



Marshall Public Schools

100 E. Green Street
Marshall, Michigan 49068

District Annual Education Report (AER) Cover Letter

January 2, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Marshall Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Director of Curriculum and Instruction, Kelly Fitzpatrick, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting [this website](#) 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:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. For the 2023-24 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 2022-23. 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 2021-22. 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 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
Opportunity High School	CSI	Graduation rates, assessment participation, and addressing attendance of chronically absent students.

In closing, I want to congratulate our teachers, students, and their families on navigating the difficulties faced during this global pandemic. We demonstrate success at all levels in our district, and this would not be possible without strong instructional leadership from our building and central administrative staff. Our mission is to ensure that all children have equitable access to a quality education providing multiple pathways toward obtaining a career as global citizens in the 21st century. The various learning opportunities within our PK-16 model are unique to our region and reflect cutting-edge thinking and planning for the successful future of all of our students. We are committed to making sure each student has access to the pathway that best suits their skillset and desires.

We cannot do this good work without the ongoing support and involvement of our students, parents, families, and staff, and through the commitment and dedication of our community members, regional manufacturers, and local post-secondary institutions of higher learning. We welcome their collective efforts and collaborative mindset. By working together we are able to best serve the students that call our district "home".

Sincerely,

Rebecca Jones
Superintendent of Marshall Public Schools