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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November 5, 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 October 20, 2014, staff of the Arizona State Board for Charter Schools conducted the first year site visit of BASIS Prescott. I appreciated the opportunity to meet with Becky Ratliff, 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 344 students were counted**.** Attendance records provided for that date report 351 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
5	62	63	0	63
6	94	101	2	99
7	79	82	3	79
8	70	81	9	72
9	21	23	3	20
10	18	19	1	18
Total	**344**	**369**	**18**	**351**

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.

8. Program of Instruction: Students were engaged in direct instruction, whole group, and small group activities. Classroom observations are described below:

Ms. Pressly (grade 5-MS Science): Students were taking notes as the teacher was presenting examples of living and non-living items. Afterwards the students were assigned to create a list of living and non-living items.

Ms. Napolitano (grade 5-English): The teacher was presenting to the students a plot structure and was using a visual aid for this discussion. Students were taking notes and answering to the teacher's questions.

Ms. Flurry (grade 6-Band): This class contained 11 students. Each student was playing a horn or percussion instrument as the teacher conducted when to play.

Ms. Petrus (grade 6-Art): Students were independently working on the drawing of a vase. Prior to drawing the teacher had presented several examples of vases from images taken from Greek mythology.

Ms. Grell (grade 7-English): Students were writing an essay independently and using a scoring rubric as a guide. Teacher was monitoring the classroom.

Mr. Dermer (grade 7-Pre-Algebra): The teacher was presenting math problems on a whiteboard and asking students to provide him the steps to solve them. After the steps were described and written on the whiteboard, the teacher asked students how a problem could be turned into a real world problem. Students provided examples.

Dr. Winslow (grade 8-Algebra I): Students were utilizing Saxon math curriculum and working independently on assigned math problems. The teacher was monitoring and facilitating as needed.

Mr. Hallman (grade 8-Algebra1-2): Students in this class are working at an accelerated rate to complete both Algebra 1 and 2 using Saxon math curriculum. Students were working independently on assigned math problems.

Ms. Cortes (grades 9-10-Spanish): This class contained only 5 students. The teacher had presented a review

worksheet for exam IB. Students were going over the content with the teacher as they prepare for the exam.

Ms. Zhou (grades 9-10-Mandarin): The teacher had presented vocabulary in Mandarin to express how a person would introduce themselves for the first time. Students were practicing with the teacher through choral reading.

Afterwards, students were practicing their introductions in pairs.

9. Academic Framework Discussion: The Academic Framework was reviewed with Ms. Ratliff. 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 Prescott 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

11/05/14