



RISING STARS

ACADEMY

June 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 – 2022 education progress at Rising Stars Academy.

The AER addressed 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 the school for help.

The AER is available for you to review electronically by visiting the following website: www.rising-stars-academy.org or you may review a copy in the school office.

The State of Michigan has identified some schools with the status of Reward, Focus or Priority. A reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Rising Stars Academy has not been given one of these labels due in part to our specialized demographics of our students.

The Key challenge for Rising Stars Academy is increased proficiency in essential skills necessary to prepare our students for employment and independent living. In order to meet these challenges, the academy has implemented the following:

Corrective Reading – To maintain reading levels based on student ability levels for success in the workplace.

Corrective Math – To maintain math levels based on student ability levels for success in the workplace.

Worksite Training – To develop work-based skills through repetition of essential skills that teach students necessary employment skills.

Life Skill Training – To develop repetition of essential skills mastery in Daily Living and through student directed progress monitoring teach students responsibility of self-monitoring for life long success.



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State law requires that we also report additional school site-based information:

Annual process for assigning pupils to the school:

Rising Stars Academy is a free, public school and adhered to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.

The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

Current students are given the opportunity to re-enroll in spring, with preferences given to them and their siblings.

In the spring the school advertises open enrollment and any Michigan resident may apply.

In the event that the school is over-subscribed, a public lottery is held to determine enrollment and a waiting list.

The academy identifies and evaluates all students with disabilities for proper placement within the curriculum.

The Status of the 3-5 year school Improvement Plan:

The Academy is in its tenth year of operation; therefore, it is in year 4 of its 5-year strategic plan.

This particular was the year after the pandemic, yet seems as challenging of a year due to the social emotional levels of returning students and our mandate to still give a choice for online education. Our student growth leveled a bit, but our learning environment targets did not change nor did the delivery of our lessons. We were not able to take part in external jobsites this year; however, we compensated with having more choices of internal jobsites to keep the hands-on learning consistent.

Our goals always encompass each students individual IEP and whether the lessons were presented virtually or face to face, the focus was individualized for each student.

The selected focus areas of the plan are chosen and designed to increase proficiency in Data Driven Decision Making and Contextual based learning. Behavior Improvement Plans and self-monitoring of essential skills are critical pieces of our focus on student success in a workplace, and aligns itself with the mission of the school. "Learning for all children, to achieve success in school, the workplace and life".

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Our two focus areas:

Student Growth – All students will demonstrate growth in the areas of reading, math, workplace and life skills as measured by the following:

Objective 1 – Corrective Reading and Math mastery tests.

Objective 2 – Workplace skill mastery checklists and job placement evaluations

Objective 3 – Life skills mastery checklists

Learning Environment – Every teacher will engage in a collaborative process of study, clarify and commit the teaching in a contextual (real-life/outside of classroom) format where all students have the opportunity to master essential learning. This environment will remain within our virtual or face to face classrooms.

Objective 1 – Through classroom observations, implementation of pre/post assessments (application), examination of students work, teachers will clarify what all students must know and be able to do. (Contextual learning)

Objective 2 – Teachers will work in collaborative teams to develop and examine indicators of achievement for all students and track the indicators (evidence of student learning) over time (PLC)

Objective 3 – Staff will participate in professional learning communities in the areas of contextual learning, PLC implantation, and other related learning to feel confident in their ability and commitment to helping each student develop knowledge and essential skills to achieve his/her individual success (Professional Development)

Status of Curriculum

Utilizing the Extended High School Content Expectations and Transition Outcomes the staff and administration worked collectively to identify check lists of mastery in all areas of the curriculum.

Mastery objectives are in three different levels of Mastery:

- Level 1 – Functional
- Level 2 – Supported
- Level 3 – Participation

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Curriculum standards are broken into the following categories:

- Daily Living
- Employment
- Social Emotional
- Culinary

CUMULATIVE DATA FOR 2021 – 2022 SCHOOL YEAR

Data below shows growth in percent of students who demonstrated growth with respect to their IEP goals.

- ▶ Progress to IEP goals 98% students progressed 25% or more towards their goals.
- ▶ Mastery in work skill 92% of students progressed 25% or more toward their goals.

Parent Conferences:

2021-22 students (100%) were represented by a parent/guardian/self-and/or advocate for annual IEP meetings.

84 Students were represented at Fall Parent Meeting

Completion Data: 2022

19 students aged out of Rising Stars Academy in June 2022. 13 of these students are employed.

Cumulative Data: 2013-2022

Cumulatively 80 students have aged out of Rising Stars Academy – 79% are employed and 84% are volunteering in the community and or active in Community Mental Health program.



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2022-2023 Plans

In spring of 2022 surveys were sent out to all stakeholders at Rising Stars Academy (parents, teachers, students, board members, community) asking for help in identifying areas of focus that are necessary as a result of learning loss during COVID 19. Our surveys returned with most expressing significant loss in:

Social and Emotional Learning
Self-Determination skills

We have already been working with staff through professional development and collaboration to provide a large focus on both of these areas within all classes during this next school year. We will begin by utilizing a portion of our 11t Equalization funds to have students who choose become part of our 3 week – get back to school program that will focus 100% on social emotional connections of for current students and those students who are enrolled to begin the next school year. Future plans are to also have a choice of an after-school program for those students wanting the extra boost to these skills.

Our staff is excited to be moving this direction of learning. We look forward to reporting on the growth at the end of next year.

I would personally like to congratulate the Board, staff, students, parents, families and community members on another successful year at Rising Stars Academy. It was again a challenging year to say the least, however, the staff and parents worked closely together to maintain the integrity of our education program. It is only because of the support of each and every person connected to Rising Stars Academy that has enabled us to continue our vision and mission for our students. We look forward to our continued success and growth while providing our students with the best tools for success in the workplace and independent living.

Respectfully,

Deborah Prentiss
Superintendent
Rising Stars Academy