

2018

2018 School Performance Report: Innovation in Learning

Grand Valley State University

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2018

SCHOOL PERFORMANCE REPORT

INNOVATION IN LEARNING



GRAND VALLEY
STATE UNIVERSITY
CHARTER SCHOOLS
OFFICE

School Performance Report

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Robert T. Kimball, Ed.D.
**Associate Vice President
for Charter Schools**



Thomas J. Haas, Ph.D.
**President
Grand Valley State University**

Dear Friends:

Excellence. Integrity. Inquisitiveness. Inclusiveness. Sense of community. Sustainability. Innovation.

These seven values guide what we do at Grand Valley State University. Whether it is in or out of the classroom, on or off the field, or in our outreach throughout the state, they define our lives as Lakers.

The schools we charter are no different. It is our expectation that our schools and the people who lead them are guided by our values.

Excellence in the schools we charter means more than achieving outstanding standardized test scores. Test scores illuminate a critical area of school performance and provide valuable information to inform parent choice. However, we and the families our schools serve are interested in much more. That's why Grand Valley's support and accountability provide a comprehensive and inclusive understanding of school performance.

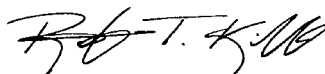
The School Performance Report provides an accurate picture of the diverse and inclusive school communities served and where academic excellence is achieved — as well as where schools need help in achieving their goals. It shows how our schools are launch pads for student success long after students graduate.

Most importantly, this report shows what innovation in education looks like.

Our portfolio of schools is diverse and ever-changing. We're proud that those working with kids are always trying new things to achieve better results. And we're proud that Grand Valley has expanded and enhanced our work to better support this continuous improvement. After all, problem-solving and continuous improvement in public education are at the heart of why GVSU charters schools.

Lastly, we hope this report inspires you as much as it inspires us. Though much has been accomplished, we know that there's still so much left to do. We are grateful for your partnership and support since Grand Valley State University began chartering in 1995. We know that, with our values as our guide, we will accomplish so much more for kids, together.

With best wishes,



Robert T. Kimball, Ed.D.



Thomas J. Haas, Ph.D.

Our Staff



Front row (left to right): Wendy Miller; Alyson Murphy, J.D.; Rob Kimball, Ed.D.; Erin Abel; J.D. Smith, Ph.D. **Middle Row:** Sarah Constable, Jill Weber, Tona Ambrose, Sherri Hall, Rajeshri Gandhi Bhatia, Maria Montoya, Lissa Brunan. **Back Row:** Bill Barker, Alissa Thelen, Jayme Lesperance, Don Cooper, Amirah Vosburgh, Elizabeth Russell, Cheryl Edwards-Canon, Michael Cousins, Dan Warren, Joe McCartney, Ram Ravikumar

Mission

Grand Valley State University authorizes charter schools to join together professors, practitioners, policymakers, and communities (3P+C) in new ways to solve problems in education.

Vision

We strive to be the model university authorizer by accessing the university’s collective resources and diversity to contribute to the enrichment and constant improvement of all Grand Valley State University-authorized schools.

Values

At Grand Valley State University’s Charter Schools Office, the primary focus is understanding complex problems in the GVSU network of schools, facilitating the design of solutions, and advancing remarkable change in teaching and learning. Our mission, vision, and strategic outcomes reflect the seven core values. These core values provide a foundation and framework for all of the Charter Schools Office’s decision-making processes:

- Excellence
- Integrity
- Inquisitiveness
- Inclusiveness
- Sense of community
- Sustainability
- Innovation

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SECTION ONE SCHOOL DEMOGRAPHICS

Grand Valley State University began chartering schools in 1995, authorizing three schools around Grand Rapids that served approximately 350 students. Since that inaugural year, Grand Valley has partnered with parents, teachers, public officials, organizations — the community — to establish innovative educational options that provide choices to families across the state. Today, GVSU-chartered schools can be found from the heart of Detroit to the shores of Lake Michigan and from the peninsulas of Grand Traverse Bay to the small communities just miles away from the state's southern border.

In this section, you will learn about the students our schools serve, the educators and unique services provided in each building, and the dedicated community members who volunteer to serve on our schools' governing boards.

Our Students

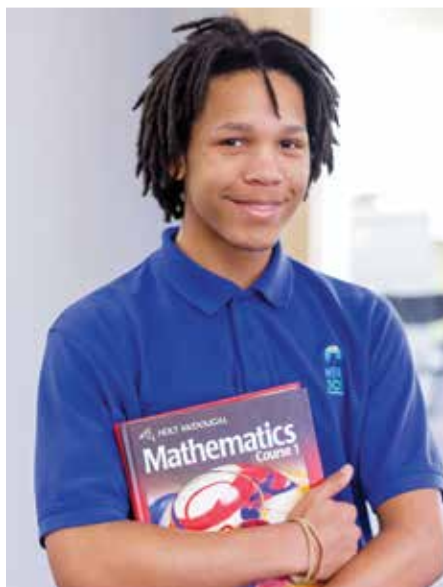
During the 2017-2018 school year, more than 35,000 students enrolled in a GVSU-chartered school. The total student population in GVSU-chartered schools has grown steadily each year as more and more parents are exploring innovative educational opportunities for their children.

Nearly one-third of the students in our portfolio of schools were previously enrolled in a Detroit school. Other communities that house a significant percentage of our students include Metro Detroit, Grand Rapids and the nearby school districts that border Lake Michigan, and the Battle Creek/Kalamazoo area.

Smaller percentages of our students can be found in other mid-state communities like Lansing, Jackson, Big Rapids, and Flint. At the start of the 2018-2019 school year, GVSU-chartered schools will also serve students who live near Traverse City and Hillsdale.



Enjoying the weather at Knapp Charter Academy



Taking five at Henry Ford Academy: School for Creative Studies



Busy at work at Crossroads Charter Academy

35,005

Total K-12
Enrollment for 2017-2018

GVSU By the Numbers 2017-2018

Students have the opportunity to attend a GVSU-chartered school from the time they start kindergarten to the moment they celebrate their high school graduation. Sometimes this means a student attends a K-8 school and a high school that are both chartered by Grand Valley. Others take a different path and attend separate elementary, middle, and high schools. For some, the process can be completed by staying with the same school for all grades. No matter what process students select, Grand Valley has the ability to assist them every step of the way.

Nearly 80 percent of all the students enrolled in a GVSU-chartered school in 2017-2018 were in elementary or middle school, while the remaining students attended one of our schools that offers high school grade levels.

Grand Valley proudly invites all students into its charter schools. Like traditional public schools, charters are open enrollment schools and must give equal opportunity to all families seeking a choice for their child's education. Our schools welcome all types of learners, especially special education and English language learners. Charter schools are for the public, and educators work diligently to accommodate every child in their buildings, as well as those who are eager to join.

The table on page 7 provides an in-depth look at the major services each school's student population is receiving and how our schools collectively compare to the state averages.



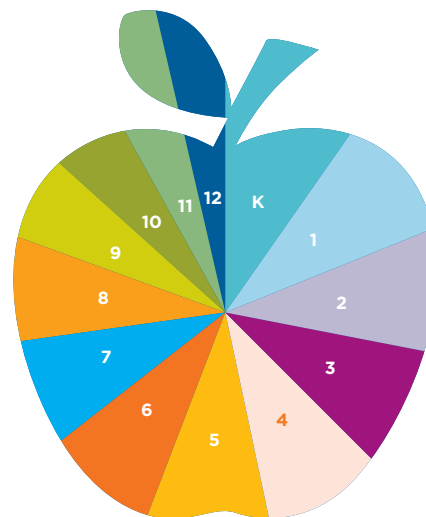
Studying at Grand River Preparatory High School

Demographic Enrollment



- AA** African American **55.18%**
- WH** White **26.32%**
- HS** Hispanic **7.92%**
- AS** Asian **5.58%**
- MR** Multiracial **4.61%**
- AI** American Indian **0.33%**
- HW** Hawaiian **0.06%**

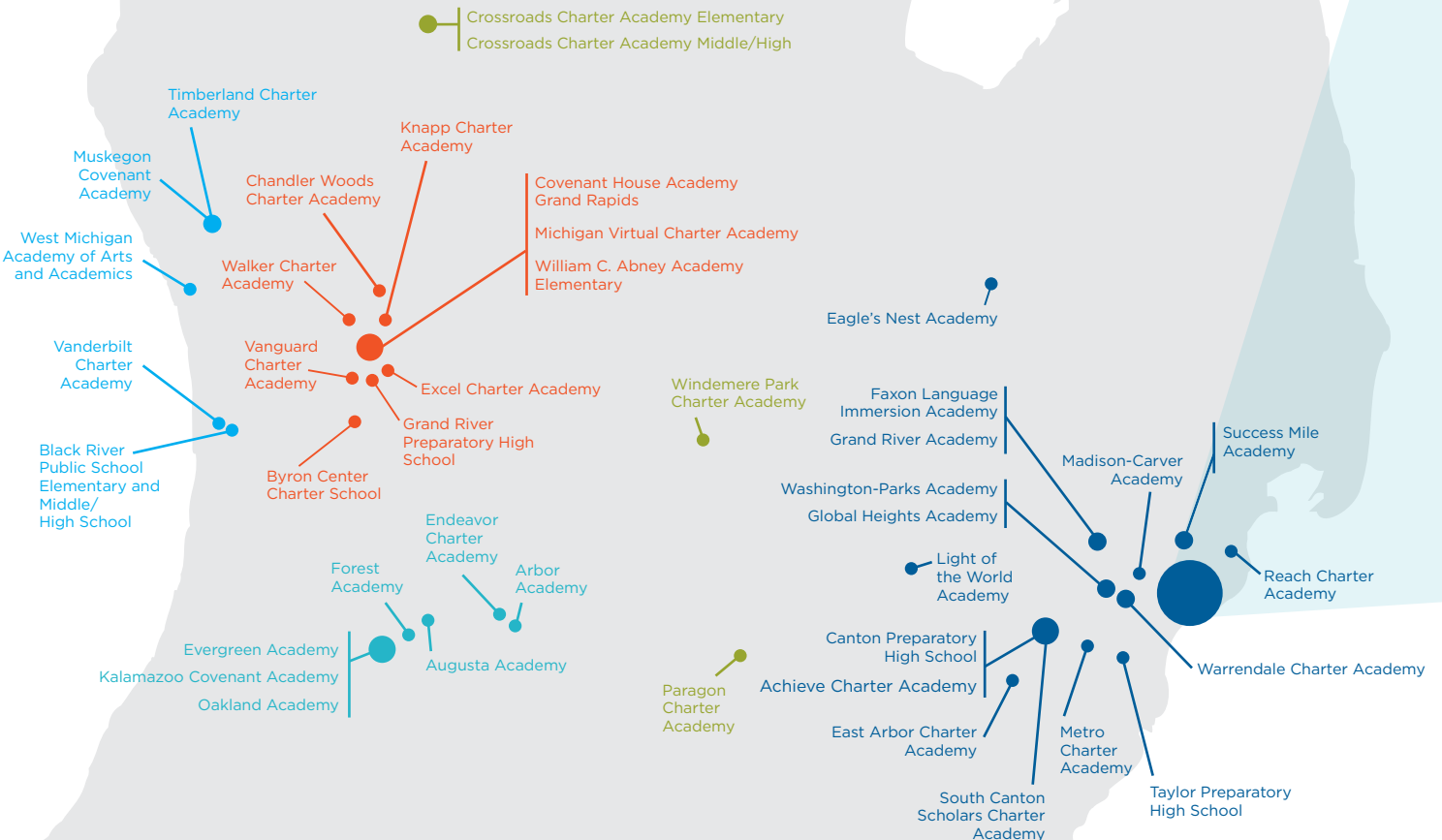
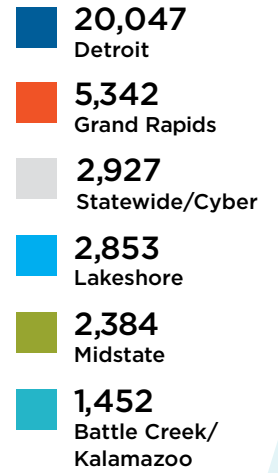
Enrollment By Grade



- K** Kindergarten **9.87%**
- 1** 1st Grade **9.06%**
- 2** 2nd Grade **8.94%**
- 3** 3rd Grade **8.97%**
- 4** 4th Grade **9.06%**
- 5** 5th Grade **8.96%**
- 6** 6th Grade **8.97%**
- 7** 7th Grade **7.98%**
- 8** 8th Grade **7.71%**
- 9** 9th Grade **6.88%**
- 10** 10th Grade **5.42%**
- 11** 11th Grade **4.47%**
- 12** 12th Grade **3.70%**

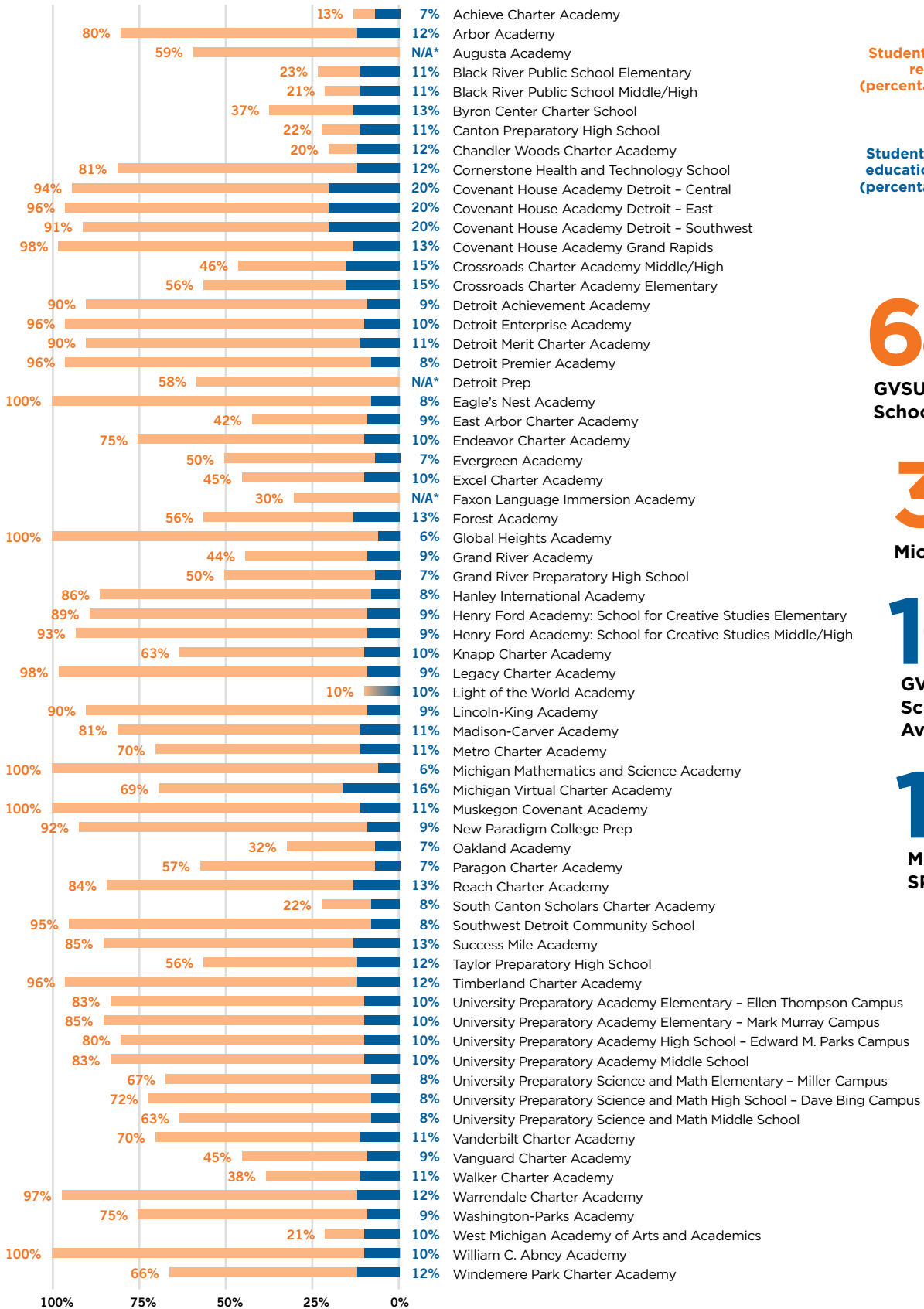
Grand Valley Charter Schools Locations and Enrollment by Region

2017-2018 Enrollment by Region





Our 2016-2017 Student Population: A School-by-School View



Students receiving free or reduced lunch (FRL) (percentage of enrollment)

Students receiving special education services (SPED) (percentage of enrollment)

68.0%

GVSU-chartered Schools FRL Average

37.7%

Michigan FRL Average

10.5%

GVSU-chartered Schools SPED Average

16.7%

Michigan SPED Average

*FERPA protected

3,419

**Teachers and Staff Members in
GVSU-chartered Schools**

16

**Schools Offering
Early Childhood
Programs**

8

**Schools Offering
Transportation**



Sharing ideas during a professional learning workshop



Collaborating with other teachers at the Learning Network

Our Schools

During the 2017-2018 school year, Grand Valley authorized 70 active charter schools, and the GVSU Charter Schools Office (CSO) worked with three other approved applicants as they navigated the charter school start-up phases.

When a person or organization applies to Grand Valley for a charter, the GVSU CSO reviews and conducts due diligence through a competitive application process, taking into account the applicant's experience, available resources, and population to be served. Through this process, we make sure that the community in which the proposed school would be located would benefit from a new option for families. This benefit might come from the replication of an existing, proven operator in an area with educational needs, or it might come through opening a new, innovative program that can't be found nearby. In either instance, the goal is the same: ensuring that the proposed school would be the right fit for the community it would serve.

We also are proud to establish schools that can offer services that may not normally be provided by other charter schools in Michigan. Some GVSU-chartered schools include early education classrooms for young learners, offering educational activities for children ages 3-5 to get them academically prepared to enter kindergarten. Though all of our schools work to ensure transportation is never a barrier, some provide some

version of transportation assistance to their students, a benefit that many other charter school students do not receive.

Of course, good schools become highly sought options by combining innovation and resources with caring, hard-working adults who drive teaching and learning. From recess aides and bus drivers to teachers to deans and principals, there are more than 3,400 people working in GVSU-chartered schools, guiding students in every part of their educations.

70

**Total GVSU-chartered
Schools in 2017-2018**

School Innovation: Covenant Academies

Within Grand Valley's portfolio of charter schools are six that serve a unique student population. These schools — Covenant House Academy Detroit (three campuses), Covenant House Academy Grand Rapids, Muskegon Covenant Academy, and Kalamazoo Covenant Academy — all enroll students who are ages 16 to 22. These students see the Covenant academies as a second chance to overcome barriers such as extreme personal living conditions or the inability to enroll at the local public school district and earn a high school diploma.

255

Number of Covenant Academy Graduates Since 2016

A significant portion of the students enrolled at the Covenant academies also identify as homeless. To combat this issue, the Covenant academies in Detroit, Muskegon, and Grand Rapids offer temporary on-campus housing options. This extra service allows the students to give more attention to their education and worry less about where they will be staying.

Since Grand Valley chartered its first group of Covenant academies in 2013, the schools have successfully reached students who chose to achieve their educational goals in the face of steep barriers and negative experiences from their past. In the past two years, a total of 255 students have graduated from the Covenant academies.



Proud Muskegon Covenant Academy graduate



Award recipients Andy DeVries and John Booy show off their plaques for 20 years of board member service

Our School Boards

Governing each GVSU-chartered school is a group of publicly appointed officials who have dedicated their time and knowledge to serve on the school board. Effective board leadership is essential in successfully achieving better student outcomes because they set the vision, provide focus, and guide each school as it strives to fulfill its mission.

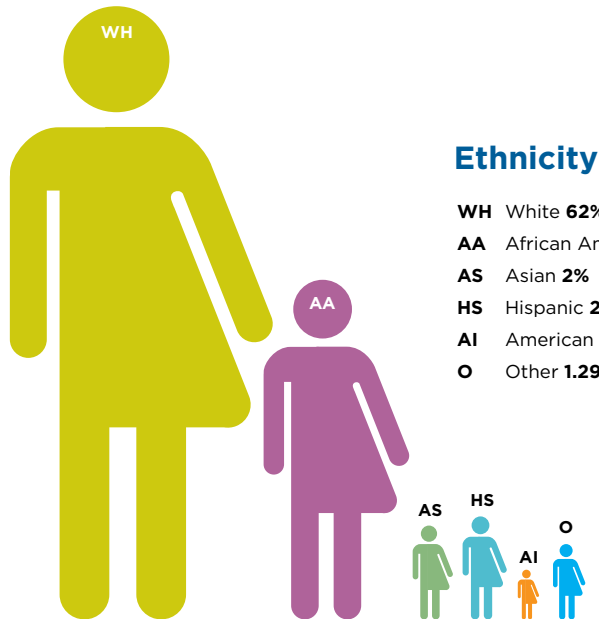
Fifty-five separate school boards governed Grand Valley's charter schools in the 2017-2018 school year. Some of these boards govern multiple schools, but many oversee one, giving board members an enhanced ability to work closely with the administrators and teaching staff to execute the board's vision for the school. It also allows the board members to better know the students in their building, enhancing the connection members have with the school.

A deep connection to the schools they govern is essential for boards to effectively lead. It's also a common characteristic that unites board members who have different backgrounds. It is not unusual to find a school board that includes a late-career professional who no longer has school-age children working alongside a stay-at-home parent who has three children enrolled in the school. Diversity in backgrounds allows the school board to examine decisions through a number of lenses and ultimately make a choice that truly helps the community best.

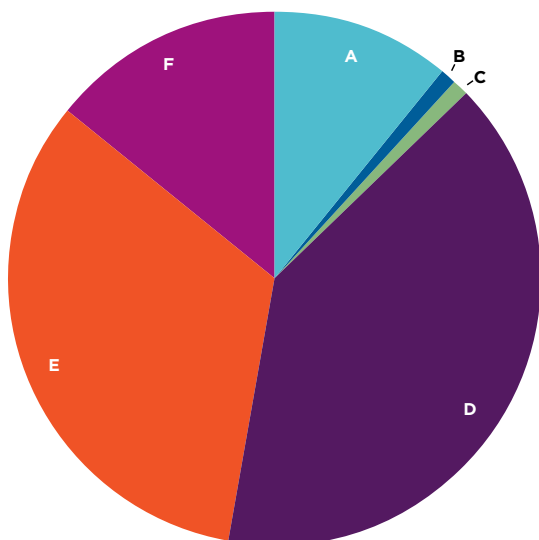
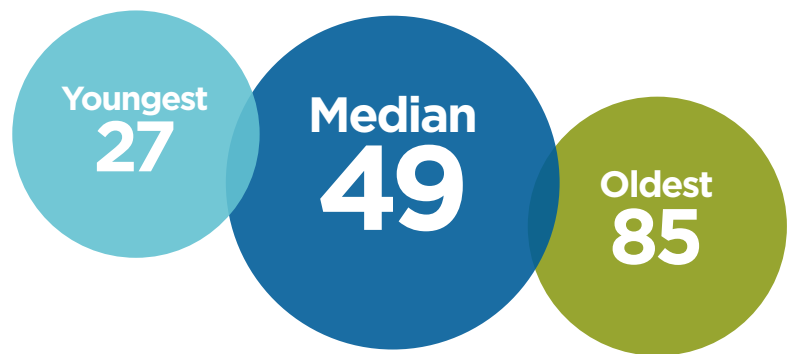
Plenty of GVSU-chartered schools are also fortunate to have board members who have served the school for multiple terms. Once board members are eligible for reappointment, it is common to see many stay with the school for successive terms. By the end of the 2017-2018 school year, there will be 15 board members who have served at a GVSU-chartered school for at least 15 consecutive years. That includes Andy DeVries and John Booy (pictured above). Andy and John have served as board members for 23 consecutive years each. Such incredible commitment has provided schools and families stability and continuity when it comes to district-level leadership.

School Board Members 2017-2018

Length of Service



Age



Degrees

- A** High school diploma **10%**
- B** Associates **1%**
- C** Trade **1%**
- D** Bachelors **39%**
- E** Masters **33%**
- F** Doctorate **16%**

Dedication to Education: Board Member Spotlights

Successful school stewardship starts with community members who volunteer their time to serve on school boards. These publicly appointed leaders are dedicated to improving student outcomes and strengthening their community for future generations.

We sat down with a handful of board members who govern GVSU-chartered schools to learn a little about their background and what they feel drives school board growth and success.

“Never discourage a suggestion or idea. Always be ready to listen.”

**JOAN
BOLDREY**

Joan Boldrey Paragon Charter Academy

Joan Boldrey is the school board treasurer at Paragon Charter Academy in Jackson. She joined the board in 2006 after the board president at the time (and a fellow Consumers Energy colleague) told her that she would be a great fit. While she had never served on a school board, Joan was confident that her experience at work and as a board member for the Jackson Symphony Guild would help her succeed at Paragon.

Joan is deeply committed to supporting students' literacy growth. She volunteers her time to read to students twice each week through the school's reading partner program. She finds it personally rewarding and is quite pleased with the amount of literacy support students are receiving through the program. Additionally, Consumers Energy awards a grant to Joan and the other volunteers for their work at the school, which she annually presents to the school's leadership.

When asked for any advice she would give to new board members, Joan's primary recommendation was that all board members be open-minded to everyone, especially to others with different backgrounds. “You really need to be open to where people are coming from, including their comments. Never discourage a suggestion or an idea,” she said. “Always be ready to listen.”



“Any issues should be addressed directly. Don't wait around and hope it gets better.”

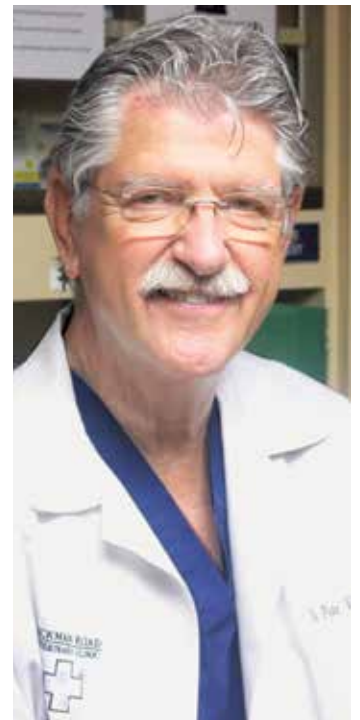
**PETE
VANVRANKEN**

Pete VanVranken Arbor Academy

Pete VanVranken has long served the community he grew up in, both as a veterinarian working near downtown Battle Creek and as the school board president at Arbor Academy. He has served on the board since 2001 and held the role of board president for multiple terms.

For Pete, a strong school board is one that can balance its work and relationships with all the other parties at the table. “You're working for the students,” he said, “but you're also representing the teachers, principal, management company, and authorizer.” To maintain balance, Pete advises board members to come to meetings without a personal agenda. “Sometimes people get frustrated because they don't get what they want,” he said. “But we need to make sure nobody is getting everything they want. That's how I see us doing a good job.”

Pete also sees these moments of difference as ways for boards to grow. “You're going to have issues with each party, but you just have to work collectively to get through them,” he said. That requires school boards to actively question how people are moving students and themselves forward. “Any issues should be addressed directly,” Pete said. “Don't wait around and hope it gets better.”





Melissa Laing

South Canton Scholars Charter Academy

Melissa Laing has built a deep connection with South Canton Scholars Charter Academy from the school's earliest days. As a founding board member, she has served the school since it opened in 2011, currently sits on the board as its vice president, and has three children enrolled at the school.

Melissa believes that the strength of her school board rests in the positive communicative dynamic its members have created and maintained, especially as board members come and go. Part of their mission is to make sure that dynamic is felt throughout the school. "We have always believed that we didn't want to micromanage," she said, "but we wanted to feel connected." One way board members enhance their connection with the staff is by cooking breakfast for teachers as they prep their classrooms for the start of the school year. It allows the board to meet every teacher and let them know that the board is happy to hear their concerns and needs. "We don't want to be in a position where a teacher is too shy to ask us anything," Melissa said.

Melissa advises people who consider becoming a school board member to first do a self-evaluation and learn why exactly they want to serve. "Be realistic about what your contributions are going to be," she said, "and that will help steer the direction of your effectiveness as a board member."

"Be realistic about what your contributions are going to be, and that will help steer the direction of your effectiveness as a board member."

MELISSA LAING



Donna Pennington

Muskegon Covenant Academy

When Donna Pennington was encouraged to join the Muskegon Covenant Academy school board, it was an opportunity she couldn't pass up. Having dedicated her life to social work and education, she was drawn to the school's innovative model — one she had not seen before in any other education setting.

Donna has served on the school's board since it opened in 2014, currently holding the role of board secretary. Donna firmly believes that the philosophy and mission of the school's founder, Sam Joseph, is what makes the school successful. She says that the school staff uses "a social work approach," connecting to at-risk students through continuous respect, care, and positivity. She is also proud of the school and school board's ability to rally community support, noting that many people have put differences aside to help students earn their diplomas and ensure the school has the resources it needs to stay true to its mission.

Even though Donna joined the school with a long list of community-focused experiences, she says her time with Muskegon Covenant Academy has been unparalleled. "This may be the single best thing I've ever done," she said, "because you couldn't put a price on each graduate that walks across that stage because that's going to change the trajectory of that life."

"This may be the single best thing I've ever done."

DONNA PENNINGTON

SECTION TWO

ACADEMIC PERFORMANCE

One of the most important responsibilities that charter school authorizers have is ensuring that the students in their portfolio of schools are growing as learners. The success of students and schools cannot be determined by a single measurement, so Grand Valley uses multiple performance indicators to monitor how much students know and how quickly they are academically growing over the course of a school year. The abundance of data also helps GVSU-chartered schools set appropriate achievement goals and drive better outcomes.

In this section, we present a variety of school-by-school data from recent state tests, graduation data, and growth data derived from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth test.

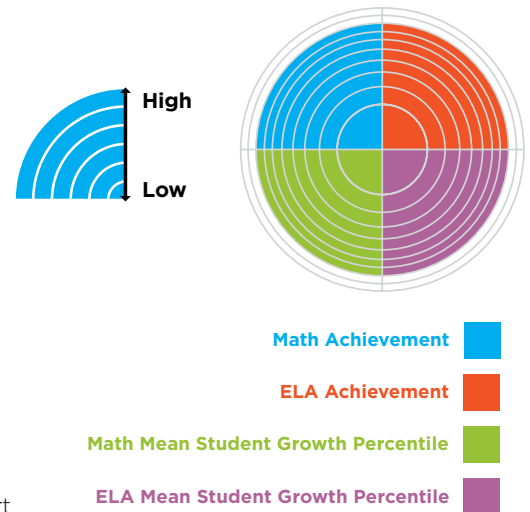
M-STEP

The M-STEP is an online test administered by the State of Michigan to gauge how well students are mastering state standards. On the following pages, you will see how well each GVSU-chartered school performed on the 2016-2017 M-STEP for English and mathematics and how they grew compared to their peers.

Here's how it works: Each school is accompanied by a radar plot graph that is divided into quadrants. Two of the quadrants measure the school's M-STEP achievement levels in both English and math. The other two quadrants indicate how the average student grew in math and English language arts (ELA) compared to their peers, a measurement known as the M-STEP mean student growth percentile.

The more color in each category of the radar plot, the better the school performed. All measurements are scaled from 1-100, so if a school's M-STEP achievement in math is 80 percent, then that quadrant will be filled 80 percent.

The schools are also tiered based on Grand Valley's determination of the level of support each one needs. Schools in the first or second tiers are meeting or making progress toward their educational goals and are organizationally stable. Schools in the third and fourth tiers have been identified as those that need increased levels of intervention and additional resources, whether from GVSU or other education partners.



All smiles at Grand River Preparatory High School



Excel Charter Academy teamwork

2016-2017 M-STEP Data by Tier

Tier 1



Achieve Charter Academy



Arbor Academy



Black River Public School Elementary



Black River Public School Middle/High



Byron Center Charter School



Tomorrow's leaders at Grand River Preparatory High School



Chandler Woods Charter Academy



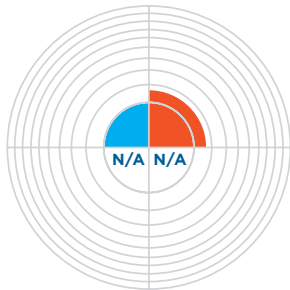
Crossroads Charter Academy Elementary



Crossroads Charter Academy Middle/High

2016-2017 M-STEP Data by Tier

Tier 1



Detroit Achievement Academy



Detroit Enterprise Academy



Detroit Merit Charter Academy



Learning with technology at Henry Ford Academy: School for Creative Studies Elementary



Detroit Premier Academy



Eagle's Nest Academy



East Arbor Charter Academy



Endeavor Charter Academy



Evergreen Academy

Math Achievement



ELA Achievement



Math Mean Student Growth Percentile



ELA Mean Student Growth Percentile



Tier 1



Excel Charter Academy



Faxon Language Immersion Academy



Forest Academy



Grand River Academy



Hanley International Academy



Henry Ford Academy:
School for Creative Studies Middle/High



Knapp Charter Academy



Light of the World Academy



Lincoln-King Academy



Madison-Carver Academy



In the classroom at Michigan Mathematics and Science Academy

2016-2017 M-STEP Data by Tier

Tier 1



Metro Charter Academy



Michigan Virtual Charter Academy



New Paradigm College Prep



Oakland Academy



Paragon Charter Academy



Reach Charter Academy



A break from learning at Augusta Academy

Math Achievement  ELA Achievement  Math Mean Student Growth Percentile  ELA Mean Student Growth Percentile 

Tier 1



South Canton Scholars Charter Academy



Timberland Charter Academy



University Preparatory Academy Elementary - Ellen Thompson Campus



University Preparatory Academy Middle School



University Preparatory Science and Math Elementary - Miller Campus



University Preparatory Science and Math Middle School



Vanderbilt Charter Academy



Vanguard Charter Academy



Walker Charter Academy



Washington-Parks Academy



West Michigan Academy of Arts and Academics



Windemere Park Charter Academy

2016-2017 M-STEP Data by Tier

Tier 2



Global Heights Academy



Legacy Charter Academy



Michigan Mathematics and Science Academy



Success Mile Academy



University Preparatory Academy Elementary - Mark Murray Campus



Playground pals from Walker Charter Academy

Math Achievement



ELA Achievement



Math Mean Student Growth Percentile



ELA Mean Student Growth Percentile



Tier 3



Warrendale Charter Academy

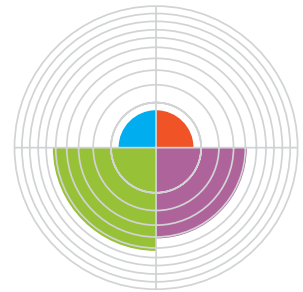
Tier 4



Henry Ford Academy: School for Creative Studies Elementary



Southwest Detroit Community School



William C. Abney Academy



Learning expression through art at Paragon Charter Academy

MDE School Scorecard

The Michigan Department of Education (MDE) also measures a school's overall performance through the color-coded Michigan School Scorecard. Schools are rated as GREEN, LIME, YELLOW, ORANGE, or RED based on indicators of student achievement, participation in statewide assessments, and overall compliance. Schools that score high in each indicator earn a GREEN rating, while schools with very low scores for each indicator receive a RED rating.

The graph at right shows how each GVSU-chartered school was rated for the 2015-2016 school year.

2015-2016 MDE Scorecard for GVSU-chartered Schools



Yellow	Achieve Charter Academy
Light Green	Arbor Academy
N/A	Augusta Academy*
Yellow	Black River Public School Elementary
Yellow	Black River Public School Middle/High
Light Green	Byron Center Charter School
Light Green	Canton Preparatory High School
N/A	Chandler Woods Charter Academy*
Light Green	Cornerstone Health and Technology School
Yellow	Crossroads Charter Academy Middle/High
Light Green	Crossroads Charter Academy Elementary
Light Green	Detroit Enterprise Academy
Yellow	Detroit Merit Charter Academy
Light Green	Detroit Premier Academy
Red	Eagle's Nest Academy
Red	East Arbor Charter Academy
Yellow	Endeavor Charter Academy
Yellow	Evergreen Academy
Yellow	Excel Charter Academy
Light Green	Faxon Language Immersion Academy
Light Green	Forest Academy
Yellow	Global Heights Academy
Yellow	Grand River Academy
Light Green	Grand River Preparatory High School
Yellow	Hanley International Academy
Yellow	Henry Ford Academy: School for Creative Studies Elementary
Light Green	Henry Ford Academy: School for Creative Studies Middle/High
Yellow	Knapp Charter Academy
Light Green	Legacy Charter Academy
Light Green	Light of the World Academy
Yellow	Lincoln-King Academy
Yellow	Madison-Carver Academy
Yellow	Metro Charter Academy
Red	Michigan Mathematics and Science Academy Elementary
Red	Michigan Mathematics and Science Academy Middle/High
Red	Michigan Virtual Charter Academy
Green	New Paradigm College Prep
Light Green	Oakland Academy
Yellow	Paragon Charter Academy
Yellow	Reach Charter Academy
Yellow	South Canton Scholars Charter Academy
Yellow	Southwest Detroit Community School
Yellow	Taylor Preparatory High School
Light Green	Timberland Charter Academy
Orange	University Preparatory Academy Elementary - Ellen Thompson Campus
Yellow	University Preparatory Academy Elementary - Mark Murray Campus
Light Green	University Preparatory Academy High School - Edward M. Parks Campus
Yellow	University Preparatory Academy Middle School
Red	University Preparatory Science and Math Elementary - Miller Campus
Light Green	University Preparatory Science and Math High School - Dave Bing Campus
Yellow	University Preparatory Science and Math Middle School
Yellow	Vanderbilt Charter Academy
Yellow	Vanguard Charter Academy
Yellow	Walker Charter Academy
Yellow	Warrendale Charter Academy
Yellow	Washington-Parks Academy
Light Green	West Michigan Academy of Arts and Academics
Yellow	William C. Abney Academy
Yellow	Windemere Park Charter Academy

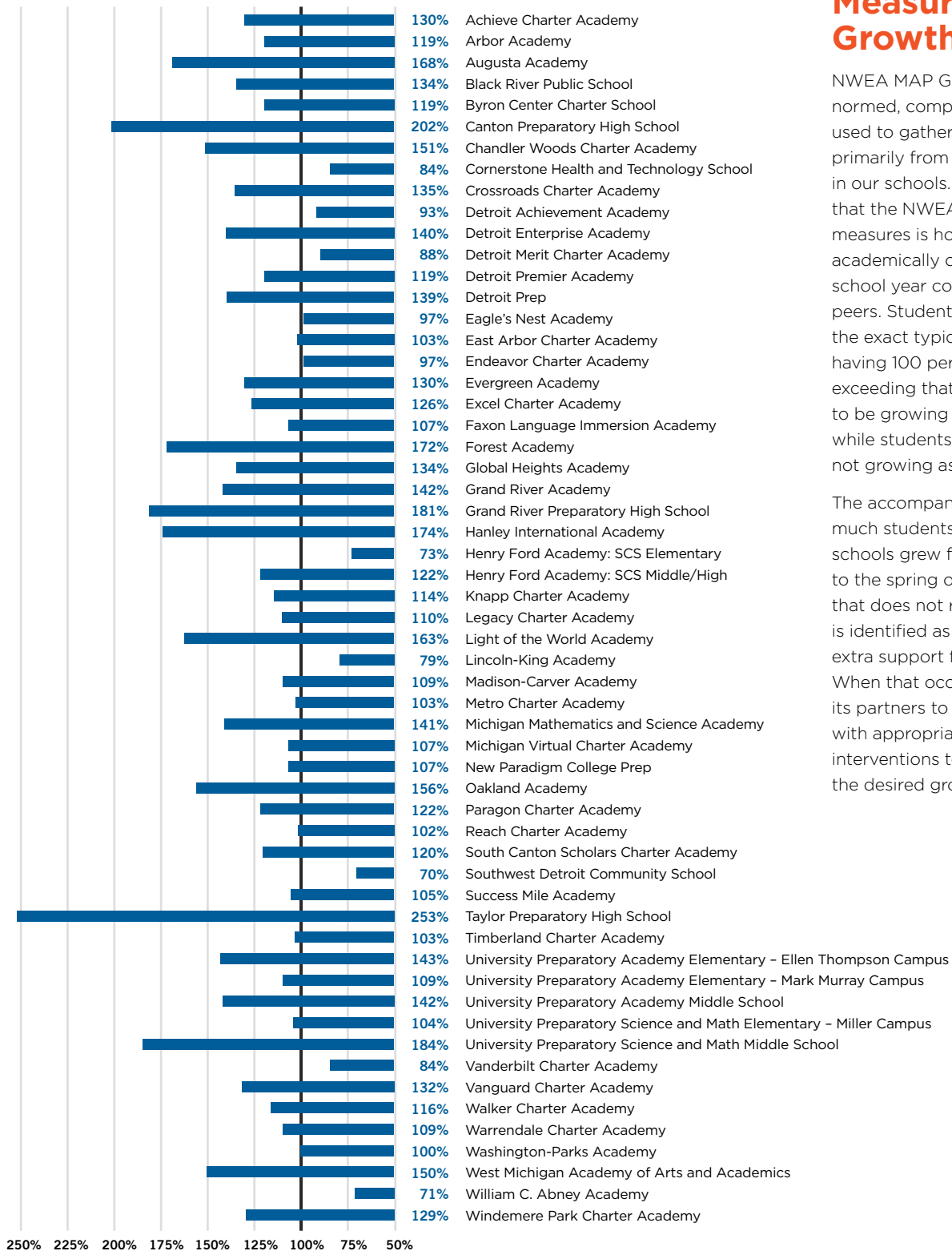
*N/A: Schools must have at least 30 students tested or three years of academic data to receive a scorecard color.

One-on-one time at Crossroads Charter Academy



In front of the class at Faxon Language Immersion Academy

2016-2017 NWEA MAP® Growth™ Fall to Spring Rate of Growth



Note: MAP Rate of Growth (100 = typical growth)

Measuring Student Growth Rate

NWEA MAP Growth is a nationally normed, computer-adaptive test used to gather academic data primarily from K-8 students enrolled in our schools. One of the outcomes that the NWEA MAP Growth exam measures is how well students grow academically over the course of the school year compared to their national peers. Students who are growing at the exact typical level are labeled as having 100 percent growth. Students exceeding that number are projected to be growing faster than their peers, while students below that number are not growing as expected.

The accompanying graph shows how much students at GVSU-chartered schools grew from the fall of 2016 to the spring of 2017. Any school that does not reach typical growth is identified as a school that needs extra support from Grand Valley. When that occurs, GVSU works with its partners to provide the schools with appropriate resources and interventions to help students reach the desired growth level.

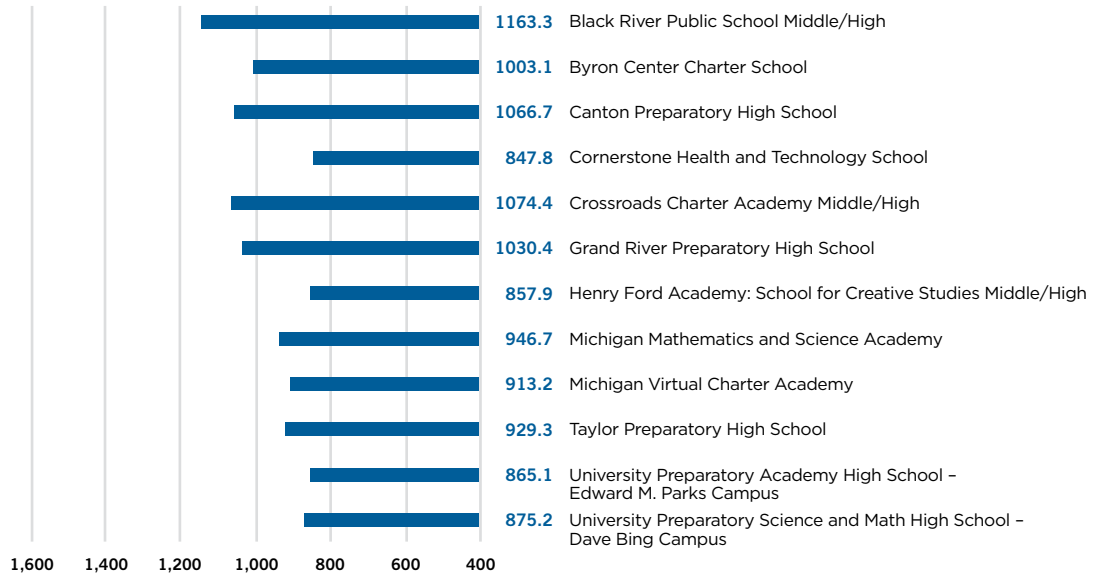
SAT Performance and Graduation Rates

Grand Valley and its charter schools are dedicated to preparing all students for life after they graduate from high school, no matter what path they choose to pursue. To ensure graduates have the appropriate skills to succeed, GVSU-chartered schools hold their students to rigorous standards.

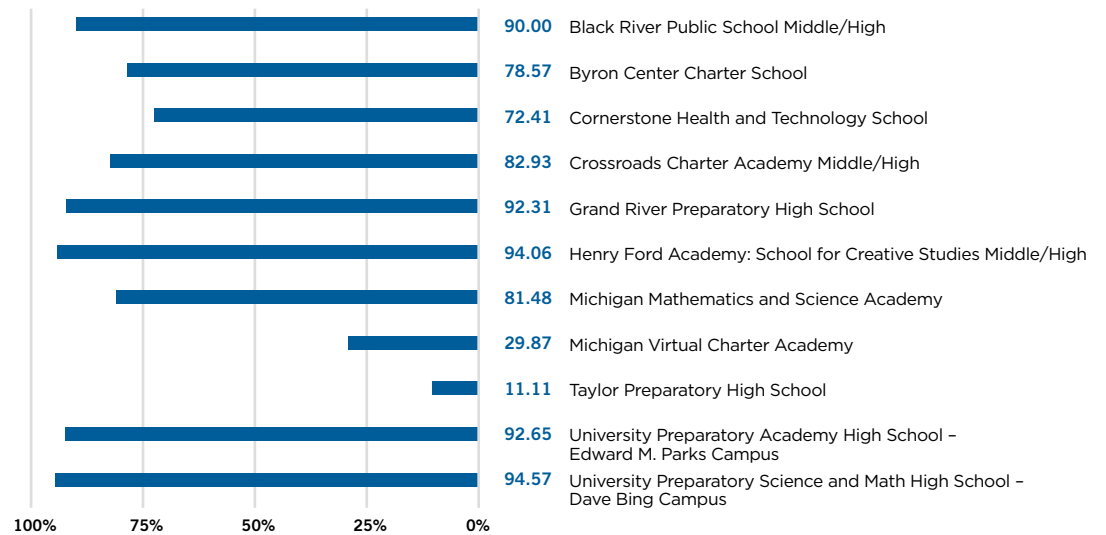
Some high schools require students to pass a certain number of advanced placement courses before they can graduate, offering these college-level courses in all four high school grade levels. Other high schools require their students to complete a semester-long, research-driven project with a company or organization related to their desired professions.

Grand Valley furthers these standards by offering students multiple opportunities to enhance their academic knowledge and professional habits. The university and its charter schools work collaboratively to make sure students are truly ready for college and the workplace.

2017 SAT Total Score



2017 Four-year Graduation Rate



**2016-2017
GVSU-authorized
Schools Average
Graduation Rate**



**2016-2017
State of Michigan
Average Graduation Rate**

Measuring Success at the Covenant Academies

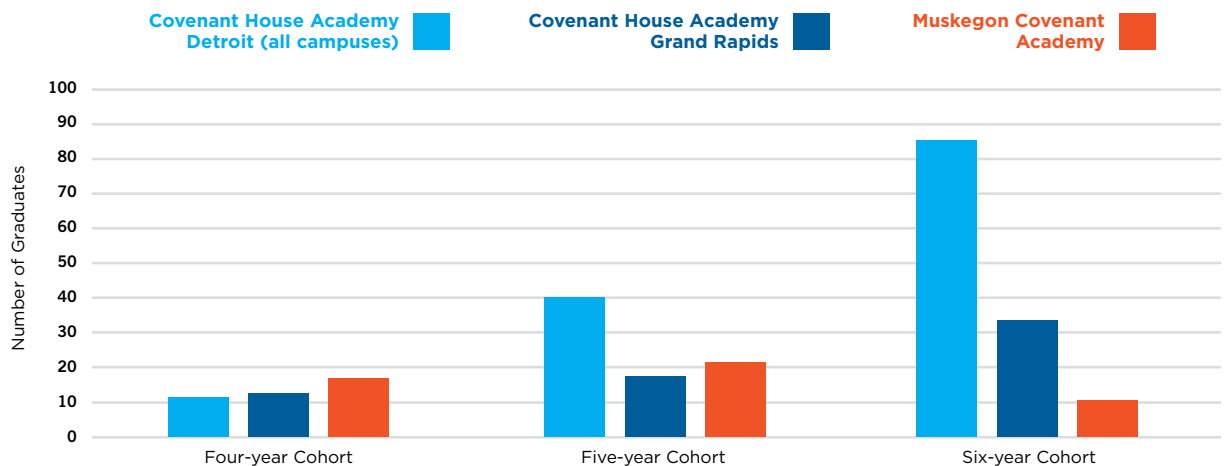
The GVSU-chartered schools that serve a unique population — Covenant House Academy Detroit (three campuses), Covenant House Academy Grand Rapids, Muskegon Covenant Academy, and Kalamazoo Covenant Academy — identify student success differently than our other charter schools.

For these students, who are attending Covenant schools because it is the only option that will work for them, success is not measured by how well they do on a college aptitude test or how many advance placement credits they can acquire. Instead, success is finding stability in an educational journey that has faced disruptions and challenges. It's knowing that there are resources and people committed to helping them get their lives heading in a positive direction to break a cycle of difficult situations. It's about gathering the basic skills that all employers desire. As one Covenant staff member said, "Not all of our students are college material, but they are material for having good, quality jobs."

Since the Covenant academies are designed to help 16- to 22-year-olds more with life skills than higher education success, these schools are not included in SAT and graduation rate graphs on the previous page. They should be applauded, rather, for the students who are inspired to stick with the Covenant academies and achieve an academic goal that they may have not believed could be accomplished: earning a high school diploma.

Below you will see the most recent six-year cohort graduation data reported for the Covenant academies. It should be noted that Kalamazoo Covenant Academy recognized its first graduating class in January of 2018, celebrating eight students for reaching their goals.

Graduates from Covenant Academies



Note: Numbers shown above are from 2017



Enjoying the outdoors at Covenant House Academy Detroit

3

SECTION THREE FINANCIAL OVERVIEW

Experience shows us that students are the first to be impacted when they are at a school that is financially insecure. Schools that are financially stable and have support from others can offer kids and educators the resources they need to succeed in the classroom. Financial stability also shows that school leaders are good stewards of public money and can make wise investments in children, leading to better academic outcomes. In short, when it comes to public education, this stability is what taxpayers demand and parents deserve.

In this section, you will learn about the basics of student finances at our schools as well as how we hold our schools accountable for their fiscal actions. You will also learn about additional opportunities that are available to schools that can help them enhance their financial stability.

Ensuring Good Fiscal Stewardship

There are two key factors that a school must focus on when managing its annual finances: creating a balanced annual budget for the upcoming school year and maintaining a minimum fund balance to avoid financial stress.

Grand Valley sees that its schools are being financially responsible by monitoring major fiscal actions through Epicenter, an online tool used to collect and display data related to school funds. Data recorded in Epicenter includes details about a school's total assets and liabilities, per-student finances, and near-term cash measures.

Grand Valley and its schools use the data to track financial trends alongside student enrollment trends. This allows schools to better forecast how much per-pupil funding they will receive in the upcoming year and helps them create a more accurate annual budget.

The data is also used to make sure none of GVSU's charter schools run the risk of having a budget deficit, which would put them in jeopardy of financial stress that is harmful to the learning environment. At the end of each school year, schools must also provide a final amended budget to Grand Valley. This assures that every Grand Valley charter school ends the school year with a positive fund balance.

\$7,361

2017-2018 Per-pupil Allowance
for Charter School Students

100%

GVSU-chartered Schools with
Positive Fund Balance



Excel Charter Academy award winners of Learning Network grant



A smiling face at Michigan Mathematics and Science Academy

GVSU CSO Providing Support

As a charter school authorizer, Grand Valley may retain up to three percent of the per-pupil funds its charter schools receive. Some of these funds are used to cover the operational cost that comes with authorizing schools. A significant portion, however, is given back to the schools either directly or through supplemental support opportunities.

One of the direct ways that Grand Valley gives back to its charter schools is through its academic grant. Every school has the opportunity to be awarded additional funds by accomplishing specific educational goals over the course of the school year. The goals may change slightly as new academic and charter contract standards are developed, but are always designed to be inclusive of all GVSU-chartered schools. The amount each school receives is determined by the number of students in each building.

Grand Valley also provides support to its charter schools through financial assistance aimed at helping educators in our buildings continue their education. Our schools are filled with teachers and administrators who have a passion for improving teaching and learning. Since September of 2016, an average of 105 staff members from our schools have been enrolled in Master of Education courses at Grand Valley each semester.

To assist these lifelong learners, we encourage them to apply for our Master of Education scholarship, which gives recipients a 50 percent tuition discount when they enroll in Master of Education courses at GVSU. Since the fall semester of 2016, the scholarship has helped these educators complete 2,307 total credit hours as they pursue their graduate degrees.

Additionally, Grand Valley simultaneously supports its schools and undergraduate education students through the Detroit Student Teacher Scholarship. The scholarship covers one semester of tuition for any Grand Valley undergraduate student who agrees to complete the student-teaching requirement in one of GVSU's charter schools in Detroit. These students are placed in schools that may need extra staff support, allowing them to immediately make an impact in the classroom and creating a talent pipeline between the GVSU College of Education and our charter schools.



Creativity at work at Henry Ford Academy: School for Creative Studies Elementary

\$579,954

Total Amount of Money Awarded Through 2016-2017 Academic Grant from GVSU

\$8,787

Average Amount of Money Awarded to Each School Through 2016-2017 Academic Grant

\$374,010

Total Amount of Money Awarded Through Master of Education Scholarship Since 2016

2,307

Credit Hours Completed Through Master of Education Scholarship Since 2016

20

Number of GVSU Education Students Who Completed Student Teaching at a Detroit Charter School

\$126,180

Total Scholarship Dollars Awarded to GVSU Students Who Taught in Detroit

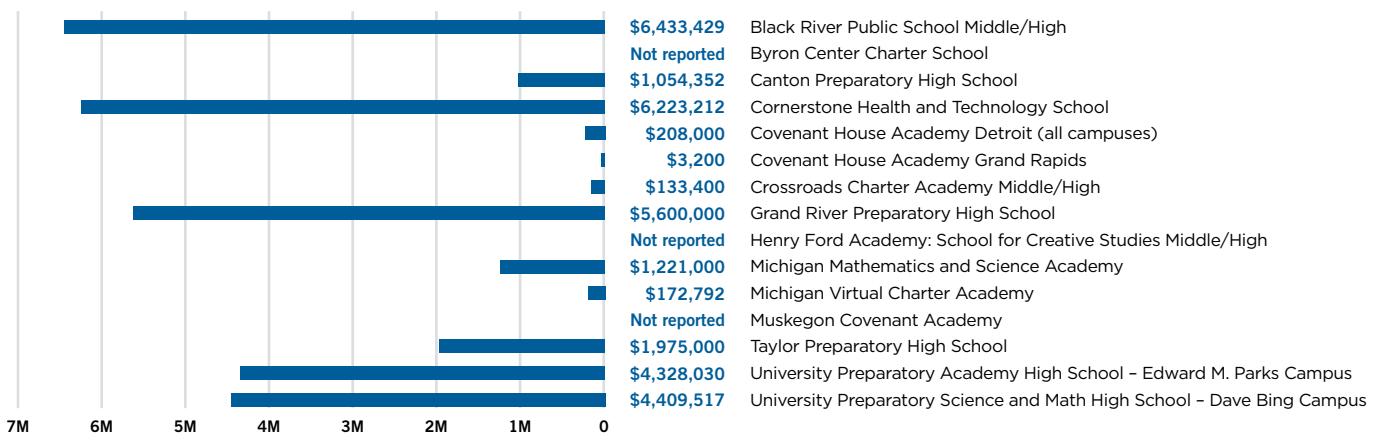
Student Scholarship Success

Teachers and principals are not the only ones being awarded scholarship opportunities. Students in GVSU-chartered high schools are actively seeking and earning financial support to enroll in postsecondary learning. At the end of the 2016-2017 school year, graduating students had earned nearly \$32 million in combined scholarship money.

\$31,761,932

Total Reported Amount of Scholarship Money Earned by 2017 Graduates

School-reported Scholarship Totals: 2016-2017



Future college students enjoying time at GVSU CSO College Prep Week

Fueling Innovation: The Thompson Foundation

Robert (Bob) and Ellen Thompson have made a profound impact on education in Michigan through their generous support for Detroit children. Their passion to provide high-quality schools to kids has transformed learning for nearly two decades.

Upon retiring from their respective careers, the Thompsons made it their mission to give Detroit kids an educational option that would lead them to lifelong success. To do so, they created the Thompson Educational Foundation, which has worked with Grand Valley since 2000 to establish nine schools in the heart of Detroit.

The Thompson Educational Foundation not only offered the initial financial support to start the schools, but has provided continuous support to keep each school on the front lines of education innovation. According to an article in *dbusiness*, Detroit's Premier Business Journal, the Thompsons have donated well over \$120 million to the schools over the past 15 years.

Today, approximately 4,500 students in grades K-12 attend those nine schools. They are some of the most renowned schools in Detroit thanks to their state-of-the-art facilities, curriculum focused on college readiness, and award-winning extracurricular activities. The students thrive in an environment that embraces personal passions, and the schools annually produce academic, artistic, and athletic champions. Students are held accountable to fulfill the "90/90" Promise, which states that 90 percent of incoming students will graduate and 90 percent will be accepted to college.

The Thompson Educational Foundation also continues its support for many students postgraduation through ongoing scholarships at several universities in Michigan and one in northern Ohio. The foundation has initiated two scholarship programs at Grand Valley State University. The UPrep Scholarship allows graduates from their schools to attend GVSU, while the Thompson Working Family Scholars Program is awarded to students from Michigan working families.



Founders of the Thompson Educational Foundation:
Bob and Ellen Thompson

- Henry Ford Academy: School for Creative Studies Elementary**
- Henry Ford Academy: School for Creative Studies Middle/High**
- University Preparatory Academy Elementary – Ellen Thompson Campus**
- University Preparatory Academy Elementary – Mark Murray Campus**
- University Preparatory Academy Middle School**
- University Preparatory Academy High School – Edward M. Parks Campus**
- University Preparatory Science and Math Elementary – Miller Campus**
- University Preparatory Science and Math Middle School**
- University Preparatory Science and Math High School – Dave Bing Campus**



Building skills through movement at University Preparatory Academy Elementary – Mark Murray Campus



Innovative learning at University Preparatory Science and Math Elementary – Miller Campus

LAKER EFFECT



Impact.

When you become a Laker, you look outward, focusing on others instead of yourself. With professors' caring guidance, you learn how to make a meaningful, lasting difference. Then, as you go forward into the world, you're ready to tackle challenges and make meaningful contributions. Like Michigan itself, your positive impact will be far reaching. That's the Laker Effect.

gvsu.edu



Here are more reasons why students from across the state and around the world are choosing to become Lakers at Grand Valley.

- We keep class sizes small to provide students with individual instruction from highly qualified faculty members who teach our classes. It's just one of the reasons we are one of *The Princeton Review's* "Best in the Midwest."
- Grand Valley is recognized as one of "America's Top Colleges" by *Forbes*.
- For the 22nd year in a row, Grand Valley was named one of "America's Best College Buys" by Institutional Research and Evaluation, Inc.
- Grand Valley was named a "Green College" and listed as one of the most environmentally responsible colleges in the U.S. and Canada in *The Princeton Review's Guide to 375 Green Colleges: 2017 Edition*.
- Grand Valley State University's Seidman College of Business is ranked a "Best Business School" by *The Princeton Review*.
- Grand Valley is a good investment for the state. Ninety-three percent of recent grads are employed or pursuing advanced degrees; of those working, 86 percent are employed in Michigan.
- Grand Valley is ranked 9th in the nation among U.S. master's degree-granting institutions for total number of study abroad students, according to the Institute of International Education in New York. During the 2016-2017 academic year, Grand Valley had 850 students study abroad.
- Grand Valley attracts the best and the brightest. The middle 50 percent of Grand Valley's Fall 2017 entering class earned high school GPAs ranging from 3.3 to 3.9 and ACT scores of 21 to 26.
- Students across Michigan are seeking a Grand Valley education. The top six counties of origin for incoming students are Kent, Oakland, Ottawa, Wayne, Macomb, and Muskegon.
- Grand Valley has earned first or second in the Directors' Cup for being the best NCAA Division II athletic program in the nation 16 straight years.
- Grand Valley has more than 400 registered student organizations that engage in volunteer work, sports, hobbies, cultures, the arts, and more.
- Grand Valley's libraries have employed the first commercial adoption worldwide of a Web discovery service, which simplifies the task of searching the libraries' more than 280 databases.
- During the 2016-2017 academic year, students received more than \$282 million in total financial aid, with more than \$84 million in scholarships, grants, and employment.





Charter Schools Office
Bicycle Factory
201 Front Avenue SW,
Suite 310
Grand Rapids, MI 49504

Phone: (616) 331-2240
Fax: (616) 331-2085
Web: gvsu.edu/cso

GVSU Detroit Center
163 Madison Street
Detroit, MI 48226



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Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 5/18

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