



## School Annual Education Report (AER) Cover Letter

Monday, February 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for **Covenant House Academy Grand Rapids**. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Chris Gray, Director of State & Federal Programs, via our main office for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3bnfSaL> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a "COMPREHENSIVE SUPPORT AND IMPROVEMENT" school.

Covenant House Academy Grand Rapids (CHAGR) is a non-profit public school academy that serves, on average, around 280-350 students from the greater Grand Rapids area and Kent County. CHAGR primarily serves at-risk, special education, and ELL students, ages 16-22 that have dropped or aged out of traditional school settings, are homeless, suspended, expelled, and/or have significant credit deficiencies. English Language Learners, which includes many refugees, comprise about 23% of our overall enrollment.

Covenant House Academy has partnered with Edmentum for our curriculum. The CHAGR curriculum (Edmentum Courseware) is based on the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the iNACOL National Standards for Quality Online Courses. Each classroom has a highly-qualified teacher in the core content area to assist students as they work through their credit recovery or initial credit classes. Our teachers are experienced, highly-qualified, and certified in their fields to ensure each student receives a quality education leading to a high school diploma. Our support staff also provide additional resources to young people to help them meet their mental, emotional, and physical needs, allowing them to focus on their education.

One of our major challenges continues to be daily attendance since many of our students have full time jobs and have struggled in the past with a traditional full school day structure. To address this issue we have open enrollment, students are able to attend year-round which allows them to attend a partial day schedule, and we have intervention staff to help students work through barriers that are preventing them from school success. Students with young children can take advantage of onsite childcare provided through a partnership with the YMCA.

Many of the students at Covenant House Academy arrive with credit deficiencies and gaps in their continuous school enrollment. These gaps and credit deficiencies, combined with the attendance issues previously addressed, significantly impact our students' scores collected in the Combined Report data. To address these needs, we have hired a full time behavior interventionists and a School Social worker. Our goal is to addresses student barriers to learning, whether they be academic or behavioral.

State law requires that we also report additional information:

1. Students who want to enroll at CHAGR may do so throughout the school year. We have an open enrollment policy until the school is at capacity. The enrollment process involves the prospective student and a parent/guardian completing the required application packet, bringing in the required documents listed in the application packet, and attending a New Student Orientation meeting. During this process, future enrollees learn about the policies and procedures of the school, ensure all paperwork is complete, and take a reading, writing, and math assessment.
2. CHAGR will continue to focus on its transition into a certified Multi-Tiered System of Supports (MTSS) school which will includes a fully implemented Positive Behavioral Interventions and Supports (SWPBIS) system during the upcoming school year.
3. Our school provides at-risk youth and high school dropouts the opportunity to earn a high school diploma, improve their life skills, and continue on to higher education or postsecondary employment training. Covenant House

Academy has a legislative exemption that allows us to grant a high school diploma up to the age of 22. Our caring staff works toward preventing poverty, underachievement, and homelessness for our students, while offering them hope, encouragement, and a better chance for future success. We offer small class sizes and an online curriculum that allows students the potential to catch up and get back on track for graduation.

4. The CHAGR curriculum (Edmentum Courseware) is based on the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the iNACOL National Standards for Quality Online Courses. The Edmentum platform provides our students a relevant and viable curriculum that our staff can adapt and modify as needed to focus on our student's changing needs. A copy of our core curriculum and the process and procedures that guide its design, implementation, support, and maintenance are available upon request.
5. Our student achievement data falls into four areas: ACT WorkKeys, M-Step, SAT, and WIDA. All our students took the ACT WorkKeys assessment twice in the 19-20 school year:
  - a. Due to the COVID pandemic, there are currently no Spring 2020 WorkKeys scores to report. In our Spring 2019 WorkKeys Applied Math, we had an average scaled score of 1.7 (1.4 in 2018, 1.3 in 2017). Graphic Literacy showed an average scaled score of 2.0 (1.9 in 2018, 1.7 in 2017). Workplace Documents showed an average scaled score of 1.6 (2.0 in 2018, 2.8 in 2017). During the 2018-2019 school year, 93 students earned a National Career Readiness Certificate: 72 Bronze level, 17 Silver level, 2 Gold level, and 2 Platinum level.
  - b. Due to the COVID pandemic, there are currently no Spring 2020 WIDA scores to report. English language proficiency of English Learners based on the 2018 WIDA assessment showed: 15 Level 1 students (Entering), 31 Level 2 students (Beginning), 20 Level 3 students (Developing), 2 Level 4 students (Expanding), We did not have any students achieve Level 5 students (Bridging) or Level 6 (Reaching). During the 2018-19 testing cycle, 8 recently arrived English Learners were exempted from the English Language Arts assessment.
  - c. Due to the COVID pandemic, there are currently no Spring 2020 M-Step Science scores to report. There were no 2019 M-Step Science scores to report as the assessment was being updated. Our 2019 M-Step Social Studies results showed: 42.9% Not Proficient (48% in

2018, 43% in 2017), 52.3% scored Partially Proficient (43% in 2018, 55% in 2017), and 4.8% Proficient (9% in 2018, 2% in 2017).

- d. Due to the COVID pandemic, there are currently no Spring 2020 SAT or PSAT scores to report. In 2019, 34 students took the SAT as part of the Michigan Merit Examination. Our Spring 2019 SAT composite average score was 758.2 (755.4 in 2018, 749.3 in 2017). Our Evidence Based Reading and Writing section average score was 379.7 (385.2 in 2018, 385 in 2017), our Math section average score was 378.5 (370.1 in 2018, 364.3 in 2017), and our Essay section score average was 2.6 (2.2 in 2018, 2.6 in 2017).
6. Although we strongly encourage parental involvement in our school, parent and guardian participation is another area that has been greatly effected by COVID. Our Family Engagement Team that meets bi-monthly to explore ways to increase the relationship between school and home and reports their findings to our school improvement team and stakeholders. During the 2019-2020 school year we had 10 parent/guardians attend our virtual Fall Conferences and other virtual parent focused meetings (27 in 18-19, 30 in 17-18). No meetings were held in person due to COVID regulations.
7. During the 19-20 school year we did not have any students who were dual enrolled in college classes (0 in 18-19, 0 in 17-18, 0 in 20-21). Furthermore, at this time we do not offer Advanced Placement (AP), International Baccalaureate (IB), or college equivalent classes.

The Covenant House Academy Grand Rapids staff is committed to accelerating student achievement and providing a continuous process of school improvement. We will continue to provide a solid partnership between home and school. The CHAGR staff is dedicated to providing each of our students with educational opportunities that will help them be successful in their future goals. We look forward to working with all of our stakeholders in our continued efforts to provide our student's the best educational experience possible.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Large', with a long horizontal flourish extending to the right.

Markeith Large  
Principal

## Annual Education Report Covenant House Academy Grand Rapids (02075)

### High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	26.96%	86.30%	89.56%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	86.59%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	22.39%	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	28.13%	82.01%	86.99%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	41.67%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	27.52%	79.46%	85.46%	94.44%
English Learners	72.14%	35.00%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	23.81%	73.71%	82.00%	94.44%

## Annual Education Report Covenant House Academy Grand Rapids (02075)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Covenant House Academy Grand Rapids (02075)	0	4	8	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

#### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Covenant House Academy Grand Rapids (02075)	12.00	3.00	25.0%	3.00	25.0%	N/A	N/A

#### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Covenant House Academy Grand Rapids (02075)	3.00	2.00	66.7%	2.00	66.7%	N/A	N/A

#### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Covenant House Academy Grand Rapids (02075)	12.00	0.00	0.0%	0.00	0.0%	N/A	N/A

#### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Covenant House Academy Grand Rapids (02075)	12.00	1.00	8.3%	1.00	8.3%	N/A	N/A

**Annual Education Report Covenant House Academy Grand Rapids (02075)**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

**Annual Education Report Covenant House Academy Grand Rapids (02075)**  
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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**Annual Education Report Covenant House Academy Grand Rapids (02075)**  
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Covenant House Academy Grand Rapids (02075)**  
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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## Annual Education Report Covenant House Academy Grand Rapids (02075)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

## Annual Education Report Covenant House Academy Grand Rapids (02075)

## Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received for SY 2019-2020	Strategies Implemented
Covenant House Academy Grand Rapids	Covenant House Academy Grand Rapids	Comprehensive Support and Intervention	95,000.00	Analyzing Data