



MARSHALL PUBLIC SCHOOLS

A Rich Tradition of Excellence

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the 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 Don Beck, Director of Curriculum and Instruction, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://goo.gl/iKspiQ>, 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 science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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

Review the table below listing our schools. For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup.



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An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiatives to Accelerate Achievement
Gordon Elementary	--	
Harrington Elementary	Targeted Support and Improvement	Team-teaching, individualized & differentiated instruction, PBIS, family engagement
Hughes Elementary	--	
Walters Elementary	--	
Marshall Middle School	--	
Marshall High School	--	
Marshall Opportunity High	--	
Michigan Youth Challenge Academy	--	

In closing, I want to congratulate our teachers and students on their efforts to continually improve upon the teaching and learning that is taking place within our classrooms. 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 many 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.

In all, 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 in challenging us to be innovative and responsive to the needs of every child we serve. Sincerely,

Dr. Randall Davis
Superintendent