



# Jackson Public Schools

## Cascades Elementary School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on Cascades Elementary School's 2022-23 educational progress. The AER addresses the complex reporting information required by federal and state laws. The school's report contains student assessment, accountability, and teacher quality information. If you have questions about the AER, please contact Principal Crescenda Jones for assistance. The AER is available for you to review electronically by visiting the following website: [MISchoolData](https://mischooldata.com), or you may review a copy in the main office at your child's school. For the 2022-2023 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 has at least one underperforming student subgroup in 2022-2023.

Additionally, Targeted Support (ATS) schools had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given. This school is identified for Universal Support because its performance exceeded the criteria for identifying the other support categories.

Universal Support is identified annually.

Review the additional tabs of this report to see how this school's performance compares to the criteria of the other three support categories.

**Our school was identified as "NOT BEEN GIVEN ONE OF THE SCHOOL IMPROVEMENT LABELS."**

At Cascades, although we are not in the pandemic, we continue to experience the impact of the COVID-19 pandemic and see challenges with proficiency and growth, as indicated by the overall student performance on MSTEP.

### **The results are as follows for ELA: 2021-22**

Grade 3; of all students assessed, 62% need to be proficient. About our student population – 66.3% of African American Students are not skilled, 63.2% of our students with Two or More Races, and 41.7 of our white students are not proficient. Additionally, our female students who are not proficient are 42.9%, and 58.3% of our males are not proficient. Grade 4, of all students assessed, 50.7 are not proficient. In reference to our student population – 60.2% of our African American students are not proficient, 66% of our students with Two or More Races are not proficient, 37.1% of our white students are not proficient.

### **The results for ELA are as follows: 2022-23.**

The number of students tested in Grade 3 was 71. Of the 71 students, nine tested advanced/proficient, with a % of 13. Partially proficient/and not proficient were 62 students for a percentage of 87%. Students tested by ethnicity - 1 Asian tested Partially Proficient, 30 African American/Black - 1 Advanced/Proficient, 29 Were Partially/Not Proficient, 6 Hispanic - 1 Advanced/Proficient and 5 Partially/Not Proficient. 16 Two or More Races - 2 were Advanced/Proficient, and 14 were Partially or not proficient. White - 18 assessed, 5 Advanced/Proficient, and 13 Partially or not proficient.

In grade 4, 55 students were assessed. 9 students were advanced or proficient, with a percentage of 16%. 46 Partially or Not Proficient with a % 84%. Students by ethnicity - 1 Asian tested Not Proficient, 18 AA/Black tested- 3 Advanced or Proficient, and 15 were Partially or Not Proficient. 5 Hispanics, 1 Advanced or Proficient, 4 Partially. Not Proficient. 2 or More Races, 11 Assessed, 11 Partially or Not Proficient. White - 20 students were assessed. Fifteen were partially or not proficient.

In grade 5, 53 students were assessed. Twelve- were advanced or proficient, with a % of 23%. 41 students were partially or not proficient, with a percentage of 77%. 4 Asian Students were Partially/Not Proficient, 24 AA/Black assessed, 5 Advanced/Proficient, and 19 Partially/Not Proficient. Hispanics were assessed 3. 1 Advanced or Proficient and 2 Partially or Not Proficient. Two or More Races, 9, were assessed. One scored Advanced or Proficient, and 8 scored Partially or Not Proficient. White students were assessed: 13. 5 scored advanced or proficient, and 8 scored partially or not proficient.

### **The results are as follows for Math: 2021-22**

Grade 3, of all students assessed, 55.4% need to be proficient. In reference to our student population – 73.3% of African American Students are not proficient, 64.0% of our students with Two or More Races are not proficient, 43.2% of our white students are not proficient. Additionally, 57.4% of our female and 53.1% of our male students are not proficient. Grade 4, of all students assessed, 47.7% are not proficient. In reference to our other student population – 61.9% of our African American students are not proficient, 57.4% of our students with Two or More Races are not proficient, 37.1% of our white students are not proficient.

Additionally, 49.6% of our female students must be proficient, and 46.1% of our male students do not. Grade 5 of all students assessed, 64.1% are not proficient, 77.5% of African Americans are not proficient, 64.3% of students with Two or More Races, and 52.5% of our white students are not proficient. In reference to our other student populations, 71.3% of our female students need to be proficient, and 58.2 of our male students need to be proficient.

### **The results are as follows for Math 2022-23**

In grade 3, 70 % of our students were assessed. 7 students were advanced or Proficient with a percentage of 10%. 63% of our students are partially or not proficient, with a percentage of 90%. Students assessed by ethnicity - Grade 3 - 1 Asian student was one advanced or proficient. African American/Black students assessed, 30 assessed, 30 Partially or Not Proficient. Hispanic assed were 6, and 6 were Partially or Not Proficient. Students with Two or More Races - 15 were assessed; one scored advanced or proficient, and 14 scored partially or not proficient. White students were assessed: 18, 5 Advanced or Proficient, and 13 Partially or Not Proficient.

In grade 4, 55 students were assessed. Nine students were advanced or proficient, with a percentage of 16%. Forty-six students were partially or not proficient, with a percentage of 84%. 1 Asian student assessed, 1 Partially or Not Proficient. Black/African American assessed 18. Eighteen scored Partially or Not Proficient. Hispanic students assessed 5. Two students scored Advanced or Proficient, and 3 Partially or Not Proficient. For two or more races, 11 students were assessed, and 11 students were Partially or not Proficient. White students assessed: 20, 3 were Advanced or Proficient, and 17 were Partially or Not Proficient.

In grade 5, 53 students were assessed. Twelve students were advanced or proficient, with a percentage of 23%. 41 students were partially or not proficient, with a percentage of 77%. 4 Asian students were assessed: 4 were Partially Proficient and Not Proficient. Black/African American students assessed: 24 - 1 student scored Advanced or Proficient, and 23 scored Partially or Not Proficient. Hispanic students assessed - 3 and 3 were Partially or Not Proficient. Two or More Races: 9 assessed, and 9 were Partially or Not Proficient. White students assessed 13: 1 student was Advanced or Proficient, and 12 scored Partially or Not Proficient.

### **Findings/Analysis: 2021-22**

Based on the MSTEP results, there are significant concerns regarding race, ethnicity, and other identified demographics related to ELA and Mathematics. The results from this will be the area of focus for the instructional staff to analyze, discuss, and set actions to address the gaps and disparities in learning among all subgroups. Staff will engage in the analysis process during PLC (Professional Learning Communities) with impact coaches to set learning cycles of inquiry. A more intentional focus will be placed on Intervention to help improve student outcomes. In addition to school-based interventions, an afterschool tutoring program focused on intervention will be implemented and centered around the

core content areas of reading and math. Additional support layers will include paraprofessionals, classroom teachers, impact coaches, and retired teachers who will provide an extra 30 minutes of instruction in reading. Except for retired teachers, the same support will be used to support our math intervention. Lexia for Reading and Symphony for Math are other curricular tools for increasing student learning.

### **Findings/Analysis: 2022-23**

Based on the MSTEP results, there is a significant concern at Cascades with overall academic proficiency across all subgroups in ELA and Mathematics. As a result of these assessments, we will focus on increasing the number of students at Cascades who are proficient in both ELA and Mathematics. As a result of the analysis, this will be the area of focus for the instructional staff to analyze, discuss, and set actions to address the gaps and disparities in learning among all subgroups. Staff will engage in the analysis process during PLC (Professional Learning Communities) with impact coaches to set learning cycles of inquiry. A more intentional focus will be placed on Intervention to help improve student outcomes. In addition to school-based interventions, an afterschool tutoring program focused on intervention will be implemented and centered around the core content areas of reading and math. Additional support layers will include paraprofessionals, classroom teachers, impact coaches, and retired teachers who will provide an extra 30 minutes of instruction in reading. Except for retired teachers, the same support will be used to support our math intervention. Lexia for Reading and Symphony for Math are other curricular tools for increasing student learning.

#### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students at Cascades Elementary are enrolled first based on their designated school zones within Jackson Public Schools. We then enrolled students in other Jackson Public Schools through the in-district transfer process and students out of district as school-of-choice students. Parents can enroll their children online or with a paper copy of our enrollment packet. At the Kindergarten level, we provide options for parents in the form of a Young 5's program for students based on assessments that would benefit from the additional support that a Young 5's program will prepare students for a rigorous kindergarten program. The assessment used in this process is the Brigance, a kindergarten readiness assessment. If it is determined from the assessment that students would benefit from the Young 5's Program, parents can still place their child in a traditional kindergarten program.

#### **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Cascades Elementary School Improvement team is comprised of instructional and support staff. The team is guided through the continuous school improvement by the Jackson County Intermediate School District (JCISD) via the School Improvement Facilitators Network Meetings. During these meetings, we work on developing and implementing our school improvement plan and collaborate with the JCISD staff on

school improvement. To create this plan, we reviewed and analyzed assessment data from the following assessments: M-STEP, NWEA, and Fast Bridge. We discuss any systemic building changes that will facilitate student growth in all academic areas. Our School Improvement Plan focuses on reading, Math, Parent involvement, and Student Behavior. We are building staff capacity with our Impact Coaches. We have School Counselors and a Behavior Interventionist to support students in self-regulation and de-escalation.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Cascades Elementary utilizes Positive Behavior Intervention Systems (PBIS) school-wide to reduce disruptive behaviors that impact the learning environment. The focus is being a HERO – Helpful, Efficient, respectful, and ownership. The lower and upper elementary have their own school counselor and social worker. Lower Elementary also utilizes a program to support social-emotional concerns called Emotional ABCs, provided twice weekly. Upper elementary is guided by the school counselor, who offers daily emotional support to a caseload of students. Our Behavior Interventionist is responsible for all grade levels and utilizes a caseload of students. He provides support to both students and staff.

**4. 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**

All of our core curriculum can be found on our website at [jpsk1.org](http://jpsk1.org). Cascades Elementary, like other JPS schools, is working on connecting our curriculum to the State Standards provided by the State of Michigan. The curriculum is aligned consistently at our building through the PLC – Professional Learning Communities throughout the district. The majority of the alignment is done in conjunction with our Impact Coach.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

**2021-22**

English Learner	100%	67%	40%	50%
Female	31%	45%	35%	52%
Male	27%	35%	33%	49%
African American	28%	28%	30%	43%
White	30%	53%	45%	59%
Hispanic/Latino	36%	50%	62%	62%
Asian	33%	67%	50%	67%
Other	27%	42%	32%	53%

**2022-23**

English Learner	0%	25%	63%	63%
Female	45%	47%	45%	41%
Male	44%	47%	40%	51%
African American	47%	41%	43%	48%
White	43%	51%	42%	49%
Hispanic/Latino	60%	78%	60%	60%
Asian	36%	55%	64%	45%
Other	46%	53%	43%	50%

**Table C: Achievement or Growth on Benchmark Assessment- By Grade Level**

Reporting Category Suggest reporting on subgroups n> 30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	46%	45%	38%	52%
First Grade	40%	44%	45%	42%
Second Grade	23%	32%	35%	45%
Third Grade	37%	45%	31%	45%
Fourth Grade	68%	55%	67%	53%
Fifth Grade	67%	56%	58%	38%

**Table D: Achievement Or Growth on Benchmark Assessment - By Mode of Instruction\*\***

Reporting Category Suggest reporting on subgroups where n>	By First Board Meeting in February 2023	No Later than Last Day of School Year
In-Person Instruction	Reading - 46 %	Reading - 45%
	Math - 46%	Math - 46%
** In-Person only instruction. No virtual or hybrid options were offered at this school.		

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

During the fall of 2021 Parent-Teacher Conferences, 89% of our Cascades attended in person.

During the fall of 2022 Parent-Teacher Conferences, 77% of our Cascades attended in person.

The staff at Cascades Elementary is a dedicated group of educators who strive to make learning fun and worthwhile. They aim to help students succeed and learn to the best of their abilities. Cascades staff work together to create a pleasant and cohesive work environment. It truly has a family feel due to the type of comradery displayed throughout Cascades Elementary. Staff will support students as well as each other and their families. The time spent in their Professional Learning Communities, where they strive to develop every student's academic, social, and emotional well-being. Cascades Elementary is excellent for our students, staff, and families.

Sincerely,

Principal Crescenda Jones