

# Adding Grade Levels to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**

Tempe Preparatory Academy

**CTDS:**

07-87-61-000

**Mailing Address:**

1251 East Southern Avenue

Tempe, AZ 85282

 [> View detailed info](#)

### Representative

**Name:**

Chad Sampson

**Phone Number:**

480-839-3402

## Downloads

 [Download all files](#)

## Current Grade Levels

**Current Grade Levels Served**

- 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**

6th

**Curriculum Samples**

No documents were uploaded.


**Effective Date**

08/08/2016

## Attachments

 Board Minutes —  [Download File](#)

 Narrative —  [Download File](#)

 Timeline for implementation —  [Download File](#)
**Additional Information**
 [Download File](#) —

## Signature

Charter Representative Signature  
Chad Sampson 05/05/2016

---

**JOINT MEETING OF TEMPE PREPARATORY ACADEMY AND TEMPE PREPARATORY  
JUNIOR ACADEMY BOAD OF DIRECTORS  
MEETING MINUTES  
June 16, 2015**

The meeting of the Tempe Preparatory Academies Board of Directors was called to order by President Chad Sampson, at 6:00 p.m. on Tuesday, June 16, 2015, at the Zelman Center at Tempe Preparatory Academy, 1251 East Southern Avenue, Tempe, AZ, pursuant to A.R.S. § 38-431.02, notice having been duly given.

**Roll Call**

Voting Board Members Present

Chad Sampson, President  
Dick Foreman, Vice President  
Dr. Stuart Newfeld, Secretary  
Trevor Bush, Treasurer  
Dr. Rebecca Cryder

Voting Members Absent

Lisa Borawski, Director  
Roberta Fischer, Director

Non Voting Members Present

Andrea Guiney, Parent Organization Representative  
Mitch Sweet, Faculty Representative

Staff Present

Dr. David Baum	Jonathan Lambros
Dr. Joseph Kelly	Linda Sale
Keith Thurston	Jeff Veenstra
Dave Keating	Lisa Hicks
Nancy Calahan	Sue Ashton
Olivia Salcido	

**Call to the Public**

Melissa Brittain, PAC President reported new officers of the PAC for 2015-2016. Mr. Arturo Urias is the new President and Vice President is Rhonda Genchev.

Lucy Anaih Mitchell spoke in support of Dr. Baum's retention.

**Consent Agenda**

Chad Sampson moved to approve the consent agenda. Dr. Stuart Newfeld seconded the motion. Motion carried 5 to 0.

**Regular Agenda**

**Headmaster's Report**

**School Lunch Program**

Dr. Baum encouraged the board to "put shoulders" to the school lunch program. Trevor Bush explore this further with the PO. Dr. Baum said he would share the forms of the Mesa School District expected to be used in moving forward with the program. He also stated the breakfast being served is also an option to be considered. Dr. Newfeld inquired as to who would make the decision as to who is qualified to receive free lunch program. Dr. Baum informed the board that the federal government has an online application and approval process to make that determination.

### Uniforms

Uniforms have been researched and a consensus by Karin Moffitt, Lisa Hicks, and Marion Rhodes has been made that one exclusive vendor should be used for purchasing uniforms. Dr. Baum proposes that Pages 26 and 27 of our handbook be amended by a simple reference to the web page for information and pictures. Chad asked to see a redlined policy page of the proposal as a first "read" for the next board meeting.

### Enrollment

Enrollment is at 448 students at this date. Grades 6, 7, 8, 9 are fully enrolled with a waitlist. Grade 10 has 50 students enrolled, grade 11 has 53 and grade 12 has 50.

### **Budgets 2015-2016**

Dr. Baum presented the Proposed Budget for 2015-2016. This budget includes the Small School Weights cut, though it will hopefully be reversed in near future legislation. These cuts represent \$183,465 in decreased revenue for TPA and \$158,917 decreased revenue for JA. This leaves us with a deficit for TPA of **\$106,220** and a deficit in JA of **\$54,011**. This is cash only. Depreciation of \$115,089 is not figured into the state budgets. If the SSW cuts are not carried out, TPA will have a cash net income of \$77,245. Depreciation added would bring it to a deficit of **\$34,755**. If SSW cuts are not carried out, this leaves JA with a cash net income of \$104,906. Adding back in depreciation would give the school a total net gain of \$101,906.

Trevor Bush moved to approve the proposed budget as is. Richard Foreman seconded the motion to approve. Motion carried 5 to 0.

### **Surrender & Amendment of Charters**

Chad Sampson educated the public on the Small School Weights and how it affects any holders of multiple charters. Chad proposed the following motion:

1. The board voted to surrender Tempe Preparatory Junior Academy's Charter to ASBCS and provided President Sampson with the authority to negotiate and execute any documents necessary to facilitate such surrender. Dick Foreman seconded the Motion. Motion carried 5 to 0.

After a discussion of the need to add a sixth grade to the Tempe Preparatory Academy Charter once the Tempe Preparatory Junior Academy Charter had been surrendered, Chad Sampson made the following Motion:

2. The board voted to amend Tempe Preparatory Academy Charter to include sixth grade and provided President Sampson with the authority to negotiate and execute any documents necessary to facilitate such an amendment. Dick Foreman seconded the Motion. Motion carried 5 to 0.

President Sampson explained that attorney Hugh Hallman is working on the merger implications with regard to the charter's two non-profit 501(c)(3) status. A one charter entity is not subject to the small school weights cut. This change would only affect how the administration reports to the state. Our mission and teaching methods will not change and the school would continue to serve sixth grade students in accordance with its mission. Chad cautioned the Business Administrator to be vigilant watching our bank balance as we may get short paid in August.

Trevor Bush expressed his admiration and appreciation for Chad having the background and experience to find a solution for the school's financial crisis. Richard Foreman also gave a brief historical account of the issues and commended President Sampson for saving the school.

### **Math Curriculum Sequencing**

Dannette Flores, Keith Thurston and Dave Keating came forward to request the highest level of math required be Pre-Calculus, rather than Calculus. There are 12 students not able to pass the Calculus class, despite giving their best effort. Discussion took place regarding rigor versus the need to do what is best for these students. This request is for only the current year. Future research and efforts to mitigate the causes of these students being unable to succeed at the Calculus level will take place. Keith Thurston, Math Chair, stated that low scores are coming in at the junior high level.

Dr. Newfeld and Dr. Cryder express inclination to allow those 12 students to pass. Richard Foreman is skeptical that this will be a onetime request and asks Mr. Thurston to present to the board after he assesses and has a plan for the future. Keith Thurston suggested a September/October time frame. Dr. Baum believes that students are coming in to JA lacking in math skills from unidentified sources. He agrees with the proposal to allow these students to pass. Jeff Veenstra also agrees and reports that other schools are having to do the same thing. Dr. Newfeld stated that this might be a good balance between Rigor versus Best Outcome for students. Motion is carried 5 to 0.

### **Officer Elections**

Richard Foreman moves that officer changes are made as follows for the year of 2015-2016:

Chad Sampson remains President (agrees to one more year)

Dr. Newfeld serves as Vice President

Roberta Fischer becomes Treasurer

Dr. Rebecca Cryder becomes Secretary

Trevor Bush seconded the motion. All agreed and the motion was carried 5 to 0.

### **Faculty Report**

Mitch Sweet read a resignation letter from Michael Carlin.

### **Parent Organization Report**

President, Andrea Guiney had planned to have a "used uniform sale" as a fund raiser for the PO, but will refrain in light of the proposed new standards for uniforms.

President Guiney informs the board that the new proposed school lunch program will take approximately \$2,000 of revenue from the PO. She expresses her understanding of the need to best serve the students, but requested that she be kept in the loop. If TPA joins the Mesa Schools with this

lunch program, federal regulations will dictate what can and cannot be sold to students for snacks as well as lunch. Dr. Cryder said the gummy worms are allowed but many other candies were not allowed.

Chad Sampson makes a motion to go into Executive Session at 8:00pm.

### **Executive Session**

#### **Regular Agenda Resumes at 9:04pm**

##### **Student Retention**

The board announced their decision to accept the recommendation of Dr. Baum and Dean of Students, Dave Keating, by waiving the student graduation requirement of passing Calculus.

Recommended Promotions are for: 100734, 100564, 100584, 111771, 111378, and 111299.

Retention Not Possible due to ARS 15-701H are: 100678, 100542, 100671, and 100266.

Recommended Retentions are: 100668, 100663, 100549, and 111787.

##### **Head Master Employment Status**

President Chad Sampson announced that Dr. Baum's resignation had been received. Chad made a motion to retain Dr. Baum as a consultant with a 30-day renewable contract to operate TPA. Trevor Bush seconded the motion. Dr. Newfeld asked for a board vote regarding the 30 day renewable contract for administrative services. Richard Foreman voted I and thanked Dr. Baum for his services to TPA. Dr. Cryder voted I without comment, Trevor bush voted I, with regret that employment as Headmaster did not work out, but felt it was the right decision. Chad Sampson voted I. Dr. Newfeld spoke last and voted I regarding the 30 day renewable contract, but expressed that he would have preferred more patience on the part of his colleagues in allowing Dr. Baum to get acclimated to his new environment.

Chad reiterated, as of today's meeting Dr. Baum is not the Headmaster, but still responsible for school operations as an administrative consultant. He announced that the search committee includes Dr. Cryder, Trevor Bush, and Richard Foreman.

President Sampson assured everyone that TPA will remain. As she has weathered hard times in the past and survived, she will again survive. He reiterated to the audience that he expects their support and respect for this board, faculty and staff and emphasized that together as a community of faculty, parents, students, alumni and staff "We are TPA".

Dr. Newfeld moved to adjourn at 9:30pm. Chad Sampson seconded to adjourn. Motion carried 5 to 0.

Respectfully Submitted,

/s/Linda Sale

by: Linda Sale, Business Administrator

## **1) Describe the rationale for the increase in grade levels served.**

Tempe Preparatory Academy's ("TPA") Board of Directors desires to amend TPA's current charter contract to add a sixth grade class. TPA's board makes this request in conjunction with its request to voluntarily surrender terminate Tempe Preparatory Junior Academy's ("TPJA") charter contract with the Arizona State Board for Charter Schools ("Charter Board"). The Board is making these requests for the specific purpose of easing the administrative burden in filing two sets of charter documents for the same small campus. Despite surrendering TPJA's charter, TPA intends to continue its mission of providing a classical liberal arts education to students in grades 6 through 12.

Because it maintains two charters TPA is often required to submit redundant paperwork and engage in costly duplicate activities such as submit two audits every year for the same 6 through 12 campus. TPA respectfully requests that it be allowed to add a sixth grade to its current 7 through 12 grade charter to avoid the cost and administrative burden required to maintain two charters.

TPA has existed since 1996 as an outstanding charter school that has met or exceeded all academic and regulatory requirements delineated in its charter contract. TPA educates grades 7-12 until approximately 2008 when it applied for and received an additional charter contract adding a sixth grade class. Beginning in 2009, the school began to operate as TPA for grades 9 through 12 and TPJA for grades 6 through 8.

While the requested charter amendment will not specifically increase the number of grades served, it will allow the school to continue to provide the outstanding education already provided to its sixth grade class. Although TPA and TPJA maintain separate charters and have done all that is required to maintain legal separation between the two entities, the schools for all practical purposes functions as a single school and the sixth grade students and their parents should not experience any changes to instruction or services.

## **2) How do the additional grades support the mission, educational philosophy, and methods of instruction?**

Students at the school are already being served under the school's TPJA charter. The hope is to administratively transfer the sixth grade to TPA for school finance purposes. The schools mission, educational philosophy and method of instruction, which have served the school and its students well since 1996 will remain the same.

TPA's mission is to educate students in grades 6 through 12 for the lifelong pursuit of truth, beauty and goodness. The school's graduates have a foundation in the liberal arts of grammar and rhetoric, logic and mathematics, history, natural science, and philosophy. Graduates also practice the fine arts of music, drawing and painting, and

drama. Their curriculum aims to prepare its students for every career, every course of advanced or specialized study, and every kind of leisure.

Though the curriculum is rigorous and expectations for students are high, the school is not an exclusive institution strictly for the elite. Their goal is to provide an environment that allows every student who is curious and diligent the opportunity to fulfill her or his potential. As a traditional liberal arts school with small classes, a student/teacher ratio of 22 to 1, and an advanced core curriculum, it requires a common and rigorous sequence of courses for all students. There are no elective courses. Due to the classical liberal arts curriculum and its focus on the Socratic Method, TPA and TPJA are designed to serve a limited number of students. The school anticipates educating four sections of approximately 22 students for the incoming sixth grade class for a total of 88 students.

This focus on rigorous classical education has resulted in significant academic success, including:

- Ranked 1st in the State of Arizona for the percentage of college graduates from an open enrollment public high school, Arizona Board of Regents (2013);
- Ranked 1st in the State of Arizona for open enrollment public high schools, Arizona Dept. of Education Report Card (2012);
- One of only 4 high schools in the State recognized as an NCEA Higher Performing School in All Subjects (2013);
- The only open enrollment public high school to be ranked in Arizona's top 10 for 2 consecutive years, Arizona Dept. of Education Report Card (2013);
- One of only 5 schools to receive the Arizona Dept. of Education's Reading Excellence Award (2011)
- Ranked 5th and 6th in the U.S. for Reading and Math Achievement, Bush Foundation's Global Report Card (2011);
- State Championship Speech and Debate Team for 8 consecutive years (2006-2013 AIA 1/2/3A)
- State FIRST Robotics Competition Champion (2013, 2015)

A sixth grade class is necessary to acclimate and integrate students coming from various private and public elementary school settings into TPA's curriculum and teach method. This important transitioning year from elementary to junior high school has help ensure the student success highlighted above.

### **3) How does the implementation of the existing program of instruction meet the needs of students at the grade levels being added?**

The amendment of TPA's charter allows the school to continue serving sixth grade students despite surrendering the TPJA charter. TPA will continue to provide rigorous instruction to incoming sixth graders in all areas of its curriculum.



TPA's curriculum focuses on classical works of western civilization. During a student's six years at the school, students receive a comprehensive introduction to the great works of the western tradition, including literature, philosophy, history, math, science, languages, and the fine arts. The western tradition is one of great depth and diversity (of peoples and ideas) and will serve as a superb foundation to our students as they go on to be life-long learners. The following is a brief summary of the sixth grade curriculum:

### **Language Arts**

Students study the basics of grammar and composition, mastering the writing of excellent sentences and then paragraphs. Students will read and discuss through the use of the Socratic Method a number of novels, including *Adam of the Road*, *Old Yeller*, *The Secret Garden*, *Alice in Wonderland*, *The Book of Three*, and *a Wrinkle in Time*.

### **Ancient History**

An examination of the roots of civilization as based on the cultures of Mesopotamia, Egypt, Greece and Rome. Students investigate primary source documents, maps, economics, and culture during the early civilizations.

### **Mathematics**

Students review basic computational skills and work towards mastering all mathematical skills needed for Pre-Algebra. Using the Connected Math series and Socratic instruction, students work toward understanding Number Theory, Rational Numbers, Data Analysis, 2-Dimensional Geometry and Probability.

### **Science**

This course explores science concepts in the life sciences, earth sciences, and physical sciences in preparation for the more specialized junior high courses. Students study cells, living things and systems; water, climate and energy, and resources; and finally they study earth processes.

### **Fine Arts - Drama**

Using an interdisciplinary approach from other curricular areas, students practice public speaking, voice control, articulation, projection, and breath control. Students will learn the history and practice of drama, and further they will have a special unit on Shakespeare.

Students are also introduced to the Socratic Method of inquiry and debate. The school's sixth grade faculty spends significant time helping students understand the

curriculum and fundamentals of Socratic instruction. Sixth grade students are also able to begin participating in the school's extracurricular activities. These activities such as athletics, choir, debate and the musical help reinforce the school's mission.

- 4) (adding any grades K-8 only) Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.**

### **Content Proficiency**

In accordance with TPA instructional mission, TPA's small class size and rigorous use of the Socratic Method enables faculty to assess students' academic proficiency and progression on a daily basis. TPA also uses a number of different strategies and assessment tools to ensure that sixth grade students have mastered the rigorous academic content taught prior to the students' promotion to the seventh grade. TPA's comprehensive assessment system includes: teacher observation and feedback to parents, evaluation of student work and direct feedback to students, student qualitative narratives, portfolios, performances, and significant testing in the form of faculty-made tests, end of unit tests, state accountability tests, and school benchmarking tests. Specifically, students are administered common formative assessments in core areas as well as common writing prompts. Students also take NWEA computer based exams in reading & language arts, math and science. Students are further administered the Galileo Instructor Effectiveness Series assessments and the AZmerit exam. TPA sets scores of 75% as the baseline for demonstration of mastery on standards based assessments.

### **Promotion**

TPA students are provided the promotion guidelines upon entering the school as part of the TPA Family Handbook. Students must pass (with limited exceptions) all of their courses to be admitted to the next grade level. Semester grades will be used to determine promotion. TPA passes students for promotion as 60% for the course grade. In grades 6 through 8, a student may be promoted to the next grade if all classes have been passed in the second semester or if there is only one failing grade (noted as "F") in the second semester and none in the first semester. In this case, the teacher of the class will prescribe a course of remedial study, or summer school class can be taken to assure that the student is ready for the following grade. Should parents disagree with the determination regarding student promotion there is a formal appeal process to the TPA Board of Directors.

- 5) What changes in staffing will be needed to implement the new grades, and how will they comply with the Highly Qualified federal guidelines?**

TPA anticipates no changes in sixth grade staffing. As TPJA currently provides staffing sufficient to meet the highly qualified federal guidelines and that same faculty will now fall under TPA's charter and continue to educate the sixth grade class.

**Timeline for Implementation\*– Describe the timeline for implementing the grade(s) requested, including the number of students served per grade per year, and, including whether the Adding Grade Levels to Charter Amendment Request will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.**

TPA desires to amend its charter adding the sixth grade class as soon as possible. We expect to continue educating the sixth grade class under the TPJA charter, but as soon as the Charter Board takes action on our request the students will then be served under the amended TPA charter. As we have requested the amendment to TPA's charter at the same time we are asking the Charter Board to accept the surrender of TPJA's charter there should be absolutely no disruption of the students' instruction. For all practical purposes, there will be no difference in how the school continues to service students and their parents. Indeed, parents, students and faculty should not notice any changes in the instruction or service provided. The only changes contemplated will be legal and administrative.

TPA anticipates that the legal and administrative saving for consolidating under a single charter will be significant and the school respectfully requests that the board allow the consolidations to occur prior to the upcoming 2016-2017 fiscal year so that we may be able to begin submitting budgets and other materials to the Department of Education and the charter board under a single charter.