Review Email

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To

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Subject

First Year Site Visit Results

Email Body

See Email HTML

Arizona State Board for Charter Schools

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October 2, 2014

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BASIS Schools, Inc.

Kristen Jordison, Carolyn McGarvey, and Craig Barrett, Charter Representatives

7975 N. Hayden Road, Suite B121

Scottsdale, AZ 85258

Dear Ms. Jordison, Ms. McGarvey, and Dr. Barrett,

On September 16, 2014, staff of the Arizona State Board for Charter Schools conducted the first year site visit of BASIS Phoenix Central. I appreciated the opportunity to meet with Tim Eyerman and Bonnie. Chatterjee, tour the facility, and observe the school in action. Below is a summary of items reviewed, corresponding observations and findings. All areas were found to be in compliance, and no follow-up is required at this time.

1. Tour of Facility: A tour of the facility was conducted.

2. Student Count: On the day of the site visit, a total of 546 students were counted**.** Attendance records provided for that date report 585 students. In addition, the attendance policy and procedures were reviewed. Students were organized into the following grades:

Grade	Observed	Reported Enrolled	Reported Absent	Reported Present
K	153	159	2	157
1	84	92	1	91
2	84	89	1	88
3	91	100	3	97
4	63	65	1	64
5	55	57	0	57
6	46	32	1	31
Total	**576**	**594**	**9**	**585**

The discrepancy between the students counted and students reported is less than 5%, threshold used to determine whether additional information is required.

3. Fingerprint Clearance Cards and Background Checks: Fingerprint clearance cards (FCCs) were reviewed pursuant to A.R.S. §15-183.C.5. Background checks, if applicable, were reviewed according to A.R.S. §15-512.

4. Resume File: A resume file of all current and former instructional employees was available on the school's website pursuant to A.R.S. §15-183.F. Evidence was provided that parents had been notified of the availability of the teacher resumes through the student handbook and notice in the front office.

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5. Governing Body Meeting Notices, Agendas, and Minutes: The governing body meeting notices, agendas, and minutes were reviewed and are compliant with Open Meeting Law A.R.S. §38-431.01-09. Public notices have complied with A.R.S. §38-431.02 (A) (1). Corporate Board membership is consistent between ASBCS Online and the Arizona Corporation Commission. The school also has a separate School Governing Body.

6. Enrollment Policies: The enrollment policies were reviewed and found to be in compliance with A.R.S. §15-184.

7. Daily Instructional Schedule: The school calendar and class schedules were reviewed. The school meets the requirements for hours of instruction in each grade level per A.R.S. §15-901. For your consideration, a review by staff of the calendar provided by the school had 24 instructional days counted for January 2015, however staff counted 19 days.

8. Program of Instruction: Students were observed engaged in a traditional, back-to-basics education. Classroom observations are described below:

K-1: Students were seated in groups of 2-3 at tables. Students were working independently on a writing assignment answering the following prompt: "Will you be my friend?" The teacher was facilitating around the classroom ensuring students were working on assignment.

K-4: Students were seated in groups of 2-4 at tables. The students were listening to the teacher while she was introducing the next activity. The activity was a worksheet to practice nouns. The teacher began with describing what is a person, place, animal or thing. She followed with expectations and distributed the worksheets to the students.

Marmie (grade 1 Math): Students were seated in rows, while working on mental math problems. Afterwards, the teacher began a math review of writing numbers 1-30. Each student wrote down the number in their notebooks as the teacher instructed them from the whiteboard.

Inderberg (grade 1 Humanities): Students were seated in a U-shape design. Some were at the front of the classroom sitting on the carpet. All students were focused on the teacher's discussion on the traditions of Ancient Egypt. Students provided responses to her questions.

Meyer (grade 2-Math): Students were seated in rows in groups of three. This observation was at the beginning of the class, therefore students took out their Communication Journals (CJ), placed them on the edge of their desk. Afterwards they began working on a worksheet that was being passed out by the teacher. A second teacher was going around to each student checking their CJ.

Ballard (grade 2-Humanities): Students were seated in pairs. This observation was at the beginning of the class, therefore students took out their Communication Journals (CJ), placed them on the edge of their desk. Afterwards they began working on a "Do Now" assignment written on the board. A second teacher was going around to each student checking their CJ.

Olson-Brown (grade 3-Humanities): Students were seated in rows in groups of three. Students were working independently on a "Do Now" assignment on imperatives. Afterwards, teacher reviewed the assignment and was working through prior knowledge of imperatives with the students.

Cruise (grade 3-Mandarin): Students were seated in pairs while the teacher passed out a "Test Study Guide for Test 2" sheet for the upcoming activity. Throughout instruction, students and teacher only used the Mandarin language to communication.

Rathburn (grade 4-Math): Students were seated at tables in groups of three. The classroom is equipped as a science lab. Students were working on a "Do Now" assignment on multiplication problems. Afterwards, students were directed to write their homework assignment in their CJ and pull out last night's homework to be reviewed.

Mendoza/Bellino (grade 4-Art Connection): Students were seated in circle tables in groups of 4. On the whiteboard the teacher was displaying a graphic organizer with and asking the students, "How do these concepts vary from one culture to another?"

Spanne (grade 5-Latin): Students were seated in rows working independently on an assignment while the teacher facilitated the classroom.

Chandler (grade 6-History): Students were seated in pairs working independently on a test on Early Civilizations. Teacher was proctoring during this time.

9. Academic Framework Discussion: The Academic Framework was reviewed with Mr. Eyerman. Board staff reviewed Appendix C of the *Academic Performance Framework and Guidance* document and walked them through the first 5 years of the Board's Intervention Policy. In addition, should the charter holder be assigned a Performance Management Plan (PMP) or Demonstration of Sufficient Progress (DSP) in the future, staff provided them with guiding questions utilized by staff to evaluate a PMP or DSP.

In accordance with the adopted Board's academic performance interventions, if BASIS Phoenix Central receives an overall rating of meets standard based on FY 2015 data, the charter holder will be waived from submitting additional information. If the school receives an overall rating of does not meet or falls far below standard based on FY 2015 data (including an NR), the charter holder may need to submit required documentation as described in Appendix C of the *Academic Performance Framework and Guidance* and/or may be brought before the Board for consideration of non-compliance.

The Board encourages the charter holder to use the "Guiding Questions for Performance Management Plan and Demonstration of Sufficient Progress" provided to you at the site visit by Board staff to assess the processes in the areas of curriculum, monitoring instruction, assessment, professional development, data, graduation rate (if applicable), and academic persistence (if applicable). As the Board implements the academic performance intervention schedule, a charter holder will be monitored in the subsequent year when FY2015 data is available.

If you have any questions concerning the information above, please contact me at 602-364-3084 or johanna.medina@asbcs.az.gov. The Board appreciates your cooperation during this first year site visit.

Sincerely,

Johanna Medina

Johanna Medina

Director of School Quality

Arizona State Board for Charter Schools

Date Sent

10/02/14