

Covenant School - Spectrum ▼

1961 LINCOLN ST

HIGHLAND PARK MI 48203

Year Opened

2022 - 2023

Grades Served

7 - 12

Contracted Grades

7 - 12

Education Service Provider

YOUTH VISION SOLUTIONS

Board Members

Name	Role	Term Expiration
William W. Phillips	President	June 30, 2027
Caroline Chambers	Director	June 30, 2026
Derschaun Brown	Director	June 30, 2027
Katharine McEvoy	Director	June 30, 2025
Kerri Smith	Director	June 30, 2025
Lawrence Givens	Director	June 30, 2026
Sister Mary Downey	Director	June 30, 2026



School Enrollment Information

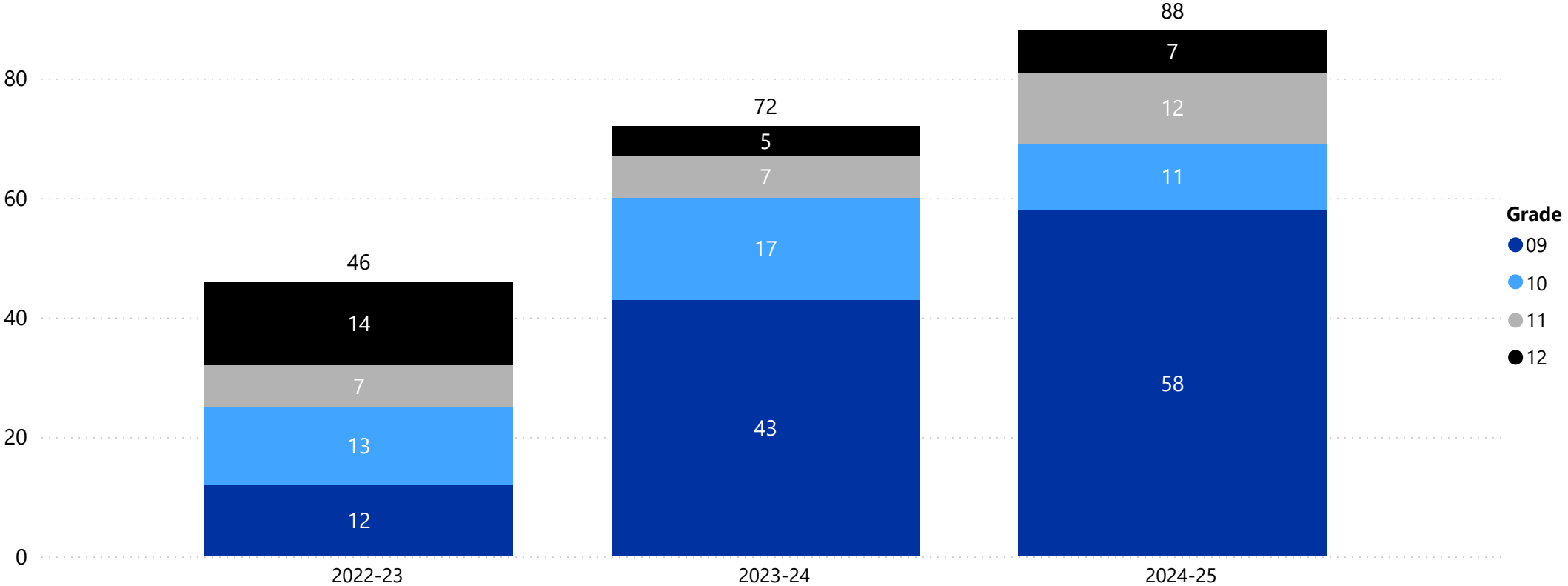
2024-25 Resident Districts

Resident District	% Students
Detroit Public Schools Community District	97.1%
Others	2.5%
Lincoln Park, School District of the City of	0.4%

99.9%	*
Attendance Rate	% English Learners
80.6%	41.9
% Economically Disadvantaged	% Special Education

* Data is suppressed due to fewer than 10 students reported

Enrollment by Grade & Year



2024 - 25 Performance Overview

Academic Achievement Goals

Student Engagement

Meets

Group	Total	Met	% Met
1	45	44	97.8%
2	<=10	<=10	
3	<=10	<=10	
Total	45	44	97.8%

Student Progress

Partially Meets

Group	Total	Met	% Met
1	45	29	64.4%
2	<=10	<=10	
3	<=10	<=10	
Total	45	29	64.4%

Academic Growth Goals

Student Growth: Reading

N/A

Group	Total	Met	% Met
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Student Growth: Math

N/A

Group	Total	Met	% Met
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Compliance Goals

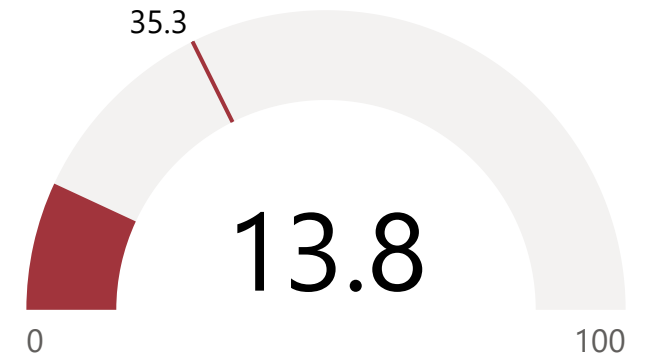
Reporting Condition

Exceeds Standard

Finance Condition

Exceeds Standard

State Index Score





Education Goal Performance Monitoring

Alternative Education Programs

Context

What are Alternative Education Programs (AEPs)?

Alternative Education Programs are educational entities that address student needs that typically cannot be met in a regular school program. The entity provides non-traditional education; may serve as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education. At GVSU, these schools often assist students with credit attainment/recovery and school engagement when they are substantially off course from the typical graduation track.

Who do AEPs serve?

Grand Valley State University's (GVSU) AEPs serve Michigan's most vulnerable children - those who have not found success in the traditional public-school setting. As a result, students often enter AEPs significantly behind their peers and have disproportionately experienced significant barriers to academic success. For this reason, GVSU has employed alternative metrics to monitor, evaluate, and report the academic progress of students who attend GVSU AEPs.

Why does GVSU monitor performance?

Performance monitoring is critical to ensure that each school and its unique approach to education aligns with the goals set forth in Schedule 7-1 of the Charter Contract.

These goals include the following metrics for evaluating school performance:

- Academic Achievement: As measured by student credit attainment and positive engagement, the school's percentage of students who achieve the target for their respective group in these domains.
- Academic Growth: As measured by the NWEA MAP Growth Assessment for both Reading and Math, the school's percentage of total students tested who achieve the target for their respective group in these domains.

To best support students and schools, GVSU examines performance on an annual basis and communicates with school boards about their school's progress. This information provides a foundation for school boards, schools, and GVSU to work collaboratively on continuous improvement efforts and resource allocation.

It is important to note that the contracted goals differ from those used by the State of Michigan for the annual index score reporting. The index score is included in this report for comparison purposes. Additional information on index scores and their calculation may be found on the Michigan Department of Education's [School Index Resources page](#).

Design Progress

In the spring of 2020, GVSU partnered with several AEPs to create a new set of alternative education goals. To frame their effort, the team adopted core beliefs and best practices from national organizations, such as the National Charter Schools Institute and [A-GAME](#) (Assess, Global access, Academics, Mission, and Equity). The team identified metrics and data points most meaningful and relevant to the student populations and communities in which AEP schools operate.

In spring of 2024, feedback from AEP academy stakeholders prompted GVSU CSO staff to collaborate with school leaders to engage in additional process improvement efforts. Together, the group reviewed four years of student achievement data to enhance data collection and reporting methods, aiming to more accurately reflect student success across campuses.

Overall School Evaluation

Each AEP will be evaluated on student progress within four academic domains aligned to the contracted goals in Schedule 7-1 as well as the school’s performance with respect to reporting and financial conditions.

For each academic domain, AEPs will be evaluated as “Meets”, “Partially Meets”, or “Does Not Meet” based upon the following criteria detailed on the next page.

Domain	Meets	Partially Meets	Does Not Meet
Student Achievement Goals			
Student Engagement	At least 70% of students meet or exceed their target goals for weekly engagement in the academic year.	60%-69.9% of students meet or exceed their target goals for weekly engagement in the academic year.	Less than 60% of students meet or exceed their target goals for weekly engagement in the academic year.
Student Progress	At least 65% of students meet or exceed their target goals for credits earned in the academic year.	55%-64.9% of students meet or exceed their target goals for credits earned in the academic year.	Less than 55% of students meet or exceed their target goals for credits earned in the academic year.
Academic Growth Goals			
Student Growth: Reading	At least 65% of students meet or exceed their target goals for the NWEA MAP Growth Assessment in Reading.	55%-64.9% of students meet or exceed their target goals for the NWEA MAP Growth Assessment in Reading.	Less than 55% of students meet or exceed their target goals for the NWEA MAP Growth Assessment in Reading.
Student Growth: Math	At least 65% of students meet or exceed their target goals for the NWEA MAP Growth Assessment in Math.	55%-64.9% of students meet or exceed their target goals for the NWEA MAP Growth Assessment in Math.	Less than 55% of students meet or exceed their target goals for the NWEA MAP Growth Assessment in Math.

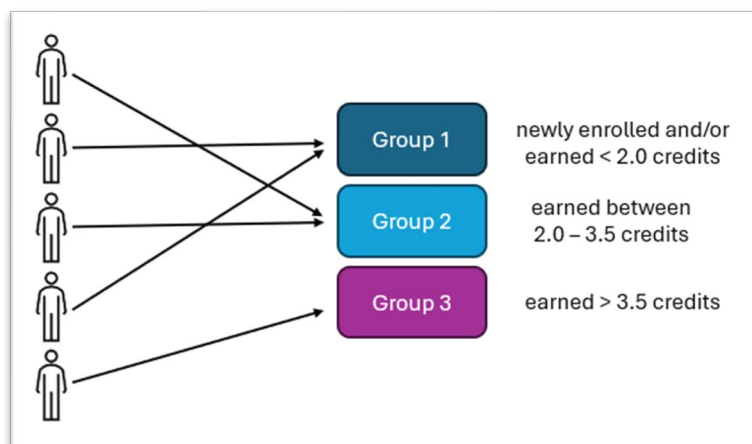
For the financial condition and compliance reporting condition, AEPs will be evaluated as “Exceeds Standard” “Meets Standard”, or “Does not Meet Standard” based upon the following criteria:

Domain	Exceeds Standard	Meets Standard	Does Not Meet Standard
Reporting Condition	At least 95% of board and school documents (combined) submitted to Epicenter on time.	At least 85% of board and school documents (combined) submitted to Epicenter on time.	Less than 85% board and school documents (combined) submitted to Epicenter on time.
Financial Condition	Financial audit completed and results submitted to Epicenter on-time, unqualified opinion, and no significant deficiencies or material weaknesses.	Financial audit completed and results submitted to Epicenter on-time, unqualified opinion, one or two significant deficiencies, and no material weaknesses.	Financial audit results submitted late to Epicenter, unqualified, one or more material weaknesses or more than two significant deficiencies, OR qualified opinion.

Academic Domain Methodology

Step 1: At the beginning of the academic year, schools will provide GVSU with student roster data, which includes demographic and credit attainment data. Students included within this roster should be those submitted to the State as present on the fall legislated count day.

Step 2: GVSU will assign each enrolled student to a group, based on the number of credits they completed in the prior academic year. Students new to the school always will be classified as “Group 1”.



Step 3: At the end of the academic year, AEPs will provide GVSU with end of year student roster data, which includes demographic and credit attainment data.

Step 4: GVSU will share a report of students for the AEP to verify accuracy.

Step 5: GVSU will calculate the percentage of students who met their respective targets for each domain. Only students present in both fall and spring will be included in this calculation.

	Student Growth: Reading	Student Growth: Math	Student Progress	Student Weekly Engagement
Group 1 Targets	No Target	No Target	Graduate or ≥ 1.5 credits	Engagement Rate $\geq 25\%$
Group 2 Targets	Positive Growth	Positive Growth	Graduate or ≥ 3.0 credits	Engagement Rate $\geq 50\%$
Group 3 Targets	Meeting Growth Target	Meeting Growth Target	Graduate or ≥ 4.5 credits	Engagement Rate $\geq 75\%$

Notes about the graphic above:

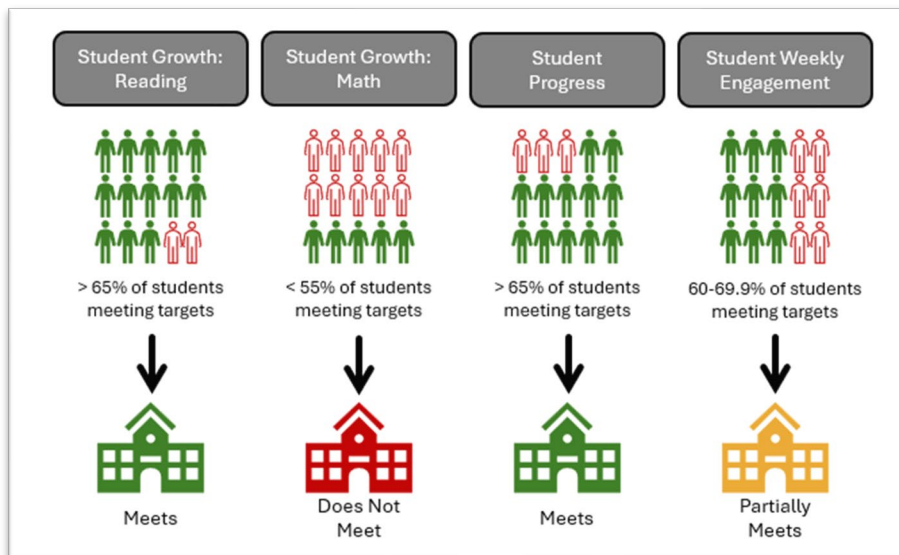
- **Student Growth: Reading and Math**

- Group 1 students are not considered in the overall calculation of student growth because the focus for this group is promoting regular engagement and beginning to make progress towards graduation (*earning credits*).
- Group 2 students are considered as having met their Student Growth Target if they show any positive growth for reading or math.
- Group 3 students are considered as having met their Student Growth Target if they meet or exceed the expected growth targets for reading or math (*as determined by NWEA*).

- **Student Weekly Engagement**

- Engagement is calculated out of the total number of weeks the student is enrolled. This can include engaging in an online platform, attending school, or by leveraging school support systems. For example, a Group 3 student would meet their target if they have had positive engagements in at least 75% of the total weeks in which they were enrolled.

Step 6: GVSU will evaluate the AEP based on the percentage of students who have met their respective targets set forth in each domain listed in the table on page 3.



Comparison of Previous and Updated Methodologies

The tables below present a comparison of the previous and updated methodologies.

- Student categories were renamed from “Phases” to “Groups”.

Previous Methodology	Updated Methodology
Phase 0	Group 1
Phase 1	Group 2
Phase 2	Group 3

- Placement of students into Groups was adjusted as follows:

Group	Previous Methodology (SCHOOL DETERMINED)	Updated Methodology (GVSU CALCULATES)
Group 1	<ul style="list-style-type: none"> - Student has enrolled but has not little to no live attendance (<20%). - Student has not engaged or has minimally engaged in online course platform. 	Newly enrolled and/or Earned < 2.0 credits ¹
Group 2	<ul style="list-style-type: none"> - Student attends school sporadically (20-65%) - External barriers sometimes negatively affect academic success. 	Earned 2.0 – 3.5 credits ¹
Group 3	<ul style="list-style-type: none"> - Student attends school regularly (66% or more) - Student is earning credits at a pace of 4 credits/year or higher - Student regularly engages in and completes coursework through the online course platform. - Student exhibits positive behaviors, mindsets that align with academic success regardless of external barriers 	Earned > 3.5 credits ¹

¹ earned in prior school year

- The domain target changes are as follows:

Domain	Previous Methodology	New Methodology
Phase Change	65% of students move up at least one phase, maintain Phase 2 Status, or graduate	Removed

Student Growth	<p>Math and Reading were evaluated together. For each, group targets were the number of students that for both reading and math were as follows:</p> <ul style="list-style-type: none"> - Phase 0: No targets - Phase 1: Showing positive growth - Phase 2: Meeting growth target 	<p>Math and Reading are separated. For each, group targets are:</p> <ul style="list-style-type: none"> - Group 1: No targets - Group 2: Showing positive growth - Group 3: Meeting growth target
Student Progress	<ul style="list-style-type: none"> - Phase 0: Graduate or ≥ 2.0 credits - Phase 1: Graduate or ≥ 3.0 credits - Phase 2: Graduate or ≥ 6.0 credits 	<ul style="list-style-type: none"> - Group 1: Graduate or ≥ 1.5 credits - Group 2: Graduate or ≥ 3.0 credits - Group 3: Graduate or ≥ 4.5 credits
Student Engagement	<ul style="list-style-type: none"> - Phase 0: Students' weekly positive engagement rate is $\geq 25\%$ - Phase 1: Students' weekly positive engagement rate is $\geq 50\%$ - Phase 2: Students' weekly positive engagement rate is $\geq 80\%$ 	<ul style="list-style-type: none"> - Group 1: Student has a positive engagement in $\geq 25\%$ of weeks enrolled - Group 2: Student has a positive engagement in $\geq 50\%$ of weeks enrolled - Group 3: Student has a positive engagement in $\geq 75\%$ of weeks enrolled