

ANNUAL REPORT

School Year 2023-2024

BDC, A Public Charter School, Inc. BASIS DC
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Chairman of the Board

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1. ANNUAL REPORT NARRATIVE

I. School Description

A. Mission

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

B. School Program

1. Summary of Curriculum Design and Instructional Approach.

The BASIS Charter Schools Curriculum

The BASIS Charter Schools Curriculum is an organic article. A new, higher quality version of the curriculum is created each year through the process of collaboration between the BASIS Charter School Curriculum Company and BASIS teachers. The teachers design their own subject syllabi based on their review of relevant subject syllabi from the previous school year(s) and requirements defined by the key subject exams (Pre-comprehensive, Comprehensive, Final, Alternative AP, Internal Baseline Tests, AP exams and State Assessments, and others). 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 Charter Schools Curriculum and determines any revisions that may be necessary due to changes in:

- The state of knowledge;
- The structure of the BASIS Charter Schools Curriculum in terms of subjects offered, hours taught, graduation requirements, etc.;
- DC Educational Standards and implementation of District statewide assessments including the DC Comprehensive Assessments of Progress in Education (DC CAPE); and
- The make-up of the student body and student baseline levels of achievement.

Lower School Curriculum

The curriculum at BASIS DC is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that prepare them for increasing demands of later years. By introducing high-level content standards in lower grade levels, BASIS DC helps to ensure students are exposed to these concepts early and often and have mastered the material by the time they enroll in the Honors and AP-level courses found in our Upper School Curriculum. Adhering to the BASIS Curriculum Model, BASIS DC's 5th grade students take nine separate classes, including Introduction to Science, Physical Geography, Math, English, Latin, Classics, Art, Drama, PE, and Music. In 6th through 8th grade, students take Biology, Chemistry, and Physics as separate subjects each school year, like many top-performing peers in European and Asian countries. In 7th and 8th grade, students take additional supplementary courses including Logic and Economics, and

are exposed to college-level material in their History coursework, with some students opting to take the AP World History exam at the end of 8th grade.

Upper School Curriculum

The curriculum at BASIS DC is designed to prepare students for college and beyond. Our demanding academic requirements ensure that students are immediately exposed to courses in all academic categories, prompting them to take on material with which they are unfamiliar and, often, uncomfortable, and finding ways to master it (including help from available and enthusiastic faculty, counselor support, and administrative guidance). The curriculum also demands that students take AP classes in various fields, further challenging our students and, collaterally, ensuring that they can take and pass rigorous exams. Our Capstone classes, offered senior year, mirror the rigor and form of college-level seminars and hone the research skills our students have practiced throughout their time at BASIS DC. Finally, the opportunity to do senior projects caps off the experience at BASIS DC, enabling students to find, arrange, and participate in independent research opportunities. Not only does this enable students to work in-depth in a field about which they are passionate, but it also walks them through the steps of securing, maintaining, and thriving in a position, much like they will do after college while job searching. They learn what they need to be successful in a workplace long before seeking out a professional position.

Instructional Approach

Creating and Reinforcing a Culture of Academic Excellence

The BASIS Charter Schools culture makes high academic achievement and intellectual engagement the norm and allows students to realize their own great academic potential.

Recruiting Knowledgeable Teachers

Hiring teachers with subject matter expertise is essential to the success of the BASIS Charter Schools curricular model. Teachers play a critical role in curriculum development and syllabi design, and foster a community of academic excellence and intellectual curiosity; BASIS DC continues to pursue diverse avenues to recruit the best and the brightest teachers to join the school community.

Teacher Support and Training for Success

BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement. Once prospective teachers are hired, they begin to prepare for the demands of the BASIS classroom and are supported in a variety of ways through teacher induction and mentoring programs. All BASIS DC teachers are required to participate in extensive professional development through summer workshops and weeklong summer institutes. Instructional techniques, curriculum planning, resources, and student support strategies are addressed to ensure students succeed and educational gains are achieved. Workshops cover an array of instructional areas rounding out quality student interaction and engagement.

The goal is to expose BASIS teachers to various instructional strategies and methods to allow them, as professionals, to determine which approach works best for them.

Throughout the school year, BASIS DC teachers collaborate with the Director of Planning and Instruction who serves as their primary instructional coach. This coach builds upon knowledge of classroom management techniques, teaching methods, and pedagogical research that was reviewed in the summer training and helps teachers implement these best practices in real time.

To this end, all teachers participate in on-going observations and feedback cycles. These observations are centered on short-term and long-term pedagogical goals, classroom best practices, and tier-one strategies for student support. During feedback cycles, instructional staff design rigorous lessons and strategies to encourage students' higher-order skills. Instructional staff also participate in regular Professional Learning Communities, during which they dive into conversations about classroom practices and growing their own pedagogy. Weekly staff meetings focusing on both vertical and horizontal alignment provide frequent discussions with grade-level and department teams.

Empowering Student Achievement

Teaching Personal Responsibility

BASIS DC aims to teach students that success is the result of hard work. Regardless of academic standing, every BASIS student is supported and encouraged to improve and to reach for their highest academic potential.

Teaching students to take responsibility starts in the middle school. Teachers focus on helping students build organizational skills, proper note-taking techniques, and good study habits. Beginning in 6th grade, students are required to pass Comprehensive Exams in each core subject in order to progress to the next grade level. Comprehensive Exams ensure students are prepared to advance to more difficult material. Knowing they will be held accountable for information, students take their education seriously and own their success. As students progress from one grade level to another, they become models for younger students and help reinforce the culture of personal responsibility and positive peer support.

For students that need additional support, BASIS DC provides an Academic Support Program and a robust Student Success Team with multiple tiers of support that reflect a strong commitment to our Child Find responsibilities. Academic supports may include differentiated instruction and the use of various evidence-based instructional strategies by general education teachers, as specifically monitored and evaluated through observation and feedback cycles; weekly hour-long student hours held by every general education teacher so that students can receive individual support on content as needed or desired; and peer tutoring opportunities.

Key Exams

Key Exams are high stakes exams with a heavy weight in determining the students' final grades. These exams are specific assessment tools used to ensure students' academic progress at BASIS DC.

Key Examinations serve three purposes:

1. To evaluate the extent to which students master and retain the material taught during the school year. In the case of Comprehensive Exams, the students who do not master material at the basic level will get a chance to repeat the test (or grade).
2. To evaluate how students in specific BASIS Charter Schools perform compared to other BASIS Charter Schools and how they compare to students in previous years.
3. To evaluate how BASIS students perform compared to external and international standards. It is our goal to ensure BASIS students are able to compete in the global marketplace.

The key examinations have three types of questions (which differ in quantity depending on grade level):

1. Questions, written by the course teacher, testing how well students understand and retain material covered in the class.
2. Questions coming from the common BASIS question bank, which are written by BASIS Charter Schools Curriculum developers and teachers from across the network.
3. Questions, written by the experts outside the network, testing how BASIS students compared to international standards. The Academic Mentor's team (not including the course teacher) selects these questions from standardized tests used on students in the same grade level outside of BASIS. Students do not know which questions are supplied by their teacher and which are outside questions.

Pre-comprehensive Exams (used as Comprehensive Exam practice in Middle School) and Final exams (used for pre-advanced placement classes in Upper School) include mostly teacher-written questions. Conversely, Comprehensive Exams include more external questions with at least 75% coming from the BASIS question bank or external experts, and the AP Exams are completely external exams, created and evaluated by The College Board.

Comprehensive Exams

To ensure students master grade-level material, all BASIS DC students in 6th through 8th grade take Comprehensive Exams in seven core subjects at the year's end. Students prepare for these exams by taking Pre-comprehensive Exams ("Pre-comps") in the middle of the year and by completing final review units incorporated in each subject.

The Value of Pre-Comps

- Pre-Comp exams give teachers excellent quantitative data on how well students are retaining information. This gives the teachers an opportunity to evaluate instructional methods and to adjust accordingly for the remaining school year.

- Pre-Comp exams are also an opportunity for students to get strong feedback in each of their core courses (Math, History, English, Biology, Chemistry, Physics and Latin/Foreign Language). With this feedback, families learn more about the effectiveness of study habits, and hopefully enter the second half of the year with a good idea of what strategies work well and where improvement is required.
- Pre-Comp exams are good indicators of students who are struggling, which helps our Student Support staff identify needs and implement plans to support the individual student.

BASIS DC performs exhaustive data analysis on all of our internal exams. We use data to drive decision-making in the classroom so teachers have accurate measures of what is and is not working with their students. These analyses include overall comparisons, subject comparisons, and item-level analysis.

2. Parent involvement

BASIS DC continues to develop a community among students, families, and school staff. Engaging parents around academic expectations to ensure alignment between the school and families is of the utmost importance. To that end, we endeavor to connect with parents in a wide variety of ways so that communication flows freely.

The CJ

One of the most critical forms of parent communication and involvement occurs through the BASIS Communication Journal, referred to as the “CJ.” This planner is more than a place to record class assignments; it is one of the most important ways the school communicates with families about their children's academic and behavioral progress. At the start of the school year, parents receive and commit to the guiding principles and rules in the Parent Student Handbook, which means they not only understand the hard work and high expectations that BASIS demands but that they also agree to working with their child's teachers through the CJ.

Engagement: The following events and practices are all examples of the many ways in which parents were involved at BASIS DC during the 2023-2024 school year:

- **Annual Teacher Fund Gala:** The BASIS DC community joined together in supporting the Annual Teacher Fund (ATF) by throwing an ATF Gala and Silent Auction. The ATF is the primary fundraising effort of the school, and all money raised goes directly to teacher expenses and discretionary bonuses..
- **Community Meetings:** The Head of School attended numerous neighborhood commission meetings to check in with local government leaders, community members, and families to promote the school and to ensure that BASIS DC is an active member of our city-wide community.
- **Boosters Meetings:** One of the most critical ways in which BASIS DC involves families is through communication and engagement with our parent partners

known as our Parent Boosters Organization. Although the Boosters organization is a nonprofit entity that is independent from the school, the Head of School, Head of Operations, and the Boosters collaborate to provide timely and appropriate communication to parents and ensure that the school leadership is in tune with our parents.

- **Monthly Parent Workshops:** BASIS DC holds regular parent workshops throughout the year. Parents uniformly report that the workshops are helpful and support them in engaging with the school and their students' academic progress throughout the year. Workshop topics included effective study skills, student mental health, and coping with test anxiety.
- **ParentSquare:** Families receive regular communication through our electronic communication system—ParentSquare. This included critical operating information and announcements, opportunities for student and family engagement (extracurricular activities, special events, community offerings, and city services).
- **Family Newsletters:** BASIS DC provides parents and families with various virtual newsletters providing important updates to families regarding upcoming school events and highlight student achievements. .
- **Parent Hours:** Parents may book virtual meetings with their student's teacher(s) at a time that is convenient for them any time throughout the school year. This allows parents and teachers ongoing opportunities to collaborate for student success.
- **Recruitment Events:** These events included a variety of events including school tours, Open Houses, shadow days, EdFest, and a new family welcome.
- **Virtual Town Halls:** Throughout the 2023-2024 school year, BASIS DC held monthly virtual town halls to ensure that students and families had the latest information regarding school events and operations, and to foster a continued connection with the school community.
- **Community Gathering Events:** BASIS DC hosted numerous community events throughout the 2023-2024 school year, including a community Thanksgiving dinner, "winter cheer" events for students and families alike, and end-of-the-year Field Day.

II. School Performance and Progress

A. Mission, Goals, and Academic Achievements

1. Meeting our Mission

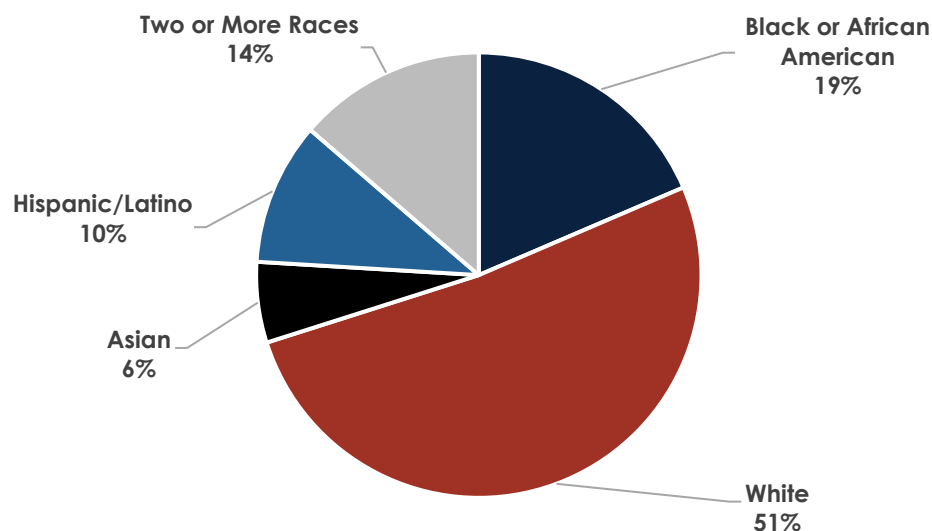
BASIS DC strives to fulfill the mission of providing an academically excellent and rigorous liberal arts college preparatory education to any middle and high school student in the District of Columbia. BASIS DC serves students from across the District and maintains high academic standards and programming.

Our Philosophy

One of America's most enduring traditions has been the principle of education as a great equalizer. No matter a child's economic background, geographic location, culture, or ethnicity, a quality education designed to be accessible to all students can break down the barriers of poverty and the self-fulfilling prophecy of low-expectations and prepares students to compete in a global economy. This tradition is threatened if our nation's schools are not successful. BASIS Charter Schools are committed to ensuring this tradition continues by setting high academic expectations, encouraging student achievement, and emphasizing academic accountability. As such, BASIS DC strives to serve students by helping them reach their highest academic potential by promoting robust academic standards, emphasizing teaching quality, and focusing on for student support.

Our Students

Our students are at the core of everything we do at BASIS DC. The BASIS DC student demographic for the 2023-2024 school year is represented in the graphic below:



BASIS DC is committed to providing equity of access to an exceptional education for all students in DC, as demonstrated not only by demographic diversity but also by geographic diversity. In the 2023-2024 school year, BASIS DC drew students from all eight Wards and every residential zip code across the District.

Our Teachers

BASIS DC teachers come from diverse backgrounds, and highly regarded colleges and universities. As reflected in Appendix A, our teachers hold a variety of degrees, with over half our teachers holding master's degrees or higher. BASIS DC is committed to investing in the best teaching force to ensure students reach their academic potential. BASIS DC places a strong emphasis on ensuring our teachers are of the highest academic caliber and have deep subject matter knowledge of the area that they will teach. BASIS DC strives to create a culture of ongoing professional development in which teachers are accountable for improvement. Throughout the year, BASIS DC teachers are provided with robust instructional support in the areas of classroom management techniques, teaching methods, and pedagogical research. BASIS DC teachers excel in providing students with robust instruction, academic support. This is reflected by student achievement on both internal and external assessments as documented in the sections below.

Our Results

BASIS DC CAPE results clearly demonstrate BASIS DC is on track for fulfilling its mission to prepare students for the colleges and careers of their dreams. Additionally, the spring 2024 administration of the FastBridge aReading and aMath assessments demonstrate BASIS DC students continue to show academic growth throughout the school year, and Advanced Placement (AP) and SAT scores from the 2023-2024 school year demonstrate BASIS DC high school students' robust levels of academic achievement in preparation for college and future careers. The results from the CAPE assessments, FastBridge assessments, and college readiness exams are reflected in the sections below.

2. Our Goals and Academic Achievement

FastBridge Student Performance

FastBridge is a nationally-normed, Common Core-aligned ELA and Math assessment that BASIS DC administers every year to students. FastBridge scores are used to determine student benchmarking for achievement and progress monitoring, and to identify students in need of additional support or specific interventions. The data below reflects the percentage of students who were identified as At or Above Benchmark on Spring FastBridge testing. BASIS DC students showed great success with nearly all students meeting or exceeding benchmark for school year 2023-2024

aMath Results

Student Group	Percentage At or Above Benchmark
Middle School (5 th -8 th)	91.6%
High School (9 th -11 th)	97.7%
All Grades (5 th -11 th)*	93.3%

aReading Results

Student Group	Percentage At or Above Benchmark
Middle School (5 th -8 th)	90.2%
High School (9 th -11 th)	97.7%
All Grades (5 th -11 th)*	92.3%

*Please note 12th grade students were not administered Spring FastBridge testing.

2024 DC CAPE Assessment Results

BASIS DC is extremely proud of our students' performance on the 2024 DC CAPE assessment. A significant majority of students met or exceeded college and career readiness standards (level 4+) across all grade levels in both English Language Arts (ELA) and Math. Additionally, the majority of students in all subgroup categories (students with disabilities, At-Risk, English Language Learners) scored approaching college and career readiness standards or above (level 3 or better) in ELA and Math. At least 65% of students in all race/ethnicity subgroups achieved level 3 or better in Math and at least 79% of all student race/ethnicity subgroups achieved level 3 or better in ELA.

Grade Level	English Language Arts		Math	
	% of Students scoring 3+	% of Students scoring 4+	% of Students scoring 3+	% of Students scoring 4+
Middle (5 th -8 th)	91.5%	72.6%	85.7%	67.3%
High (9 th -11 th)	100%	93.1%	87.9%	72.0%
All Grades	93.5%	77.3%	86.2%	68.4%

Students with Disabilities	English Language Arts		Math	
	% of Students scoring 3+	% of Students scoring 4+	% of Students scoring 3+	% of Students scoring 4+
	67.2%	39.7%	55.9%	30.5%

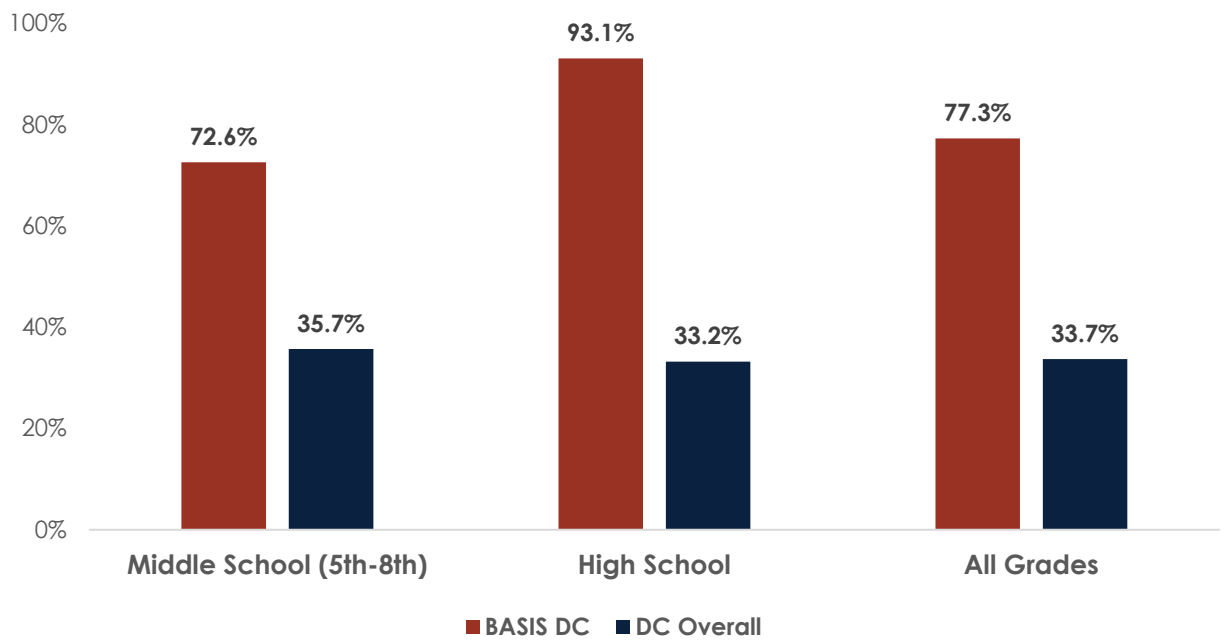
Students identified as Economically Disadvantaged	English Language Arts		Math	
	% of Students scoring 3+	% of Students scoring 4+	% of Students scoring 3+	% of Students scoring 4+
	71.8%	38.5%	63.2%	36.8%

English Language Learners	English Language Arts		Math	
	% of Students scoring 3+	% of Students scoring 4+	% of Students scoring 3+	% of Students scoring 4+
	69.6%	47.8%	60.9%	34.8%

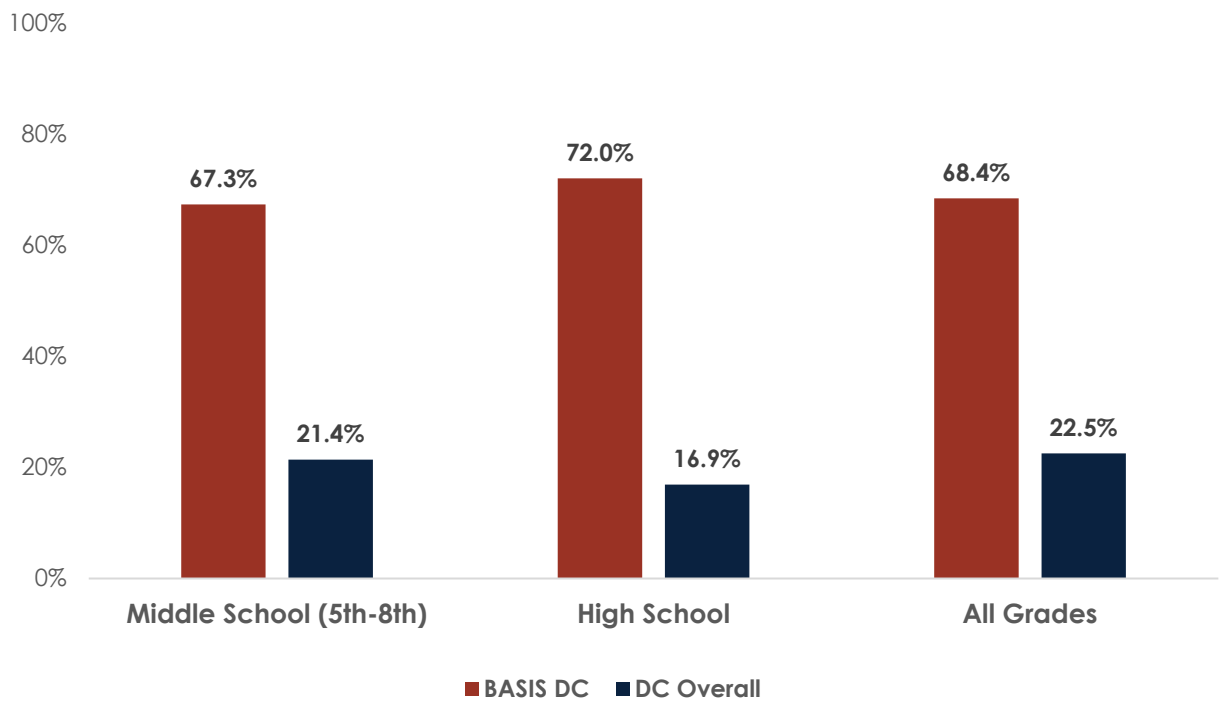
Race/Ethnicity	English Language Arts		Math	
	% of Students scoring 3+	% of Students scoring 4+	% of Students scoring 3+	% of Students scoring 4+
Asian	100%	84.2%	92.1%	84.2%
Black/African American	79.8%	47.9%	63.8%	38.3%
Hispanic/Latino of any race	90.7%	72.2%	72.7%	52.7%
Two or More Races	95.4%	83.9%	90.9%	71.6%
White	96.9%	84.8%	93.8%	77.9%

Additionally, BASIS DC 2024 DC CAPE scores significantly outpaced citywide averages in every group and subgroup. Results indicated that 33.7% of all DC students who took the ELA assessment and 22.5% of all DC students who took the Math assessment were at- or above- grade level. In sharp contrast, 77.3% of BASIS DC students scored at- or above-grade level on the ELA assessment and 68.4% scored at- or above- grade level on the Math assessment. This marks the third school year in a row in which BASIS DC students' achievement rates are at least double, and at times *triple*, that of the city-wide average. Additionally, every subgroup of students at BASIS DC outperformed their comparable subgroup citywide, and BASIS DC students identified as students with disabilities, Economically Disadvantaged and English Language Learners outperformed the citywide scores for all students in both Math and ELA. It bears reiterating the remarkable contrast between citywide subgroup performance and BASIS DC student subgroup performance. Most notably, rates of achievement for students with disabilities at BASIS DC are *four times* that of the citywide subgroup rate. These results are demonstrated in the charts below. This achievement is a testament to the quality of the BASIS Charter Schools Curriculum, the outstanding teachers and staff at BASIS DC, and the hard work and perseverance of BASIS DC students.

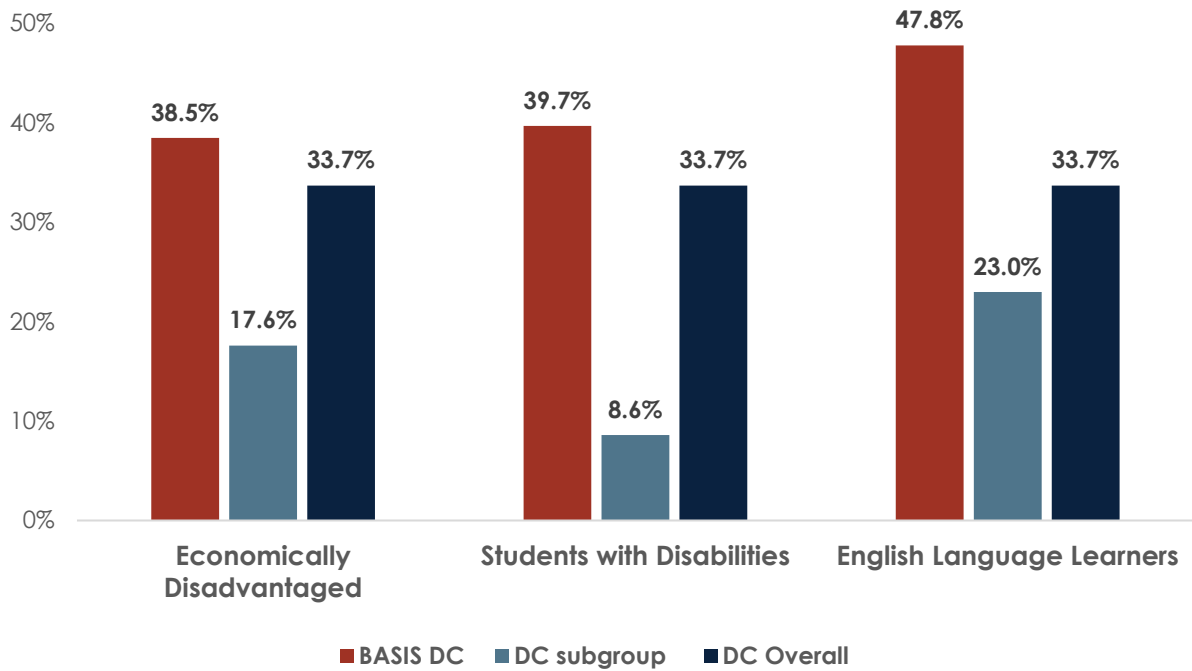
All Students At- or Above- Grade Level DC CAPE ELA



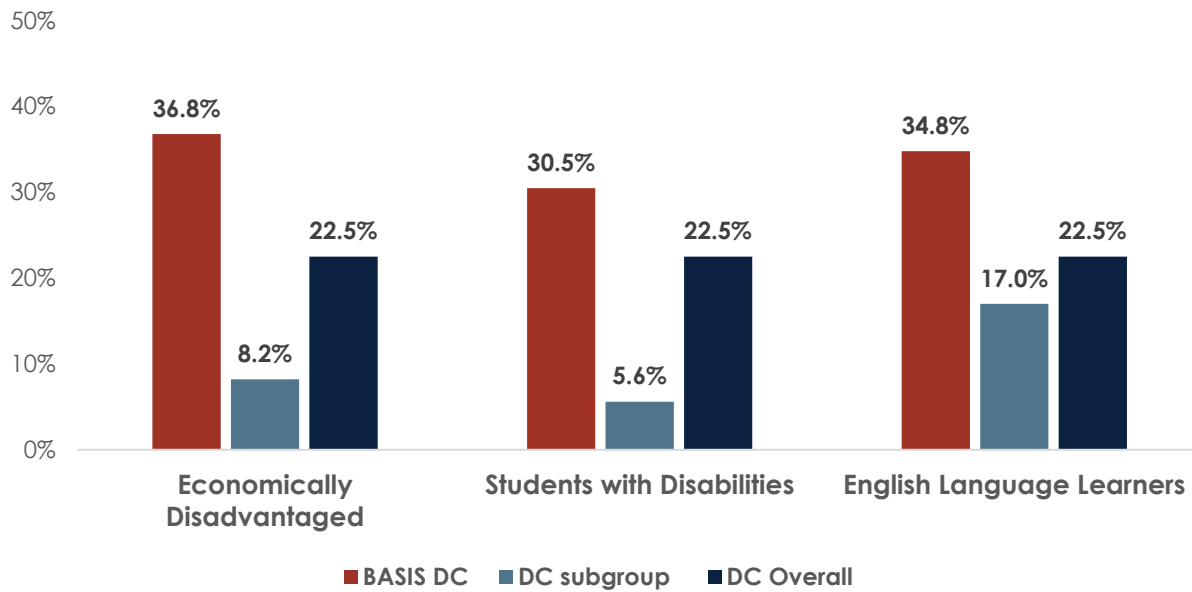
All Students At- or Above-Grade Level DC CAPE Math



Students At- or Above- Grade Level DC CAPE ELA



Students At- or Above-Grade Level DC CAPE Math



College Readiness

SAT Performance

The SAT is the largest and most frequently required college acceptance exam. BASIS DC is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that prepare them for the increasing demands of these high school exams. Utilizing PCSB's business rules, 100% of the class of 2024 are college ready. As such, BASIS DC is incredibly proud of 2024 senior class scores.

Class of 2024 SAT results (based on March 2023 testing)

Section	Range	Mean
Evidence-Based Reading and Writing	570-700	633
Math	550-700	608
TOTALS	1120-13-90	1291

Advanced Placement Exams

In addition to successful outcomes for our graduates, BASIS DC has also demonstrated excellence in student academic achievement. The 2024 graduating class earned the following AP distinctions:

• # of AP Exams taken by the end of grade 11	4624
• Average # of AP Exams per student	9.75
• % of students earning a 3 or higher on at least one exam	94%
• % of students recognized by the College Board	70%
• # of AP Scholars with Distinction	16
• # of AP Scholars with Honors	5
• # of AP Scholars	23

Performance Management Framework (PMF) As Goals

BASIS DC adopted the PMF (Performance Management Framework) as goals in alignment with DC PCSB's *Elect the PMF as Goals Policy*. The BASIS DC PMF as goals standard of review is as follows: The school will have earned at least 55% of the possible PMF points in two of the most recent three years and earned at least 45% in four of the previous five years. DC PCSB did not produce PMF results in school year 2023-2024, therefore BASIS DC need not report on PMF progress as per DC PCSB's *LEA Annual Report Guidelines School Year 2023-2024*.

B. Unique Accomplishments

BASIS DC is most proud of its students' strong academic performance. The school continues to be ranked as the #1 open-enrollment high school in the District of Columbia, one of the top-ten high schools in the Washington, DC area, and is one of the top 100 best charter high schools in the country as determined by the *U.S. News and World Report*. BASIS DC is also invested in developing a love of lifelong learning and creating within students a deeper appreciation of how knowledge enriches their lives. BASIS DC can report that in addition to the high levels of student academic achievement, the school and students had many other unique accomplishments over the course of the school year. Some of these highlights include:

- BASIS DC was a recipient of the competitive Bloomberg Philanthropies Summer Boost grant, which allowed the school to implement robust summer programming for students including SAT preparation courses as well as intensive math and ELA study programs.
- A BASIS DC teacher was named the 2023-2024 Milken Educator for Washington, DC. The Milken Educator Awards, created by Lowell Milken in 1987, have rewarded and inspired excellence in the world of education by honoring top educators around the country with \$25,000 unrestricted awards. Not an accolade for "lifetime achievement" or the proverbial gold watch at the exit door, the Milken Educator Awards targets early-to-mid career education professionals for their already impressive achievements and, more significantly, for the promise of what they will accomplish in the future.
- A BASIS DC student was selected to the State Board of Election (SBOE) as a Student Representative
- The BASIS DC Science Olympiad team won the DC state championship and proudly represented the District of Columbia at the National Tournament.
- The BASIS DC Speech and Debate Team won the Georgetown Day Regional Invitational. The BASIS DC team was the first Washington Urban Debate League (WUDL) team to win the tournament in the ten years of its existence.
- BASIS DC was the first WUDL school to qualify for the Tournament of Champions after winning at the Lexington Regional Invitational. The Tournament of Champions is the most challenging tournament in high school speech and debate, and students must qualify by winning bids at various regional tournaments to be invited.

Equitable Access to a World-Class Education

As articulated in this report and elsewhere, BASIS DC's mission and philosophy revolve around creating equitable access to an internationally competitive curriculum for all students, regardless of their zip code or background. Our recruitment efforts lead to enrollment from all eight wards and 39 DC neighborhoods. BASIS DC supports one of the most diverse student populations in the District by raising academic standards,

ensuring world-class teaching quality, and providing robust student and community support. During the 2023-2024 school year, BASIS DC began implementing the Equitable Access lottery preference, with the goal of increasing enrollment of students identified as “at-risk”. In utilizing this preference, BASIS DC continues to demonstrate its commitment to providing students furthest from opportunity access to an exceptional K-12 education.

C. List of Donors

BASIS DC is extremely grateful for the generosity of all of those in our community who made financial contributions for the 2023-2024 school year. The names on the following page represent those who contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year subject to the requirements of this report (D.C. Official Code § 38-1802.04(11)(B)(xi)).

Donors BASIS DC 2023-2024

Alexis Ahlstrom
Victoria Ansari
Heidi Applegate
Charles Baker
Emre Balta
Craig Barrett
BASIS DC Booster Organization
Meseret Bekele
Lee Berger
Julie Boggs
Caitlin Boon
Christyne Brennan
Charlotte Brock
Tyler Brown
Greg Burns
Jeannie Chang Pitter
Yeonjin Choi
Renee Christensen
Andrew Clemmensen
Todd Cochran
Chad Colby
Karen Copeland
Janet Crespo
Plamen Danchev
Robert Delonis
Rebekah Eagle
Carrie Elliot
Erin Erlenborn
Anna Fruttero

Margaret Gerety
John T Giles
Daniel Glasson
Brad Greenfield
Bob Grossi
Richard Harlow
Beth Hayden
Ellen Hegen
Christian Hertzog
Jordan Holt
Jennifer Howard
Colleen Hughes
Elsa Huxley
Patricia Jackson
Alison Kaufman
Gerald Kepes
Jason Kim
Kendra Kinnaird
Jennifer Landgraff
Elizabeth Latham
Gloria Lee
Michelle Lefferts
Kerry Lenahan
Whitney Louchheim
Elizabeth Matthews
Diane Mccall
Anna Mclaughlin
Sonia Mezei
Nicholas Migliaccio

Jennifer Moffatt
Kevin Moore
Catherine Morvis
Michael Murphy
Jennifer Niyangoda
Morgan Norris
Alicia J Obrien
Thomas Peng
Jennifer Perry
Galina Petrosian
Juliana Pirak
Petr Polasek
Elizabeth Poos
Cory Randolph
Kathleen Rasmussen
Audrey Reese
Kevin Reger

Sher Salao
Corrie Schoenberg
Debra Shapiro
Lisa Sherman
Natalie Skidmore
Kathleen Solomon
Jennifer Suzara
Kelly Thornburg
Andrew Ting
Rebecca Trautmann
Justino Tyson
Nneka Udoh
Lindsey Vanderdray
Maileen Villamor
Christina Wiginton
Lan Zhao

D. Charter Conditions: Recruiting, Retaining, and Supporting Students with Disabilities

At the time of BASIS DC's ten-year review, the DC Public Charter School Board (PCSB) elected to continue BASIS DC's charter with the conditions that school develop a plan focused on the recruitment, retention, and support of students with disabilities. BASIS DC submitted a plan that was subsequently approved by PCSB and as of July 2022, BASIS DC has met its conditions. As required by PCSB, included below is a reflection of BASIS DC's progress in implementing the plan during the 2023-2024 school year. Taken as a whole, these efforts and the corresponding data points demonstrate BASIS DC's concerted efforts in recruiting, retaining, identifying and supporting students with disabilities and as such the school has successfully implemented the plan.

- BASIS DC continued to utilize the DC Special Education Cooperative (SpEd Co-Op) partnership as a resource for continued growth within the special education program. Most notably, the Co-Op supported BASIS DC in implementing a co-teaching model for middle school core subject areas during the 2023-2024 school year. ..
- BASIS DC maintained robust, regular communication with current families of students with disabilities and regularly solicits input on the special education program from the school community.
- BASIS DC continued to provide extensive professional development and training opportunities for both general education teachers and special education teachers, fostering greater collaboration amongst staff and support for students in the classroom.
- BASIS DC continued to utilize marketing materials that emphasize the BASIS DC special education program, and uses language that is inclusionary of students of all abilities.
- BASIS DC's percentage of students receiving special education services was

8.9% at the end of school year 2023-2024, which exceeds the DC PCSB enrollment target of 8.5%. This represents marked increase over the 2021-2022 percentage of 6.4% and double the 4.4% at the time of BASIS DC's 10-year review. Additionally, the percentage of students with disabilities receiving supports and services under Section 504 was 8.5%. This resulted in 17.5% of BASIS DC students identified as a student with a disability for school year 2023-2024.

- Based on Federal Fiscal Year (FFY) 2022 metrics and School Year 2022-2023 data, OSSE's Special Education Performance Report (SEPR) identified BASIS DC as a "Leading LEA" for special education programming, "demonstrating the highest rates of compliance and quality service delivery to students."

2. DATA REPORT

SY 2023-2024 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: BASIS DC PCS
PCSB	Campus Name: BASIS DC PCS
PCSB	Grades served: 5-12
PCSB	Overall Audited Enrollment: 690

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	134	119
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	110	79	60	77	48	63	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: – 181
PCSB	Suspension Rate: 1.45%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.02%
PCSB	In-Seat Attendance: 93.42%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;(2) mid-year withdrawals; and (3) mid-year entries.
PCSB	Midyear Withdrawals: 1.59%

PCSB	Midyear Entries: 0.00%
PCSB	Promotion Rate (LEA): 99.09%
School (SY22-23)	College Acceptance Rates: 100%
School (SY22-23)	College Admission Test Scores: 100%
PCSB (SY22-23)	Graduation Rates: 100%

Faculty and Staff Data Points

BASIS DC	Teacher Attrition Rate: 16.3%																																														
BASIS DC	Number of Teachers: 51 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.																																														
BASIS DC	Teacher Salary Schedules <table> <tr> <th>Quality Step</th><th>Salary Amount</th></tr> <tr><td>1</td><td>\$64,343.77</td></tr> <tr><td>2</td><td>\$65,826.31</td></tr> <tr><td>3</td><td>\$68,702.48</td></tr> <tr><td>4</td><td>\$71,580.80</td></tr> <tr><td>5</td><td>\$74,451.61</td></tr> <tr><td>6</td><td>\$77,338.50</td></tr> <tr><td>7</td><td>\$80,913.09</td></tr> <tr><td>8</td><td>\$84,470.55</td></tr> <tr><td>9</td><td>\$88,052.64</td></tr> <tr><td>10</td><td>\$91,612.24</td></tr> <tr><td>11</td><td>\$95,196.47</td></tr> <tr><td>12</td><td>\$102,330.66</td></tr> <tr><td>13</td><td>\$102,330.66</td></tr> <tr><td>14</td><td>\$102,330.66</td></tr> <tr><td>15</td><td>\$102,330.66</td></tr> <tr><td>16</td><td>\$111,617.97</td></tr> <tr><td>17</td><td>\$112,899.12</td></tr> <tr><td>18</td><td>\$112,899.12</td></tr> <tr><td>19</td><td>\$115,035.10</td></tr> <tr><td>20</td><td>\$115,035.10</td></tr> <tr><td>21</td><td>\$118,023.74</td></tr> <tr><td>22</td><td>\$118,023.74</td></tr> </table>	Quality Step	Salary Amount	1	\$64,343.77	2	\$65,826.31	3	\$68,702.48	4	\$71,580.80	5	\$74,451.61	6	\$77,338.50	7	\$80,913.09	8	\$84,470.55	9	\$88,052.64	10	\$91,612.24	11	\$95,196.47	12	\$102,330.66	13	\$102,330.66	14	\$102,330.66	15	\$102,330.66	16	\$111,617.97	17	\$112,899.12	18	\$112,899.12	19	\$115,035.10	20	\$115,035.10	21	\$118,023.74	22	\$118,023.74
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BASIS DC	Teacher Demographics															
	<table><tr><th>Race</th><th>Percent</th></tr><tr><td>Black/African American</td><td>29.4%</td></tr><tr><td>White/Caucasian</td><td>56.9%</td></tr><tr><td>Two or More Races</td><td>3.9%</td></tr><tr><td>American Indian/Alaskan Native</td><td>2.0%</td></tr><tr><td>Asian</td><td>3.9%</td></tr><tr><td>Other</td><td>3.9%</td></tr></table>		Race	Percent	Black/African American	29.4%	White/Caucasian	56.9%	Two or More Races	3.9%	American Indian/Alaskan Native	2.0%	Asian	3.9%	Other	3.9%
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Gender	Percent															
Male	48.5%															
Female	45.5%															
Non-binary	6.1%															
Average years of teaching experience: 7.8 years																
BASIS DC	Compensation over \$100,000 Not applicable															

3. APPENDICES

APPENDIX A – School Year 2023-2024 Staff Roster


Last	First	Title	Highest Degree Earned
Amis	Asia	Special Education Specialist	Bachelor's
Azizi-Zia	Sophia	Teacher	Master's
Beabout	Althea	Teacher	Master's
Brown	Michael	Special Education Teacher	Master's
Buckles	Derick	Teacher	Bachelor's
Burt	Evan	Teacher	Master's
Canales	Cristian	Teacher	Master's
Caradine	Megan	Dean of Students	Bachelor's
Cooper	Calvery	Director of Student Affairs	Master's
Crawford	Christopher	Teacher	48 Hours of college credit
Custance	Michael	Teacher	Bachelor's
Davis	Emily	Teacher	Master's
Dempsey	Tanijah	SPED Instructional Assistant	High School Diploma
Divver	David	Facilities Coordinator	High School Diploma
Dome	Garrett	LEA Data Manager	Master's
Draper	Holly	Teacher	Master's
Eichelberger-Mitchell	Mariah	Teacher	Bachelor's
Elder	Mark	Teacher	Master's
Farrell	Candace	504/ELL Teacher	Master's
Gilbert	Kevin	Teacher	Bachelor's
Gilmore	Howard	Special Education Specialist	Bachelor's
Green	Nathaniel	Teacher	Doctorate
Hampton	Stephon	Teacher	Bachelor's
Hamzawsky	Basel	Teacher	Master's
Harris	Jerry	Teacher	Master's
Hausdorff	Eleanor	College Counselor	Doctorate
Hawkes	Esmeralda	Teacher	Bachelor's
Incorvati	Isabel	Director Of Academic Programs	Bachelor's
Jackson	Natalie	Dean of Students	Master's
Jensen	Jack	Teaching Fellow	Bachelor's
Johnson	Steven	Teacher	Master's
Jones	Barrington	Auxiliary Programs Assistant	High School Diploma
Kyaw	Jared	Teacher	Master's
Lemen	Michaela	Teacher	Master's
Li	Yalan	Teacher	Master's
Lichtenstein	Joshua	Director of Student Support Services	Master's
Maiga	Sidi	Teacher	Doctorate
Maranchuck	Kelly	Curriculum Coordinator	Master's
McCarthy	Rachael	Teacher	Bachelor's

McNinch	Rachel	Athletics Director	Master's
McWilliams	Trina	Operations Director	Bachelor's
Montcalm	Robert	Teacher	Bachelor's
Moore	Antoinette	Teacher	Bachelor's
Mrabet	Fatima	Teacher	Master's
Niles	Emma	Teaching Fellow	Bachelor's
Nilsen	Dennis	Teacher	Doctorate
Parnell	Lydia	Teacher	Master's
Pathak	Vageesha	Teacher	Master's
Perkins	Shyrah	Reading Specialist	Master's
Perry	Rahmeek	Teacher	Bachelor's
Poyac	Christophe	Teacher	Bachelor's
Randall	Gabrielle	Reading Specialist	Bachelor's
Ray	Armani	SPED Instructional Assistant	High School Diploma
Rea	James	IT Coordinator	Bachelor's
Richardson	Brandon	Paraprofessional	High School Diploma
Rigby	Samuel	Teacher	Master's
Robinson Hillis	Skye	Teacher	Master's
Rose-Henig	Alexander	Head of School	Master's
Sanghavi	Trisha	Director of Planning and Instruction	Master's
Settles	Kerri	SPED Instructional Assistant	High School Diploma
Simpson	Amy	College Counselor	Master's
Slocum	Brian	Teacher	Master's
Smith	Taja	Special Education Specialist	Bachelor's
Sokoloff	Sam	Teacher	Master's
Stafford	Celleste	Teacher	Bachelor's
Stanley	Autumn	Front Office Assistant	High School Diploma
Taylor	Candace	Teacher	Master's
Terranova	Luke	Teacher	Bachelor's
Thompson	Cassaundra	Special Education Teacher	Master's
Timme	Walker	Teacher	Master's
Torres	Ian	Dean of Students	Bachelor's
Tucker	Ariel	School Psychologist	Master's
Villarreal	Terry	Teacher	Doctorate
Wade	Joseph	Teacher	Bachelor's
Wallace	Donald	Special Education Teacher	Master's
Walters	Malika	Registrar	Associate's
Weech	Johnathan	Dean of Students	Master's
Wingate	Rozalyn	Special Education Teacher	Master's
Yarborough	Taneeea	Head of Operations	Master's
Yigletu	Messai	Teacher	Bachelor's
Zemanick	Kyra	Teacher	Master's


APPENDIX B – 2023-2024 School Year Board Roster

NAME/ Position/Residence	Original Appointment	Last Date Appointment	Date Appointment Expires
Craig R. Barrett Chair Arizona	Aug. 2011	Serves at the pleasure of the Member	Serves at the pleasure of the Member
Anne House Quinn Secretary Washington, DC	Nov. 2013	July 2020	June 2026 or until replaced or reappointed
Tony Axam Trustee Washington, DC	Nov. 2018	July 2020	June 2026 or until replaced or reappointed
Debbie Veney Trustee Florida	Nov. 2020	Nov. 2020	June 2026 or until replaced or reappointed
Marie-Laure Guitteny Parke Parent Trustee Washington, DC	Aug. 2011	July 2020	June 2026 or until replaced or reappointed
Ishmael Wilson Parent Trustee Washington, DC	Nov. 2021	Nov. 2021	June 2027 or until replaced or reappointed
Chad Colby Treasurer Florida	Aug. 2017	July 2020	June 2026 or until replaced or reappointed

APPENDIX C – Unaudited Year-End 2023-2024 Financial Statement

Statement of Financial Position	
BASIS Washington, DC	
As at June 30 of 2024	
 BASIS Washington, DC™	
ASSETS	
Current Assets	
Cash & Cash Equivalents	\$7,410,232
Restricted Cash	\$0
Accounts Receivable	\$563
Other Current Assets	\$263,619
Total Current Assets	\$7,674,414
Non-Current Assets	
Fixed Assets	\$2,140,593
Right of Use	\$30,228,566
Less Accumulated Depreciation	-\$10,354,122
Total Non-Current Assets	\$22,015,037
Total Assets	\$29,689,451
LIABILITIES AND NET ASSETS	
Liabilities	
Current Liabilities	
Accounts Payable	\$2,187,726
Other Current Liabilities	\$891,911
Total Current Liabilities	\$3,079,637
Non-Current Liabilities	
Right of Use	\$26,019,627
Long Term Liabilities	\$0
Total Non-Current Liabilities	\$26,019,627
Total Liabilities	\$29,099,265
Net Assets	
Beginning Net Assets	-\$918,871
Debt Net Asset Activity	\$0
Net Surplus	\$1,509,057
Total Net Assets	\$590,187
Total Liabilities and Net Assets	\$29,689,451

APPENDIX D – FY 25 Budget

Budgeted - Operating School BASIS Washington, DC  BASIS Washington, DC™	
	FY25 Fiscal Year Budget
Student Count	678
State Revenue	
State Aid	14,918,692
Supplemental State Aid	2,157
Total State Revenue	14,920,849
Federal Revenue	
Recurring Grants	205,193
One-Time Grants	-
Total Federal Revenue	205,193
Local Revenue	
Annual Teacher Fund	225,000
Reimbursable Activities	510,919
Other Revenue	-
Total Local Revenue	735,919
Total Revenue	15,861,961
Payroll	
Instruction Payroll	5,554,041
Non Instruction Payroll	2,669,333
Total Payroll	8,223,374
Other Expenses	
SME-Student Driven	368,958
SME-Maintenance	365,324
Reimbursable Activities Expenses	520,858
Sponsored Testing	67,595
Insurance and Audit Fees	130,247
Hiring and Professional Development	139,864
Other Expenses	52,678
Core Fee	754,736
Service Fees	1,753,868
Debt Service/Rental Expense	2,152,610
Total Other Expenses	6,306,738
Total Expenses	14,530,112
Change in Net Assets before Dep. and Amort.	1,331,850
Depreciation & Amortization Expense	218,000
Change in Net Assets	1,113,850
Non-Operating Outlay	
Debt Service - Principal Payments	-
Capital Expenditures	1,090,000
Debt Service Coverage Ratio - BDC	1.80
Debt Service Coverage Ratio - BDC - 1.2 Delta	1,300,860