



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

November 3, 2024

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please Contract Amendment No. 3 for Oakside Prep Academy.

Please let me know if you have any questions, I can be reached at (906) 248-8446.

Sincerely,

A handwritten signature in blue ink that reads "Mariah Wanic".

Mariah Wanic, Director of Charter Schools

CONTRACT AMENDMENT NO. 3

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

OAKSIDE PREP ACADEMY
(PUBLIC SCHOOL ACADEMY)

**CONTRACT AMENDMENT NO. 3
OAKSIDE PREP ACADEMY**

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS** ("College Board") to **OAKSIDE PREP ACADEMY** ("Academy") on **July 1, 2021** ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Schedules to Add the 12th grade for the 2024-2025 Academic School Year.

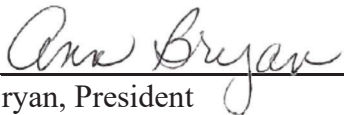
1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-1 and replacing it with the material attached as Exhibit 1.
2. Amend Contract Schedule 7c: Educational Programs, by deleting that schedule and replacing it with the materials attached as Exhibit 2.
3. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 3.
4. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 4.

The amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have an effective date of August 1, 2024



By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 11/3/24



By: Ann Bryan, President
Oakside Prep Academy
Designee of the Academy Board

Dated: October 2, 2024

Exhibit 1

SCHEDULE6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)G); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the "Proposed Site") of Oakside Prep Academy ("Academy") is as follows:

Address: 355 Summit Drive
Waterford, MI 48328

Description: The facility is a single-story building of approximately 47,000 square feet, and includes 30 classrooms, offices, media center and gymnasium.

Term of Use: Term of Contract.

Configuration of Grade Levels: Kindergarten through twelfth grade.

Name of School District and Intermediate School District:

Local: Waterford Community School District
ISD: Oakland County Intermediate School District

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College

Exhibit 2

SECTION C

EDUCATIONAL PROGRAMS

Oakside Prep Academy Educational Program

The Academy's curriculum is designed to prepare students for its rigorous high school curriculum to provide the best opportunity for college success. The Academy partners with NHA to implement a curriculum built around the Michigan Academic Standards ("MAS"), which aligns with the mission, and prepares students for success in high school, college and beyond.

The curriculum is aligned with the MAS for English language arts ("ELA"), mathematics, science, social studies, art and music and the Physical Education Content Standards and Benchmarks. This approach ensures students are learning the appropriate content for each grade level.

Character development is an explicit and integrated component of the curriculum.^[1] Individual responsibility, integrity, personal character and effort are important contributors to success in school and life. In addition, the Academy instills character traits that are highly correlated with college success. With high-quality instruction, solid curricular tools to support instruction, and rigorous assessment, the curriculum promotes academic success for students and equips students with the knowledge, understanding and skills needed to meet or exceed MAS and content expectations.

Core Content Areas

ELA

Literacy, which includes reading, writing and speaking is a critical component of college- and career-readiness. "Low literacy levels often prevent high school students from mastering other subjects," and struggling readers are often excluded from academically challenging courses. More specifically, students who are able to comprehend complex texts are more likely to be successful after high school.^[2] Developing reading proficiency and strong literacy skills in elementary and middle grades is the cornerstone of the ELA curriculum, which upholds the MAS to ensure college- and career-readiness for all students. The ELA curriculum is designed to produce highly literate students who are proficient readers, evaluative writers and collaborative, analytical members of the classroom and future workplaces. The high school ELA programming embeds skills present on the SAT[®] as Michigan uses the SAT as the summative assessment in 11th grade.

The MAS focus on five strands of literacy: reading, writing, speaking, listening and language. To best prepare students for school and life in the 21st century, each strand emphasizes the integration, critical analysis, and production of a variety of media and technology. The reading standards focus on a gradual increase in text complexity to ensure students' readiness "for the demands of college- and career-level reading."^[3] The writing standards emphasize argument and informational writing "based on substantive claims, sound reasoning, and relevant evidence," as well as research, "both short, focused projects and longer, in-depth research."^[4] By challenging students to speak and listen, the standards require that "students gain, evaluate, and present increasingly complex information, ideas, and evidence" through academic discussion, collaboration and formal presentations. The language standards emphasize students' growth and expansion of vocabulary, appreciation of word nuances and use of formal English in writing and speaking.

- In kindergarten through second grades, the curriculum emphasizes the foundations of reading. These include the ability to decode automatically, read with fluency, and gain the capacity to comprehend increasingly complex texts across a range of types and disciplines. Student literacy is emphasized through rich, domain-specific content in a variety of fiction and nonfiction texts, including a true balance of informational and literary genres.
- In third through fifth grades, reading instruction is centered on complex, grade-appropriate texts to prepare students for the complexity of college- and career-ready texts. Reading instruction emphasizes a balance of informational and literary texts.

- In sixth through eighth grades, teachers of ELA, social studies and science each provide content-specific textual literary experiences. The middle school curriculum includes a blend of literature and substantial exposure to literary non-fiction, including historical and scientific documents.
- In ninth through twelfth grade, English instruction reflects the Common Core English Language Arts Standards. These standards define rigorous expectations for student proficiency in reading, writing, speaking and listening, and language. They also define literacy standards that are incorporated into History/Social Studies, Science, and Technical Subjects. NHA schools offer English 7, English 8, English 9, English 10, English 11, English 12, AP English Language and AP English Literature to its students. Reading lists for English courses are selected via collaborative discussion among the course leaders at all NHA schools, taking into consideration titles from the Common Core Illustrated Texts lists, the Great Books lists and the Advanced Placement Literature course recommended reading lists.

For students to access grade-level texts with increasing complexity, the curriculum also focuses on the development of strong academic vocabulary. Students are exposed to extensive academic vocabulary through reading instruction, and practice is extended through listening, discussion and writing. Vocabulary instruction accentuates the nuances of word meanings and variances through a wide range of contexts.

Discussion and collaboration are also a focus of the ELA curriculum, as students apply reading skills to develop habits for providing text-based evidence in both conversation and writing. Students' writing emphasizes the analysis of complex texts by supporting ideas and arguments with textual evidence and evaluation. Students learn to produce a variety of text types, including argument, informative, narrative, and research-based pieces. Collaboration and integration of technology are important aspects of the writing process as students plan, draft, revise, edit and publish a wide range of writing pieces. The ELA curriculum also ensures students demonstrate adequate mastery of the essential conventions and grammar of Standard English in writing and speaking.^[5]

Mathematics

If students are to be well-equipped for college and beyond, then students must be prepared through the kindergarten through eighth-grade educational program to take Algebra II and other advanced mathematics courses in high school.

"A strong grounding in high school mathematics through Algebra II or higher correlates powerfully with access to college, graduation from college, and earning in the top quartile of income from employment."^[6] The development of a deep understanding of mathematical concepts makes such success possible. The Academy's mathematics curriculum is based on the MAS for mathematics. Through mastery of these standards, students develop a deep understanding of mathematical concepts. Students are also provided the opportunity to accelerate learning in seventh grade and can access Algebra I in their eighth-grade year, thus placing students on a college- and career-readiness trajectory. Research shows that students who successfully complete Algebra I prior to entering high school are much more likely to complete other more advanced mathematics in high school and are "more than twice as likely to graduate from college" than students who do not complete Algebra I by eighth grade.^[7]

The National Council for Teachers of Mathematics has recognized the importance of the study of algebra in developing mathematical fluency and has also noted the importance of the study of other mathematics components such as number sense and operations, measurement, geometry, data analysis and probability, and problem-solving. Number sense is developed through a variety of concrete models allowing students to use the area of the brain used for the comprehension of mathematical knowledge. Students are prepared to be fluent in computation using formal algorithms and also learn essential measurement and data analysis skills. In addition, students learn to make connections and apply mathematical knowledge through problem-solving and inquiry.

- In kindergarten through second grades, number sense and computational fluency are the main focus areas of students' learning. Students develop the skills necessary to progress into higher-level mathematics; through open-ended problem-solving, an increase of critical thinking skills and ability to see connections across mathematics as well as other subjects.
- In third through fifth grades, learning will shift from computation to fractional awareness. The ability to compose and decompose numbers, developed in the early grades, leads to a deeper understanding of fractions, percents, decimals and computation. Algebraic skills are developed as students begin working with patterns and equations with missing numbers.
- In sixth through eighth grades, the concentration will shift to the study of algebra and functions. Number sense remains a critical focus area through the study of integers, rational and irrational numbers, exponents and absolute values. Conceptual ideas are integrated through lab activities that provide exploratory opportunities for students to explicitly connect abstract ideas to concrete examples.
- In ninth through twelfth grade, students have an opportunity to engage in a variety of mathematics topics at their ability level and integral to their educational development plan. Students primarily focus on the development of algebraic principles in Algebra I and Algebra II and geometric principles in Geometry and the opportunity to take Precalculus. Additionally, students can access Advanced Placement courses in Statistics, Calculus A, and Calculus BC. Lastly, students have an opportunity to engage in financial literacy and statistics during their junior and senior year through our Survey of College Math course.

The mathematics curriculum also teaches effective mathematical communication by engaging students in thinking, reading, and writing about mathematics. This helps students understand the foundational concepts for success in more complex mathematical coursework.

Science

As the Association for the Advancement of Science and the National Council on Science explains, developing college-ready and scientifically literate students involves teaching a mixture of content knowledge, the practices and skills of scientists and information on the nature of science. The MAS were created around the work and philosophy of these organizations and the NHA curriculum align to the MAS. The curriculum, which includes study in life science, physical science, earth and space science and engineering, incorporates the use of STEMScopes™ and non-fiction readers to give students hands-on opportunities to develop content knowledge about the results of scientific discoveries regarding the natural world. The curriculum and resources also provide students the chance to participate in the scientific process of inquiry and discovery through conducting investigations, using instruments and applying mathematical skills that model the process used by scientists to learn about the universe. It also incorporates the skills required by the MAS for Literacy in Science for sixth through eleventh grades, which require students to do high-level thinking and problem solving, incorporating scientific reading, writing, discussing and presenting.

- In kindergarten through second grades, the content of the science curriculum focuses on scientific inquiry and engineering designs primarily through the study of events and phenomena in nature as observed through the five senses. Investigations and design solutions at this level are modeled, simple and structured allowing students to write journals on personal discoveries, create simple pictographs of data and draw conclusions from observations under the direction of the teacher. The incorporation of non-fiction readers on each topic provides students with opportunities to develop grade-level appropriate science vocabulary.
- In third through fifth grades, the curriculum builds on these foundational skills and directs students to begin exploring the science and engineering practices, crosscutting concepts and engineering design solutions by making connections between events (e.g., the sun rises every day and it gets warmer during the day, therefore, the sun provides heat to earth). Investigations and engineering design solutions for students in third through fifth

grades will still often be modeled, but the investigations are more complex and involve more detailed measurements, use of a variety of tools such as balances and microscopes and require students to control for multiple variables. Students engage in the practices of scientists and engineers by developing methods and solutions, analyzing and interpreting various representations of data, engage in argumentation, and by completing lab reports in order to communicate results of investigations and engineering designs orally and in writing.

- In sixth through eighth grades, the curriculum includes further exploration of the relationships between science and engineering practices and crosscutting concepts while also connecting knowledge of scientific concepts to real-world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community. Investigations are more student-directed, from the guiding question through the scientific procedures, to the organizing, analyzing and reporting of data. Within each unit of instruction, students employ the skills of scientists and engineers by making connections with respect to the content of the unit using the methods of science. The scientific processes are consistently integrated into content units throughout the year and students conduct science investigations and engineering design solutions through closed and open lab investigations in response to posed questions during content studies.
- In ninth through twelfth grade, the curriculum continues exploration of the relationships between science and engineering practices and crosscutting concepts while also connecting knowledge of scientific concepts to real-world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community. Each course in high school focuses on the marriage between the skills and content necessary for success in college and is based on the Michigan Merit Curriculum. Courses available are Biology (9th grade), Chemistry (10th grade), Human Anatomy (10th grade), and AP Chemistry, AP Environmental Science, or AP Physics I (11th grade).

Social Studies

According to the Michigan Department of Education ("MDE"), "the purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations ("GLCE") balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework." The NHA social studies curriculum, which is aligned to the MAS, ensures students are not only prepared for high school and college, but also prepared for life as global citizens. Developing students' understanding in the disciplines of history, geography, civics and government, economics and public discourse ensures readiness for college and responsible citizen involvement. In addition to supporting learning in these areas, the social studies curriculum also incorporates the skills required by the MAS for Literacy in History/Social Studies in sixth through eleventh grades, which allow students to develop and utilize critical thinking skills by making connections, inferences and arguments around the content and learned skills. This focus on content, skills and critical thinking produces students who are knowledgeable in social studies and prepared to participate in society as informed citizens.

The curriculum supports the social studies disciplines that best prepare students to be contributing members of society. Students who master the social studies curriculum understand how history, geography, civics and economics interact in a global society. Through exposure to primary and secondary sources, students develop knowledge of shared national and world history and are able to make connections between the past and present as well as between cultures and government systems.

- In kindergarten through second grades, students learn about the social studies disciplines by developing an understanding of culture and community through the lens of "Myself and Others," "Families and Schools" and "The Local Community." In these early grades, students begin to learn about history and culture in the surrounding world. Students study personal history, family history and examine local examples of the community and school to become familiar with basic geography, economy and functions of government.

- In third through fifth grades, students explore the social studies disciplines through the context of Michigan and the United States. Students build on prior social studies knowledge and apply new concepts to the study of the state of Michigan, the regions of the United States and the early history of the United States. By fifth grade, students apply the concepts of social studies to the history of pre-European America through the adoption of the Bill of Rights in 1791.
- In sixth through eighth grades, students regularly practice how to make connections between historical events in the United States, the world and current events. Students also develop knowledge of the relationship between geography, history, economics and culture. In sixth and seventh grades, students apply social studies concepts to the study of the Western and Eastern Hemispheres during ancient and modern times. In eighth grade, students continue the study of United States history from the writing of the Constitution through Reconstruction. The middle school curriculum gives students opportunities to extend this basic knowledge to gather more complex information, describe concepts in more detail and deepen the understanding of the relationship between geography, economics and civics.
- In ninth grade, students engage in World History. This course builds on the foundation from the upper elementary and middle school and works to develop a concrete understanding of the topics as well as the historical thinking skills necessary to be successful on the SAT exam in 11th grade. Additionally, students have an opportunity to engage in AP World History.
- In tenth grade, students engage in United States History. This course builds on the foundation from the upper elementary and middle school and works to develop a concrete understanding of significant historical events from post-Reconstruction to the modern era. Students continue to develop their historical thinking skills and read foundational documents that are necessary to be successful on the SAT exam in 11th grade. Additionally, students have an opportunity to engage in AP US History.
- In eleventh grade, students engage in Civics and Economics. Civics is a course designed to expose students to the political philosophy, constitutional principles and practices, institutions, and participants of government in America. Through multiple instructional modes, students are invited to gain a deeper knowledge of their country's government and their own civic responsibilities. Economics is designed to expose students to the concepts of money, prices, trade, goods, and services from the most micro-level through microeconomics, macroeconomics, and finally to the international level. Students are invited to gain a deeper knowledge of the economic world and explore how Economics play a central part of their lives.
- Aligned with standards and objectives set by the AP CollegeBoard, students have the option to engage in AP World History and AP United States History. AP World History is a college level course in world history covering the period from the Neolithic Revolution to the present, typically taken in 9th grade. Through the reading of primary-source documents and world literature, the course involves intensive study of the formulation of world cultures, paying special attention to change over time and comparing the effects of common historical phenomena on different cultures. AP United States History is a college level course in the history of the United States from the European discovery of the Americas in 1491 to the present-day. The course focuses on the analysis of U.S. foundational documents and developing historical thinking and reasoning skills.

Co-Curricular Areas

The Academy nurtures high-achieving, well-rounded students. The Academy offers the following co-curricular areas: art, music, library and educational technology and character development.

Art

The study of art allows students to understand and appreciate the subject while understanding the significant role art plays in the expression of ideas throughout history. Students in lower grades

learn to recognize and describe art forms from a variety of historical eras and places, while learning that art takes many forms and has many purposes. Students study and reproduce styles and techniques used by artists and discuss art by examining and critiquing the work of artists.

Students in upper elementary through high school grades focus on comparing and contrasting artwork from different time periods, cultures, artists and mediums. Historical and contemporary art is studied as students create a variety of original works using appropriate styles and mediums to express themes, tone, mood and images.

Music

Students study the basics of music theory, music appreciation and the work of great composers. Students first learn to identify basic music forms and patterns, describe elements of music using appropriate music vocabulary and sing and play basic instruments. By listening to a variety of music, students compare and contrast music from different composers, historical periods, cultures, styles and genres. Students continue to refine musical knowledge and skills by singing, playing, improvising and composing. In addition, students learn to identify and use key signature, meter signature, notation, bass and treble clef, tempo and dynamic markings as well as learn to perform and respond to a conductor's cues and make necessary adjustments.

Physical Education

Physical education includes a sequence of developmental experiences through which children learn by moving. Students first learn and practice basic movement skills and manipulate objects by throwing, catching, striking, pushing, pulling and climbing. Students take part in a variety of individual and group activities, games to increase body awareness, practice new skills and learn to move safely with respect to other people. Students also begin to learn about the physical and mental benefits of a healthy lifestyle characterized by physical activity. Students will then use movement skills in more complex ways by learning the concepts of fairness, positive attitude, teamwork and sportsmanship. Students learn to recognize the correlation between practice and mastery of skill and complete various types of drills to increase abilities. Students ultimately refine all the simple and complex skills necessary for physical activity of various types and focus on healthy lifestyles through nutrition and fitness.

Library and Educational Technology

The Library and Educational Technology Program is designed to expose students to a wide variety of classic and contemporary literature, instill a life-long love of reading and develop information literacy skills. The library collections contain specific materials that support the curriculum and provide students with a variety of high-quality literature and technological resources. The program has been crafted to reflect expectations of students set forth in several authoritative sources, including:

- The *Big6* model for teaching information skills created by Mike Eisenberg and Bob Berkowitz (1998)
- Information Literacy Standards developed by the American Association of School Librarians ("AASL")
- The Association for Educational Communications and Technology ("AECT").

Technology also plays a supporting role in the core academic curriculum. Classroom teachers plan lessons that leverage technology and provide technology resources for students. Students use technology to research, compose and present information related to topics of study. The Academy has a designated area to serve as the library and computer lab, enabling students to access technology needed to support the technology program. Moreover, students have access to a computer in the classroom to promote the integrated use of technology to support learning. All students in grades Kinder-11 receive a Chromebook and teachers utilize instructional strategies in the classroom to engage students with technology.

Character Development

To foster the desired culture, the Academy emphasizes strong personal character and accountability. Many schools offer character development programs, but the Academy melds character education throughout instruction and challenges the Academy community to model the desired traits. In this way, students develop a strong character while learning about virtues and different types of character. This approach to character development creates a culture within the Academy conducive to teaching and learning, and it makes parents and educators true collaborators in the learning process.

The Academy implements the character development curriculum to promote college readiness, create an environment that is conducive to teaching and learning and support the academic goals of the Academy. Beginning in grade seven, students, as part of their advisory classroom, engage in college exploration and education material in conjunction with a moral focus curriculum and soft skills curriculum to prepare students for success in high school and beyond.

During each month of the school year, the Academy focuses on a monthly virtue: wisdom, respect, gratitude, self-control, perseverance, courage, encouragement, compassion and integrity. Students develop and practice the virtues that, in time, become ingrained habits.

Students are encouraged to develop moral character, show performance character and interact well with others through social character. Character is both taught and caught; in other words, students acquire the behaviors that are modeled. The Academy will ensure school staff continually model moral, performance and social character in formal and informal settings. Students also participate in character development assemblies, where staff and other students speak on the monthly virtue and share how the virtue is implemented. Students are encouraged to share experiences and progress is recognized.

The Academy believes this innovative piece of the Educational Program prepares students for success academically and in life.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP and review with parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA") and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

- The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
- The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
- When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

If a student is not able to access the general education curriculum through Special Education services and accommodations, the IEP team will review the student's learning needs. When determined appropriate by the IEP team, the curricular tools may be modified to best allow the student to make progress in the curriculum.

Educational Development Plan (“EDP”)

As per P.A. 141 of 2007, the Academy provides students with the opportunity to develop EDPs in grade seven and continued through high school until graduation. These EDPs include students' personal information, career goals, assessment results, educational/training goals, plans of action for high school and post-secondary and post-school options, in accordance with the requirements of the law. EDPs are reviewed by parents as appropriate.

Assessments

The Academy has a robust and purposeful formative assessment process embedded into the instructional approach, using measurements of academic growth and proficiency beyond those required by state law. One of these assessments is a nationally normed assessment administered multiple times each year to measure individual student progress over time, provide a national peer-group comparison point and evaluate grade and school level achievement and growth. The Academy begins the assessment program in the early grades with diagnostic assessments that provide teachers with key individualized student information. This helps teachers differentiate instruction and modify teaching approaches to meet specific needs as early as possible in a student's career. The Academy also administers lesson and unit-level assessments to check understanding and to measure grade level content knowledge. The Academy uses common interim assessments, shared across all schools partnering with NHA, to drive forward the instructional program by learning from other schools. The common interim assessment results in ELA and math are used as an indicator of proficiency on the state assessment for students in grades 3 through 10.

Nationally Normed Assessments

A nationally normed assessment is administered multiple times each year in reading and mathematics to allow teachers, deans and the Academy leader to continually gauge student progress, make changes in instruction where necessary and measure the effectiveness of those changes. Typically, NHA-partner schools have used the Northwest Evaluation Association's™ Measures of Academic Progress® Growth™ assessment (“NWEA™ -MAP® Growth, Grades 2+, or NWEA for short). Under the NWEA program, each student takes a personalized assessment using a computer-adaptive exam. The assessment zeroes-in on the student's instructional level, sets individualized goals for student achievement and provides teachers with a robust tool that articulates the skills a student has acquired, the skills a student needs to solidify and the skills a student will be ready to learn next. NWEA assessments are dynamically developed as the test is being administered: the program instantly analyzes a student's response to each test item and determines the appropriate difficulty level to present throughout the remainder of the test. This type of adaptive test makes the results more accurate and individually actionable.

Fall assessments provide formative information, both as baseline data for the current year and comparative data to the previous school year. End-of-year assessments provide summative growth data. The tests are delivered and immediately scored electronically to measure growth for individual students, classrooms and the school as a whole.

The MAP Growth K-2 (formerly “MAP for Primary Grades”) version of the NWEA assessment has been used in other NHA-partner schools and administered to all kindergarten and first-grade students as a computer-adaptive, norm-referenced test designed to assess achievement levels in reading and math in these early grades. The key content areas covered are:

- Reading: Phonics, Phonological Awareness, Concepts of Print, Vocabulary and Word Structure, Comprehension, and Writing.

- Mathematics: Problem Solving, Number Sense, Computation, Measurement and Geometry, Statistics and Probability, and Algebra.

With the MAP Growth K-2 assessment, teachers are provided numerous reports and resources to help teachers identify areas of strengths and weaknesses in individual students and allow them to differentiate instruction accordingly.

Program Evaluation

Formative Assessment Process

The education scholar W. James Popham defines the formative assessment approach embraced by NHA schools as follows: “Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics^[8]” The Academy’s process provides assessment-based feedback to both teachers and students, occurs throughout the instructional periods of the school day and is purposefully designed to help teachers modify instructional techniques to help students achieve individual educational objectives. The steps of the formative assessment process include: 1) identifying objectives and determining end-of- instruction assessments; 2) developing building blocks; 3) analyzing evidence; 4) responding to evidence; and 5) daily planning. These are described further below.

Identifying objectives and determining end-of-instruction assessments: During the formative assessment process, teachers first identify the objectives for units of instruction based on the year-long plan. Teachers then use end-of-instruction assessments to gauge students’ status at the end of each unit. Assessment methods are selected based on the learning goal and sound assessment design. This “assessment-influenced” approach is important, for through it teachers “exemplify the curricular aim or aims being sought ...and ultimately decide what mastery of those aims looks like.”

Developing building blocks: After the educational objectives are reviewed and appropriate end- of-instruction assessments are determined, grade-level teams identify building blocks of instruction that scaffold student learning toward mastery of each educational objective. These building blocks are used to construct a variety of formative assessments that are woven into daily instruction and serve as check points during the learning process. Grade-level teams utilize building block assessments across the classrooms. Both teachers and students track student progress over time.

Analyzing evidence: Whether gathered through building block assessments or end-of-instruction assessments, teachers analyze evidence at the student and classroom level. The specificity of the building block assessments enables teachers to determine exactly what knowledge or skills need further development for particular students. As teachers meet to examine student work, they gauge the effectiveness of instruction and determine students’ degree of mastery of the educational objectives. Teachers analyze evidence to discover student misconceptions and to identify knowledge or skill gaps that may inhibit student learning success. Grade-level teams also analyze end-of-instruction assessments to ensure that the curriculum is coherent across classrooms within the school.

Responding to evidence: As units are prepared, teachers identify opportunities for planned instructional adjustments in case students do not learn as expected. Teachers may then make these adjustments during the course of unit instruction, as prompted by evidence from the building block assessments or end-of-instruction assessments. If learning progresses more quickly than expected, then instruction will move at an accelerated rate through the unit plan. If learning progresses more slowly than expected, then more time will be spent delivering instruction within the unit. Because students play a role in tracking individual progress, students know precisely where focus is needed to improve learning. Teachers consider end-of-instruction assessment evidence to develop subsequent units of instruction.

Daily planning: Daily planning allows teachers to connect educational objectives with instructional resources, effective teaching strategies and instructional methods that best support student

learning. It also allows teachers to develop strategies to check for understanding on an ongoing basis and determine if learning activities are providing intellectual engagement for each student. Teachers work backwards from the unit plan to structure instruction in the way that will best lead to mastery of educational objectives. In addition, the teacher's daily instructional objectives are presented in student-friendly language through "I Can" statements. These "I Can" statements are incorporated into lessons so that students know precisely what the learning goal is and can articulate it in their own terms. The Academy may also use "I Can" statements for English Learners to ensure students are presented with proper proficiency standards and can articulate individual progress in acquiring English.

The formative assessment process plays a central role in the Academy's overall academic assessment system, as it provides teachers and Academy leadership with regular access to relevant information pertaining to students' mastery of learning goals.

[1] See Matthew Davidson and Thomas Lickona, *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond* (Cortland, NY: Center for the 4th and 5th Rs, 2005). Respect and Responsibility / Washington D.C.: Character Education Partnership.

[2] ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* (Iowa City, IA, 2006).

[3] National Governors Association Center for Best Practices, Council of Chief State School Officers, "Key Points in English Language Arts," *Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010).

[4] *Ibid.*

[5] Coleman, David and Susan Pimentel, "Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy," *Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012).

[6] National Mathematics Advisory Panel, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (Washington, D.C.: U.S. Department of Education, 2008).

[7] *Ibid.*

[8] James W. Popham, *Instruction that Measures Up* (Alexandria, VA: ASCD, 2009).

analyze end-of-instruction assessments to ensure that the curriculum is coherent across classrooms within the school.

Responding to evidence: As units are prepared, teachers identify opportunities for planned instructional adjustments in case students do not learn as expected. Teachers may then make these adjustments during the course of unit instruction, as prompted by evidence from the building block assessments or end-of-instruction assessments. If learning progresses more quickly than expected, then instruction will move at an accelerated rate through the unit plan. If learning progresses more slowly than expected, then more time will be spent delivering instruction within the unit. Because students play a role in tracking individual progress, students know precisely where focus is needed to improve learning. Teachers consider end-of-instruction assessment evidence to develop subsequent units of instruction.

Daily planning: Daily planning allows teachers to connect educational objectives with instructional resources, effective teaching strategies and instructional methods that best support student learning. It also allows teachers to develop strategies to check for understanding on an ongoing basis and determine if learning activities are providing intellectual engagement for each student. Teachers work backwards from the unit plan to structure instruction in the way that will best lead to mastery of educational objectives. In addition, the teacher's daily instructional objectives are presented in student-friendly language through "I Can" statements. These "I Can" statements are incorporated into lessons so that students know precisely what the learning goal is and can articulate it in their own terms. The Academy may also use "I Can" statements for English Learners to ensure students are presented with proper proficiency standards and can articulate individual progress in acquiring English.

The formative assessment process plays a central role in the Academy's overall academic assessment system, as it provides teachers and Academy leadership with regular access to relevant information pertaining to students' mastery of learning goals.

[1] See Matthew Davidson and Thomas Lickona, *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond* (Cortland, NY: Center for the 4th and 5th Rs, 2005). Respect and Responsibility / Washington D.C.: Character Education Partnership.

[2] ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* (Iowa City, IA, 2006).

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[5] Coleman, David and Susan Pimentel, "Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy," *Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012).

[6] National Mathematics Advisory Panel, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (Washington, D.C.: U.S. Department of Education, 2008).

[7] *Ibid.*

[8] James W. Popham, *Instruction that Measures Up* (Alexandria, VA: ASCD, 2009).

Exhibit 3

Application and Enrollment Requirements

Oakside Prep Academy

Enrollment Limits

The Academy will offer kindergarten through twelfth grade. The maximum enrollment shall be 1,500 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Application and Enrollment Requirements

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Exhibit 4

Age or Grade Range of Pupils

The Academy will enroll students in kindergarten through twelfth grade. The Academy may add grades with the prior written approval of the authorizing body.

Students of the Academy will be children who have reached age 5 by September 1 of the current year. Early enrollment is available if the student reaches age 5 by December 1 of the current year and the parent completes the appropriate waiver.