

2020

2020 School Performance Report: Innovation in Learning

Grand Valley State University

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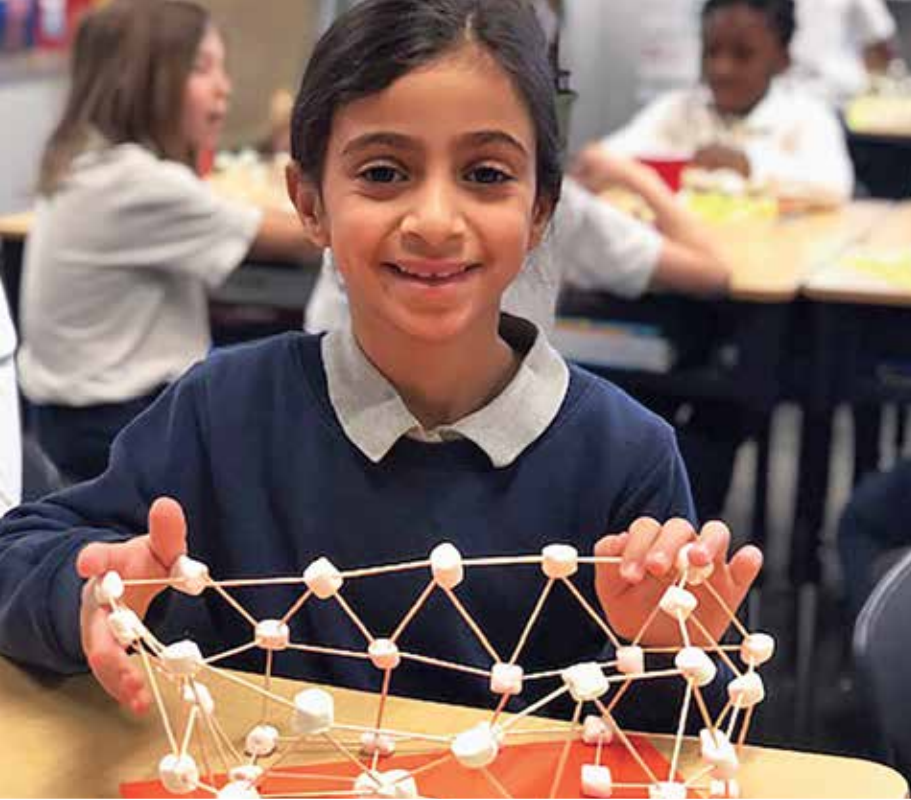
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2020

SCHOOL PERFORMANCE REPORT

INNOVATION IN LEARNING



GRAND VALLEY
STATE UNIVERSITY
CHARTER SCHOOLS
OFFICE

Grand Valley State University
Charter Schools Office

School Performance Report

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CELEBRATING

25
YEARS

Chartering
Public
Schools





Philomena Mantella, Ph.D.
President
Grand Valley State University



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

Dear Friends:

The vision for public charter schools is simple: Parents, teachers, and leaders with a good idea and an ability to execute it should be given an opportunity to launch a new type of public school to meet needs in their community. In exchange, they are held accountable for their results.

The School Performance Report shows that the 78 public charter schools authorized by Grand Valley State University are achieving. In this report, you will learn about our school community — the nearly 4,000 educators who work each day to unleash the potential of the 34,000 K-12 students enrolled in GVSU public charter schools — and how well they are performing on state and national assessments. Publishing these results here, and in more detail on our website, is part of our commitment to ensure that information on all of the schools that we charter is presented in a fair and transparent fashion.

Though we know that good student performance on standardized tests is necessary for schools to be considered successful, it is not sufficient. Successful schools live our university's seven core values: excellence, integrity, inquiry, inclusiveness, community, sustainability, and innovation. They are student-centered and drive learner outcomes, relevance, and lifetime value for our communities. They are led by adults who empower teachers and are willing to try new things to adapt to our students' evolving needs.

That's why our work at Grand Valley is about more than just accountability. Our Charter Schools Office is a nexus where practitioners, professors, policymakers, and communities come together in new ways to solve problems in education. By doing this, we leverage the power of a big university to help each school we charter achieve success.

Lastly, we are grateful that you are part of this shared work. We accomplish more, together.

With best wishes,

Philomena V. Mantella, Ph.D.
President
Grand Valley State University

Robert T. Kimball, Ed.D.
Associate Vice President for
Charter Schools
Grand Valley State University

Leadership



Rob Kimball, Ed.D.
Associate Vice
President for
Charter Schools



Don Cooper
Deputy Director for
Charter Schools



**Rajeshri Gandhi
Bhatia**
Director of Detroit
Operations



Alyson Murphy, J.D.
Director of
Governance and
Compliance



Wendy Miller
Director of School
Support

School Support



Elliot Avis
School Support
Specialist



Jayme Lesperance
Manager of Teacher
Development



Jeff Maxwell
School Support
Specialist



Cindy Shinsky
Affiliate Faculty,
GVSU College
of Education
(Special Education
Specialist)



Alissa Thelen
Instructional
Leadership
Specialist



Jill Weber
Reading Specialist

Governance Support



Bill Barker
School Consultant



Matt Cawood, Ph.D.
School Consultant



**Cheryl Edwards-
Cannon**
School Consultant



Brooke Franklin
School Consultant



Danielle North
School Consultant



Matt Missias, Ph.D.
School Consultant

External Affairs



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Manager of
Communications



Barry Hall II, Ed.D.
Manager of Charter
through College
Programs



Christina Mireles
Community and
School Coordinator



Maria Montoya
Manager of School
and Community
Partnerships
(Detroit)



Ram Ravikumar
Data Analyst



Amirah Vosburgh
Manager of
Marketing and
Programs
(Grand Rapids)

General Operations



Sarah Constable
Office Coordinator



Sherri Hall
Executive Assistant

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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LAKER EFFECT

The Laker Effect is the collective impact of the diverse Grand Valley community on individual students, West Michigan, our state, and beyond. The Laker Effect is a force for positive change.

Lakers are driven by our passion for learning and using that knowledge for the common good. We make a difference by focusing on others and making lasting contributions.

The Laker Effect embodies these values and sets us apart as leaders, problem solvers, entrepreneurs, and advocates who help shape the future.

4

CAMPUSES



A photograph of three students in a modern building with large glass windows. A young woman with long brown hair is sitting on a wooden ledge in the background, holding a notebook. In the foreground, a young man with short dark hair and a beard is sitting at a table, looking towards the right. Next to him, a young woman with long brown hair is smiling and looking towards the man. There is a clear plastic cup with a yellow straw on the table in front of the man.

24,033
STUDENTS



300+
AREAS OF STUDY

SCHOOL COMMUNITY





Section One:

SCHOOL COMMUNITY

Twenty-five years ago, Grand Valley State University made the bold decision to become one of the first higher education institutions in the nation to join the charter school movement. Since that first step, the university has partnered with communities across Michigan to establish innovative educational options that provide choices for families.

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 2019-2020 school year, nearly 34,000 students enrolled in a GVSU-authorized charter school. More than 1,700 of those students enrolled in one of the five new schools that joined Grand Valley's portfolio in September 2019.

Approximately 39 percent of the students in our portfolio enrolled in a school located within the city of Detroit. Another significant number of students in the portfolio enrolled in a school in Metro Detroit communities, including Redford, Warren, and Roseville (22 percent). A significant percentage of students in the portfolio are from other communities, including Grand Rapids (15 percent), the nearby school districts that border Lake Michigan (9 percent), and the Battle Creek/Kalamazoo area (4 percent).

Smaller percentages of students were found in other mid-state cities like Lansing, Jackson, Hillsdale, Big Rapids, Saginaw, and Flint. In total, you could find at least one GVSU-authorized charter school in 31 distinct communities around the state.

33,892

**K-12 Total Enrollment
2019-2020**

31

**Michigan Communities House
at Least One GVSU-authorized
Charter School**



Ready to graduate at Michigan Mathematics and Science Academy



Fun with friends at Knapp Charter Academy

GVSU By the Numbers 2018-2019

Students have the unique opportunity to attend a GVSU-authorized charter school from the time they start kindergarten to the moment they celebrate their high school graduation. This is because Grand Valley's portfolio of public charter schools serves all grades through a variety of options. As students grow and advance through their K-12 pathway, Grand Valley has the ability to assist them every step of the way.

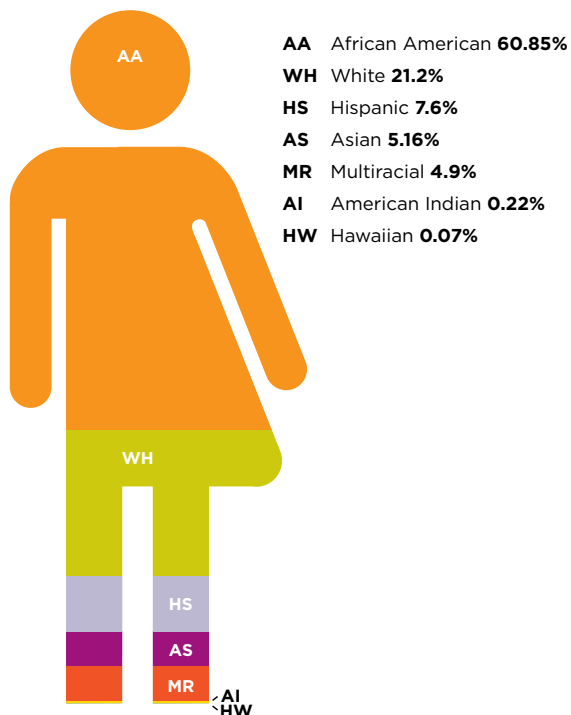
Grand Valley also proudly invites all students into its charter schools. Like all public schools, charter schools welcome all types of learners and give an equal opportunity to all families seeking a choice for their child's education. Our charter schools are for the public and work diligently to accommodate every child.

The table on page 13 provides an in-depth look at the major services each school's student population receives and how our schools collectively compare to the state averages.

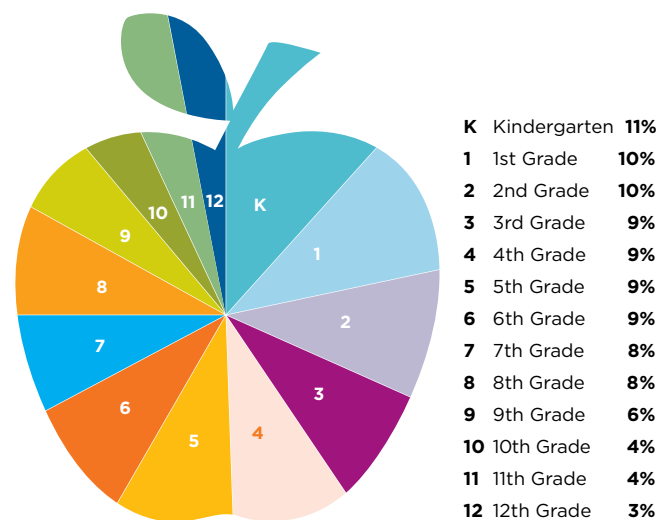


Working hard at Covenant House Academy Detroit

Demographic Enrollment

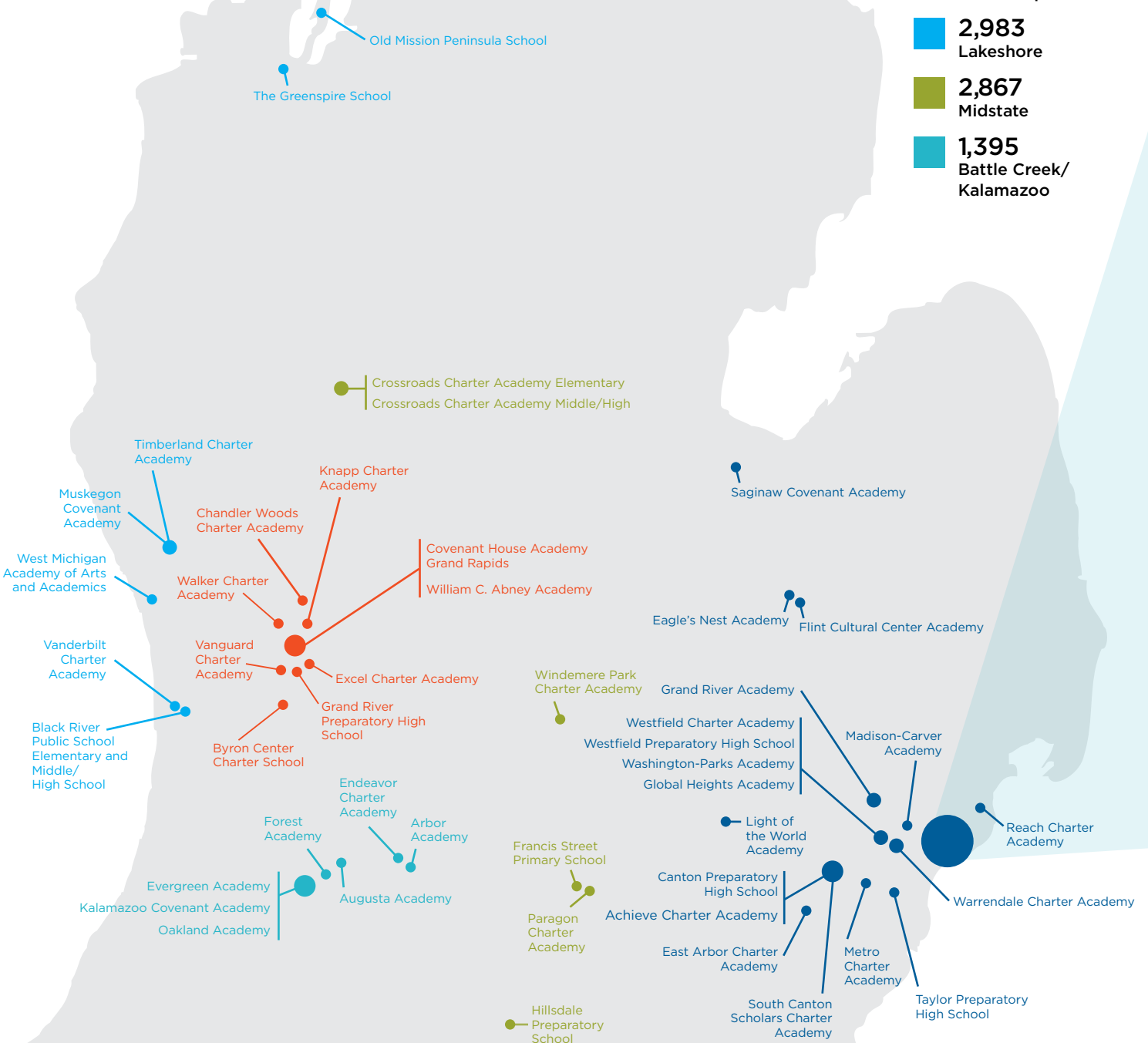
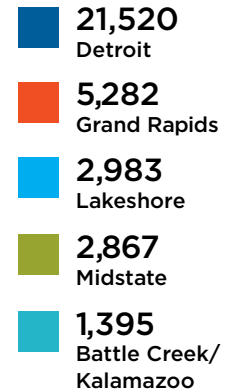


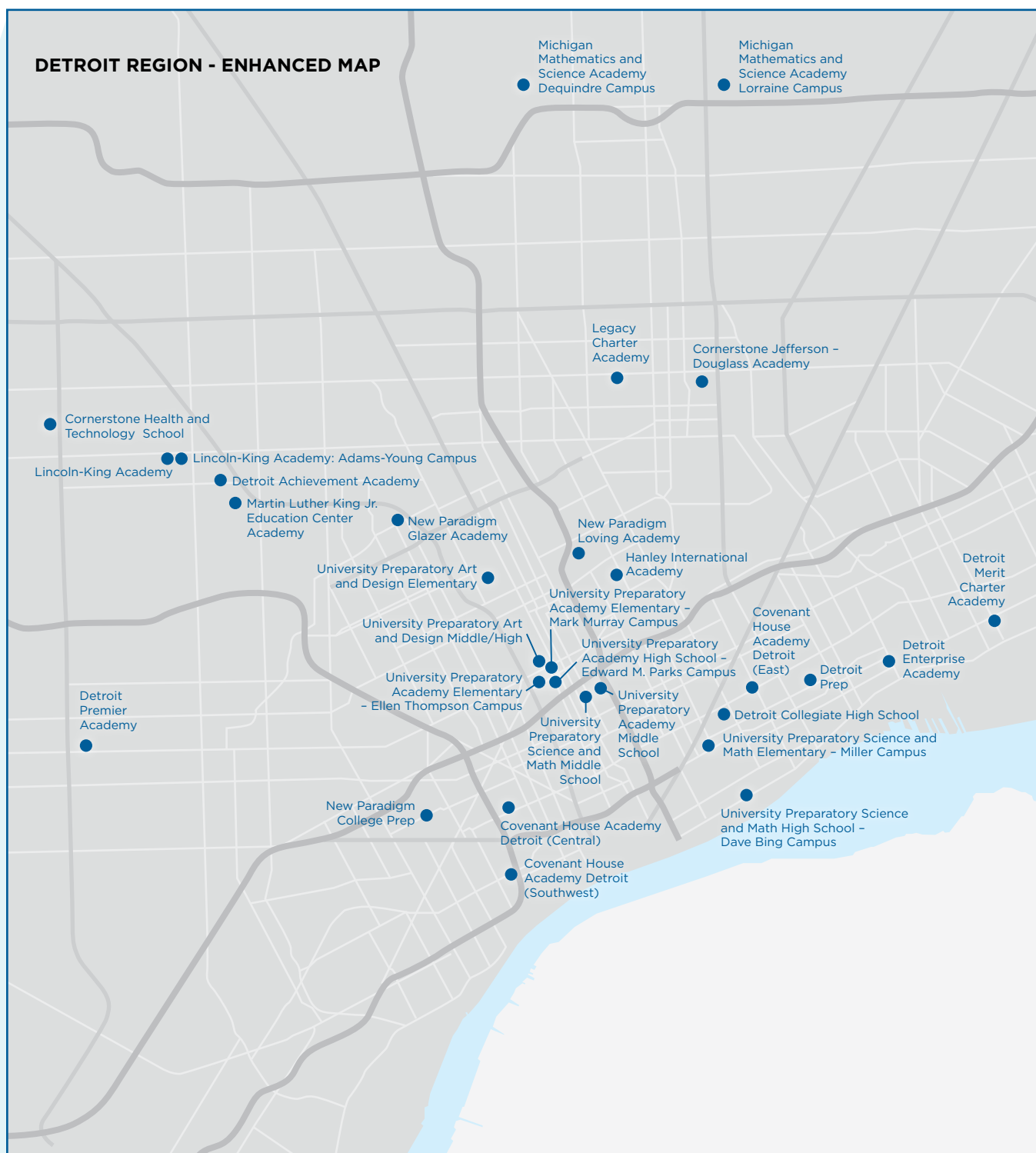
Enrollment By Grade



Grand Valley Charter Schools Locations and Enrollment by Region

2019-2020 Enrollment by Region





Our 2019-2020 Student Population: A School-by-School View

74%

GVSU-chartered Schools FRL Average

56%

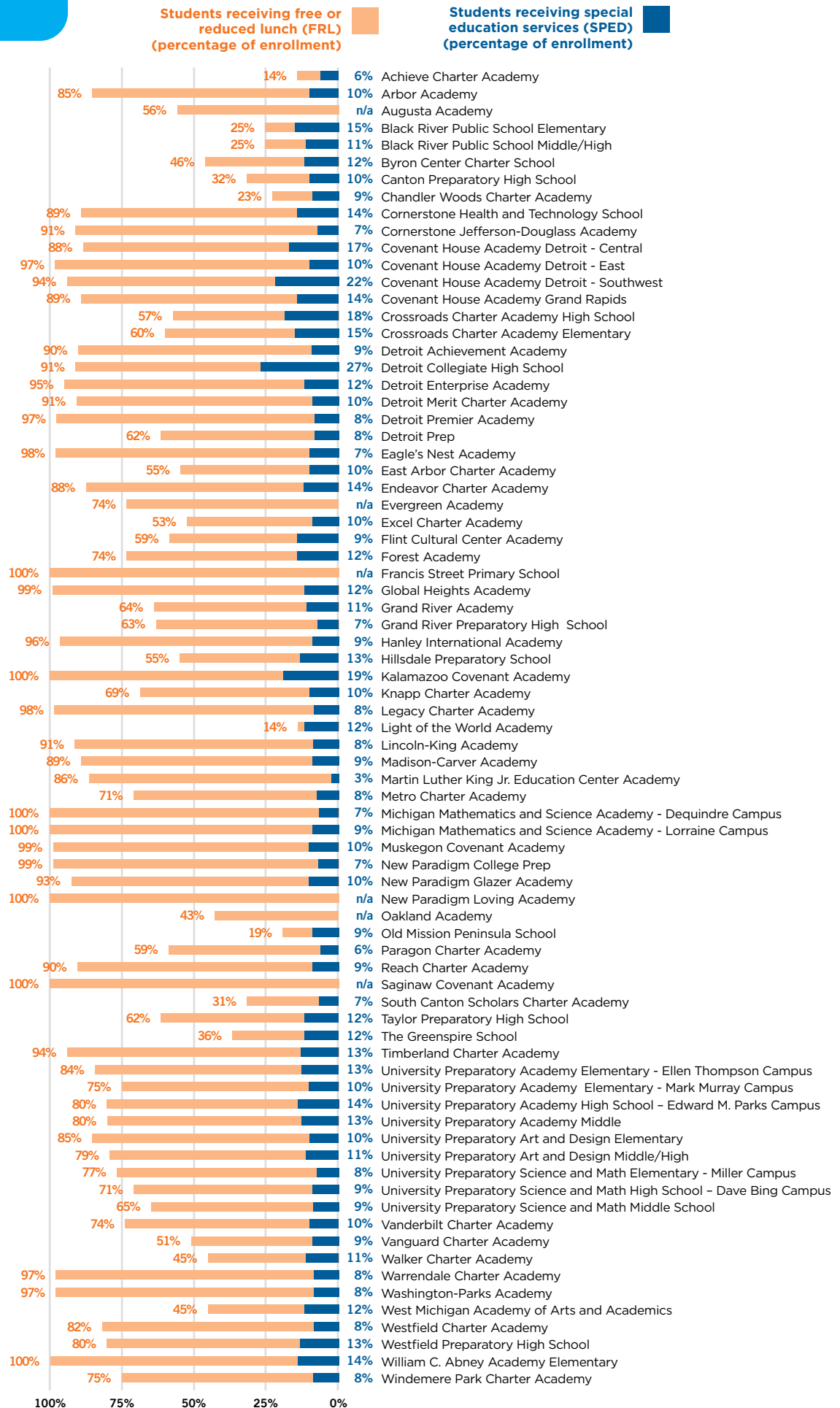
Michigan FRL Average

11%

GVSU-chartered Schools SPED Average

18%

Michigan SPED Average



3,500

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

20

**Schools Offering
Early Childhood
Programs**

9

**Schools Offering
Transportation**

Our Schools

During the 2019-2020 school year, Grand Valley authorized 78 charter schools and worked with two other approved applicants as they navigated the charter school start-up phases.

At Grand Valley, we ensure that each school we authorize

- is a good fit for the community;
- provides new opportunities for families to benefit from innovative teaching and learning that can't be found nearby; or
- improves upon current options in the community.

We are also proud to authorize charter schools that offer services that may not normally be offered by other charter schools in Michigan. Some of our schools include early education classrooms for young learners, offering educational programming for children ages three to five to get them academically prepared to enter kindergarten.

All of our schools work to ensure transportation is never a barrier. Some provide transportation assistance, a benefit that is not available to many other charter school students.

Of course, good schools become highly sought-after by combining innovative resources with caring, hard-working adults who drive teaching and learning. From recess aides and bus drivers to deans and principals, there are more than 3,500 people helping kids excel in GVSU-authorized charter schools.



MAPSA Charter School Teacher of the Year winner Joel Hockin shows off his new trophy.

78

**Total GVSU-chartered
Schools in 2019-2020**

Our School Boards

Governing each GVSU-authorized charter school is a group of publicly appointed officials that has dedicated time and knowledge to serve on the school board. Effective board leadership is essential in successfully achieving better student outcomes because it sets the vision, provides focus, and guides each school as it strives to fulfill its mission.

Sixty separate school boards governed Grand Valley charter schools in the 2019-2020 school year. Some of these boards govern multiple schools. Many oversee one, giving them an enhanced ability to work alongside the school's community. It also allows board members to get to know the students in their building better, enhancing the connection members have with the school.

That deep connection is a uniting factor for boards comprised of individuals with significantly different backgrounds. The variance in individual expertise allows the board to examine decisions through a number of lenses while remaining focused on the families and children they serve. Boards can utilize their collective knowledge to make a choice that is inclusive to the needs of all individuals who might be impacted.

Plenty of GVSU-authorized charter schools are also fortunate to have board members who have served schools for multiple terms. Once board members are eligible for reappointment, it is common to see them stay with the school for many years. By the end of the 2019-2020 school year, there were 34 board members who served a GVSU-authorized charter school for more than 10 consecutive years.



Kimball awards charter school board member David Zoller a plaque for 20 years of board service at Walker Charter Academy.



Board meeting, Kalamazoo Covenant Academy

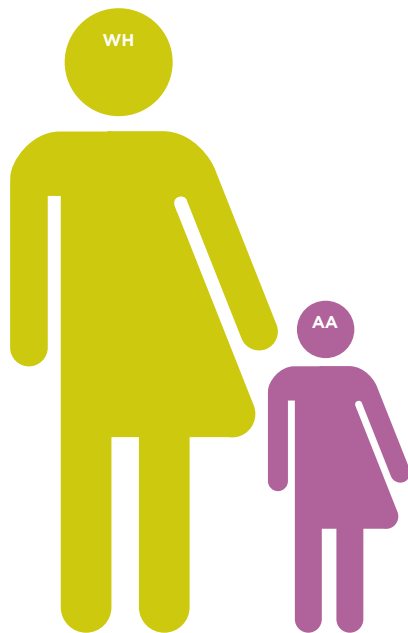
School Board Members 2019-2020

Length of Service

72%
of Board
Members
1 to 5 Years

17%
of Board
Members
6 to 10 Years

11%
of Board
Members
11+ Years



298

**Total Board Members Serving
GVSU-authorized
Charter Schools**

60

Total School Boards

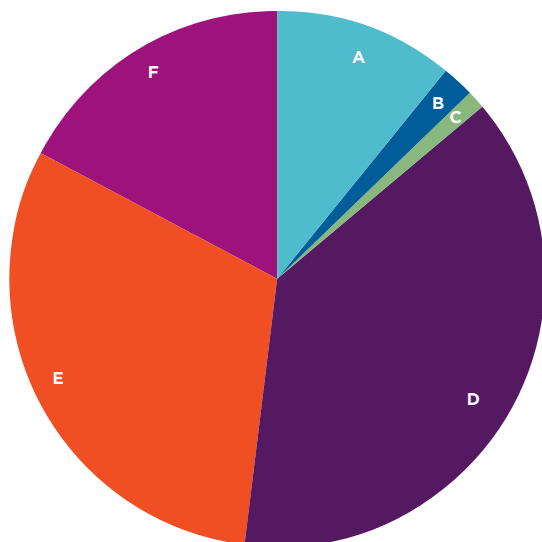
Size of School Boards

**51 schools with a
five-seat board**

**13 schools with a
seven-seat board**

**9 schools with an
eleven-seat board**

**5 schools with a
nine-seat board**



Degrees

A High school diploma **11%**
B Associate **2%**
C Trade **1%**
D Bachelor **38%**
E Master **31%**
F Doctorate **17%**

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 roles and what drives them to help students.

“This is what amazing results look like.”

**MARIA
CARRIZALES-
ALONZO**

Maria Carrizales-Alonzo Black River Public School

For Maria Carrizales-Alonzo, dedicating time and energy to empower the teachers and families at Black River Public School (BRPS) simply makes sense. “I tell teachers all the time, ‘I see my kids an hour in the morning before I drop them off, and, if I’m lucky, an hour after I come home from work. You see them hours upon hours each day. In my culture, we call that family.’”

Maria joined the BRPS board in 2015 and currently serves as the board treasurer. She also can be found with the athletic boosters and parent organizations for the elementary school and middle school. Her constant engagement allows her to understand the specific support others need and how she can tap into her networks and resources to find a solution. Those solutions, Maria said, can benefit kids today and for generations to come. “It’s not only my kids’ school,” she noted, “it’s our community’s school.”

It was a strong sense of academic excellence and community-building that made Black River Public School the top choice for Maria’s family as her children became school age. “I believe in the school,” she said. “I’ve seen the wonderful things it has done for my children and so many other children. This is what amazing results look like.”



“Families come here for the project-based learning, the outdoor experience, and the teaching staff.”

**KURT
SANFORD**

Kurt Sanford The Greenspire School

For each achievement and hurdle that The Greenspire School has faced in the past two decades, Kurt Sanford has been there, too. The longtime board member and his family have been a driving force behind the school since it started as a tiny private Montessori option and eventually transformed into a charter school that is attracting hundreds of kids.

Kurt’s dedication to the school stems partly from his firm belief in its ecologically relevant project-based learning curriculum. “Getting kids outdoors and engaging them with the environment is probably one of the most important things we can do to give them a worldly view of how things happen,” he said. “It makes Greenspire a niche school,” he noted, “but the ability to be involved in innovative programming and innovative approaches to education is really rewarding and unparalleled in the community.”

Kurt sees part of the school’s success through the number of people who simply want to be a member of Greenspire’s community. Many parents attended the school themselves when they were younger. It’s also not unusual for local professionals to visit the school to simply share their expertise with the students. “Families come here for the project-based learning, the outdoor experience, and the teaching staff,” said Kurt. “We’ve been very blessed that the community has embraced this.”





Mike Dixon

Cornerstone Health and Technology School

Mike Dixon takes pride in being part of the Cornerstone Health and Technology School board for a few reasons. First, it allows him to give back to Beaumont's surrounding community. Second, the high school is in the same neighborhood where he grew up. And third, it allows Mike to serve a school whose mission is to help students find their passion in his field of work.

Mike is the vice president of human resources for Beaumont Hospital - Royal Oak. He joined the school board in 2015 and currently serves as the board president. He had never served on a school board, but has found it to be a great way to help the school grow its Career Pathway Program through his connection to the health community. "To be able to provide an experience for kids to gain exposure in health care starting in 9th grade builds a track to give them the skills they need early on," he said.

The ultimate success for Mike will be when it comes time to celebrate the school's first graduate who becomes a medical professional, which is only a few years away; the first graduating class is about halfway through their college courses. Until then, Mike says the best highlight is when students visit Beaumont and share how what they've learned has made a difference in their future. "At the end of the day, it's about the kids," he said, "and we're providing them with an opportunity to pursue their dreams."

"We're providing them with an opportunity to pursue their dreams."

**MIKE
DIXON**



Taisha Fountain

East Arbor Charter Academy

Taisha Fountain joined the East Arbor Charter Academy school board in early 2014 and currently serves as the board president. Prior to accepting an invitation to sit on the board, Taisha had already spent years supporting Detroit-area charter school students through various educator roles. For her, charter schools provide opportunities for families that align with her own philosophies. "I have always been about choices. That's in everything I do," she said. "I never want to have to settle for one thing, and charter schools play right into that. It's all about best fit."

As a long-time educator, Taisha understands that the decisions the school board makes today can have a lasting impact. "Our board is always asking questions because we want to try and make this school sustainable for the next 20, 30, 40 years," she said.

To achieve their vision of sustainability, Taisha pointed out the significance of community members taking the time to visit her charter school for extended amounts of time. When they do that, she noted, they can see the real impact of the school. "The numbers don't always show it, but we have great kids who are doing phenomenal things," she said. "They are being productive citizens of their school. That's what drives us and keeps us grounded. When you have happy, safe, academically great kids, that's success."

"I have always been about choices. That's in everything I do"

**TAISHA
FOUNTAIN**

ACADEMIC EXCELLENCE





Section Two: ACADEMIC EXCELLENCE

The most important responsibility we have as a charter school authorizer is ensuring that students are growing academically. Grand Valley uses multiple performance indicators to get a more complete picture of how well students and schools are succeeding over the course of a school year. The abundance of data also helps GVSU-authorized charter schools set appropriate, attainable achievement goals that drive better outcomes.

In this section, we present the most recent school performance data from a variety of data sets, including state tests, graduation results, and growth data derived from the Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP) exam.

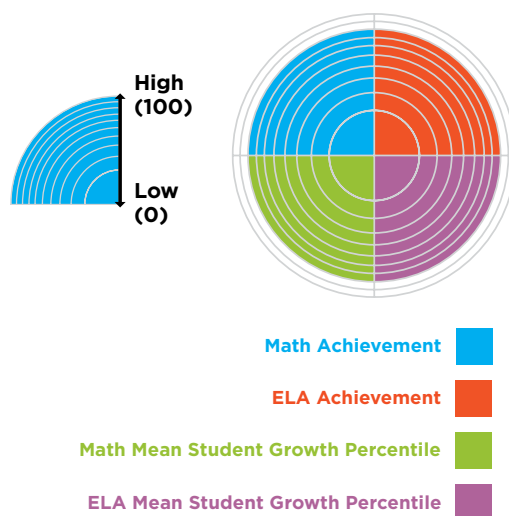
M-STEP

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 2018-2019 M-STEP for English and mathematics and how well they grew compared to their peers.

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

The more bars colored 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 the quadrant will be 80-percent filled.

Grand Valley uses these results to determine the level of support each one needs. Schools struggling to meet their academic goals are those that receive increased levels of intervention and additional resources, whether from GVSU or other education partners.



Trying out collaborative art at GVSU



In the lab at Michigan Mathematics and Science Academy

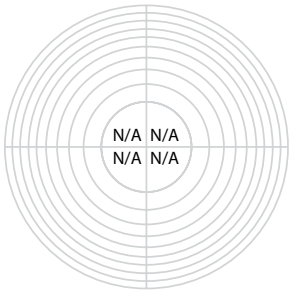
2018-2019 M-STEP Data



Achieve
Charter Academy



Arbor
Academy



Augusta
Academy



Black River
Public School Elementary



Black River
Public School Middle/High



Getting hands-on with science at Byron Center Charter School



Byron Center
Charter School



Chandler Woods
Charter Academy



Cornerstone Jefferson-Douglass
Academy

N/A=Data suppressed by Michigan Department of Education in compliance with FERPA regulations.

2018-2019 M-STEP Data



Crossroads Charter Academy Middle/High



Crossroads Charter Academy Elementary



Detroit Achievement Academy



Learning about sustainability at Detroit Achievement Academy



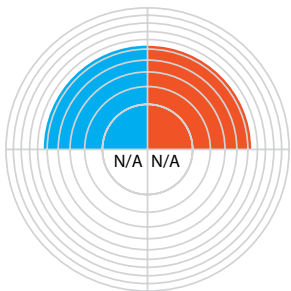
Detroit Enterprise Academy



Detroit Merit Charter Academy



Detroit Premier Academy



Detroit Prep



Eagle's Nest Academy

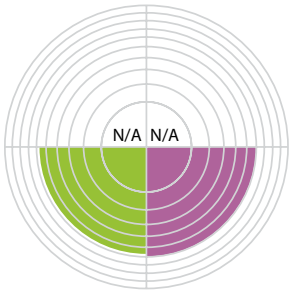
Math Achievement  ELA Achievement  Math Mean Student Growth Percentile  ELA Mean Student Growth Percentile 



East Arbor
Charter Academy



Endeavor
Charter Academy



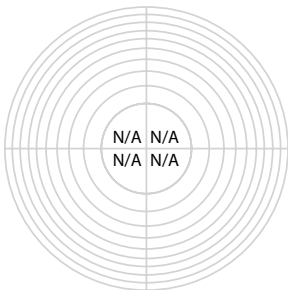
Evergreen
Academy



Excel
Charter Academy



Forest
Academy



Francis Street
Primary School



Global Heights
Academy



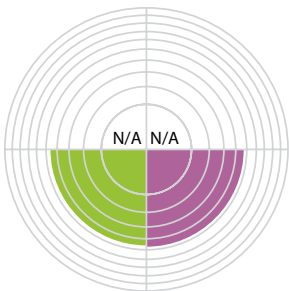
Ready to learn at East Arbor Charter Academy



Grand River
Academy



Hanley International
Academy



Hillsdale
Preparatory School

2018-2019 M-STEP Data



Knapp
Charter Academy



Legacy
Charter Academy



Light of the World
Academy



Partner reading at Metro Charter Academy



Lincoln-King
Academy



Madison-Carver
Academy



Martin Luther King Jr.
Education Center Academy



Metro
Charter Academy

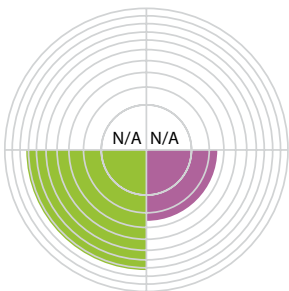


Michigan Mathematics and Science
Academy - Dequindre Campus

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



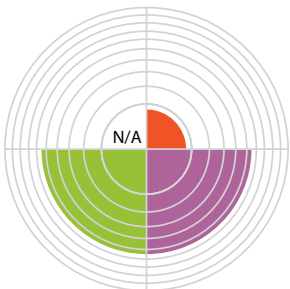
Michigan Mathematics and Science Academy - Lorraine Campus



New Paradigm College Prep



New Paradigm Glazer Academy



New Paradigm Loving Academy



Oakland Academy



Learning outside of the classroom at Old Mission Peninsula School



Old Mission Peninsula School



Paragon Charter Academy



Reach Charter Academy

2018-2019 M-STEP Data



South Canton Scholars
Charter Academy



The Greenspire
School



Timberland Charter
Academy



Hitting the right notes at University Preparatory
Academy Middle School



University Preparatory Academy
Elementary - Ellen Thompson Campus



University Preparatory Academy
Elementary - Mark Murray Campus



University Preparatory
Academy Middle School



University Preparatory
Art and Design Elementary



University Preparatory Art and Design
Middle/High



University Preparatory Science and
Math Elementary - Miller Campus



University Preparatory Science and
Math Middle School

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



Vanderbilt
Charter Academy



Vanguard
Charter Academy



Walker
Charter Academy



Warrendale
Charter Academy



Washington-Parks
Academy



All smiles for science at Chandler Woods Charter Academy



West Michigan
Academy of Arts and Academics



William C. Abney
Academy



Windemere Park
Charter Academy

School Index

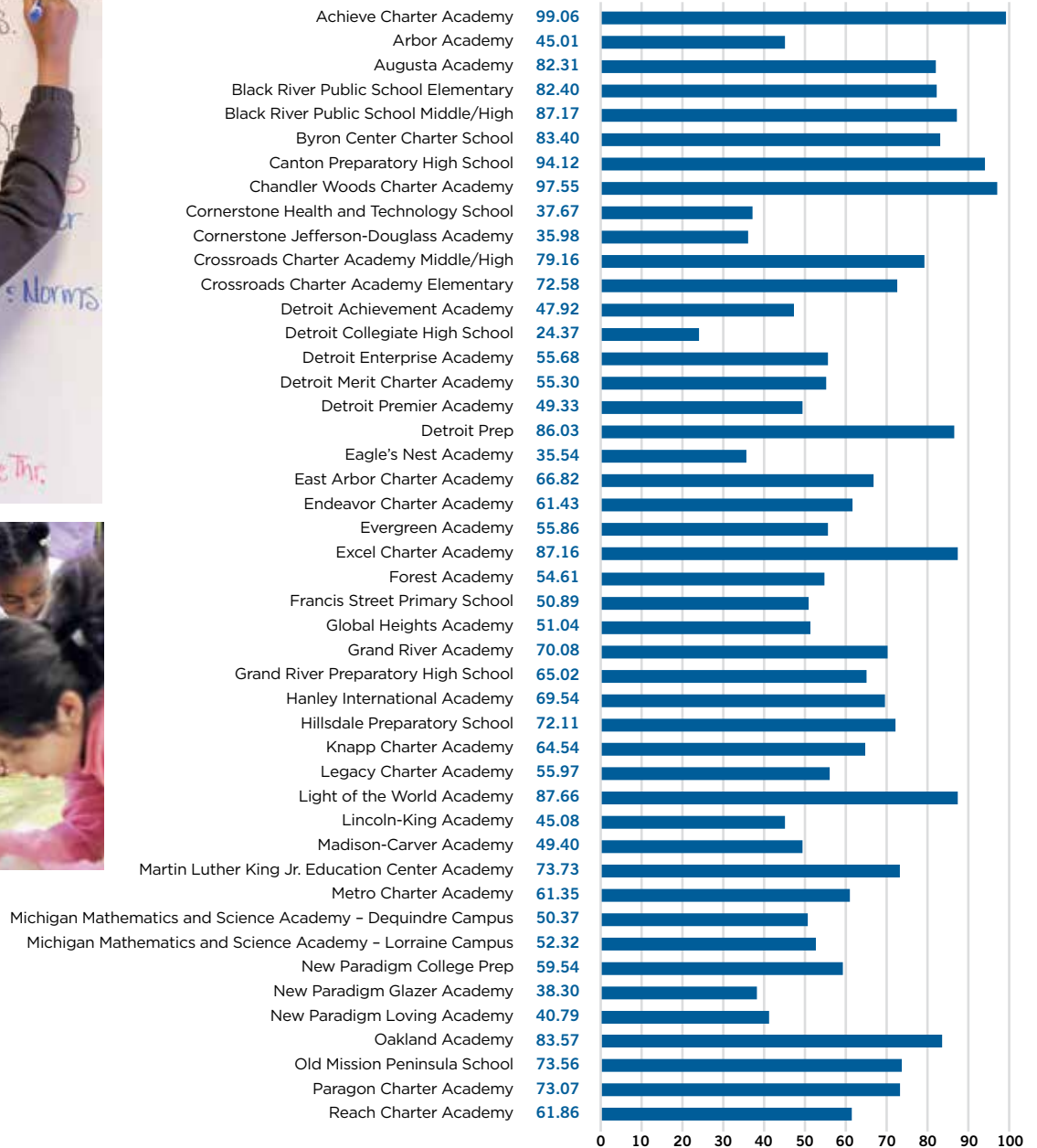
The Michigan School Index System is a school comparison tool that was implemented for the first time in the 2018-2019 school year. It allows users to analyze a school's strengths and weaknesses through seven components: (1) student growth, (2) student proficiency, (3) school quality/student success, (4) graduation rate, (5) English learner progress, (6) general participation, and (7) English learner participation.

The components are weighted to combine results into an overall 0 to 100-point index that reflects how well a school met its performance targets. For example, if a school's Index score is 75.0, that means the school met 75 percent of its performance targets.

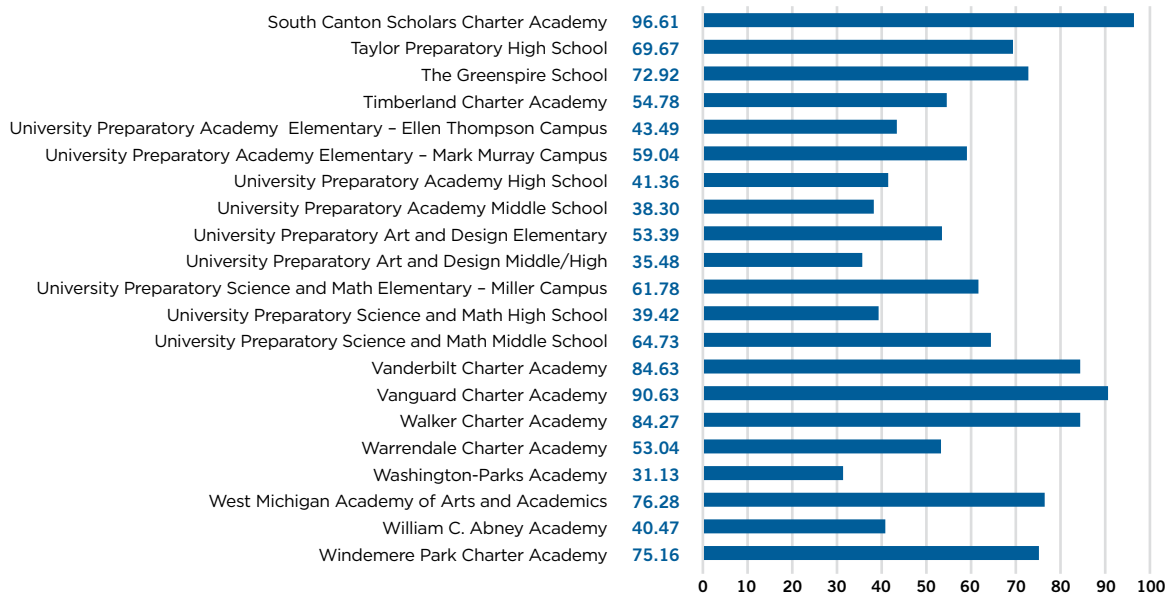
The following graph shows the index scores for all GVSU-authorized charter schools.



2019 School Index Scores



2019 School Index Scores (Continued)



Measuring Student Growth Rate

NWEA's MAP Growth™ is a nationally normed, computer adaptive test primarily used by schools serving K-8 students. The exam measures how well students grow 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 who exceed that are projected to be growing faster than their peers, while students below that are not growing as expected.

Though Grand Valley does not require schools to administer NWEA testing, we encourage and support it. We believe the test is an excellent tool to help both students and teachers track progress throughout the year. We continue to publish the outcomes to provide additional information on how schools are performing.

49

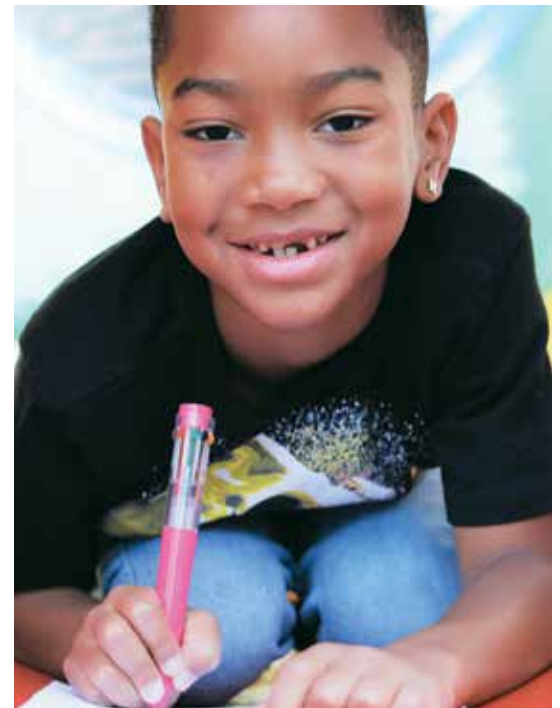
**Schools Administered
NWEA Test In 2018-2019
School Year**

116%

**Average Percentage of
Projected Growth
In Math**

107%

**Average Percentage of
Projected Growth
In Reading**



Data represents fall-to-spring MAP Rate of Growth (100 = typical growth).

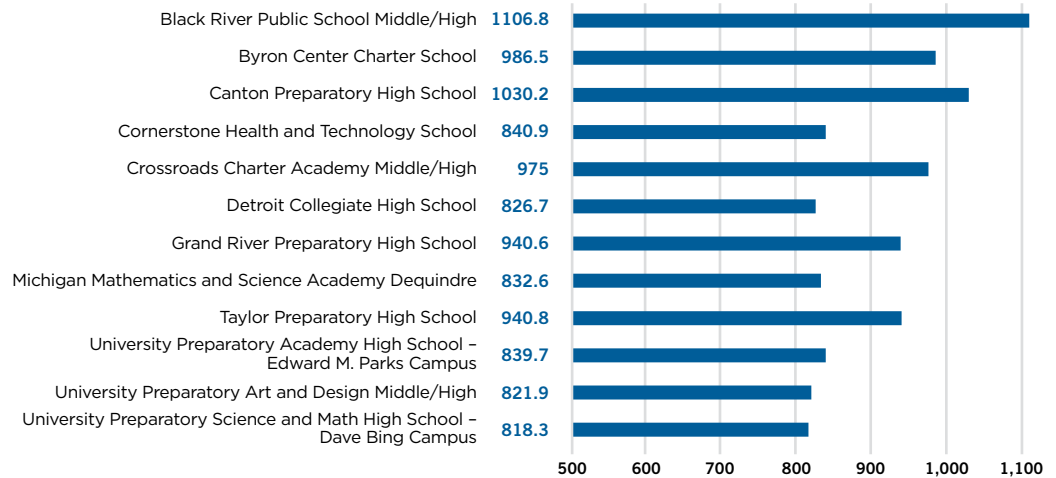
SAT Performance and Graduation Rates

Grand Valley and the charter schools we authorize are dedicated to preparing all students to excel after they graduate. To ensure graduates have the appropriate skills to succeed, GVSU-chartered schools hold students to rigorous standards.

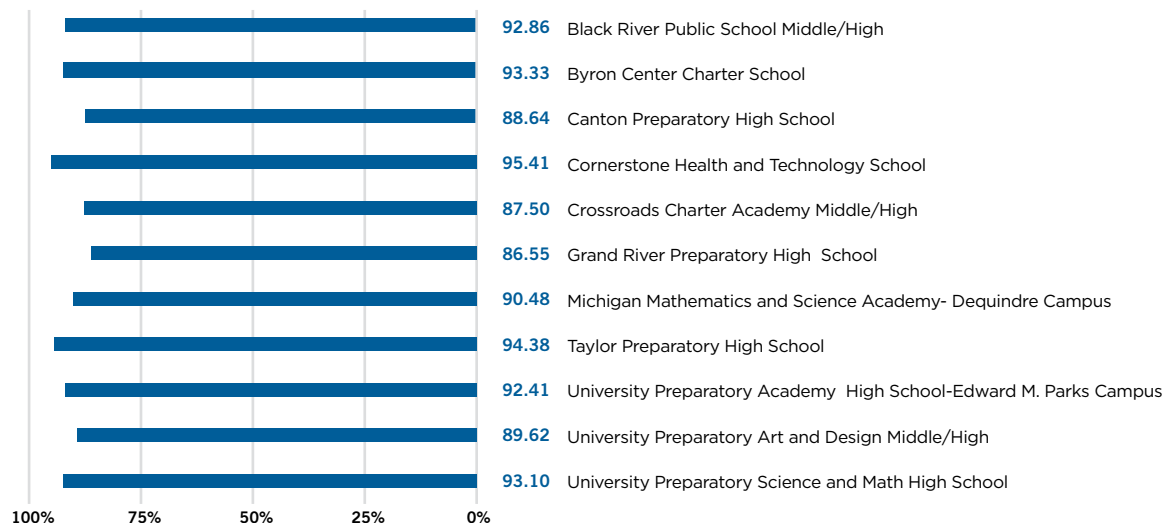
Some high schools require students to pass a certain number of advanced placement courses before they graduate, offering these college-level courses in all four high school grade levels. Other schools require students to complete semester-long research projects with a company or organization related 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 together to make sure students are truly ready for college and the workplace.

2019 SAT Total Score



2019 Four-year Graduation Rate



**2018-2019
GVSU-authorized
Schools Average
Graduation Rate**



**2018-2019
State of Michigan
Average
Graduation Rate**

Helping a Unique Student Population Succeed

Within Grand Valley's portfolio of schools are seven that are specifically designed to support young adults who experience homelessness, expulsion, or other significant barriers to their education. Success at these schools is defined differently than it is at our other charter schools. Graduation rate and SAT data are not included on the previous page. Instead, the students are applauded for being inspired to achieve an academic goal — earning a high school diploma — that they may not have believed they could achieve.

Four of the schools are operated in partnership with Youth Vision Solutions, which is an affiliate of Covenant House Michigan. Grand Valley first partnered with these schools in 2013 and currently authorizes three academies in Detroit and one in Grand Rapids.

Covenant House Academies Number of Graduates

School	Four-year Cohort	Five-year Cohort	Six-year Cohort
Covenant House Academy Detroit (all campuses)	16	33	43
Covenant House Academy Grand Rapids	31	42	31

The other two schools that Grand Valley authorizes are managed by the Covenant Academies Foundation. The schools are located in Muskegon and Kalamazoo.

Covenant Academies Foundation Number of Graduates

School	Four-year Cohort	Five-year Cohort	Six-year Cohort
Kalamazoo Covenant Academy	n/a*	n/a*	n/a*
Muskegon Covenant Academy	n/a*	12	25

* There is no data to report.

Grand Valley is proud to authorize these unique schools that help disadvantaged students find the resources and the stability they need in their educational journey.



Saginaw Covenant Academy celebrates its first graduating class.

FINANCIAL SUSTAINABILITY





Section Three:

FINANCIAL SUSTAINABILITY

Schools that are financially stable 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 kids, which can lead 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 available to schools to 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 ensures that its schools are financially responsible by monitoring major fiscal actions through Epicenter, an online tool used to collect and display data related to school funds. Data recorded on 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.

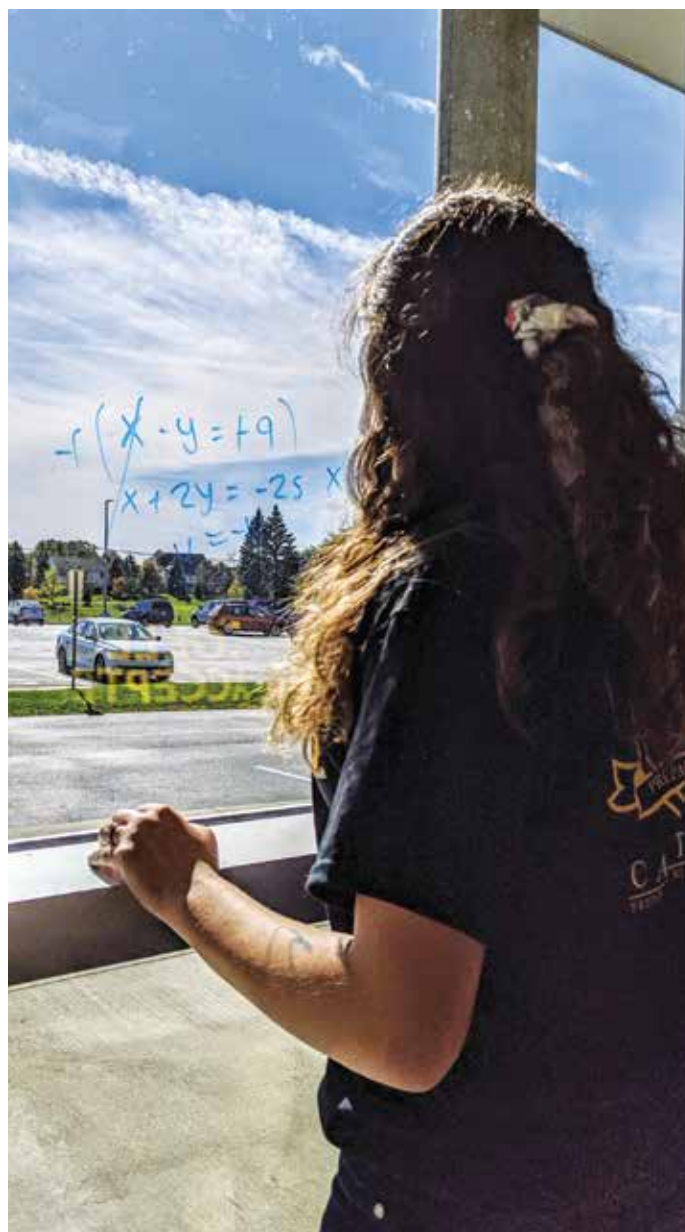
The data is also used to make sure schools do not run the risk of incurring a budget deficit, a financial stress that could jeopardize the learning environment. At the end of each school year, schools must also provide a final amended budget to Grand Valley. This assures that every Grand Valley-authorized charter school ends the year with a positive fund balance.

\$8,111

**2019-2020 Per-pupil Allowance
for Charter School Students**

100%

**GVSU-chartered Schools with
Positive Fund Balance**



Solving equations at Canton Preparatory High School

GVSU CSO Providing Support

As a charter school authorizer, GVSU may retain up to three percent of the per-pupil funds its charter schools receive. These funds are used to cover the operational cost that comes with being a charter school authorizer. A significant portion, however, is invested in the schools either directly or through supplemental support opportunities.

One of the direct ways that Grand Valley gives back to the charter schools we authorize is through academic grants. 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-authorized charter schools. The amount each school receives is determined by the number of students in each building.

Grand Valley also provides financial assistance for the educators in our buildings. Each school is filled with teachers and administrators who have a passion for improving teaching and learning. To assist with their lifelong learning, we encourage them to apply for our Master of Education (M.Ed.) scholarship, which gives recipients a minimum 50-percent tuition discount when they enroll in M.Ed. courses at Grand Valley. Teachers who have spent five or more consecutive years in a GVSU-authorized chartered school are eligible to receive an 80-percent tuition discount.

Additionally, Grand Valley simultaneously supports schools and undergraduate education students through the Detroit Student Teacher Scholarship. The scholarship covers one semester of tuition for Grand Valley undergraduate students who agree to complete their student teaching requirement in a GVSU-authorized chartered school located in Detroit. Because they are placed in schools that may need extra staff support, the student teachers immediately make an impact in the classroom. This ongoing support creates a talent pipeline between the GVSU College of Education and the charter schools we authorize.



Fall 2019 cohort of Detroit student teacher scholarship recipients

\$475,000

**Total Amount of Money Awarded Through
2018-2019 Academic Grant from GVSU**

\$6,420

**Average Amount of Money Awarded
to Each School Through 2018-2019
Academic Grant**

\$905,920

**Total Amount of Money Awarded Through
Master of Education Scholarship Since
January 2019**

1,761

**Credit Hours Completed Through
Master of Education Scholarship
Since January 2019**

14

**Number of GVSU Education
Students Who Completed
Student Teaching at a
Detroit Charter School
Since January 2019**

\$86,450

**Total Scholarship Dollars Awarded to
GVSU Students Who Taught in Detroit
Since January 2019**

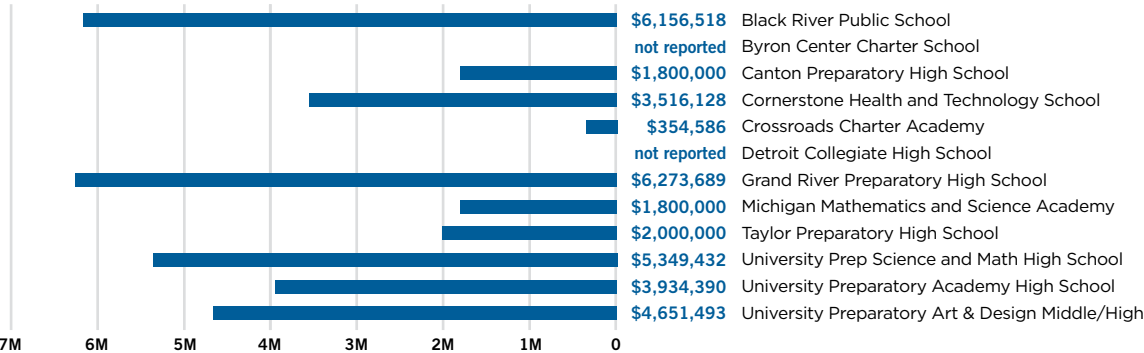
Student Scholarship Success

Teachers and principals are not the only ones taking advantage of scholarship opportunities. Students in GVSU-authorized high schools are actively seeking and earning financial support to enroll in post-secondary learning. At the end of the 2018-2019 school year, graduating students had earned nearly \$36 million in combined scholarship money. This number may even be lower than the actual amount, as a few schools did not report the amount of scholarship money their students were awarded.

\$35,836,236

Total Reported Amount of Scholarship Money Earned by Class of 2019

School-reported Scholarship Totals: 2018-2019



Ready for big things at Grand River Preparatory High School

Sustaining Opportunity: Ridgway White and the Charles Stewart Mott Foundation

Ridgway White is the president and chief executive officer of the Flint-based Charles Stewart Mott Foundation. A great-grandson of its founder, White started working at the foundation as an intern in 2002 and was hired as a program assistant two years later. He subsequently worked his way up through the organization while leading numerous special projects. Today he guides the Mott Foundation as it supports projects around the world that promote a just, equitable, and sustainable society.

The Mott Foundation has made community education a focal point for most of its nearly 100-year history. “It’s engrained in our DNA,” White said. “It’s something we do both in Flint and across the nation. It’s core to preparing kids for tomorrow. It’s core to every connection to community.”

One project that has enhanced community connections draws on the strengths of all institutions on the Flint Cultural Center campus — the Flint Institute of Arts, Flint Institute of Music, Flint Public Library, Flint Repertory Theatre, Sloan Museum and Longway Planetarium, The Whiting, and Applewood (the Charles Stewart Mott estate).

In the early stages of the project, White challenged leaders of the institutions to think about how they could take their efforts to provide outstanding learning opportunities to the next level. The result was a proposal for a school that would immerse students in the educational resources located on the Cultural Center campus.

In 2019, the Mott Foundation committed \$35 million to the design, construction, and outfitting of the Flint Cultural Center Academy. The GVSU-authorized charter school is a public, nonprofit school serving approximately 400 students in grades K-5 in its inaugural year. By adding a grade level over each of the next three years, the school will have the capacity to serve 650 K-8 students when completed.

The school fulfills the promise White sought to provide the community. Each day, students spend 90 minutes receiving instruction at one of the Cultural Center institutions. To help staff and students easily transition from their classrooms to the institutions, the school is directly connected to the Sloan Museum and Flint Institute of Music.

White said the school presents the Flint community with a unique model that breaks away from a traditional school day. “It’s a real-world approach to learning,” he said. “Kids are still receiving all the requirements of a traditional curriculum, but they’re getting it while being hands-on. It’s a really neat, innovative approach that this school offers.”

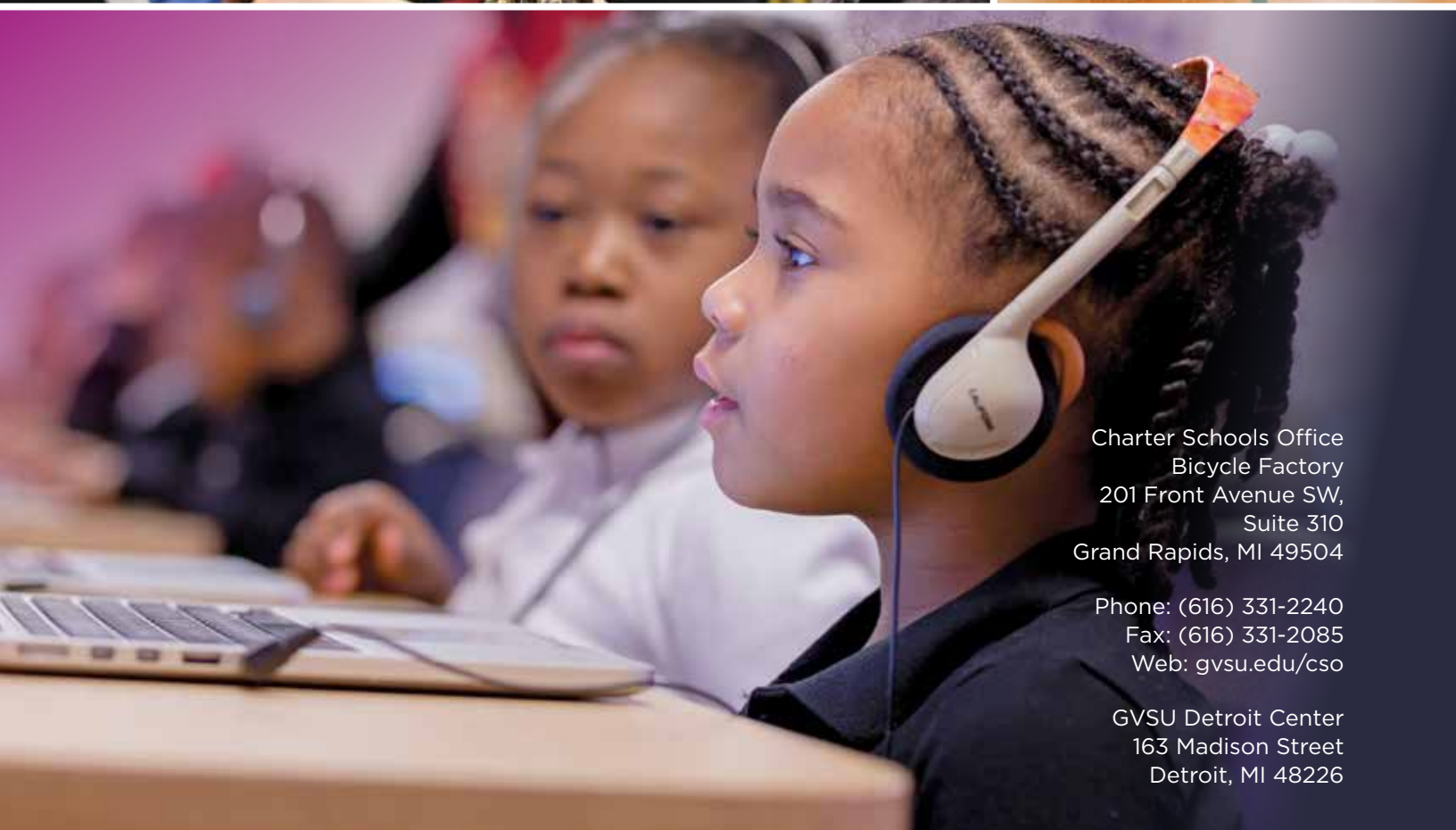
Thanks to the Mott Foundation and White’s vision, the Flint Cultural Center Academy has the power to connect families in the region to a type of learning that is unparalleled by other schools. “This school has the potential and all the ingredients for being a world-class model for experiential learning,” he said. “There aren’t many cities in the country that have what we have in Flint.”



Ridgway White, president and chief executive officer of the Flint-based Charles Stewart Mott Foundation



First day of school at Flint Cultural Center Academy.



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