

Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
BASIS School, Inc.

CTDS:
10-87-25-000

Mailing Address:
11485 North 136th Street
Suite 109
Scottsdale, AZ 85259

> [View detailed info](#)

Representative

Name:
Kristen Jordison

Phone Number:
480-767-7900

Fax Number:
4802892088

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Algebra II).

For K-8

Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the [required template and instructions](#).









For 9-12













Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the [required template and instructions](#). Each course must align with the State's graduation requirements.

Add Grade Levels

K
1st
2nd
3rd
4th

Curriculum Samples

-  [Download File](#) — KG Language Arts Curriculum Sample
-  [Download File](#) — KG Language Arts Assessment
-  [Download File](#) — 1st Grade Language Arts Curriculum Sample
-  [Download File](#) — 1st Grade Language Arts Assessment
-  [Download File](#) — 2nd Grade Language Arts Curriculum Sample
-  [Download File](#) — 2nd Grade Language Arts Assessment
-  [Download File](#) — 3rd Grade Language Arts Curriculum Sample
-  [Download File](#) — 3rd Grade Language Arts Assessment


-  [Download File](#) – 4th Grade Language Arts Curriculum Sample
-  [Download File](#) – 4th Grade Language Arts Assessment
-  [Download File](#) – KG Math Curriculum Sample
-  [Download File](#) – KG Math Assessment
-  [Download File](#) – 1st Grade Math Curriculum Sample
-  [Download File](#) – 1st Grade Math Assessment
-  [Download File](#) – 2nd Grade Math Curriculum Sample
-  [Download File](#) – 2nd Grade Math Assessment
-  [Download File](#) – 3rd Grade Math Curriculum Sample
-  [Download File](#) – 3rd Grade Math Assessment
-  [Download File](#) – 4th Grade Math Curriculum Sample
-  [Download File](#) – 4th Grade Math Assessment

Effective Date
07/01/2013

Attachments

Board Minutes –  [Download File](#)

Narrative –  [Download File](#)

Timeline for implementation –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Kristen Jordison 09/28/2012

**MINUTES of the meeting of
the BASIS Tucson School Board
August 30, 2012
4:00 PM**

Location BASIS Tucson
Conference Room
3825 North 2nd Street
Tucson, AZ, 85716

Members:

Present at location: Rachelle Prosowski, Jason Shorbe

Present – telephonic: David Fife, Stephen Haessler, Anthony Pitucco, Carolyn McGarvey

Not Present: David Schmitz

Also Present: Kristen Jordison, Rebecca Krause (telephonic)

Minutes taken by: Rebecca Krause

- I. Call to Order of BASIS Tucson School Board
 - a. Carolyn McGarvey 4:00 PM

- II. Discussion and Adoption of July 12, 2012 Minutes
 - i. Motion: Anthony Pitucco
 - ii. Second: Stephen Haessler
 - iii. Motion passes by unanimous approval of BASIS Tucson School Board Members present

- III. Discussion and Adoption of August 14, 2012 Minutes
 - i. Motion: Stephen Haessler
 - ii. Second: Rachelle Prosowski
 - iii. Motion passes by unanimous approval of BASIS Tucson School Board Members present

- IV. Discussion and adoption of action to add grades K-4 to the BASIS Tucson charter contract (Resolution T12-R10).
 - a. Kristen Jordison explained that the resolution would allow BASIS Tucson to submit an application to amend the charter contract so that it would include grades K-4. She went on to say that the planning is in the preliminary stages, but that the K-4 grades would follow the same mission as the rest of the BASIS schools.
 - b. David Fife expressed some concerns regarding whether or not the same approach to teaching students in grades 5-12 would be an effective way to teach elementary students.

- c. Carolyn McGarvey assured the board that BASIS realizes that the teaching approach would have to be modified to suit younger students. She explained that if the application is approved, then curriculum will be created and voted on by the BASIS Schools Inc. Board of Directors.
 - i. Motion: Stephen Haessler
 - ii. Second: Jason Shorbe
 - iii. Opposed: David Fife
 - iv. Motion passes by majority BASIS Tucson School Board Members present

- V. Call to the Public
 - a. No members of the public present

Meeting adjourned at 4:33 PM

Carolyn McGarvey
Chairperson

BASIS Tucson: K-4 Charter Amendment

BASIS Tucson seeks to amend the current 5th – 12th grade charter to add kindergarten through 4th grade.

The BASIS academic model has gained national recognition with BASIS School, Inc.'s flagship campus, BASIS Tucson, being named among the best public high schools in America for a number of years running by *Newsweek*, *U.S. News & World Report*, and *The Washington Post*. The program gained additional notoriety when BASIS Schools opened its second charter school, BASIS Scottsdale, which has been named the #1 High School in Arizona for Overall Academic Performance by *BusinessWeek* and ranked among the top 5 public schools in America by *Newsweek* and *The Washington Post*. What's more, ADE listed BASIS Schools as the #1 school system in its listing *Top School District and Charter Holder Ranking*.

The BASIS mission is to provide an accelerated liberal arts education at internationally competitive levels for all students. The rigorous college preparatory education at BASIS readies students for the competitive admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives. Our goal is to provide an academic foundation for lifelong learning. Also at the core of our philosophy is the belief that advanced coursework is for all students, not just the gifted.

The BASIS curriculum is an organic entity. A new, higher quality version of curriculum is created each year through the process of collaboration between BASIS administrative staff and BASIS teachers. The teachers design their own subject syllabi based on their review of relevant subject syllabi from previous school year(s). The teachers also participate in designing Key Exams. The academic leadership audits the syllabi and formulates final versions of Key Exams. This process assures continuity of the BASIS curriculum and determines any revisions that may be necessary due to changes in:

- The state of knowledge;
- The structure of the BASIS curriculum: subjects offered, hours taught, etc.;
- Arizona Educational Standards; or
- Student structure: grade and group structure, parallel entry of students from other schools.

After teachers design the syllabi, the Academic Program Division creates an *AZ-BASIS Standards Map* for each subject. This Map shows the correlation between Arizona Department of Education Standards and BASIS syllabi. The basic rules for curriculum alignment are as follows: there can be extra topics in the syllabi not covered by Arizona Department of Education Standards but all Arizona Department of Education Standards must be covered in the relevant syllabus. Arizona Department of Education Standards can be covered in earlier grades than the ADE requires, they cannot be covered in later grades than the ADE requires. In the case

of a subject assessed by the Arizona State required standardized testing (e.g. AIMS), the syllabus has to include a review before the standardized testing dates.

A key component to ensuring college readiness among our students is mastery of the basics at each point along the learning continuum. BASIS teachers employ a variety of teaching methods to ensure this high level of mastery is reached among all students, including instructor-led learning, lecture, the demonstration method, controlled practical exercise, the practice method, the coach and pupil method, and independent learning.

Internal and external assessments are also a critical component in ensuring content mastery among BASIS students. Beginning in the 6th grade, students must pass comprehensive exams in each core subject in order to earn promotion to the next grade level. These exams are aligned to the syllabus for each core course and, therefore, are aligned with Common Core and Arizona standards.

In addition to these internally generated and graded assessments, BASIS has adopted a rigorous benchmarking system which utilizes externally generated and graded assessments as a further indicator of student mastery and college readiness. At BASIS, 8th grade students participate in the Cambridge General Certificate of Secondary Education (IGCSE) exams in Mathematics, English as a First Language, and Coordinated Science. These exams provide valuable information on the level of college-readiness among our 8th grade students and act as an indicator of students' readiness to progress to more advanced coursework. BASIS students also take their first AP course and exam, World History, in the 8th grade as a part of the core curriculum. AP courses and exams act as an integral component of our upper school curriculum, with students taking a minimum of an additional six AP courses and exams throughout 9th, 10th, and 11th grade. Because the students' AP exam scores count towards their final course grades, and because teachers are held responsible for their students' scores, both students and teachers have an inherent interest in working together to achieve excellence. This cohesion has led to tremendous results.

By bringing BASIS' underlying philosophy, academic approach, teaching methods, and assessment philosophy to the elementary level, we aim to foster even higher levels of achievement and mastery among BASIS students.

1) Rational for increased grade levels served:

Adding Kindergarten through 4th grade to the BASIS model will provide students with an additional five years in the BASIS system. In this time, teachers and staff will focus on instilling in students a love of learning which will serve them throughout their 5 – 12 experience. Our faculty will also focus on teaching students study skills and organizational skills that will enable them to be successful learners and to reach their highest academic potential in the middle and upper school grades. By offering students this opportunity in the early grades, a BASIS Tucson K-4

curriculum can result in fewer students in need of academic support in the middle school grades and a seamless transition to the more rigorous academic approach in the BASIS upper school grades.

To date, the BASIS middle school curriculum has been, in many respects, the “magic bullet” behind BASIS’s amazing rise to prominence. To prepare students for the demanding BASIS upper school curriculum, the middle school program employs an accelerated curriculum consistent with worldwide academic standards and specifically designed to help students develop the academic and organizational skills they will need to be successful in high school and college.

Just as the BASIS middle school curriculum is the reason why we enjoy so much success with our high school students, we anticipate greater overall academic success with the implementation of Kindergarten through 4th grades. We believe that children who move from our primary education program to our middle school program will enjoy more success, thereby increasing the likelihood that more students will continue through to the rigorous high school program.

Many of our incoming 5th graders lack basic literacy skills in reading, writing and math facts. Although BASIS is an open-enrollment school, we believe many parents may not choose BASIS at 5th grade because they feel their child is not adequately prepared for the BASIS academic program. Those same parents may otherwise be inclined to enroll their child at BASIS in Kindergarten were that an option. This expansion to the younger grade levels could enable BASIS to reach a broader spectrum of children with even more impact on the community. We look forward to develop positive relationships with students and families that will last throughout their time on campus and beyond.

An added benefit for families with more than one child is that they will be able to have their children on one (or nearby) campus(es). We surveyed BASIS families with students currently attending 5th – 12th grade at our Scottsdale campus and 89 percent of families with elementary-age students are “somewhat interested” or “extremely interested” in sending their K – 4th grade children to a BASIS lower school campus. This translates to approximately 283 siblings of current BASIS Scottsdale students who would likely register at a BASIS lower school campus.

2) How the additional grades support the mission, educational philosophy and methods of instruction:

By bringing BASIS’ underlying philosophy, academic approach, teaching methods, and assessment philosophy down to the elementary level, we aim to foster even higher levels of achievement and mastery among BASIS students.

The curriculum will be aligned with the common core standards and the Arizona state standards and will prepare students for our advanced middle school and AP-based high school program.

A key component to ensuring college readiness among our students is mastery of the basics at each point along the learning continuum. As noted above, BASIS teachers employ a variety of teaching methods to ensure this high level of mastery is reached among all students, including instructor-led learning, lecture, the demonstration method, controlled practical exercise, the practice method, the coach and pupil method, and independent learning, and these same approaches will be employed in grades K – 4.

Internal and external assessments are also a critical component in ensuring content mastery among BASIS students. As is done in the middle and upper school grades, BASIS will develop Key Exams to gauge student mastery in the elementary grades. In the middle and upper school grades, Key Exams are high stake exams with a heavy weight in determining the students' final grade. In the elementary grades, the Key Exams, which will be given at the end of each of the five grading periods, will act as an indicator of a students' level of mastery and retention of material taught during the grading period.

As is done in the middle and upper school grades, BASIS will hold teachers accountable for their students' success on these key exams through a results-oriented, incentive-based salary structure that rewards teachers for student success and mastery.

Students who are not able to demonstrate mastery on the Key Exam will be automatically enrolled in the BASIS Student Support system to ensure they are given the necessary support to master grade-level material before they fall behind to an extent which makes them unable to catch up to their peers.

The Key Examinations will have three types of questions (which differ in quantity depending on grade level):

- Questions, *written by the course teacher*, testing how well students understand and retain material covered in the class;
- Questions coming from the BASIS question bank: *written by all BASIS staff and teachers*; and
- Questions coming from the TestWiz question bank: *written by the experts outside the school*, which test how well BASIS students have mastered Common Core Standards.

All Key Examinations will be administered through the TestWiz software allowing for immediate item-level analysis of student results.

TestWiz Description and Overview

TestWiz is a Web-based test processing and analysis tool that is easy to use and supports a variety of assessments. Test data is stored securely in a relational database making it possible to track results over multiple years and across multiple assessments. The reports are numerous and can be customized.

Highlights

- Accommodates any type of assessment: State; Local; and Norm Referenced.
- More than 40 report templates allow you to quickly create custom reports.
- You can disaggregate results by subtests, strands, cut scores, demographics, and more with the click of a button.
- Designed to help you track Response to Intervention (RTI).
- Easy to import data from various sources to update student records and teacher assignments.
- Allows you to create and process your own tests using items from NWEA's Item Bank.
- Includes numerous student-to-teacher associations making it possible to view results by various subject-level teachers, past year's teachers, and current teachers.
- Fully supports the Race to the Top Initiative.
- Consistent look and feel for navigating and reporting on different assessments.

<http://www.testwiz.com/products/TestWiz.aspx>

When a BASIS student is identified as “in need of Student Support,” the BASIS staff, with the input of parents/guardians, designs a Student Support plan. The results and impact of the plan are monitored and its effectiveness is evaluated. A member of BASIS staff, the Student Support Coordinator, is responsible for documenting and monitoring the progress of all students who are on Student Support in the school. All the steps for creating, implementing, and evaluating the Student Support Plan are supervised by the School Director, and most of the steps will be carried out by the teachers. The process of identifying a student who is in need of support can be initiated either by parents/guardians or by BASIS staff.

When a student demonstrates a need for support due to lack of organization, inability to complete assignments on time, etc., the Student Support Coordinator may implement one-on-one sessions to teach the student effective note taking, organizational, and time management skills. For example, the Student Support Coordinator will teach the student how to enter notes into his/her planner, how to organize his/her backpack and binders, how to plan time for homework, etc. The Student Support Coordinator will give the student several concrete goals and follow up to verify that the student is implementing the instructions. If the student shows reasonable progress, the Student Support Coordinator may negotiate with the student's teachers to lessen previously imposed standard consequences (e.g. set up an additional option to submit missing homework or to retake previously failed quizzes and tests). This can help motivate the student toward further improvement.

If the student is not up to standard by the end of the next grading period, the Student Support Coordinator may require the student to ask his/her teachers to initial his/her Communication Journal at the end of each period to verify that he/she noted all assignments. Also, the parents/guardians are expected to initial the Communication Journal every day. The Student Support Coordinator will evaluate the student's progress once a week and will terminate the intervention when it brings steady positive results.

When a student demonstrates profound gaps in the subject-knowledge expected from a typical BASIS student, the teacher(s) will create an individual plan describing

the steps the student must take if he/she wishes to fill in the gaps and catch up with other students. This plan will include time-lines for covering learning gaps and catching up with typical BASIS students, a list of resources provided by the school (additional work packages, workbooks, and textbooks, additional one-on-one time the teacher will spend with the student, additional peer-tutoring time, etc.), and a description of assignment and assessment modifications. During the remediation period, the student will work on individualized assignments in class, receive individualized homework, and be assessed using individualized quizzes and tests. The student will be graded Pass or Fail during his/her remediation plan. The Student Support Coordinator will keep copies of the student's individualized plan(s) and meet with the relevant teachers once a month to evaluate the effectiveness of the remediation.

3) Mastery of Coursework and Grade Level Promotion:

The proficiency of the coursework for the additional grades of K-4 is consistent with the proficiency for the coursework for our 5-7 students. The proficiency level of each student will be based on the student's performance on multiple sources of assessment, including homework, class participation, quizzes, tests, and Key Exams, which will be aligned with the Arizona State Standards and the AZ Common Core State Standards.

Letter Grade and Percent Equivalency	
%	Grade
≥ 90	A
≥ 80	B
≥ 70	C
≥ 60	D
≥ 0 < 60	F
n/a	I

We anticipate having five grading periods for K-4 as we do for 5-7. We will give percentage grades per grading period with year-end traditional letter grades (A, B, C, D, F) based on the periodic percentage grades.

4) Mastery Requirements: Promotion Requirements for Lower School students in Grades K-4

In order to advance to the next grade level, students must receive a grade of 60 percent or higher in all core subjects: English/language arts, mathematics, social studies/history, and science.

Students who fail to meet this requirement do not qualify for promotion status. To remedy their promotion status, these students' parents/guardians must request formally, in writing, permission to obtain conditional promotion status. To advance from conditional promotion status to promotion status, the student must satisfy all Special Summer Project assignment requirements.

Students who fail to earn promotion status, fail to obtain conditional promotion status, or fail to advance from conditional promotion status to promotion status, are held back. Additionally, 3rd grade students who Fall Far Below the Arizona standards on the AIMS reading examination will be retained. They will be enrolled in the same grade again for the next school year.

5) Changes in Staffing that Comply with HQ Guidelines:

BASIS takes a unique approach to teacher recruitment, hiring, and training; we recruit and hire individuals who may not have gone to school to become a teacher, but who have vast knowledge in the discipline they teach as well as a love of the classroom. Hiring teachers who are experts in the subject they teach is especially important at BASIS because teachers play a central and critical role in curriculum development and syllabi design (with the provision that curriculum decisions are audited for consistency with the BASIS academic program and state standards).

As BASIS begins the elementary program it will maintain its focus on recruiting and training the best and brightest in the field. This will require that the teachers not only meet our criteria for excellence but also meet the requirements of Arizona's Highly Qualified. To ensure that the teachers meet the Highly Qualified requirements they will either hold a degree in elementary education or have a bachelors or higher degree and have passed the AEPA or applicable reciprocal exam from another state.