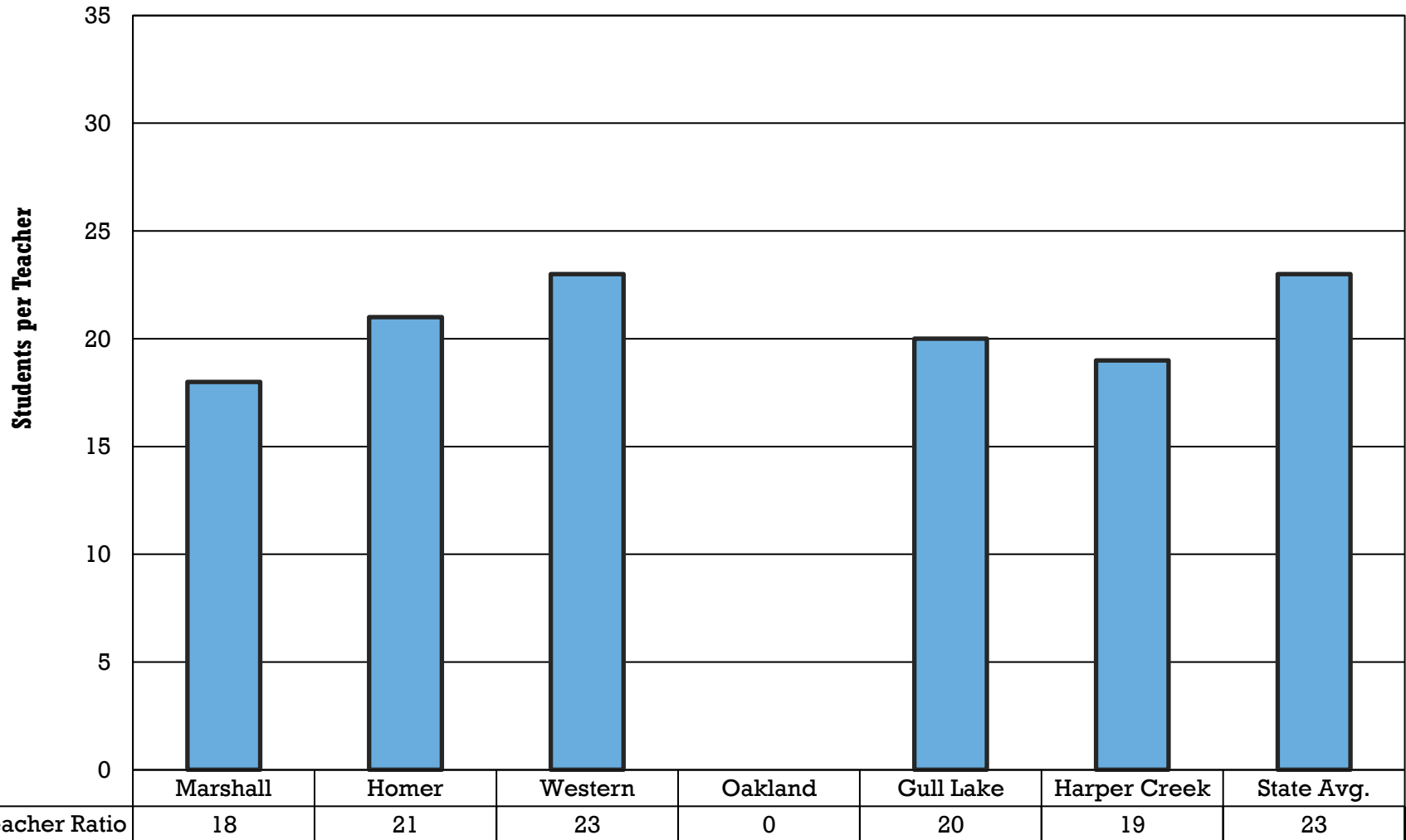
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Staffing Count, FTE: Five-Year Trend
Source of Data: MI School Data



DATA-DRIVEN STRATEGIC PLANNING

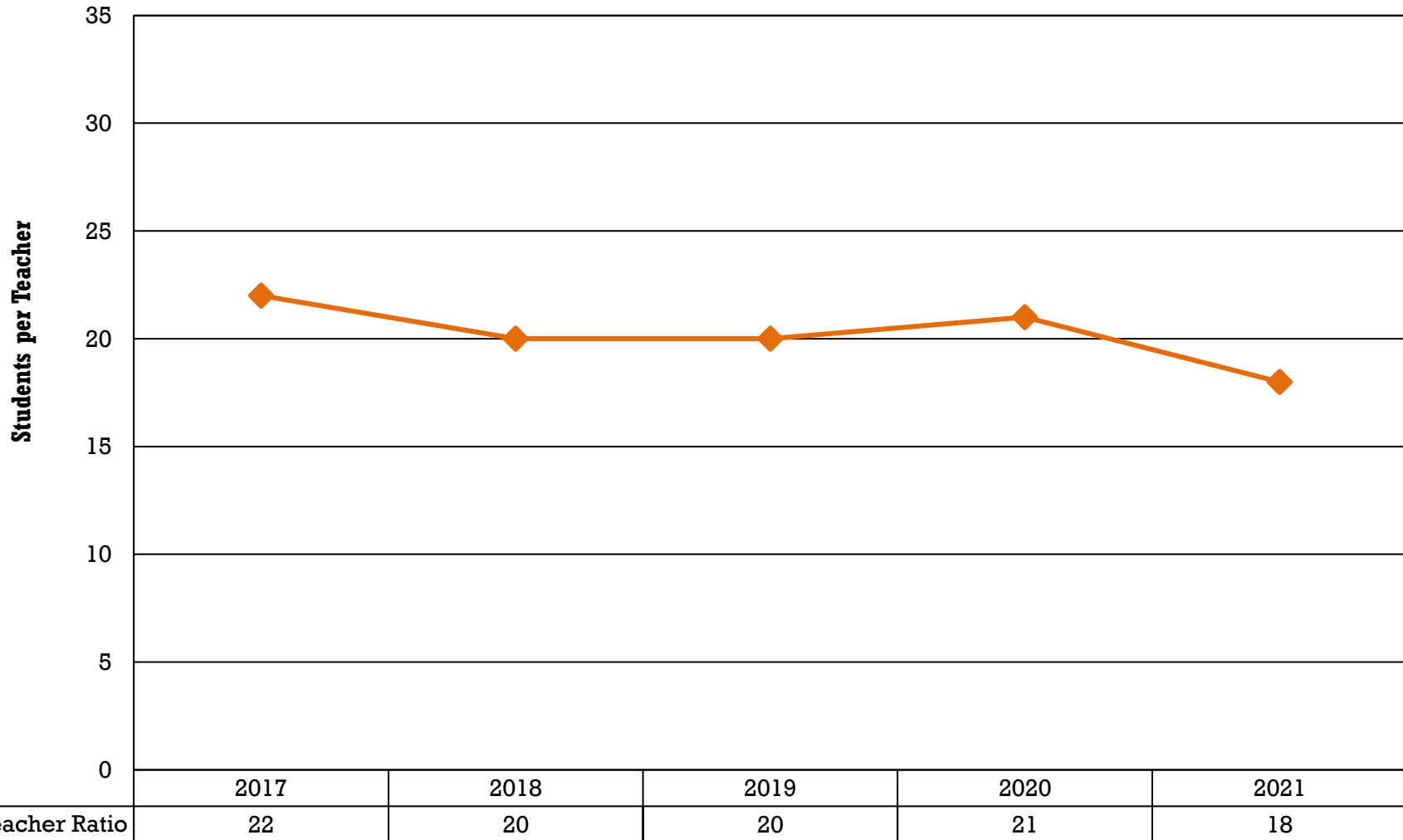
**Marshall Public Schools
Student-Teacher Ratio, 2021**
Source of Data: Bulletin 1014



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DATA-DRIVEN STRATEGIC PLANNING

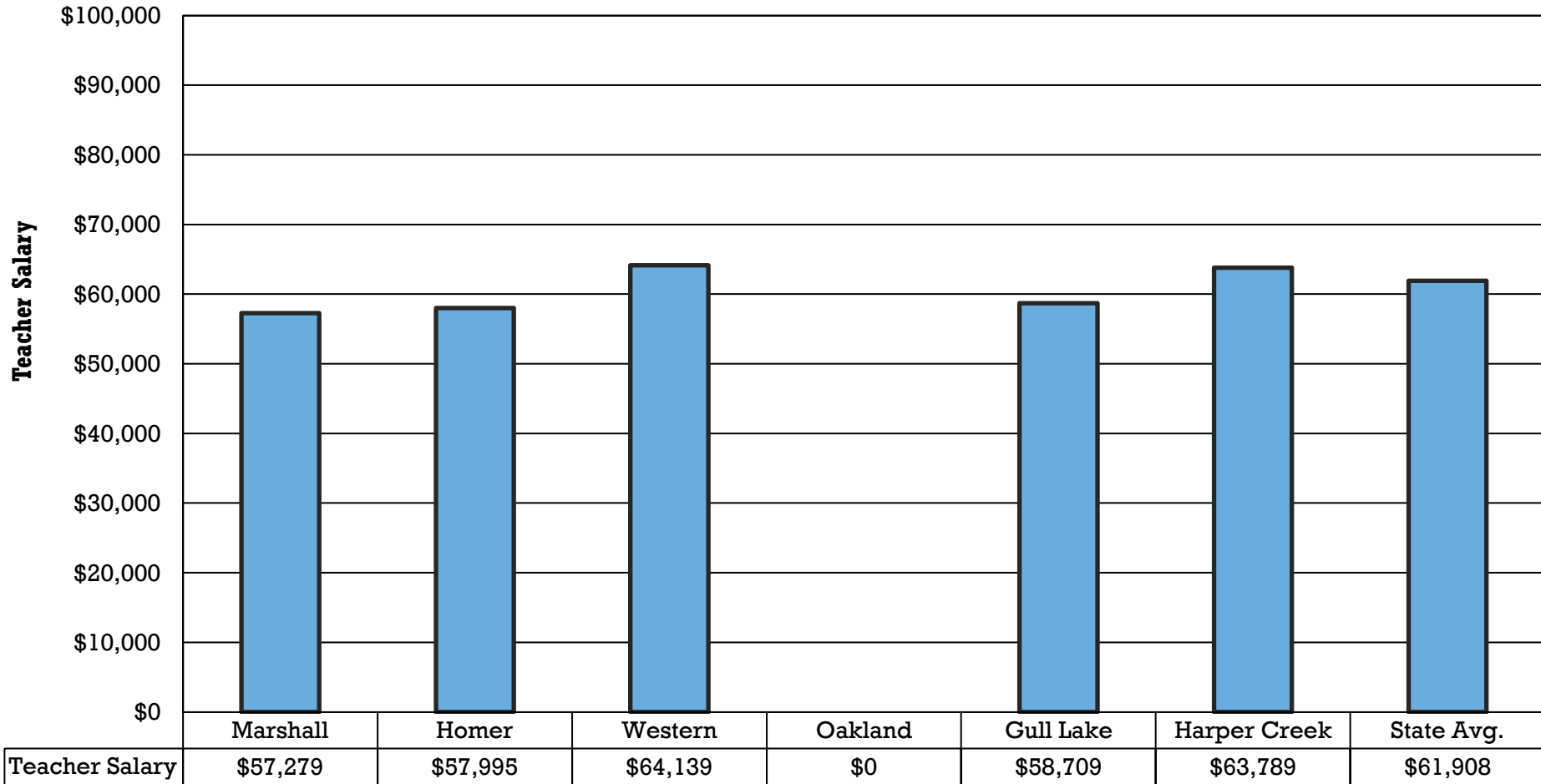
Marshall Public Schools
Student-Teacher Ratio: Five-Year Trend
Source of Data: Bulletin 1014



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

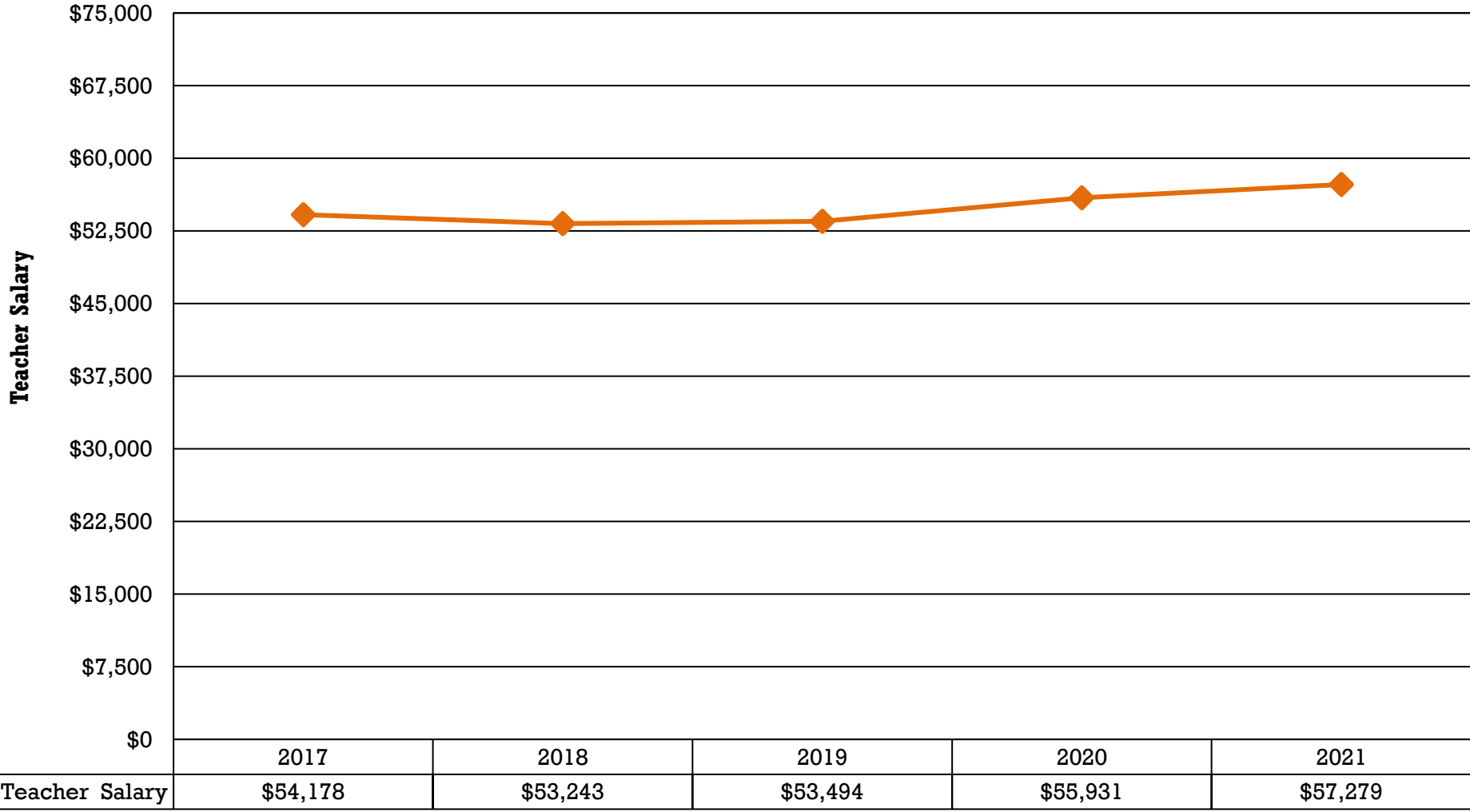
DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Average Teacher Salary, 2021
Source of Data: Bulletin 1014



DATA-DRIVEN STRATEGIC PLANNING

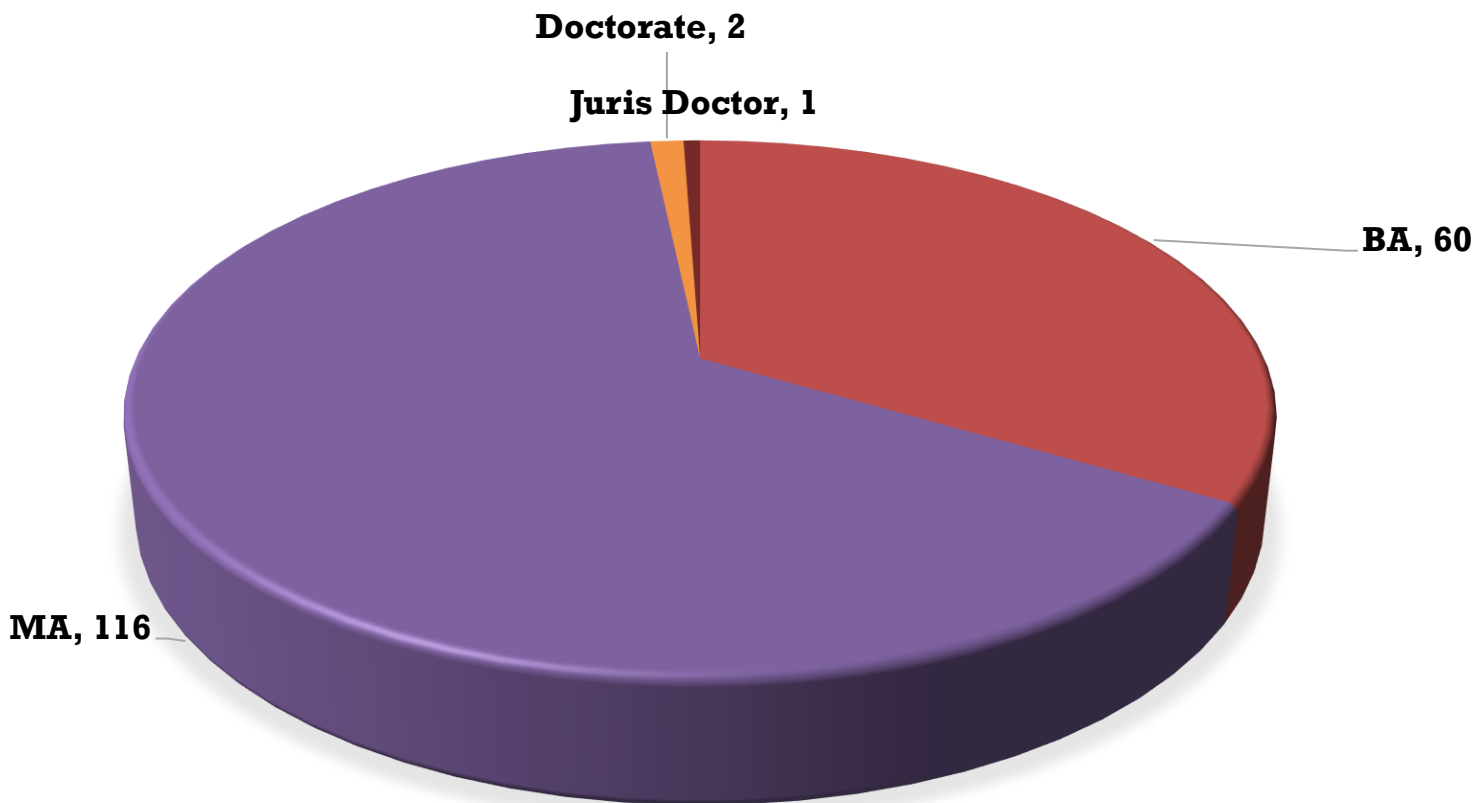
Marshall Public Schools
Average Teacher Salary: Five-Year Trend
Source of Data: Bulletin 1014



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Education Levels of Teachers as of 5/10/22
Source of Data: District Data

Total Number of
Teachers = 179

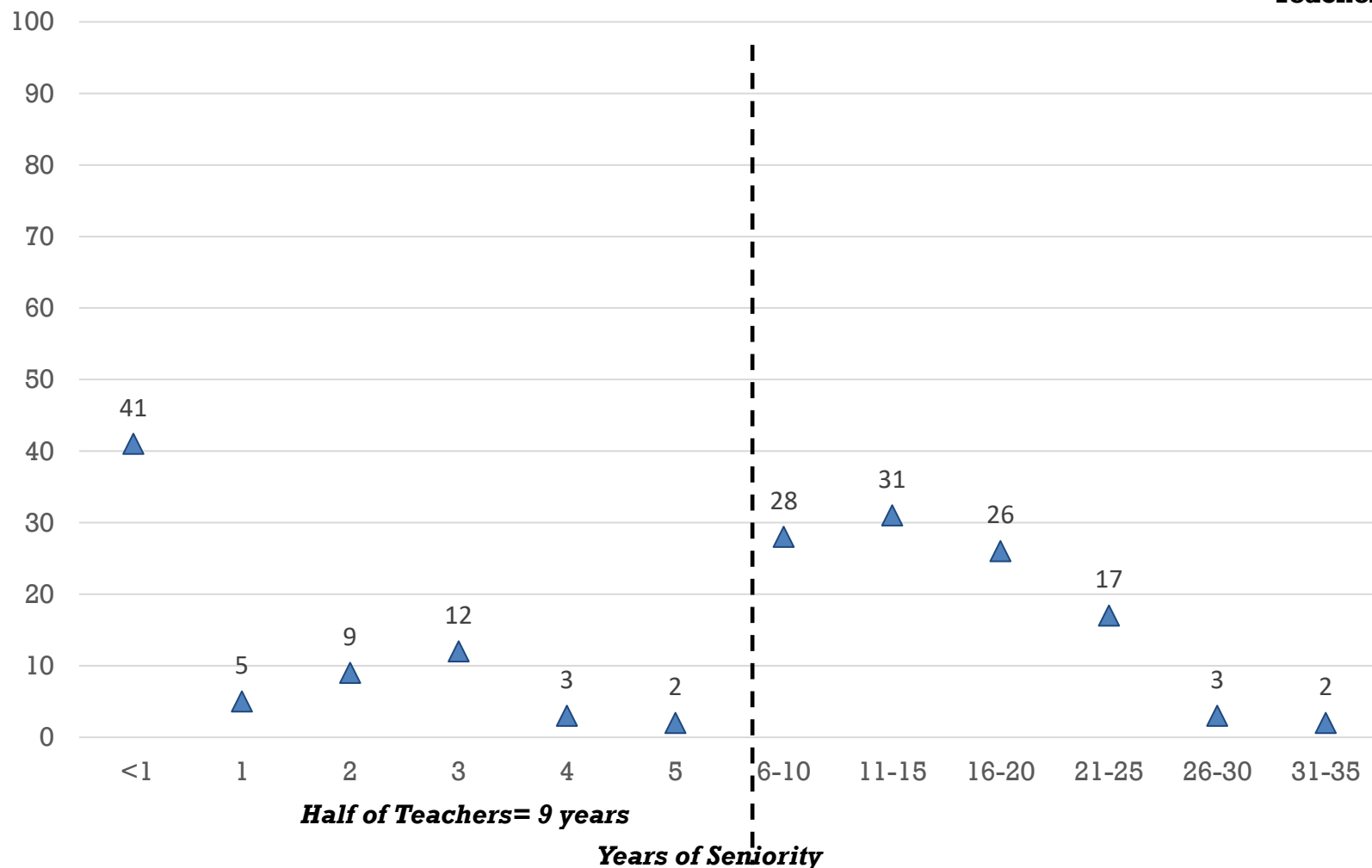


DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Seniority of Teachers (Years at Marshall Public Schools) as of 5/10/22

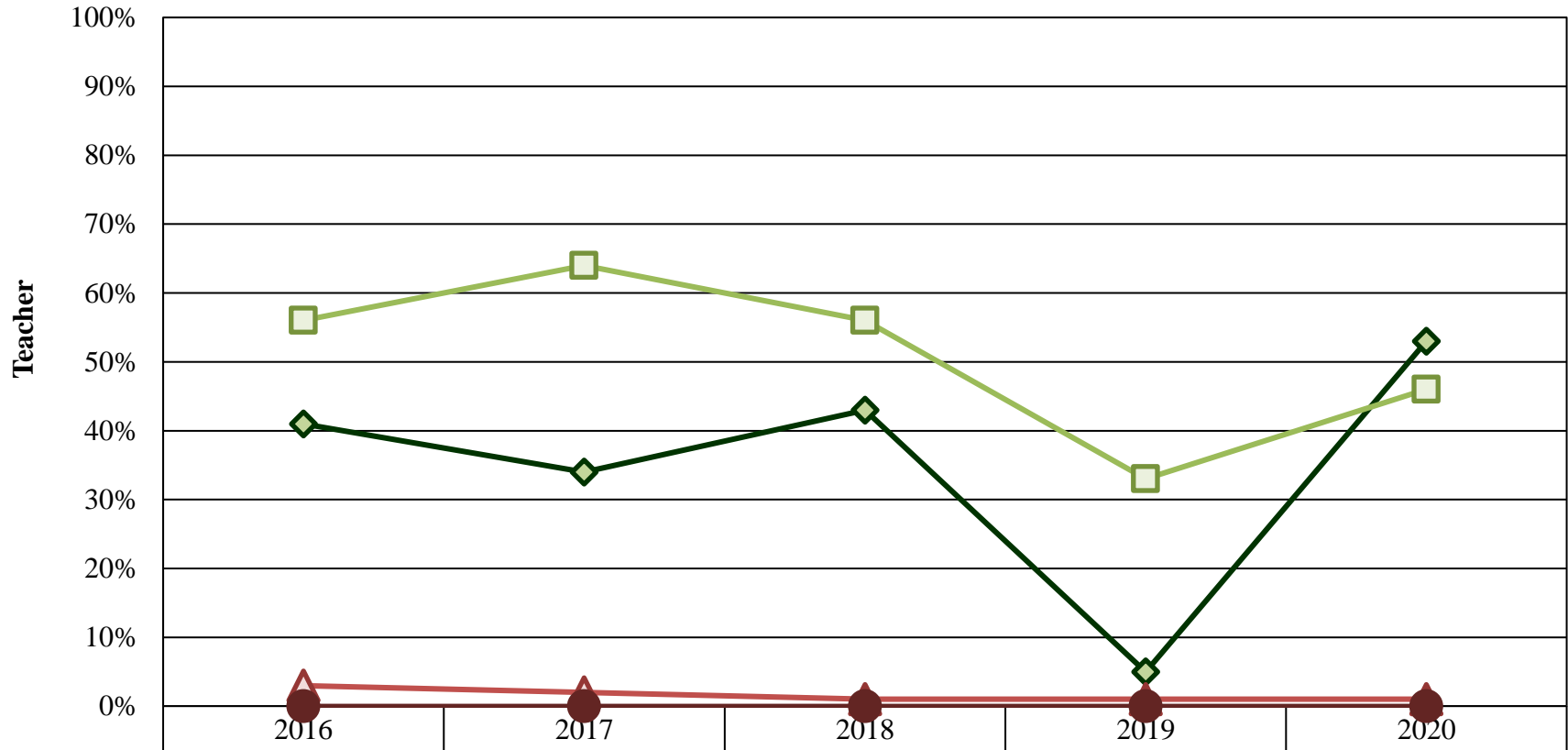
Source of Data: District Data

**Total Number of
Teachers = 179**



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Teacher Effectiveness: Five-Year Trend
 Source of Data: MI School Data

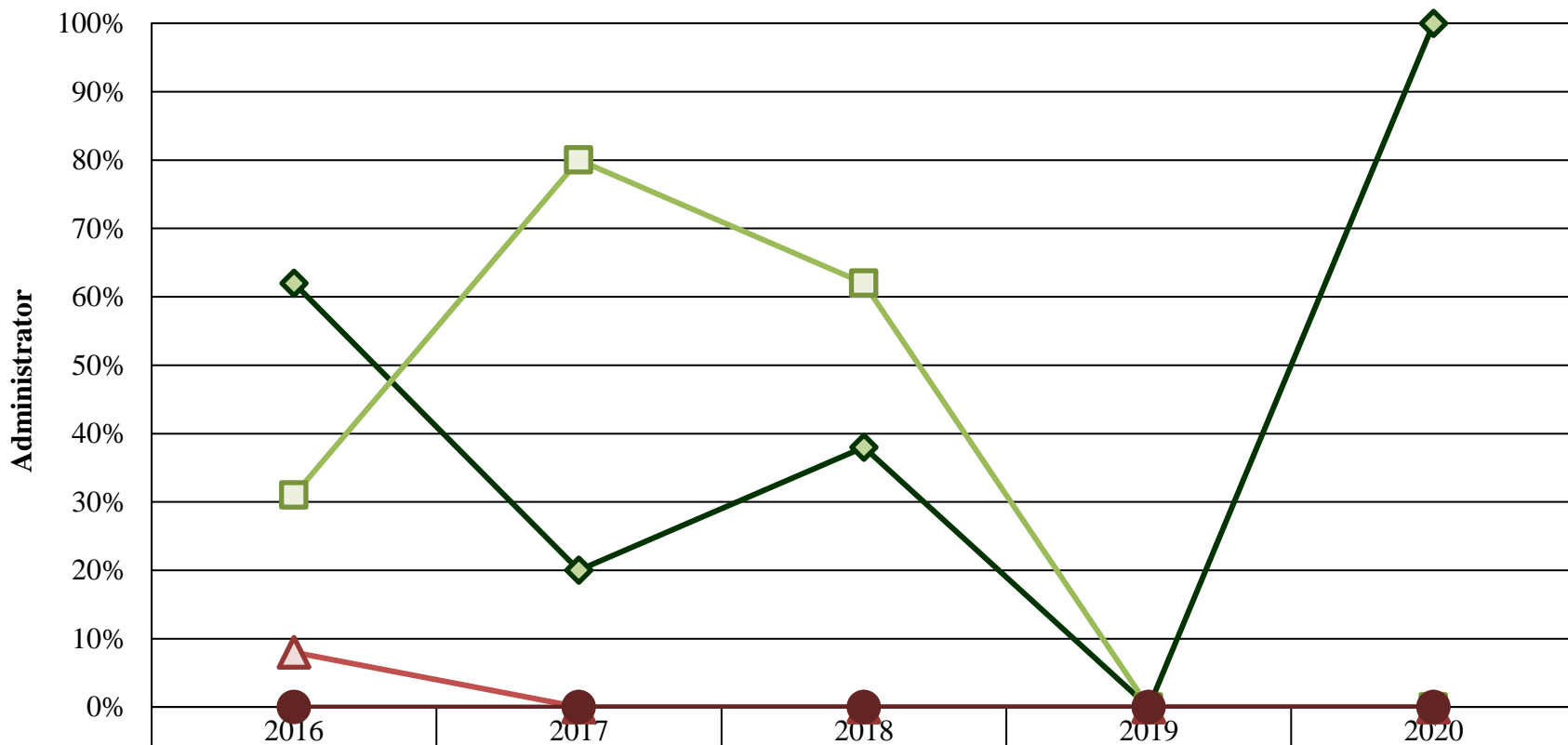


◆ Highly Eff.	41%	34%	43%	5%	53%
□ Eff.	56%	64%	56%	33%	46%
△ Min. Eff.	3%	2%	1%	1%	1%
● Ineffective	0%	0%	0%	0%	0%



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools
Administrator Effectiveness: Five-Year Trend
 Source of Data: MI School Data



◆ Highly Eff.	62%	20%	38%	0%	100%
□ Eff.	31%	80%	62%	0%	0%
△ Min. Eff.	8%	0%	0%	0%	0%
● Ineffective	0%	0%	0%	0%	0%





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Input Summary

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Strategic Planning Input Sessions

Input Summary

As part of the Strategic Planning process conducted for the Marshall Public Schools, the Michigan Association of School Boards conducted multiple input sessions. Nine face-to-face meetings were held. The online survey was available January 31, 2022 – April 18, 2022.

Meetings

January 27

Board of Education

January 27

Admin

March 8

MS Students

March 8

HS Students

March 8

MS/HS Staff

March 8

Staff

March 8

Community

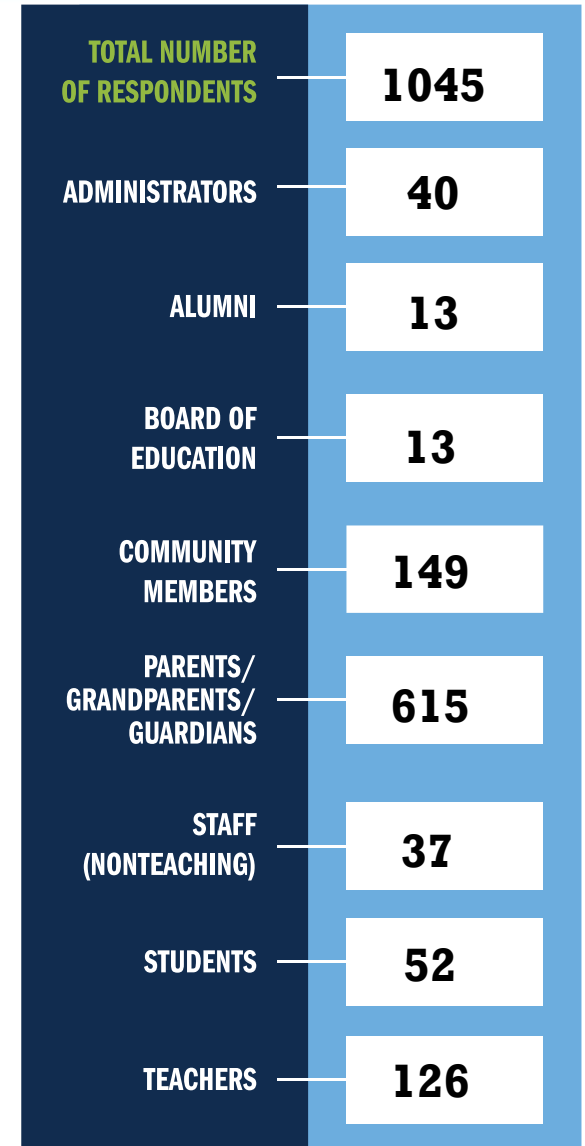
March 14

Staff

March 14

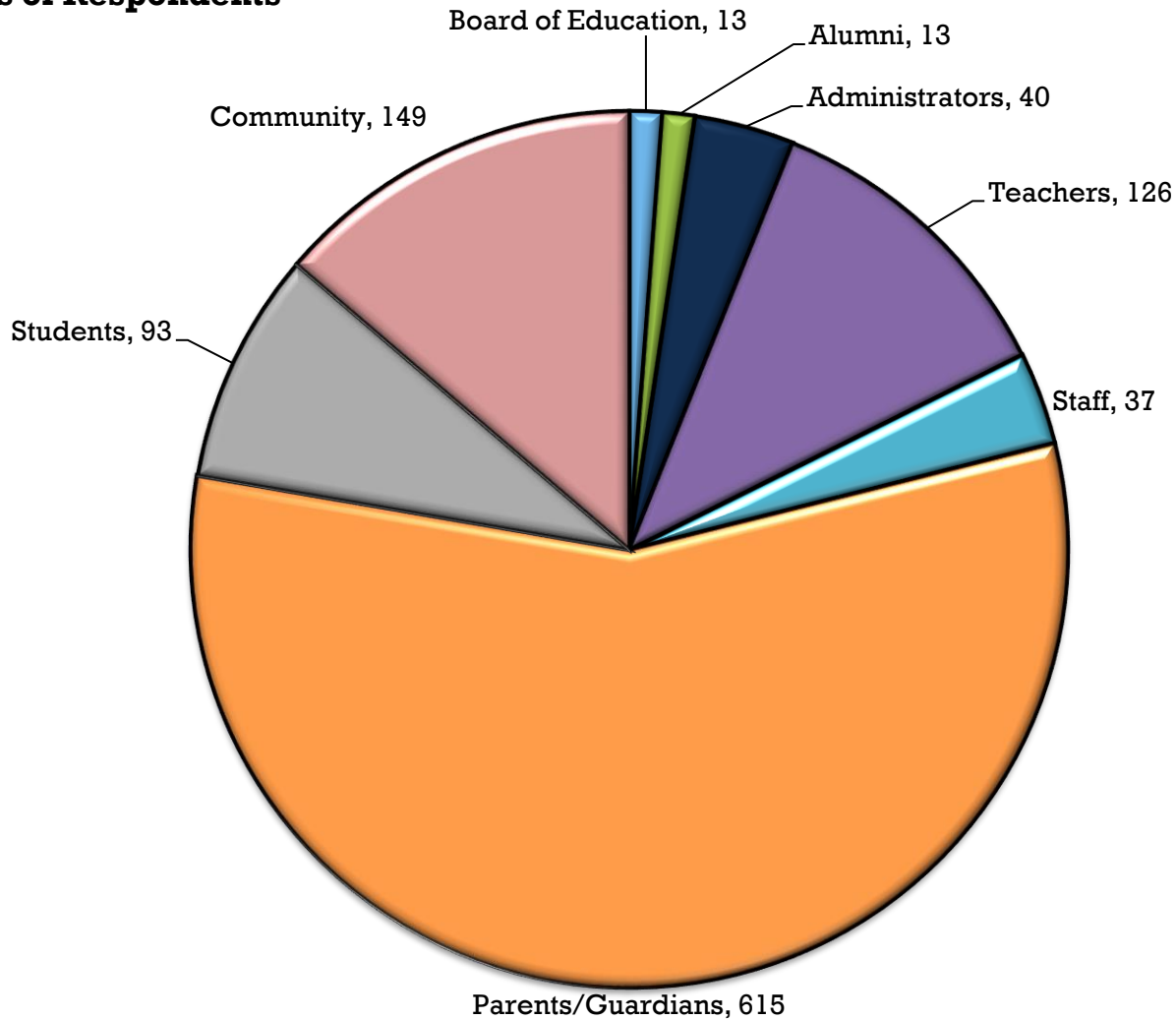
Community

* Note: Individuals who attended input meetings may also have responded to the electronic survey.



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Total Identifiers of Respondents



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools

Each input session began by summarizing the Strategic Planning process, explaining that the MASB representative was there to listen to participants and that the input would be confidential and would be presented to the Board of Education, the Superintendent and the Strategic Planning Team who would develop priorities for the district. Opportunities for input were provided for all stakeholders (internal and external) as each person/group considered four primary questions:

1. What do we celebrate? What are we most proud of?
2. What are the opportunities? What needs our attention?
3. What barriers exist to improvement?
4. What is your vision for the district? What do we want our district to be known for in 5, 10, 15 years?

Each meeting was productive and was led by Deb Macon, MASB Consultant. All participants readily provided their opinions and perceptions of the district's past, present and future. Those attending were courteous and appreciative of the opportunity to provide input for the district's strategic planning process. One thing was evident—there is a commitment to the district and a desire in helping the district become successful.

Following is a summary report of all the input sessions by specific questions. A “cluster theme analysis” was used as the research method in grouping thoughts around the most often expressed major themes of the input offered by various stakeholder groups. In addition, word clouds were created to look at the most common themes expressed for each question.

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What do we celebrate?
What are we most proud of?

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Marshall Public Schools Summary of all Responses

Question 1: What do we celebrate? What are we most proud of?

Academics/Programs

- Teachers/Staff
- Students
- Marshall Public Schools

Culture/Learning Environment

- Caring
- Resilience

Communication/Community

Engagement

- Communication
- Depth of support in community

Personnel/Leadership

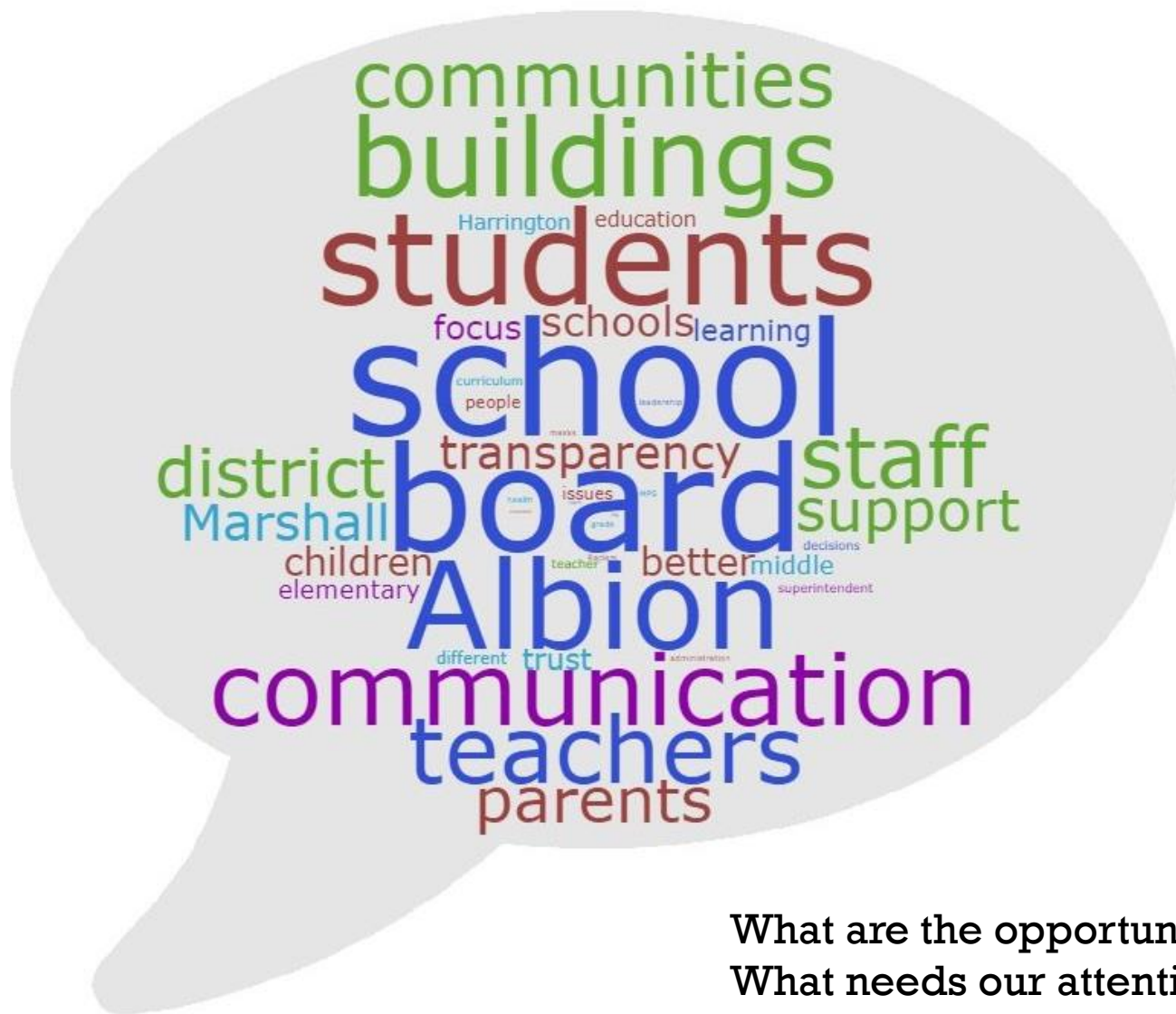
- Teaching
- Caring dedicated teachers

Operations

- Fiscal stability
- Frugality



DATA-DRIVEN STRATEGIC PLANNING



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Summary of all Responses

Question 2: What are the opportunities? What needs our attention?

Academics/Programs

- Harrington
- Elementary and Middle School curriculum
- Student & Staff support

Culture/Learning Environment

- Transparency
- Focus on Albion students & buildings
- Two distinct communities as opposed to one community

Communication/Community Engagement

- Communication Plan
- Parent engagement
- Community engagement

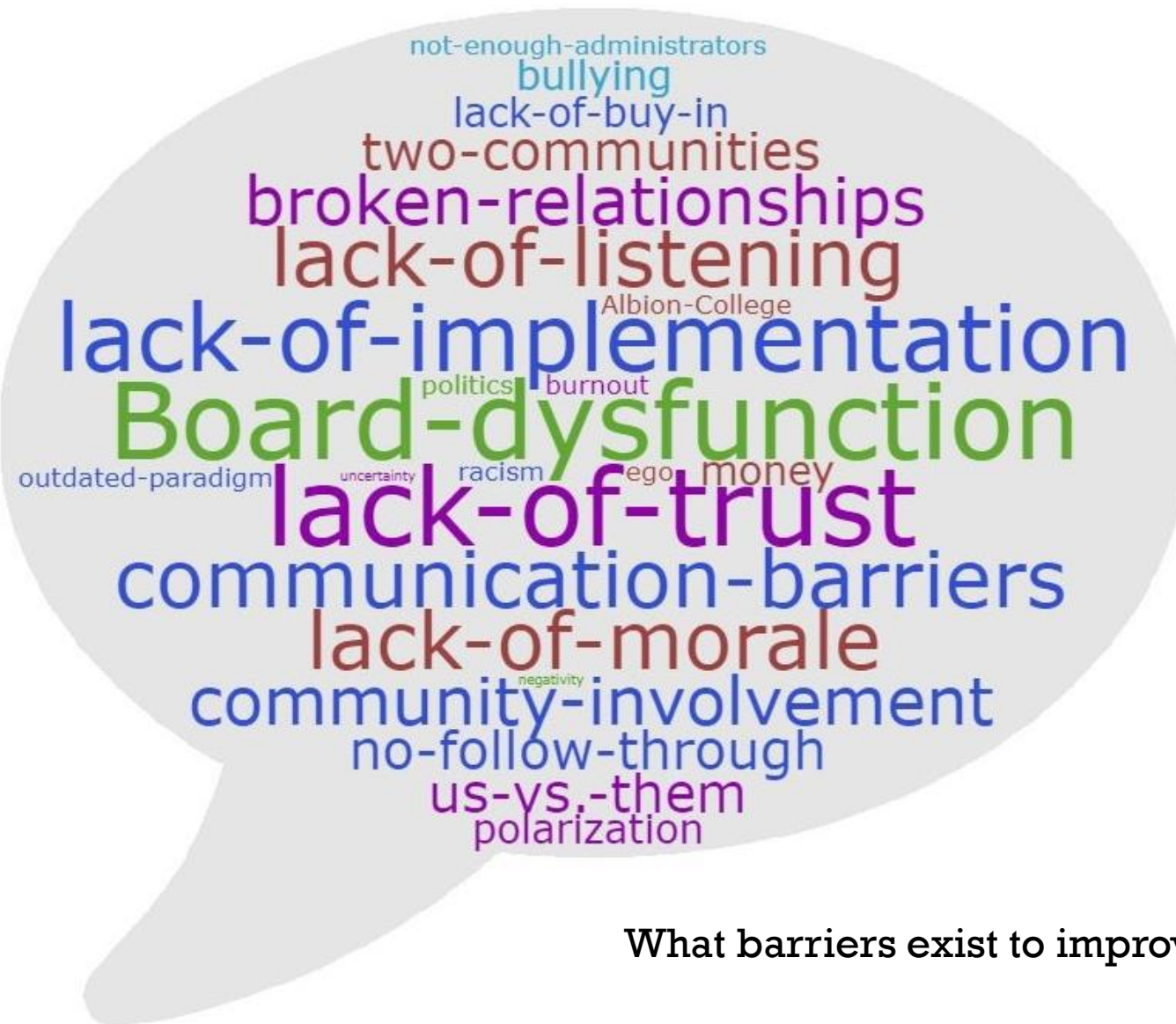
Personnel/Leadership

- Trust
- Transparency
- Board development
- Board behavior

Operations

- School buildings
- Trust

DATA-DRIVEN STRATEGIC PLANNING



What barriers exist to improvement?

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Summary of all Responses

Question 3: What barriers exist to improvement?

Academics/Programs

- Out-dated paradigms
- Low teacher morale
- Teacher burnout

Culture/Learning Environment

- Two distinct communities
- Us vs. Them mentality

Communication/Community Engagement

- Communication barriers
- Lack of listening
- Lack of community buy-in
- Uneven community influence

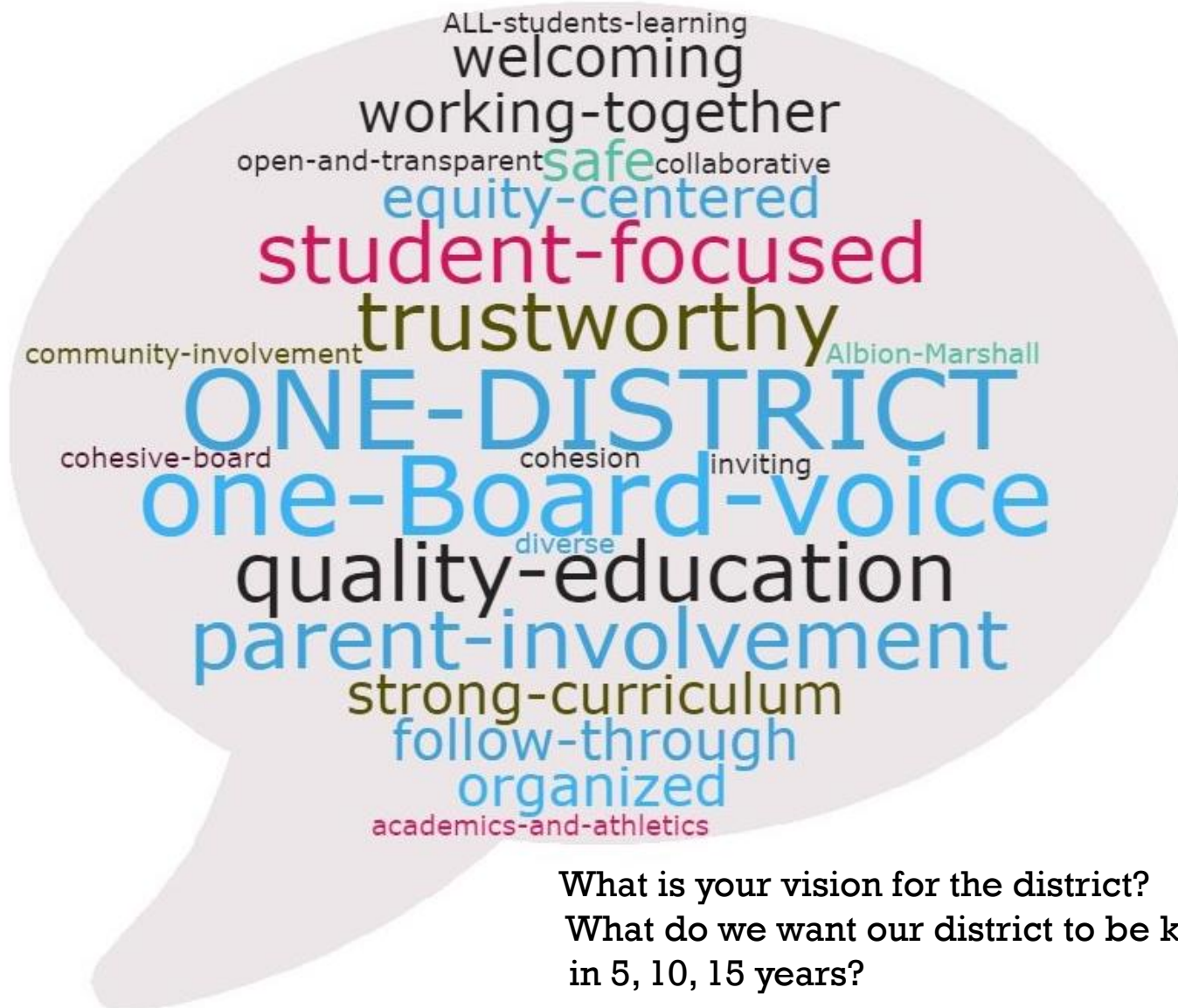
Personnel/Leadership

- Board over-reach & dysfunction
- Lack of trust
- Not enough administrators

Operations

- Lack of implementation
- Insufficient resources

DATA-DRIVEN STRATEGIC PLANNING



DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Summary of all Responses

Question 4: What is your vision for the district? What do we want our district to be known for in 5, 10, 15 years?

Academics/Programs

- Student focused
- Strong academics & athletics
- Strong life-focused curriculum

Culture/Learning Environment

- One district: welcoming, where ALL belong
- Safe learning environment
- Equity centered

Communication/Community Engagement

- Communication
- Engaged community
- Cohesive & collaborative

Personnel/Leadership

- One Board voice
- Trustworthy
- Board cohesion
- Openness & transparency

Operations

- Follow-through
- Highly organized



Stakeholder Input Summary

What does the data suggest we address in the strategic plan?

Strategic Goal Areas

- ❖ **Academics/Programs**
- ❖ **Culture/Learning Environment**
- ❖ **Communication/Community Engagement**
- ❖ **Personnel/Leadership**
- ❖ **Operations**

Strategic Planning Process Forward

The recommendations for keeping the momentum of the process are:

- Schedule an implementation planning workshop
 - Finalize goal statements if needed
 - Identify 2-3 priority objectives per goal statement (12 months)
 - Calendar first-year objectives
 - Review process to develop action plans to include:
 - Measurements
 - Timelines
 - Responsibilities
 - Resources
- Explore reporting/board monitoring options
- Share communications strategies
 - Community
 - Staff
- Identify annual strategic plan renewal options
- Board adoption

DATA-DRIVEN STRATEGIC PLANNING

STRATEGIC PLANNING PROCESS IMPLEMENTATION GOAL/OBJECTIVES/ACTION PLANS SAMPLE

District Goals: Overarching statements that identify what is to be achieved.

- Encourage the learning community to value and support academic achievement.

Objectives: Activities that will move us toward the identified goal.

- Increase parental involvement.
- Increase community involvement in schools through new school-business partnerships.
- Explore the possibility of an annual community fundraiser to raise funds for Marshall Public Schools academic initiatives.

Action Plans: The detailed work plans for the superintendent, administrators and staff.

- Increase parent attendance at spring and fall orientations with their children, at holiday programs, graduations, concerts, etc.
- Increase parental volunteerism in the schools
- Increase parent-teacher conference attendance
- Increase parent participation in PTO and Booster Clubs
- Write and distribute school newsletters

Key Indicators: Measurements of success.

- For each action plan, there may be a “process” indicator, that is, “What is your plan of action?” and then end results “How did we do?”
- For instance, for the first on parent attendance at orientation, programs, graduations, etc., process measurement would include all that you are/have done to encourage participation. Then for end results, give the actual participation compared to last year or previous years.

Who?

What?

How?

QUESTIONS & ANSWERS

Where?

When?

Why?

Huh?

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Asst. Director of Leadership Development

Email: dstair@masb.org

Phone: 517.327.5904

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Lansing, MI 48917

Deb Macon

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